



## PARIS ELEMENTARY

32 East Belvue Road  
Taylors, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School  |              |
| <b>Enrollment</b>     | 564 Students           |              |
| <b>Principal</b>      | David Wise             | 864-355-4260 |
| <b>Superintendent</b> | Dr. Phinnize J. Fisher | 864-355-8860 |
| <b>Board Chair</b>    | Megan Hickerson        | 864-288-8363 |

# 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        | Good            | Below Average |
| 2006        | Good            | 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

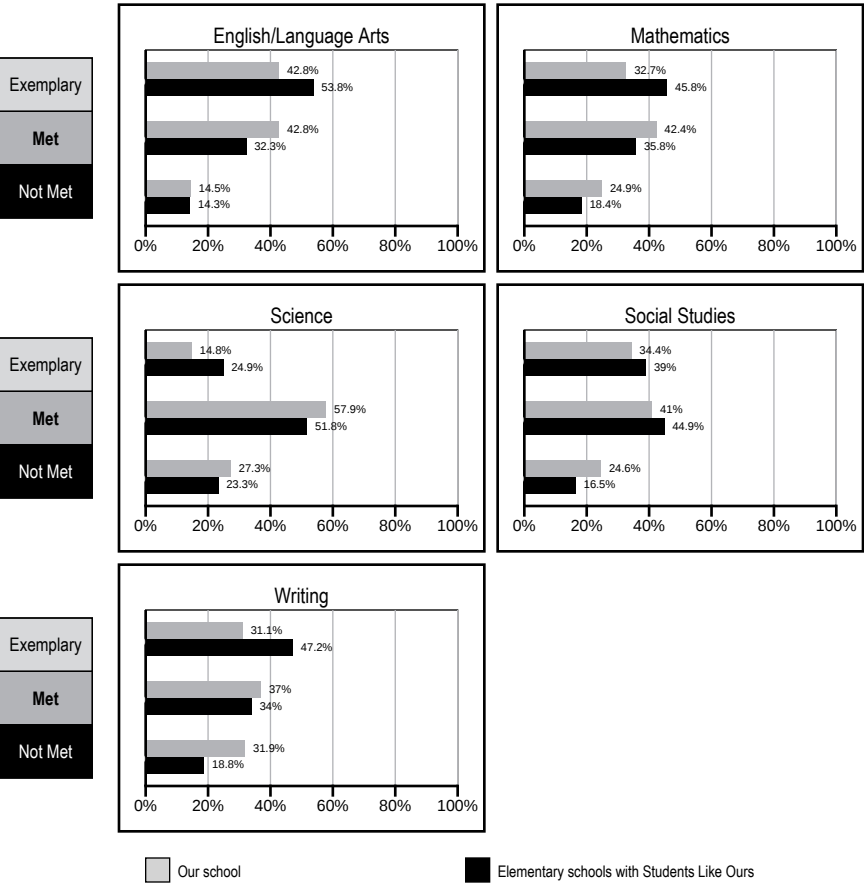
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 24        | 15   | 5       | 1             | 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=564)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.9%       | Down from 1.8%        | 0.9%                                       | 1.2%                     |
| Attendance rate                                                              | 96.4%      | No Change             | 96.4%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 18.5%      | Up from 17.0%         | 18.6%                                      | 11.7%                    |
| With disabilities other than speech                                          | 13.0%      | Down from 14.8%       | 8.2%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.0%       | No Change             | 0.2%                                       | 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=39)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 59.0%      | Up from 57.9%         | 59.6%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 89.7%      | Up from 86.8%         | 86.0%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 86.9%      | Up from 85.1%         | 88.5%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 95.9%      | Up from 95.8%         | 96.0%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$48,074   | Up 4.4%               | \$48,396                                   | \$47,288                 |
| Professional development days/teacher                                        | 10.0 days  | Down from 11.3 days   | 10.0 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 2.0        | Up from 1.0           | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 21.3 to 1  | Up from 20.6 to 1     | 21.1 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 92.1%      | Up from 91.7%         | 92.3%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | Up from 99.7%         | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$6,658    | Down 1.8%             | \$6,689                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 68.6%      | Up from 66.6%         | 70.6%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 63.7%      | Up from 62.4%         | 67.8%                                      | 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

Paris Elementary, a Red Carpet School, is truly a unique educational setting. Nestled at the base of Paris Mountain, the school is rich in tradition and history. Students moved into the new facility in 2004. Paris remains a focal point of the community and maintains close ties to the history of the area, including the grounds of Camp Sevier, a World War I training ground.

Paris continued with the theme "Growing Responsible Citizens" for 2009-2010. The school uses the Highly Effective Teaching (HET) school model. All Paris staff has been trained in the program which focuses on establishing core values, school-wide procedures, and thematic units for instruction.

All academic programs at the school are student-centered and research-based to ensure the best possible education for our students. Our reading and language arts programs are based on Pat Cunningham's 4-Blocks method. We use this in conjunction with our Accelerated Reader program to serve the individual needs of our students. Our math program employs a hands-on approach using the Everyday Counts Calendar Math program and is enhanced by using the Math Superstars program to promote creative and higher order thinking to solve word problems. Students continued with Odyssey CompassLearning, a computer-based instructional program that addresses individual students' needs. Our teachers use hands-on science kits and project teaching in Social Studies. The faculty is well-trained to provide an exciting combination of standards-based thematic units by integrating subjects.

The success of Paris Elementary is heightened by support from the PTA and our surrounding community. Our PTA contributes an enormous amount of time and financial resources to programs in the school that benefit all students, such as Young Author's Week, Science is Fun Day, and Accelerated Reading Celebrations. Volunteers deliver SEEDS reading lessons to classrooms, tutor students, assist teachers, and help with the maintenance and beautification of the school.

The school staff, parents, students, and community all work together to ensure student achievement and success. Together, we look towards continuing to build on the traditions and excellence that have always defined Paris Elementary.

Tara Whitmire, SIC Chair  
 David G. Wise, Principal  
 Rod Storm, Administrative Assistant

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 35       | 89        | 75       |
| Percent satisfied with learning environment            | 97.1%    | 89.9%     | 94.6%    |
| Percent satisfied with social and physical environment | 100.0%   | 89.9%     | 95.9%    |
| Percent satisfied with school-home relations           | 100.0%   | 89.9%     | 90.3%    |

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

School Adequate Yearly Progress

YES

This school met 17 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

| 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  | 1.7%         | 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                         | 96.4%      | 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                 | 281 | 100 | 14.5 | 42.8 | 42.8 | 93.3 | 84.7 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 162 | 100 | 11.8 | 45.8 | 42.5 | 94.1 | 81.3 | 80.1 | N/A | N/A |
| Female                       | 119 | 100 | 18.1 | 38.8 | 43.1 | 92.2 | 88.3 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 223 | 100 | 12.6 | 41.9 | 45.6 | 94   | 90   | 89.6 | Yes | Yes |
| African American             | 26  | 100 | 28   | 44   | 28   | 84   | 73.4 | 74.6 | I/S | I/S |
| Asian/Pacific Islander       | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 94.3 | 92.7 | I/S | I/S |
| Hispanic                     | 22  | 100 | 26.3 | 36.8 | 36.8 | 94.7 | 78.4 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 89.7 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 56  | 100 | 43.4 | 43.4 | 13.2 | 75.5 | 53.3 | 51.7 | Yes | Yes |
| <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   | 28  | 100 | 19.2 | 46.2 | 34.6 | 96.2 | 78.7 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 118 | 100 | 21.8 | 46.4 | 31.8 | 91.8 | 76.1 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 281 | 100 | 24.9 | 42.4 | 32.7 | 86.2 | 82   | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 162 | 100 | 25.5 | 37.9 | 36.6 | 85.6 | 80.5 | 78.4 | N/A | N/A |
| Female                       | 119 | 100 | 24.1 | 48.3 | 27.6 | 87.1 | 83.5 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 223 | 100 | 22.3 | 40.5 | 37.2 | 88.4 | 87.7 | 87.8 | Yes | Yes |
| African American             | 26  | 100 | 52   | 36   | 12   | 64   | 68.4 | 69.3 | I/S | I/S |
| Asian/Pacific Islander       | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 94.9 | 93.5 | I/S | I/S |
| Hispanic                     | 22  | 100 | 26.3 | 52.6 | 21.1 | 84.2 | 78.3 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 79.5 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 56  | 100 | 62.3 | 30.2 | 7.5  | 58.5 | 46.1 | 46.1 | Yes | Yes |
| <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   | 28  | 100 | 23.1 | 57.7 | 19.2 | 88.5 | 79.2 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 118 | 100 | 38.2 | 46.4 | 15.5 | 79.1 | 72.9 | 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 Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 191                           | 100      | 27.3      | 57.9  | 14.8        | 72.7                      | 70.6                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 109                           | 100      | 22.1      | 64.4  | 13.5        | 77.9                      | 70.1                        | 66.9                     |
| Female                       | 82                            | 100      | 34.2      | 49.4  | 16.5        | 65.8                      | 71.1                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 144                           | 100      | 22.3      | 60.4  | 17.3        | 77.7                      | 80.2                        | 79.6                     |
| African American             | 21                            | 100      | 47.6      | 47.6  | 4.8         | 52.4                      | 50.4                        | 49.7                     |
| Asian/Pacific Islander       | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 86.4                        | 84.4                     |
| Hispanic                     | 17                            | 100      | 50        | 42.9  | 7.1         | 50                        | 60.1                        | 59.4                     |
| American Indian/Alaskan      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 76.3                        | 69.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 36                            | 100      | N/A       | N/A   | N/A         | 44.4                      | 33.9                        | 33.8                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 36.5                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 22                            | 100      | 40        | 50    | 10          | 60                        | 60.6                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 80                            | 100      | 39.5      | 55.3  | 5.3         | 60.5                      | 57.1                        | 55.4                     |

**Social Studies**

|                              |     |     |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|
| All Students                 | 193 | 100 | 24.6 | 41   | 34.4 | 75.4 | 73.2 | 70.9 |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |
| Male                         | 110 | 100 | 20.6 | 34.3 | 45.1 | 79.4 | 72.8 | 70.1 |
| Female                       | 83  | 100 | 29.6 | 49.4 | 21   | 70.4 | 73.7 | 71.7 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |
| White                        | 158 | 100 | 23.8 | 39.1 | 37.1 | 76.2 | 79.8 | 79.2 |
| African American             | 13  | 100 | 41.7 | 33.3 | 25   | 58.3 | 57.9 | 58.4 |
| Asian/Pacific Islander       | 6   | I/S | I/S  | I/S  | I/S  | I/S  | 86.9 | 86.8 |
| Hispanic                     | 14  | 100 | 33.3 | 50   | 16.7 | 66.7 | 67.8 | 68   |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 69.8 | 71.2 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |
| Disabled                     | 41  | 100 | 57.9 | 34.2 | 7.9  | 42.1 | 40   | 39.3 |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 55   |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |
| Limited English Proficient   | 20  | 100 | 16.7 | 66.7 | 16.7 | 83.3 | 69   | 68   |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |
| Subsidized meals             | 78  | 100 | 35.2 | 47.9 | 16.9 | 64.8 | 61.6 | 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               | 281                              | 99.3     | 31.6      | 37.2  | 31.2        | 68.4                         | 74                             | 72.1                        | 96.4                      | 96.2                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 162                              | 99.4     | 35.3      | 39.9  | 24.8        | 64.7                         | 67.2                           | 65.2                        | 96.3                      | 96.2                        |
| Female                     | 119                              | 99.2     | 26.7      | 33.6  | 39.7        | 73.3                         | 81.1                           | 79.2                        | 96.6                      | 96.3                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 223                              | 99.1     | 29.3      | 34.9  | 35.8        | 70.7                         | 81.6                           | 80.8                        | 96.4                      | 96.1                        |
| African American           | 26                               | 100      | 48        | 40    | 12          | 52                           | 58.6                           | 59.7                        | 95.6                      | 96.2                        |
| Asian/Pacific Islander     | 8                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 88.8                           | 87                          | 97.8                      | 97.5                        |
| Hispanic                   | 22                               | 100      | 52.6      | 42.1  | 5.3         | 47.4                         | 63.1                           | 64.6                        | 96.7                      | 96.6                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 74.7                           | 73.4                        | 98.5                      | 94.8                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 59                               | 100      | 68.4      | 24.6  | 7           | 31.6                         | 29.5                           | 27.7                        | 94.9                      | 95.2                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 63.5                        | N/A                       | 97.6                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 28                               | 100      | 38.5      | 50    | 11.5        | 61.5                         | 62.9                           | 63.7                        | 97.7                      | 97                          |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 116                              | 100      | 48.2      | 32.7  | 19.1        | 51.8                         | 61.1                           | 61.9                        | 95.7                      | 95.6                        |

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     | 102                              | 100      | 25.5      | 19.4  | 55.1        | 74.5                  |
|                       | 4     | 88                               | 98.9     | 17.3      | 44.4  | 38.3        | 82.7                  |
|                       | 5     | 90                               | 100      | 19.3      | 42    | 38.6        | 80.7                  |
|                       | 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     | 88                               | 100      | 11.8      | 32.9  | 55.3        | 88.2                  |
|                       | 4     | 103                              | 100      | 16.5      | 42.3  | 41.2        | 83.5                  |
|                       | 5     | 90                               | 100      | 14.9      | 52.9  | 32.2        | 85.1                  |
|                       | 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                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 102                              | 100      | 28.6      | 35.7  | 35.7        | 71.4                  |
|                       | 4     | 88                               | 98.9     | 8.6       | 55.6  | 35.8        | 91.4                  |
|                       | 5     | 90                               | 100      | 25        | 47.7  | 27.3        | 75                    |
|                       | 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     | 88                               | 100      | 32.9      | 35.3  | 31.8        | 67.1                  |
|                       | 4     | 103                              | 100      | 16.5      | 42.3  | 41.2        | 83.5                  |
|                       | 5     | 90                               | 100      | 26.4      | 49.4  | 24.1        | 73.6                  |
|                       | 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     | 53                               | 100      | 26.9      | 59.6  | 13.5        | 73.1                  |
|                       | 4     | 88                               | 98.9     | 18.5      | 66.7  | 14.8        | 81.5                  |
|                       | 5     | 44                               | 100      | 32.6      | 41.9  | 25.6        | 67.4                  |
|                       | 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     | 43                               | 100      | 35.7      | 50    | 14.3        | 64.3                  |
|                       | 4     | 103                              | 100      | 23.7      | 63.9  | 12.4        | 76.3                  |
|                       | 5     | 45                               | 100      | 27.3      | 52.3  | 20.5        | 72.7                  |
|                       | 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                   |

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      | 28.3      | 39.1  | 32.6        | 71.7                  |
|                | 4     | 88                               | 98.9     | 18.5      | 60.5  | 21          | 81.5                  |
|                | 5     | 46                               | 100      | 24.4      | 37.8  | 37.8        | 75.6                  |
|                | 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     | 45                               | 100      | 25.6      | 41.9  | 32.6        | 74.4                  |
|                | 4     | 103                              | 100      | 24.7      | 37.1  | 38.1        | 75.3                  |
|                | 5     | 45                               | 100      | 23.3      | 48.8  | 27.9        | 76.7                  |
|                | 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     | 102                              | 99       | 30.6      | 29.6  | 39.8        | 69.4                  |
|                | 4     | 87                               | 100      | 31.7      | 42.7  | 25.6        | 68.3                  |
|                | 5     | 93                               | 100      | 24.2      | 36.3  | 39.6        | 75.8                  |
|                | 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     | 89                               | 98.9     | 39.5      | 27.9  | 32.6        | 60.5                  |
|                | 4     | 102                              | 99       | 31.3      | 38.5  | 30.2        | 68.8                  |
|                | 5     | 90                               | 100      | 24.1      | 44.8  | 31          | 75.9                  |
|                | 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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