

## OCEAN BAY ELEMENTARY

950 International Drive  
Myrtle Beach, SC 29579

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 1,033 Students         |              |
| <b>Principal</b>      | Nancy Ward             | 843-903-8400 |
| <b>Superintendent</b> | Dr. Cynthia Elsberry   | 843-488-6700 |
| <b>Board Chair</b>    | Will Garland           | 843-358-8002 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING  | GROWTH RATING     |
|-------------|------------------|-------------------|
| <b>2010</b> | <b>Excellent</b> | <b>Excellent*</b> |
| 2009        | Excellent        | Good              |
| 2008        | Good             | Below Average     |
| 2007        | Good             | Average           |
| 2006        | N/A              | N/A               |

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

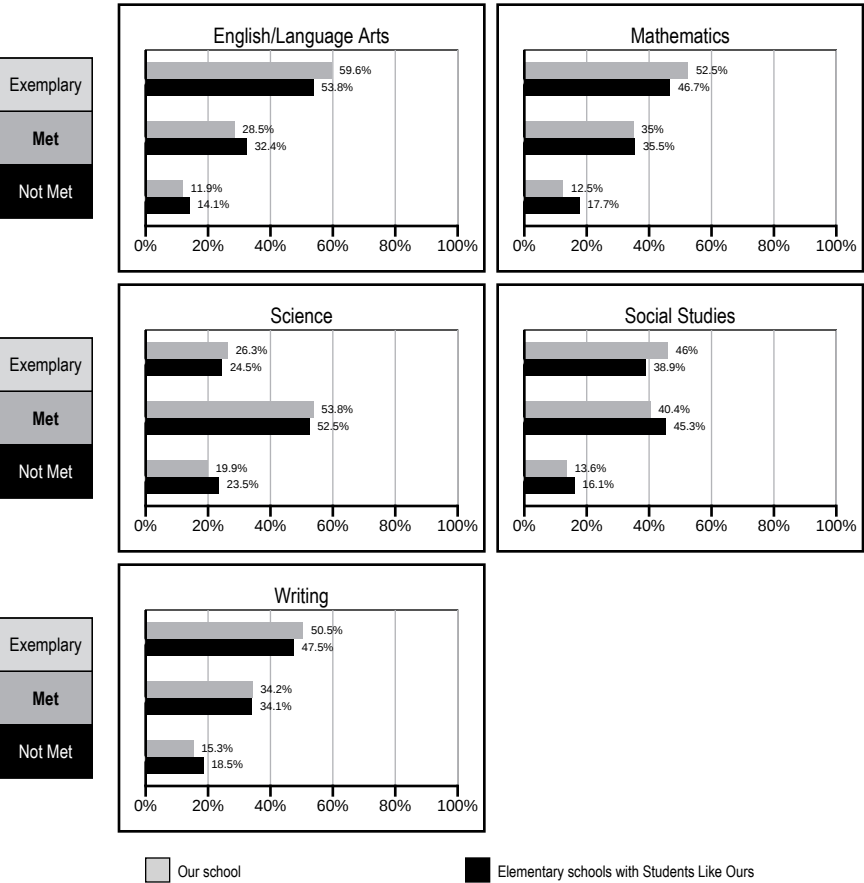
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 26        | 19   | 4       | 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=1,033)</b>                                                    |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | Up from 95.2%         | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 1.1%       | Down from 1.5%        | 0.9%                                       | 1.2%                     |
| Attendance rate                                                              | 95.2%      | Down from 95.4%       | 96.5%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 23.3%      | Up from 19.2%         | 19.5%                                      | 11.7%                    |
| With disabilities other than speech                                          | 8.2%       | Up from 7.7%          | 7.9%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.7%       | Up from 0.5%          | 0.2%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.5%       | Up from 0.3%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=60)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 51.7%      | Up from 42.4%         | 64.2%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 83.3%      | Up from 76.3%         | 86.0%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 87.8%      | N/A                   | 88.5%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 93.4%      | Down from 94.5%       | 95.9%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$46,589   | Down 1.3%             | \$48,396                                   | \$47,288                 |
| Professional development days/teacher                                        | 15.9 days  | Up from 13.8 days     | 10.4 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 3.0        | Up from 2.0           | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.5 to 1  | Down from 21.8 to 1   | 20.6 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 85.8%      | Down from 87.7%       | 92.3%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 93.3%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Character development program                                                | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$7,777    | Up 11.6%              | \$6,904                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 67.7%      | Up from 65.8%         | 70.6%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 62.4%      | Up from 47.1%         | 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

This school year kicked off with great excitement! The PTO purchased 37 Smart Boards for our classrooms. This has allowed all classrooms, Kindergarten through Grade 5, to have access to a Smart Board for instruction this year. In addition, the PTO sponsored and funded a major painting project for our school which resulted in color-coded hallways to enhance student safety, decorative artwork throughout the school, and landscaping and beautification of our Cottages at the Bay. We also partnered with the county recreation department to provide a new playground with fields to increase student access for outdoor activity. The PTO sponsored and supported several family events during the year – Thanksgiving Lunch, Faculty Follies, Family Sock Hop, Family Science Night, Spring Fling, and Family Art Night.

The SIC initiated a tremendous effort to engage and inform our parents as learning partners. Activities included a "New Parent Night" in September to address questions and concerns of parents who are new to our school, "OBE Parent University" workshops each week during the month of October to introduce parents to the instructional curricular programs and academic expectations so that they can support their children's academic growth, and "Parent Conference Week" in November to encourage all parents to establish a learning partnership with the school. In addition, the SIC initiated updates to our school website, such as an SIC Link, Parent Links, and Teacher web pages. Our instructional staff embraced new Kindergarten through Grade 5 reading intervention programs and our Child Development through Grade 2 teachers implemented a new core reading program. Students received targeted small group instruction from their classroom teachers and those needing additional academic support in reading also received small group instruction from a trained reading interventionist each day.

Teachers developed and provided literacy-based work stations to support their students in developing their individual reading skills. Teachers also provided small group targeted instruction in math. Students participated in daily problem solving and hands-on math activities in addition to the Everyday Math instruction. Elementary students enhanced their content knowledge in Social Studies and Science through note-booking. Teachers planned Science and Social Studies emersion days during which students participated in content standards-based activities. Students also participated in the district's electronic benchmark assessment using notebooks.

The OBE Technology club was organized this year and those students participated in the first annual HCS Technology Fair. OBE students submitted 21 entries and received 11 awards – 1st, 2nd and 3rd places. Students also participated in many extra-curricular activities – Art Club, Family Art Night and OBE Art Show, OBE Drummers, Drama Club, Myrtle Beach Family Fun Run. Our Media Specialist offered several reading programs for our students during the year to promote the love of reading. We celebrated reading goals each semester with school-wide reading days – Pajama Day: "snuggle up with a good book" and Beach Day: "reading fun in the sun". Ocean Bay Elementary was recognized by the state with the Palmetto Gold Award for academic achievement and improvement.

Nancy Ward, Principal  
Jodie Wert, SIC Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 49       | 159       | 143      |
| Percent satisfied with learning environment            | 93.8%    | 88.6%     | 95.0%    |
| Percent satisfied with social and physical environment | 98.0%    | 84.3%     | 91.5%    |
| Percent satisfied with school-home relations           | 100.0%   | 91.8%     | 90.5%    |

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

No Child Left Behind

|                                 |     |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

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

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

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

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

| Teacher Quality and Student Attendance                                  |              |       |
|-------------------------------------------------------------------------|--------------|-------|
|                                                                         | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | 2.0%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.0%         | 5.6%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.4%       | 0.0%            | No                  |
| Student attendance rate                         | 95.2%      | 94.0%*          | Yes                 |

\* Or greater than last year

**PASS Performance By Group**

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

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 560 | 98.2 | 11.9 | 28.5 | 59.6 | 93.5 | 85.4 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 285 | 97.5 | 16.9 | 27.8 | 55.3 | 91.8 | 82   | 80.1 | N/A | N/A |
| Female                       | 275 | 98.9 | 6.8  | 29.2 | 64   | 95.2 | 88.8 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 435 | 98.2 | 10   | 26.4 | 63.7 | 94.5 | 89.5 | 89.6 | Yes | Yes |
| African American             | 67  | 98.5 | 21.4 | 50   | 28.6 | 89.3 | 73.7 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 19  | 100  | N/A  | N/A  | N/A  | 100  | 90.7 | 92.7 | I/S | I/S |
| Hispanic                     | 28  | 96.4 | 32   | 28   | 40   | 80   | 82.1 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 81.5 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 71  | 87.3 | 46.2 | 30.8 | 23.1 | 69.2 | 58.2 | 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   | 33  | 97   | 20.6 | 23.5 | 55.9 | 85.3 | 80.6 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 233 | 96.6 | 15.5 | 37.5 | 47   | 91   | 80.5 | 76.9 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 560 | 99.1 | 12.5 | 35   | 52.5 | 92.1 | 84.2 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 285 | 99   | 12.9 | 34.9 | 52.2 | 91.4 | 82.2 | 78.4 | N/A | N/A |
| Female                       | 275 | 99.3 | 12   | 35.2 | 52.8 | 92.8 | 86.3 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 435 | 98.9 | 9.7  | 34.6 | 55.7 | 93.5 | 89.5 | 87.8 | Yes | Yes |
| African American             | 67  | 100  | 28.6 | 42.9 | 28.6 | 82.1 | 69.8 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 19  | 100  | N/A  | N/A  | N/A  | 100  | 94.1 | 93.5 | I/S | I/S |
| Hispanic                     | 28  | 100  | 32   | 32   | 36   | 84   | 78.3 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 82.7 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 71  | 93   | 36.9 | 52.3 | 10.8 | 70.8 | 53.9 | 46.1 | Yes | 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   | 33  | 100  | 17.6 | 32.4 | 50   | 88.2 | 78.7 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 233 | 98.3 | 19   | 43   | 38   | 86.5 | 78.5 | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

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 |
|----------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| Science                    |                               |          |           |       |             |                           |                             |                          |
| All Students               | 380                           | 100      | 19.9      | 53.8  | 26.3        | 80.1                      | 71.8                        | 67.3                     |
| Gender                     |                               |          |           |       |             |                           |                             |                          |
| Male                       | 180                           | 100      | 18.6      | 50.9  | 30.4        | 81.4                      | 71.7                        | 66.9                     |
| Female                     | 200                           | 100      | 21        | 56.4  | 22.7        | 79                        | 71.9                        | 67.7                     |
| Racial/Ethnic Group        |                               |          |           |       |             |                           |                             |                          |
| White                      | 302                           | 100      | 14.8      | 56.3  | 28.9        | 85.2                      | 80.4                        | 79.6                     |
| African American           | 47                            | 100      | 46.2      | 51.3  | 2.6         | 53.8                      | 48.8                        | 49.7                     |
| Asian/Pacific Islander     | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 81.9                        | 84.4                     |
| Hispanic                   | 17                            | 100      | 50        | 31.3  | 18.8        | 50                        | 61.9                        | 59.4                     |
| American Indian/Alaskan    | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 80                          | 69.5                     |
| Disability Status          |                               |          |           |       |             |                           |                             |                          |
| Disabled                   | 49                            | 100      | 51.1      | 40    | 8.9         | 48.9                      | 37.2                        | 33.8                     |
| Migrant Status             |                               |          |           |       |             |                           |                             |                          |
| Migrant                    | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | N/A                         | 36.5                     |
| English Proficiency        |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient | 15                            | 100      | 38.9      | 33.3  | 27.8        | 61.1                      | 59.1                        | 58.6                     |
| Socio-Economic Status      |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals           | 152                           | 100      | 29        | 58    | 13          | 71                        | 63                          | 55.4                     |

|                            |     |      |      |      |      |      |      |      |
|----------------------------|-----|------|------|------|------|------|------|------|
| Social Studies             |     |      |      |      |      |      |      |      |
| All Students               | 376 | 99.7 | 13.5 | 40.6 | 45.9 | 86.5 | 75.3 | 70.9 |
| Gender                     |     |      |      |      |      |      |      |      |
| Male                       | 201 | 99.5 | 19   | 33.5 | 47.5 | 81   | 74.2 | 70.1 |
| Female                     | 175 | 100  | 7.5  | 48.4 | 44.1 | 92.5 | 76.5 | 71.7 |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |
| White                      | 291 | 99.7 | 12.3 | 37.3 | 50.4 | 87.7 | 80.5 | 79.2 |
| African American           | 45  | 100  | 26.3 | 55.3 | 18.4 | 73.7 | 59.7 | 58.4 |
| Asian/Pacific Islander     | 13  | 100  | I/S  | I/S  | I/S  | I/S  | 89.9 | 86.8 |
| Hispanic                   | 19  | 100  | 17.6 | 52.9 | 29.4 | 82.4 | 74   | 68   |
| American Indian/Alaskan    | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 66   | 71.2 |
| Disability Status          |     |      |      |      |      |      |      |      |
| Disabled                   | 49  | 100  | 46.7 | 33.3 | 20   | 53.3 | 43.7 | 39.3 |
| Migrant Status             |     |      |      |      |      |      |      |      |
| Migrant                    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 55   |
| English Proficiency        |     |      |      |      |      |      |      |      |
| Limited English Proficient | 25  | 100  | 12.5 | 45.8 | 41.7 | 87.5 | 72.8 | 68   |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |
| Subsidized meals           | 169 | 99.4 | 20.7 | 49.7 | 29.7 | 79.3 | 68   | 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               | 554                              | 99.5     | 14.7      | 34.6  | 50.7        | 85.3                         | 76.8                           | 72.1                        | 95.2                      | 95.8                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 281                              | 99.6     | 20.6      | 42.4  | 37          | 79.4                         | 69.9                           | 65.2                        | 95.3                      | 95.7                        |
| Female                     | 273                              | 99.3     | 8.7       | 26.6  | 64.7        | 91.3                         | 83.9                           | 79.2                        | 95.1                      | 95.8                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 429                              | 99.5     | 12.2      | 33.1  | 54.7        | 87.8                         | 83.2                           | 80.8                        | 95                        | 95.5                        |
| African American           | 66                               | 98.5     | 31.6      | 43.9  | 24.6        | 68.4                         | 59.2                           | 59.7                        | 95.9                      | 96.2                        |
| Asian/Pacific Islander     | 19                               | 100      | N/AV      | N/AV  | N/AV        | 100                          | 85.2                           | 87                          | 96.9                      | 96.9                        |
| Hispanic                   | 29                               | 100      | 26.9      | 46.2  | 26.9        | 73.1                         | 69.7                           | 64.6                        | 95.2                      | 96.4                        |
| American Indian/Alaskan    | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 70.6                           | 73.4                        | 94.6                      | 94.1                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 71                               | 100      | 57.6      | 31.8  | 10.6        | 42.4                         | 34.3                           | 27.7                        | 94.5                      | 95.3                        |
| 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 | 33                               | 100      | 22.2      | 36.1  | 41.7        | 77.8                         | 67.2                           | 63.7                        | 95.8                      | 96.7                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 228                              | 98.7     | 20.7      | 39.4  | 39.9        | 79.3                         | 68.9                           | 61.9                        | 94.6                      | 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     | 172                              | 100      | 15        | 23.1  | 61.9        | 85                    |
|                       | 4     | 172                              | 100      | 12.7      | 36.3  | 51          | 87.3                  |
|                       | 5     | 115                              | 100      | 10.9      | 39.1  | 50          | 89.1                  |
|                       | 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     | 181                              | 97.2     | 10.9      | 16.4  | 72.7        | 89.1                  |
|                       | 4     | 196                              | 97.5     | 13.1      | 32.4  | 54.5        | 86.9                  |
|                       | 5     | 183                              | 100      | 11.6      | 36.6  | 51.8        | 88.4                  |
|                       | 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     | 172                              | 100      | 15        | 36.3  | 48.8        | 85                    |
|                       | 4     | 172                              | 100      | 10.8      | 45.9  | 43.3        | 89.2                  |
|                       | 5     | 115                              | 100      | 10.9      | 48.2  | 40.9        | 89.1                  |
|                       | 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     | 181                              | 97.2     | 10.3      | 26.1  | 63.6        | 89.7                  |
|                       | 4     | 196                              | 100      | 10.8      | 35.2  | 54          | 89.2                  |
|                       | 5     | 183                              | 100      | 16.5      | 43.9  | 39.6        | 83.5                  |
|                       | 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     | 84                               | 100      | 24.1      | 53.2  | 22.8        | 75.9                  |
|                       | 4     | 172                              | 100      | 16.5      | 63.3  | 20.3        | 83.5                  |
|                       | 5     | 59                               | 100      | 19.6      | 58.9  | 21.4        | 80.4                  |
|                       | 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     | 91                               | 100      | 28.9      | 33.7  | 37.3        | 71.1                  |
|                       | 4     | 196                              | 100      | 15.3      | 59.7  | 25          | 84.7                  |
|                       | 5     | 93                               | 100      | 20.5      | 61.4  | 18.1        | 79.5                  |
|                       | 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     | 88                               | 100      | 9.8       | 41.5  | 48.8        | 90.2                  |
|                | 4     | 172                              | 99.4     | 6.4       | 47.1  | 46.5        | 93.6                  |
|                | 5     | 56                               | 100      | 16.7      | 46.3  | 37          | 83.3                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 90                               | 100      | 13.4      | 39    | 47.6        | 86.6                  |
|                | 4     | 196                              | 100      | 10.8      | 38.1  | 51.1        | 89.2                  |
|                | 5     | 90                               | 98.9     | 19.5      | 47.6  | 32.9        | 80.5                  |
|                | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| 2011           | 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     | 175                              | 96       | 18.2      | 27.7  | 54.1        | 81.8                  |
|                | 4     | 165                              | 99.4     | 11.4      | 45.6  | 43          | 88.6                  |
|                | 5     | 117                              | 99.2     | 16.7      | 28.1  | 55.3        | 83.3                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 179                              | 100      | 15.8      | 34.5  | 49.7        | 84.2                  |
|                | 4     | 194                              | 99       | 15.8      | 33.3  | 50.8        | 84.2                  |
|                | 5     | 181                              | 99.5     | 12.6      | 35.9  | 51.5        | 87.4                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2011           | 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