



## HAMPTON ELEMENTARY

PO Box 687

Hampton, South Carolina

|                       |                         |              |
|-----------------------|-------------------------|--------------|
| <b>Grades</b>         | 4-6 Elementary School   |              |
| <b>Enrollment</b>     | 414 Students            |              |
| <b>Principal</b>      | Eric D. Robinson        | 803-943-3251 |
| <b>Superintendent</b> | Douglas McTeer          | 803-943-4576 |
| <b>Board Chair</b>    | Mrs. Hannah B. Priester | 803-943-4621 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

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

### DEFINITIONS OF SCHOOL RATING TERMS

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

### SOUTH CAROLINA PERFORMANCE GOAL

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

### SOUTH CAROLINA PERFORMANCE VISION

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

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

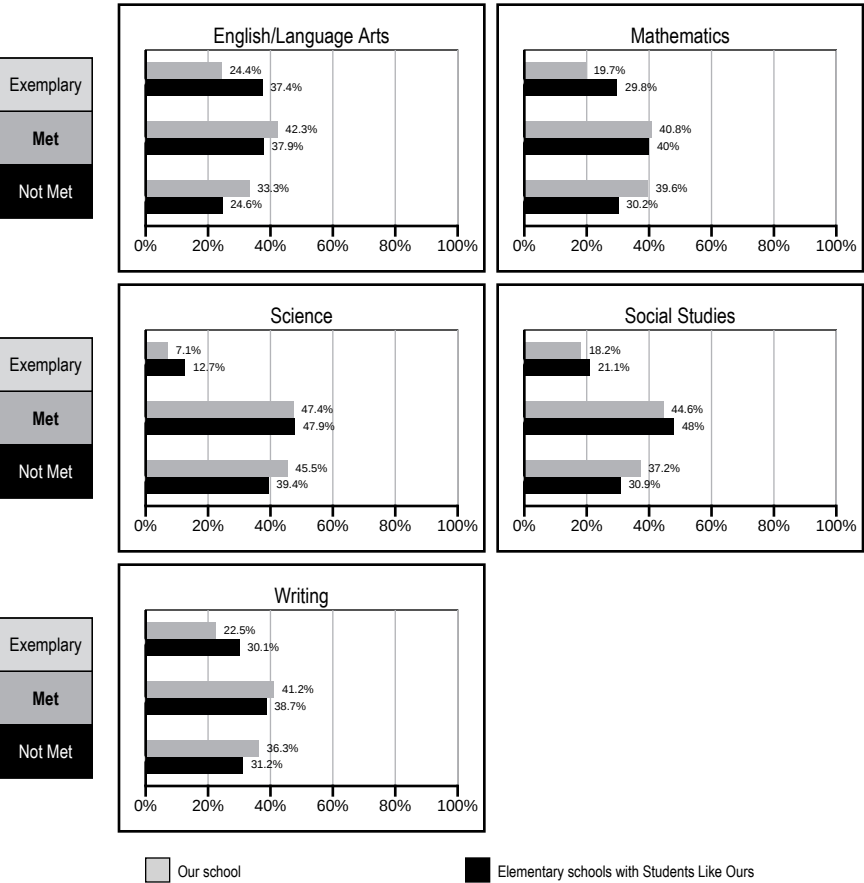
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2         | 21   | 96      | 8             | 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=414)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | N/R        | N/R                   | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.2%       | Down from 0.5%        | 1.3%                                       | 1.2%                     |
| Attendance rate                                                              | 96.1%      | Down from 96.3%       | 95.8%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 5.2%       | Down from 8.8%        | 10.3%                                      | 11.7%                    |
| With disabilities other than speech                                          | 9.5%       | Down from 11.1%       | 8.5%                                       | 8.0%                     |
| Older than usual for grade                                                   | 2.7%       | Down from 3.2%        | 0.5%                                       | 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=27)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 63.0%      | Down from 64.3%       | 60.0%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 100.0%     | No Change             | 85.7%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 97.5%      | Up from 91.8%         | 87.7%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 94.2%      | Up from 92.3%         | 95.0%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$46,426   | Down 2.0%             | \$47,079                                   | \$47,288                 |
| Professional development days/teacher                                        | 11.9 days  | Up from 8.3 days      | 10.2 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 8.0        | Up from 7.0           | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.1 to 1  | Down from 19.8 to 1   | 19.1 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 89.5%      | Up from 88.2%         | 89.9%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | No         | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 98.3%      | Up from 97.2%         | 100.0%                                     | 100.0%                   |
| Character development program                                                | Average    | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$6,740    | Up 4.5%               | \$7,487                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 67.4%      | Up from 65.9%         | 68.2%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 63.8%      | Up from 62.1%         | 64.7%                                      | 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

Thanks to the efforts of teachers and parents, Hampton Elementary School had another successful year of enriching the lives of students. As always, our goal is to provide students with a quality education while preparing them for the diversities of life beyond the classroom.

Hampton Elementary sought to provide students with enriching experiences outside of the classroom that would also help promote academic achievement. Students went on a variety of educational trips such as the 5th grade Barrier Island Trip in which students took part in science and social studies activities, and the 4th grade students visiting a Civil War Reenactment. All these activities and others were meant to provide students with learning opportunities that are often not available to them.

Teachers were also provided with research based professional development opportunities to improve classroom instruction. Through funding from a state technology grant, Hampton Elementary received 60 laptops for students, and all science teachers received personal laptops. The initiative was meant to provide more technology in the classroom. With laptop labs, students are able to participate in experiments or activities beyond the limitations of the school and community. Along with laptops, the science and math teachers were provided with professional development on better ways to incorporate technology into the curriculum. All teachers received year long professional development on differentiated instruction to better serve students from diverse backgrounds and learning styles. Several language arts teachers also participated in a writing program in which they were able to enhance creative writing and teach students to become dynamic authors.

Hampton Elementary continues to grow with the support of the surrounding community. It is with great appreciation that the Hampton Elementary School family would like to thank all of the parents and students that make our school an exciting and welcoming place to learn.

Eric Robinson, Principal  
Tammy Hadwin, SIC Chair

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 25       | 129       | 39       |
| Percent satisfied with learning environment            | 66.7%    | 67.2%     | 86.8%    |
| Percent satisfied with social and physical environment | 66.7%    | 59.5%     | 74.4%    |
| Percent satisfied with school-home relations           | 33.3%    | 75.0%     | 74.4%    |

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

Abbreviations for Missing Data

No Child Left Behind

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

|                           |    |
|---------------------------|----|
| School Improvement Status | CA |
|---------------------------|----|

| 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  | N/A          | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 7.6%         | 5.6%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.1%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

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

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 416 | 100 | 33.3 | 42.3 | 24.4 | 77.6 | 79.5 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 224 | 100 | 40   | 38.1 | 21.9 | 71.2 | 73.8 | 80.1 | N/A | N/A |
| Female                       | 192 | 100 | 25.7 | 47.1 | 27.3 | 85   | 85.3 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 207 | 100 | 30.3 | 42.9 | 26.8 | 78.8 | 83.1 | 89.6 | Yes | Yes |
| African American             | 203 | 100 | 37.2 | 41.2 | 21.6 | 75.9 | 76.6 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 4   | I/S | I/S  | I/S  | I/S  | I/S  | 63.6 | 92.7 | I/S | I/S |
| Hispanic                     | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 56  | 100 | 73.1 | 23.1 | 3.8  | 40.4 | 39   | 51.7 | Yes | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 7   | I/S | I/S  | I/S  | I/S  | I/S  | 76.5 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 290 | 100 | 37.7 | 44.5 | 17.8 | 73.3 | 75.6 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 416 | 100 | 39.6 | 40.8 | 19.7 | 73.1 | 75.3 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 224 | 100 | 42.8 | 36.3 | 20.9 | 70.2 | 72.4 | 78.4 | N/A | N/A |
| Female                       | 192 | 100 | 35.8 | 46   | 18.2 | 76.5 | 78.3 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 207 | 100 | 31.3 | 42.4 | 26.3 | 80.3 | 82.5 | 87.8 | Yes | Yes |
| African American             | 203 | 100 | 48.7 | 38.7 | 12.6 | 65.3 | 68.6 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 4   | I/S | I/S  | I/S  | I/S  | I/S  | 100  | 93.5 | I/S | I/S |
| Hispanic                     | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 56  | 100 | 69.2 | 23.1 | 7.7  | 34.6 | 31   | 46.1 | No  | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 7   | I/S | I/S  | I/S  | I/S  | I/S  | 100  | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 290 | 100 | 45.9 | 40.2 | 13.9 | 68   | 70.6 | 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**

|                              | Enrolment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|------------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| <b>Science</b>               |                                 |          |           |       |             |                              |                                |                             |
| All Students                 | 277                             | 99.3     | 45.1      | 47.7  | 7.2         | 54.9                         | 60.5                           | 67.3                        |
| <b>Gender</b>                |                                 |          |           |       |             |                              |                                |                             |
| Male                         | 143                             | 100      | 46.3      | 45.6  | 8.1         | 53.7                         | 58.6                           | 66.9                        |
| Female                       | 134                             | 98.5     | 43.8      | 50    | 6.3         | 56.3                         | 62.3                           | 67.7                        |
| <b>Racial/Ethnic Group</b>   |                                 |          |           |       |             |                              |                                |                             |
| White                        | 142                             | 100      | 41.8      | 47.8  | 10.4        | 58.2                         | 71.6                           | 79.6                        |
| African American             | 131                             | 98.5     | 50        | 46    | 4           | 50                           | 49.9                           | 49.7                        |
| Asian/Pacific Islander       | 2                               | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 84.4                        |
| Hispanic                     | 2                               | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 59.4                        |
| American Indian/Alaskan      | 0                               | N/A      | N/A       | N/A   | N/A         | N/A                          | N/A                            | 69.5                        |
| <b>Disability Status</b>     |                                 |          |           |       |             |                              |                                |                             |
| Disabled                     | 43                              | 100      | 70        | 27.5  | 2.5         | 30                           | 28.2                           | 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                          | 100                            | 58.6                        |
| <b>Socio-Economic Status</b> |                                 |          |           |       |             |                              |                                |                             |
| Subsidized meals             | 187                             | 98.9     | 52.8      | 42.1  | 5.1         | 47.2                         | 52.6                           | 55.4                        |

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| <b>Social Studies</b>        |     |      |      |      |      |      |      |      |
| All Students                 | 278 | 99.6 | 37.2 | 44.6 | 18.2 | 62.8 | 64.8 | 70.9 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 150 | 99.3 | 47.2 | 32.6 | 20.1 | 52.8 | 60.4 | 70.1 |
| Female                       | 128 | 100  | 25.6 | 58.4 | 16   | 74.4 | 69.5 | 71.7 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 141 | 100  | 34.6 | 41.2 | 24.3 | 65.4 | 70.3 | 79.2 |
| African American             | 133 | 99.3 | 40.3 | 48.1 | 11.6 | 59.7 | 60.1 | 58.4 |
| Asian/Pacific Islander       | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 86.8 |
| Hispanic                     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 68   |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 71.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 35  | 100  | 78.8 | 12.1 | 9.1  | 21.2 | 25.8 | 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   | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 61.5 | 68   |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsidized meals             | 194 | 99.5 | 42.2 | 44.4 | 13.4 | 57.8 | 59.3 | 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               | 417                              | 99       | 35.8      | 41.5  | 22.6        | 64.2                         | 68.8                           | 72.1                        | 96.1                      | 95.7                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 224                              | 98.2     | 45.8      | 38.3  | 15.9        | 54.2                         | 59.9                           | 65.2                        | 96                        | 95.6                        |
| Female                     | 193                              | 100      | 24.5      | 45.2  | 30.3        | 75.5                         | 77.9                           | 79.2                        | 96.2                      | 95.9                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 208                              | 99       | 34.7      | 36.7  | 28.6        | 65.3                         | 71.3                           | 80.8                        | 95.2                      | 94.9                        |
| African American           | 203                              | 99.5     | 37.9      | 46    | 16.2        | 62.1                         | 66.2                           | 59.7                        | 97                        | 96.4                        |
| Asian/Pacific Islander     | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 90.9                           | 87                          | 96.8                      | 97.1                        |
| Hispanic                   | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 64.6                        | 98.3                      | 96.8                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 73.4                        | N/A                       | N/A                         |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 54                               | 100      | 88.5      | 7.7   | 3.8         | 11.5                         | 13.8                           | 27.7                        | 95                        | 94.9                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 63.5                        | N/A                       | N/A                         |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 7                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 88.2                           | 63.7                        | 97.5                      | 96.9                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 289                              | 99.3     | 39.9      | 42.7  | 17.4        | 60.1                         | 64.8                           | 61.9                        | 95.8                      | 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     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | 141                              | 100      | 48.5      | 29.4  | 22.1        | 51.5                  |
|                       | 5     | 137                              | 99.3     | 34.3      | 47    | 18.7        | 65.7                  |
|                       | 6     | 145                              | 100      | 41        | 35.3  | 23.7        | 59                    |
|                       | 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     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | 139                              | 100      | 28.6      | 38.3  | 33.1        | 71.4                  |
|                       | 5     | 137                              | 100      | 40.6      | 40.6  | 18.8        | 59.4                  |
|                       | 6     | 140                              | 100      | 30.9      | 47.8  | 21.3        | 69.1                  |
|                       | 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     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | 141                              | 100      | 45.6      | 39    | 15.4        | 54.4                  |
|                       | 5     | 137                              | 99.3     | 40.3      | 46.3  | 13.4        | 59.7                  |
|                       | 6     | 145                              | 100      | 38.8      | 39.6  | 21.6        | 61.2                  |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | 139                              | 100      | 32.3      | 45.9  | 21.8        | 67.7                  |
|                       | 5     | 137                              | 100      | 51.1      | 37.6  | 11.3        | 48.9                  |
|                       | 6     | 140                              | 100      | 35.3      | 39    | 25.7        | 64.7                  |
|                       | 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     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | 141                              | 100      | 47.1      | 42.6  | 10.3        | 52.9                  |
|                       | 5     | 68                               | 100      | 43.3      | 46.3  | 10.4        | 56.7                  |
|                       | 6     | 72                               | 100      | 39.7      | 51.5  | 8.8         | 60.3                  |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | 139                              | 100      | 34.6      | 55.6  | 9.8         | 65.4                  |
|                       | 5     | 68                               | 100      | 50.8      | 44.6  | 4.6         | 49.2                  |
|                       | 6     | 70                               | 97.1     | 60.6      | 34.8  | 4.5         | 39.4                  |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |

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     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | 141                              | 100      | 38.2      | 49.3  | 12.5        | 61.8                  |
|                | 5     | 68                               | 100      | 46.3      | 38.8  | 14.9        | 53.7                  |
|                | 6     | 73                               | 100      | 18.3      | 62    | 19.7        | 81.7                  |
|                | 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     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | 139                              | 100      | 32.3      | 51.9  | 15.8        | 67.7                  |
|                | 5     | 69                               | 100      | 51.5      | 32.4  | 16.2        | 48.5                  |
|                | 6     | 70                               | 98.6     | 32.4      | 42.6  | 25          | 67.6                  |
|                | 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     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | 142                              | 100      | 46.7      | 36.5  | 16.8        | 53.3                  |
|                | 5     | 138                              | 99.3     | 38.1      | 41    | 20.9        | 61.9                  |
|                | 6     | 144                              | 100      | 37.4      | 41    | 21.6        | 62.6                  |
|                | 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     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | 140                              | 98.6     | 31.6      | 41.4  | 27.1        | 68.4                  |
|                | 5     | 136                              | 100      | 39.1      | 36.8  | 24.1        | 60.9                  |
|                | 6     | 141                              | 98.6     | 36.8      | 46.3  | 16.9        | 63.2                  |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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