



## JOHNSTON ELEMENTARY

514 Lee Street  
Johnston, SC 29832

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 369 Students           |              |
| <b>Principal</b>      | Bruce Lee              | 803-275-1755 |
| <b>Superintendent</b> | Dr. Mary Rice-Crenshaw | 803-275-4601 |
| <b>Board Chair</b>    | Sallie B. Cooks        | 803-663-6539 |

# 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        | Average              | Average        |
| 2008        | Below Average        | At-Risk        |
| 2007        | Average              | Average        |
| 2006        | Average              | 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

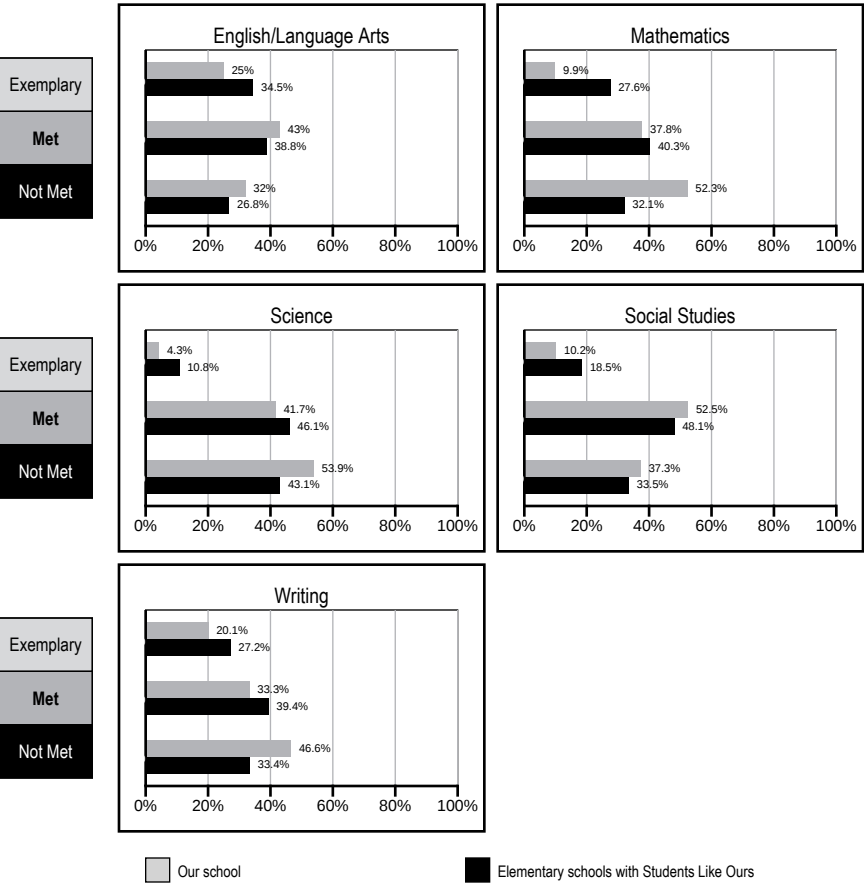
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2         | 10   | 94      | 14            | 1       |

\* 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=369)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 5.0%       | Up from 4.2%          | 1.6%                                       | 1.2%                     |
| Attendance rate                                                              | 96.5%      | Down from 96.8%       | 95.7%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 5.4%       | No Change             | 9.8%                                       | 11.7%                    |
| With disabilities other than speech                                          | 7.7%       | Up from 6.5%          | 9.1%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.0%       | No Change             | 0.6%                                       | 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=23)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 56.5%      | Down from 57.7%       | 58.5%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 91.3%      | Down from 92.3%       | 84.6%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 84.2%      | Down from 90.6%       | 86.5%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 95.1%      | Down from 96.3%       | 95.0%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$44,437   | Down 0.5%             | \$46,597                                   | \$47,288                 |
| Professional development days/teacher                                        | 22.4 days  | Down from 25.9 days   | 11.0 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 2.0        | Up from 1.0           | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.2 to 1  | Up from 17.4 to 1     | 19.2 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 90.8%      | Down from 92.1%       | 90.0%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Good       | 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**                                                    | \$7,367    | Down 1.2%             | \$7,518                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 66.2%      | Down from 67.3%       | 67.7%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 65.0%      | Up from 61.6%         | 64.6%                                      | 65.1%                    |

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

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

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

Johnston Elementary started the 2009-2010 school with a positive outlook while focusing on data. After analyzing test scores, we needed to improve in several areas. Our reading and math academy set the tone for the entire school year. During academy, time teachers are working directly with students in specific groups based on the needs of each student. During grade level meetings teachers are encouraged to discuss data and plan weekly lessons together. Teachers are scheduled to meet weekly to discuss data and to share things that are going well in their classrooms.

During the school year, there were many volunteers in the building. The volunteers range from foster grandparents, teacher cadets, AmeriCorps students, and local volunteers in the community. All of these individuals had a positive influence on the students at Johnston Elementary. Our PTO and SIC are working extremely hard within the school and the community to help make a positive impact in our school.

Our math coach worked with teachers during the school year with our new math curriculum. She modeled lessons, planned with teachers, and provided advice to teachers on a daily basis. She was also responsible for looking at MAP data and creating our math academy groups.

Each year, the parents and students at Johnston Elementary School look forward to Girls Night Out and Boys Night Out. These two events allow our parents and students to enjoy one another on the campus of Johnston Elementary without worrying about academics. It is a night of fun; it is very relaxing; and there are smiles all around. The teachers work in shifts to make these two events very special, and donations from the community make these two events special as well.

For the second year in a row, a fifth grade student at Johnston Elementary represented the Edgefield County School District at the Superintendent Writing Award Ceremony in Columbia. Our teachers and students take pride in writing, and all the teachers work hard to make sure our students are good writers.

Several teachers were recipients of grants during the school year, and we encourage them to write grants due to all the budget cuts we are currently dealing with.

Our performance on our 2008-2009 report card improved drastically. We look forward to the 2010-2011 school year as we strive to prepare our students to make a positive impact in the community.

Bruce Lee, Principal  
Debra Aston, SIC Chair

## Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 20       | 53        | 22       |
| Percent satisfied with learning environment            | 100.0%   | 84.9%     | 72.7%    |
| Percent satisfied with social and physical environment | 100.0%   | 96.2%     | 81.8%    |
| Percent satisfied with school-home relations           | 90.0%    | 92.5%     | 90.9%    |

\* 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 | NO |
|---------------------------------|----|

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

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

| School Improvement Key |                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.                                                                                       |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.                                                           |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance                                  |              |       |
|-------------------------------------------------------------------------|--------------|-------|
|                                                                         | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | 6.4%         | 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                         | 96.5%      | 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                 | 180 | 100 | 32   | 43   | 25   | 86.6 | 83.9 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 88  | 100 | 35.3 | 41.2 | 23.5 | 84.7 | 80.7 | 80.1 | N/A | N/A |
| Female                       | 92  | 100 | 28.7 | 44.8 | 26.4 | 88.5 | 87.4 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 56  | 100 | 23.6 | 25.5 | 50.9 | 96.4 | 90.3 | 89.6 | Yes | Yes |
| African American             | 117 | 100 | 38.2 | 50   | 11.8 | 80.9 | 76.3 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 92.7 | I/S | I/S |
| Hispanic                     | 6   | I/S | I/S  | I/S  | I/S  | I/S  | 83   | 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                     | 35  | 100 | N/A  | N/A  | N/A  | 63.6 | 49.5 | 51.7 | I/S | I/S |
| <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   | 6   | I/S | I/S  | I/S  | I/S  | I/S  | 74.1 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 148 | 100 | 35.9 | 47.2 | 16.9 | 83.8 | 77.6 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 180 | 100 | 52.3 | 37.8 | 9.9  | 64.5 | 76.3 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 88  | 100 | 43.5 | 45.9 | 10.6 | 69.4 | 74.3 | 78.4 | N/A | N/A |
| Female                       | 92  | 100 | 60.9 | 29.9 | 9.2  | 59.8 | 78.4 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 56  | 100 | 32.7 | 43.6 | 23.6 | 81.8 | 85.4 | 87.8 | Yes | Yes |
| African American             | 117 | 100 | 64.5 | 33.6 | 1.8  | 53.6 | 65.8 | 69.3 | No  | Yes |
| Asian/Pacific Islander       | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 93.5 | I/S | I/S |
| Hispanic                     | 6   | I/S | I/S  | I/S  | I/S  | I/S  | 68.1 | 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                     | 35  | 100 | N/A  | N/A  | N/A  | 30.3 | 39.1 | 46.1 | I/S | I/S |
| <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   | 6   | I/S | I/S  | I/S  | I/S  | I/S  | 59.3 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 148 | 100 | 58.5 | 37.3 | 4.2  | 59.2 | 68.4 | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

**PASS Performance By Group**

|  | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

**Science**

|                              |     |     |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|
| All Students                 | 121 | 100 | 53.9 | 41.7 | 4.3  | 46.1 | 61.3 | 67.3 |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |
| Male                         | 56  | 100 | 46.3 | 50   | 3.7  | 53.7 | 62.4 | 66.9 |
| Female                       | 65  | 100 | 60.7 | 34.4 | 4.9  | 39.3 | 60   | 67.7 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |
| White                        | 36  | 100 | 31.4 | 57.1 | 11.4 | 68.6 | 72.4 | 79.6 |
| African American             | 79  | 100 | N/A  | N/A  | N/A  | 32.4 | 47.5 | 49.7 |
| Asian/Pacific Islander       | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 84.4 |
| Hispanic                     | 5   | I/S | I/S  | I/S  | I/S  | I/S  | 65.8 | 59.4 |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 69.5 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |
| Disabled                     | 24  | 100 | N/A  | N/A  | N/A  | 9.1  | 25.8 | 33.8 |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 36.5 |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |
| Limited English Proficient   | 5   | I/S | I/S  | I/S  | I/S  | I/S  | 55   | 58.6 |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |
| Subsidized meals             | 99  | 100 | 60.6 | 37.2 | 2.1  | 39.4 | 50.6 | 55.4 |

**Social Studies**

|                              |     |     |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|
| All Students                 | 122 | 100 | 37.3 | 52.5 | 10.2 | 62.7 | 64.4 | 70.9 |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |
| Male                         | 61  | 100 | 36.7 | 50   | 13.3 | 63.3 | 64.2 | 70.1 |
| Female                       | 61  | 100 | 37.9 | 55.2 | 6.9  | 62.1 | 64.7 | 71.7 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |
| White                        | 38  | 100 | 18.9 | 51.4 | 29.7 | 81.1 | 74.3 | 79.2 |
| African American             | 79  | 100 | 47.4 | 51.3 | 1.3  | 52.6 | 52.8 | 58.4 |
| Asian/Pacific Islander       | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 86.8 |
| Hispanic                     | 5   | I/S | I/S  | I/S  | I/S  | I/S  | 55.2 | 68   |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 71.2 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |
| Disabled                     | 24  | 100 | N/A  | N/A  | N/A  | 25   | 34.1 | 39.3 |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 55   |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |
| Limited English Proficient   | 5   | I/S | I/S  | I/S  | I/S  | I/S  | 50   | 68   |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |
| Subsidized meals             | 103 | 100 | 44   | 51   | 5    | 56   | 54   | 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               | 181                              | 100      | 46.6      | 33.3  | 20.1        | 53.4                         | 70.6                           | 72.1                        | 96.5                      | 95.9                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 89                               | 100      | 48.3      | 35.6  | 16.1        | 51.7                         | 63.3                           | 65.2                        | 96.4                      | 95.7                        |
| Female                     | 92                               | 100      | 44.8      | 31    | 24.1        | 55.2                         | 78.5                           | 79.2                        | 96.6                      | 96                          |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 58                               | 100      | 36.8      | 29.8  | 33.3        | 63.2                         | 79                             | 80.8                        | 96.1                      | 95.5                        |
| African American           | 116                              | 100      | 52.7      | 36.4  | 10.9        | 47.3                         | 60.9                           | 59.7                        | 96.6                      | 96.3                        |
| Asian/Pacific Islander     | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 87                          | 96.4                      | 97                          |
| Hispanic                   | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 57.8                           | 64.6                        | 97.1                      | 96.7                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 73.4                        | N/A                       | 90.8                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 31                               | 100      | 82.8      | 13.8  | 3.4         | 17.2                         | 23.2                           | 27.7                        | 96.9                      | 94.5                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 63.5                        | N/A                       | 99.9                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 46.2                           | 63.7                        | 97.2                      | 97.4                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 150                              | 100      | 52.8      | 33.3  | 13.9        | 47.2                         | 60.2                           | 61.9                        | 96.5                      | 95.5                        |

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     | 70                               | 100      | 25        | 51.5  | 23.5        | 75                    |
|                       | 4     | 55                               | 100      | 40.4      | 42.3  | 17.3        | 59.6                  |
|                       | 5     | 51                               | 100      | 14.9      | 70.2  | 14.9        | 85.1                  |
|                       | 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     | 65                               | 100      | 39.7      | 36.5  | 23.8        | 60.3                  |
|                       | 4     | 63                               | 100      | 27.9      | 45.9  | 26.2        | 72.1                  |
|                       | 5     | 52                               | 100      | 27.1      | 47.9  | 25          | 72.9                  |
|                       | 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     | 70                               | 100      | 55.9      | 25    | 19.1        | 44.1                  |
|                       | 4     | 55                               | 100      | 34.6      | 59.6  | 5.8         | 65.4                  |
|                       | 5     | 51                               | 100      | 38.3      | 55.3  | 6.4         | 61.7                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 65                               | 100      | 68.3      | 23.8  | 7.9         | 31.7                  |
|                       | 4     | 63                               | 100      | 42.6      | 44.3  | 13.1        | 57.4                  |
|                       | 5     | 52                               | 100      | 43.8      | 47.9  | 8.3         | 56.3                  |
|                       | 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                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 35                               | 100      | 47.1      | 32.4  | 20.6        | 52.9                  |
|                       | 4     | 55                               | 100      | 51.9      | 42.3  | 5.8         | 48.1                  |
|                       | 5     | 26                               | 100      | N/AV      | N/AV  | N/AV        | 39.1                  |
|                       | 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     | 32                               | 100      | 77.4      | 16.1  | 6.5         | 22.6                  |
|                       | 4     | 63                               | 100      | 49.2      | 47.5  | 3.3         | 50.8                  |
|                       | 5     | 26                               | 100      | 34.8      | 60.9  | 4.3         | 65.2                  |
|                       | 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                   |

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     | 35                               | 100      | 55.9      | 29.4  | 14.7        | 44.1                  |
|                | 4     | 55                               | 100      | 26.9      | 53.8  | 19.2        | 73.1                  |
|                | 5     | 25                               | 100      | 20.8      | 62.5  | 16.7        | 79.2                  |
|                | 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     | 33                               | 100      | 53.1      | 37.5  | 9.4         | 46.9                  |
|                | 4     | 63                               | 100      | 29.5      | 57.4  | 13.1        | 70.5                  |
|                | 5     | 26                               | 100      | 36        | 60    | 4           | 64                    |
|                | 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     | 72                               | 100      | 44.1      | 36.8  | 19.1        | 55.9                  |
|                | 4     | 56                               | 98.2     | 26.9      | 59.6  | 13.5        | 73.1                  |
|                | 5     | 51                               | 100      | 34        | 48.9  | 17          | 66                    |
|                | 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     | 64                               | 100      | 55.6      | 23.8  | 20.6        | 44.4                  |
|                | 4     | 64                               | 100      | 51.6      | 29    | 19.4        | 48.4                  |
|                | 5     | 53                               | 100      | 28.6      | 51    | 20.4        | 71.4                  |
|                | 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                   |

Abbreviations for Missing Data

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