



## MIDWAY ELEMENTARY

1892 Highway 1 North  
Cassatt, SC 29032

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 367 Students           |              |
| <b>Principal</b>      | Jewell R. Stanley      | 803-432-6122 |
| <b>Superintendent</b> | Dr. Frank E. Morgan    | 803-432-8416 |
| <b>Board Chair</b>    | Joseph Dorton, Jr.     | 803-408-2433 |

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

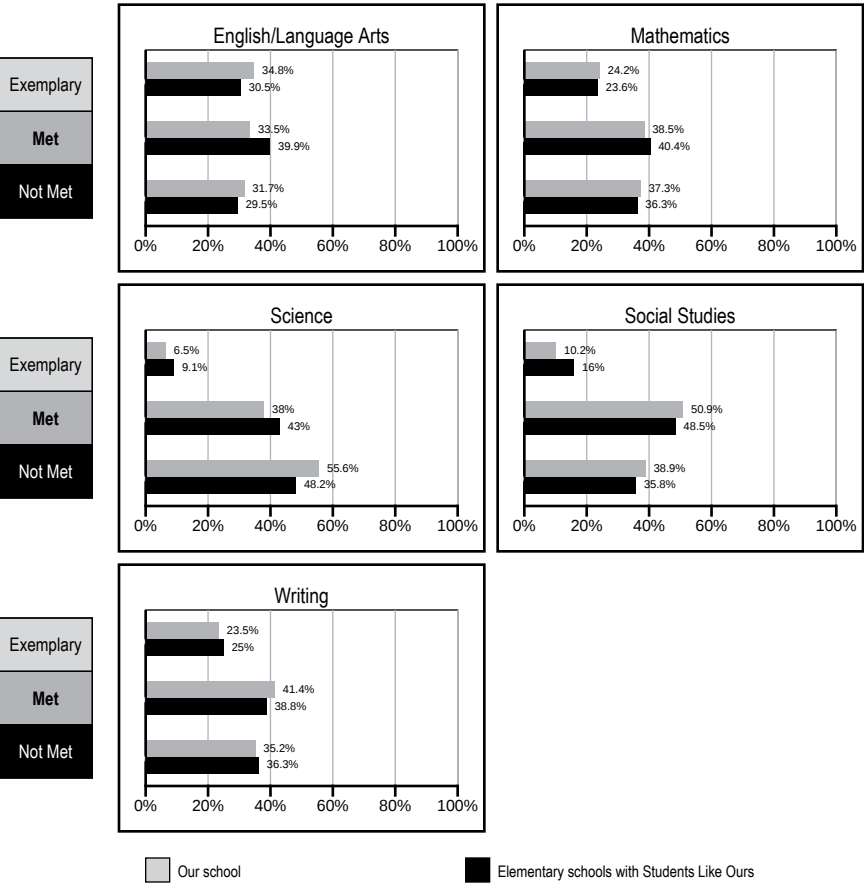
99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1         | 7    | 98      | 28            | 7       |

\* 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=367)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 2.1%       | No Change             | 1.6%                                       | 1.2%                     |
| Attendance rate                                                              | 96.4%      | Up from 96.1%         | 95.8%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 12.4%      | Up from 8.7%          | 7.0%                                       | 11.7%                    |
| With disabilities other than speech                                          | 8.5%       | Down from 9.8%        | 8.8%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.0%       | Down from 0.7%        | 0.6%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=26)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 53.8%      | Up from 53.6%         | 58.0%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 92.3%      | Up from 82.1%         | 82.8%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 89.5%      | Up from 85.1%         | 85.0%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 95.5%      | Down from 96.3%       | 95.2%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$51,532   | Up 0.3%               | \$46,050                                   | \$47,288                 |
| Professional development days/teacher                                        | 10.3 days  | Down from 18.5 days   | 10.9 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 8.0        | Up from 6.0           | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.1 to 1  | Up from 18.4 to 1     | 18.4 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 91.1%      | Up from 91.0%         | 90.3%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 99.3%      | Down from 99.9%       | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | Up from Good          | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$7,838    | Up 10.2%              | \$7,870                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 69.5%      | Down from 71.0%       | 68.0%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 65.6%      | No Change             | 64.1%                                      | 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

Midway Elementary's faculty and staff seek to create a warm, family-like atmosphere for our students, parents, and community. The mission of Midway Elementary School, in partnership with the home and the community, is to develop each individual's uniqueness and to prepare confident, technologically proficient, lifelong learners by providing challenging, innovative, educational experiences in a safe environment.

The teachers were tasked with increasing student literacy and mathematical skills. Students' needs were determined through data such as MAP (Measures of Academic Progress) scores, which gave a measure of where the students were working in math and reading skills. Each student's progress was monitored through our school-wide Academic Learning Plans (ALP). These plans were developed using DIBELS and MAP scores. Teachers met with the principal and curriculum coach monthly to review and monitor the ALPs. Students who needed additional support were offered SOAR to Success and Early Success Programs. SOAR to Success is a small group intervention program designed to improve reading comprehension for struggling readers in third through fifth grades while Early Success focuses on phonemic awareness and comprehension for students in first and second grades. Small math focus groups were also developed based on MAP scores. These children met three times a week for forty-five minutes to receive specialized help based on their needs. In addition, students who needed remediation or enrichment in math were offered "Early Bird" tutoring sessions three days a week for sixteen weeks.

Our faculty and staff continue to grow as lifelong learners through various professional development opportunities; doing so helps to create innovative and challenging classrooms. As we strived to improve students' language arts skills, our teachers completed a book study on 6+1 Traits of Writing. Each grade level also continued to use FOSS Science Kits as a part of its science instruction.

Our school completed its second year of Positive Behavioral Interventions and Support (PBIS), a school-wide discipline approach. Representatives from each grade level/area combined all of the behavior expectations to create a school-wide behavior plan. Students were able to earn rewards based on their positive behavior. As a result, we continued to reduce the number of office referrals by more than sixty-five percent over the past two years.

Our parents are encouraged to visit our school and conference regularly with teachers. Examples of family involvement activities include Back to School Night, Family Literacy, Math and Science Nights, Grandparents Luncheons, Donuts for Dads, Muffins for Moms, and Author's Teas.

Jewell Stanley, Principal  
Shannon LaPierre, SIC President

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 17       | 53        | 26       |
| Percent satisfied with learning environment            | 82.4%    | 94.2%     | 88.5%    |
| Percent satisfied with social and physical environment | 100.0%   | 94.3%     | 84.6%    |
| Percent satisfied with school-home relations           | 70.6%    | 88.7%     | 96.2%    |

\* 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 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 | CSI-DELAY |
|---------------------------|-----------|

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

| Teacher Quality and Student Attendance                                  |              |       |
|-------------------------------------------------------------------------|--------------|-------|
|                                                                         | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | 4.7%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.8%         | 5.6%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 3.5%       | 0.0%            | No                  |
| 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                 | 169 | 100 | 31.7 | 33.5 | 34.8 | 81.4 | 85.9 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 88  | 100 | 35.4 | 31.7 | 32.9 | 80.5 | 83.5 | 80.1 | N/A | N/A |
| Female                       | 81  | 100 | 27.8 | 35.4 | 36.7 | 82.3 | 88.5 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 106 | 100 | 26.2 | 38.8 | 35   | 82.5 | 89.7 | 89.6 | Yes | Yes |
| African American             | 47  | 100 | 45.5 | 27.3 | 27.3 | 79.5 | 77   | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 3   | I/S | I/S  | I/S  | I/S  | I/S  | 93.1 | 92.7 | I/S | I/S |
| Hispanic                     | 11  | 100 | I/S  | I/S  | I/S  | I/S  | 86   | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 32  | 100 | 68.8 | 25   | 6.3  | 43.8 | 52.9 | 51.7 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 11  | 100 | I/S  | I/S  | I/S  | I/S  | 84.1 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 135 | 100 | 33.3 | 33.3 | 33.3 | 79.5 | 79.5 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 169 | 100 | 37.3 | 38.5 | 24.2 | 73.9 | 82.5 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 88  | 100 | 39   | 36.6 | 24.4 | 68.3 | 80.5 | 78.4 | N/A | N/A |
| Female                       | 81  | 100 | 35.4 | 40.5 | 24.1 | 79.7 | 84.7 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 106 | 100 | 33   | 40.8 | 26.2 | 76.7 | 87.2 | 87.8 | Yes | Yes |
| African American             | 47  | 100 | 50   | 36.4 | 13.6 | 65.9 | 71.4 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 3   | I/S | I/S  | I/S  | I/S  | I/S  | 96.6 | 93.5 | I/S | I/S |
| Hispanic                     | 11  | 100 | I/S  | I/S  | I/S  | I/S  | 81.3 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 32  | 100 | 78.1 | 15.6 | 6.3  | 34.4 | 48.3 | 46.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 11  | 100 | I/S  | I/S  | I/S  | I/S  | 77.8 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 135 | 100 | 41.7 | 35.6 | 22.7 | 71.2 | 75.3 | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science                    |                                  |          |           |       |             |                              |                                |                             |
| All Students               | 113                              | 100      | 55.6      | 38    | 6.5         | 44.4                         | 69.5                           | 67.3                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |
| Male                       | 56                               | 100      | 48.1      | 40.4  | 11.5        | 51.9                         | 69.4                           | 66.9                        |
| Female                     | 57                               | 100      | 62.5      | 35.7  | 1.8         | 37.5                         | 69.6                           | 67.7                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |
| White                      | 74                               | 100      | 47.2      | 44.4  | 8.3         | 52.8                         | 78.1                           | 79.6                        |
| African American           | 29                               | 100      | 74.1      | 22.2  | 3.7         | 25.9                         | 50.9                           | 49.7                        |
| Asian/Pacific Islander     | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 85                             | 84.4                        |
| Hispanic                   | 8                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 57.6                           | 59.4                        |
| American Indian/Alaskan    | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                          | I/S                            | 69.5                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |
| Disabled                   | 23                               | 100      | 82.6      | 13    | 4.3         | 17.4                         | 34.6                           | 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 | 7                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 50.5                           | 58.6                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |
| Subsidized meals           | 88                               | 100      | 60.9      | 33.3  | 5.7         | 39.1                         | 57.6                           | 55.4                        |

Social Studies

|                            |     |     |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|
| All Students               | 114 | 100 | 38.9 | 50.9 | 10.2 | 61.1 | 73.9 | 70.9 |
| Gender                     |     |     |      |      |      |      |      |      |
| Male                       | 56  | 100 | 50   | 40.4 | 9.6  | 50   | 74.2 | 70.1 |
| Female                     | 58  | 100 | 28.6 | 60.7 | 10.7 | 71.4 | 73.6 | 71.7 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |
| White                      | 69  | 100 | 37.3 | 53.7 | 9    | 62.7 | 79.3 | 79.2 |
| African American           | 35  | 100 | 53.1 | 34.4 | 12.5 | 46.9 | 61.2 | 58.4 |
| Asian/Pacific Islander     | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 93.8 | 86.8 |
| Hispanic                   | 7   | I/S | I/S  | I/S  | I/S  | I/S  | 70.5 | 68   |
| American Indian/Alaskan    | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 71.2 |
| Disability Status          |     |     |      |      |      |      |      |      |
| Disabled                   | 22  | 100 | N/A  | N/A  | N/A  | 27.3 | 40   | 39.3 |
| Migrant Status             |     |     |      |      |      |      |      |      |
| Migrant                    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 55   |
| English Proficiency        |     |     |      |      |      |      |      |      |
| Limited English Proficient | 7   | I/S | I/S  | I/S  | I/S  | I/S  | 66.7 | 68   |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |
| Subsidized meals           | 90  | 100 | 42   | 50   | 8    | 58   | 64.2 | 60.8 |

Abbreviations for Missing Data

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

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 166                              | 99.4     | 34.8      | 41.6  | 23.6        | 65.2                         | 76.2                           | 72.1                        | 96.4                      | 95.5                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 87                               | 98.9     | 46.3      | 34.1  | 19.5        | 53.7                         | 69.6                           | 65.2                        | 96.5                      | 95.4                        |
| Female                     | 79                               | 100      | 22.8      | 49.4  | 27.8        | 77.2                         | 83.2                           | 79.2                        | 96.2                      | 95.6                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 102                              | 99       | 32.7      | 40.6  | 26.7        | 67.3                         | 81                             | 80.8                        | 96                        | 95.2                        |
| African American           | 47                               | 100      | 40        | 46.7  | 13.3        | 60                           | 65                             | 59.7                        | 96.8                      | 96                          |
| Asian/Pacific Islander     | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 93.1                           | 87                          | 97.7                      | 96.4                        |
| Hispanic                   | 11                               | 100      | I/S       | I/S   | I/S         | I/S                          | 72.8                           | 64.6                        | 97.4                      | 96.1                        |
| American Indian/Alaskan    | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 73.4                        | 99.9                      | 88.6                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 32                               | 96.9     | N/AV      | N/AV  | N/AV        | 16.1                         | 28.9                           | 27.7                        | 96.9                      | 94.7                        |
| 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 | 11                               | 100      | I/S       | I/S   | I/S         | I/S                          | 67.5                           | 63.7                        | 97.6                      | 96.5                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 136                              | 99.3     | 37.1      | 40.2  | 22.7        | 62.9                         | 66.9                           | 61.9                        | 96.6                      | 95                          |

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     | 62                               | 98.4     | 33.3      | 31.5  | 35.2        | 66.7                  |
|                       | 4     | 58                               | 100      | 30.2      | 45.3  | 24.5        | 69.8                  |
|                       | 5     | 63                               | 100      | 25        | 58.9  | 16.1        | 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     | 51                               | 100      | 28        | 36    | 36          | 72                    |
|                       | 4     | 58                               | 100      | 41.8      | 27.3  | 30.9        | 58.2                  |
|                       | 5     | 60                               | 100      | 25        | 37.5  | 37.5        | 75                    |
|                       | 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     | 62                               | 100      | 56.4      | 25.5  | 18.2        | 43.6                  |
|                       | 4     | 58                               | 100      | 35.8      | 45.3  | 18.9        | 64.2                  |
|                       | 5     | 63                               | 100      | 51.8      | 41.1  | 7.1         | 48.2                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 51                               | 100      | 30        | 40    | 30          | 70                    |
|                       | 4     | 58                               | 100      | 41.8      | 32.7  | 25.5        | 58.2                  |
|                       | 5     | 60                               | 100      | 39.3      | 42.9  | 17.9        | 60.7                  |
|                       | 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                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 30                               | 100      | 51.9      | 33.3  | 14.8        | 48.1                  |
|                       | 4     | 58                               | 100      | 39.6      | 54.7  | 5.7         | 60.4                  |
|                       | 5     | 32                               | 100      | 63.3      | 33.3  | 3.3         | 36.7                  |
|                       | 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     | 26                               | 100      | 52        | 32    | 16          | 48                    |
|                       | 4     | 58                               | 100      | 56.4      | 41.8  | 1.8         | 43.6                  |
|                       | 5     | 29                               | 100      | 57.1      | 35.7  | 7.1         | 42.9                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |

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     | 32                               | 96.9     | 32.1      | 35.7  | 32.1        | 67.9                  |
|                | 4     | 58                               | 100      | 24.5      | 64.2  | 11.3        | 75.5                  |
|                | 5     | 31                               | 100      | 69.2      | 26.9  | 3.8         | 30.8                  |
|                | 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     | 25                               | 100      | 52        | 40    | 8           | 48                    |
|                | 4     | 58                               | 100      | 32.7      | 56.4  | 10.9        | 67.3                  |
|                | 5     | 31                               | 100      | 39.3      | 50    | 10.7        | 60.7                  |
|                | 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     | 59                               | 98.3     | 42.6      | 27.8  | 29.6        | 57.4                  |
|                | 4     | 57                               | 98.3     | 43.4      | 41.5  | 15.1        | 56.6                  |
|                | 5     | 62                               | 100      | 56.1      | 21.1  | 22.8        | 43.9                  |
|                | 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                   |
| 2010           | 3     | 51                               | 100      | 50        | 36    | 14          | 50                    |
|                | 4     | 56                               | 98.2     | 33.3      | 44.4  | 22.2        | 66.7                  |
|                | 5     | 59                               | 100      | 22.8      | 43.9  | 33.3        | 77.2                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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