



## HYATT PARK ELEMENTARY

4200 N. Main Street  
Columbia, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 547 Students           |              |
| <b>Principal</b>      | Elizabeth Eason        | 803-735-3421 |
| <b>Superintendent</b> | Dr. Percy A. Mack      | 803-231-7500 |
| <b>Board Chair</b>    | Vince Ford             | 803-231-7556 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

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

### DEFINITIONS OF SCHOOL RATING TERMS

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

### SOUTH CAROLINA PERFORMANCE GOAL

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

### SOUTH CAROLINA PERFORMANCE VISION

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

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

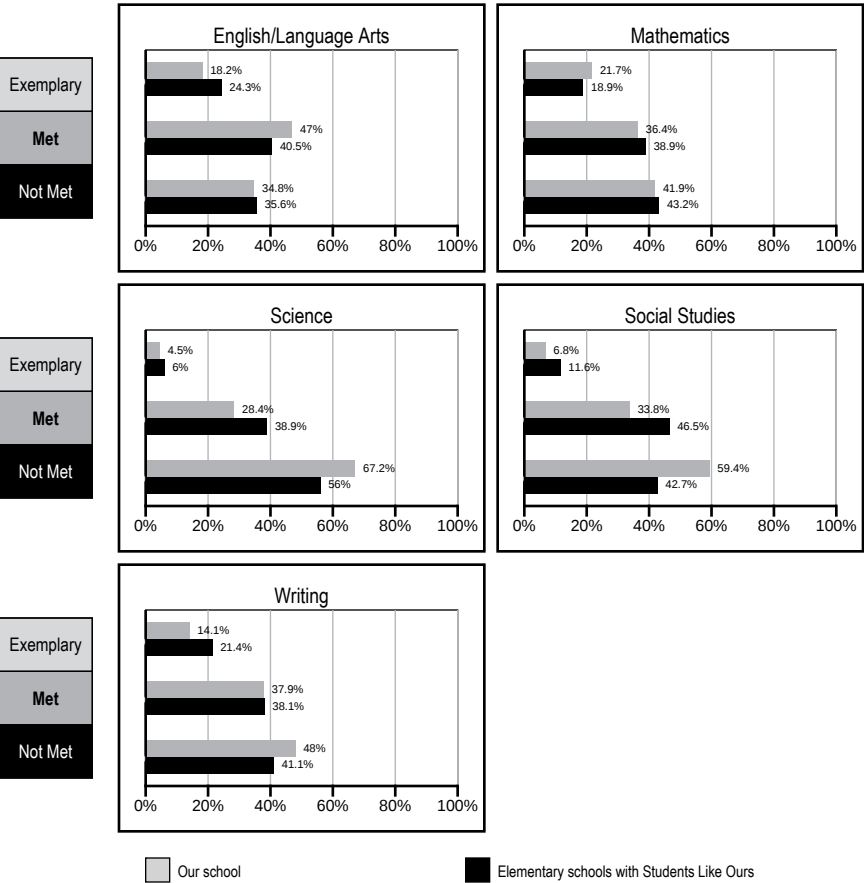
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0         | 3    | 67      | 50            | 22      |

\* 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=547)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 98.6%      | Up from 96.5%         | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 1.1%       | Down from 3.9%        | 1.5%                                       | 1.2%                     |
| Attendance rate                                                              | 96.9%      | Down from 97.1%       | 95.9%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 3.3%       | Up from 2.9%          | 4.1%                                       | 11.7%                    |
| With disabilities other than speech                                          | 6.1%       | Up from 5.7%          | 8.4%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.8%       | Down from 1.3%        | 0.8%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | Down from 0.9%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=44)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 65.9%      | Up from 63.3%         | 59.0%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 90.9%      | Up from 77.6%         | 78.4%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 94.3%      | Up from 93.7%         | 82.4%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 94.1%      | Up from 93.4%         | 95.4%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$51,358   | Down 0.6%             | \$45,256                                   | \$47,288                 |
| Professional development days/teacher                                        | 12.2 days  | Up from 11.6 days     | 10.6 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 5.0        | Up from 4.0           | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 17.3 to 1  | Up from 16.3 to 1     | 17.1 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 90.8%      | Up from 90.1%         | 90.7%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$10,134   | Down 9.7%             | \$8,766                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 78.2%      | Down from 78.7%       | 68.1%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 71.9%      | Up from 67.5%         | 62.4%                                      | 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

During the 2009-2010 school year, there continued to be strong evidence of continuous growth and improvement at Hyatt Park Elementary School. We were extremely pleased to announce that we made Adequately Yearly Progress (AYP) based on student performance on 2009 PASS. During the 2009-10 school year, teachers and instructional support staff received a wealth of training, support, and resources designed to assist them in meeting instructional needs and tailoring instruction to address the needs of individual learners. Our instructional program continued to be enhanced by services provided by teams of instructional support staff and interventionists who worked with targeted groups of students during the school day to provide interventions and academic assistance. Teachers worked with our literacy and math coaches to refine teaching practices and to identify the most effective methods for teaching and supporting our students.

After-school/extended day programs and services were significantly enhanced as the result of being awarded a 21st Century Learning Communities Grant. Partnerships with EdVenture, USC, and Midtown Fellowship were established as a result of the grant. These partnerships have provided for more comprehensive after-school program services thereby increasing our ability to assist students in meeting academic goals and requirements. Additionally, supplemental tutorial services were provided by supplemental service providers to support students in meeting academic requirements.

All students were eligible to participate in a laptop lending program. Laptops were loaded with the SuccessMaker program that provided support in reading and mathematics. School wide literacy initiatives were implemented to increase the number of students reading at or above grade level. Diagnostic assessments administered at the beginning of the year to students in kindergarten through third grade indicated that growth and improvements have occurred in the areas of reading, language, and literacy development. MAP data revealed a significant increase in the number of students making expected gains in mathematics. A yearlong school-wide initiative designed to increase student achievement in mathematics was successfully implemented.

Parents are our first and most important teachers. In addition to parent-conferences, PTO meetings, academic night activities, and the Parent-Child-Home initiative was implemented. This program provided monthly home visits/literacy sessions for parents of pre-school aged students. The Books and Breakfast Program provided bi-weekly sessions designed to promote literacy and foster home-school relationships. Family Night activities, which were planned in collaboration with Midtown Fellowship, were well attended and well received by parents and the community.

During the upcoming school year, we will continue our efforts to significantly increase student academic achievement through the effective use of data, by remaining clearly focused on learning and by fostering positive relationships and collaboration among our staff, students, parents and the community.

Elaine Kinlaw, SIC Chairperson

Elizabeth R. Eason, Principal

## Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 41       | 64        | 36       |
| Percent satisfied with learning environment            | 85.4%    | 88.3%     | 85.7%    |
| Percent satisfied with social and physical environment | 85.4%    | 76.7%     | 82.9%    |
| Percent satisfied with school-home relations           | 62.5%    | 85.0%     | 82.4%    |

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

## Abbreviations for Missing Data

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

No Child Left Behind

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

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

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

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

Teacher Quality and Student Attendance

|                                                                         | Our District | State |
|-------------------------------------------------------------------------|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 1.8%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.7%         | 5.6%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.9%      | 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               | 214 | 99.5 | 34.8 | 47   | 18.2 | 80.8 | 78.2 | 83.5 | Yes | Yes |
| Gender                     |     |      |      |      |      |      |      |      |     |     |
| Male                       | 115 | 99.1 | 42.6 | 42.6 | 14.8 | 75   | 74.7 | 80.1 | N/A | N/A |
| Female                     | 99  | 100  | 25.6 | 52.2 | 22.2 | 87.8 | 81.6 | 87   | N/A | N/A |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |     |     |
| White                      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 93.3 | 89.6 | I/S | I/S |
| African American           | 209 | 99.5 | 35.2 | 46.1 | 18.7 | 80.8 | 74.2 | 74.6 | Yes | Yes |
| Asian/Pacific Islander     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 84.2 | 92.7 | I/S | I/S |
| Hispanic                   | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 80.8 | 79.6 | I/S | I/S |
| American Indian/Alaskan    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 85.1 | I/S | I/S |
| Disability Status          |     |      |      |      |      |      |      |      |     |     |
| Disabled                   | 24  | 100  | 69.6 | 26.1 | 4.3  | 43.5 | 45.3 | 51.7 | I/S | I/S |
| Migrant Status             |     |      |      |      |      |      |      |      |     |     |
| Migrant                    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 69.5 | N/A | N/A |
| English Proficiency        |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 77.9 | 79   | I/S | I/S |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals           | 205 | 99.5 | 35.3 | 46.8 | 17.9 | 80.5 | 73.1 | 76.9 | Yes | Yes |

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

|                            |     |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students               | 214 | 99.5 | 41.9 | 36.4 | 21.7 | 70.7 | 72   | 80.4 | Yes | Yes |
| Gender                     |     |      |      |      |      |      |      |      |     |     |
| Male                       | 115 | 99.1 | 40.7 | 39.8 | 19.4 | 74.1 | 70.3 | 78.4 | N/A | N/A |
| Female                     | 99  | 100  | 43.3 | 32.2 | 24.4 | 66.7 | 73.8 | 82.5 | N/A | N/A |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |     |     |
| White                      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 90.2 | 87.8 | I/S | I/S |
| African American           | 209 | 99.5 | 42.5 | 36.3 | 21.2 | 70.5 | 67   | 69.3 | Yes | Yes |
| Asian/Pacific Islander     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 88.4 | 93.5 | I/S | I/S |
| Hispanic                   | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 77.8 | 78.3 | I/S | I/S |
| American Indian/Alaskan    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 83.2 | I/S | I/S |
| Disability Status          |     |      |      |      |      |      |      |      |     |     |
| Disabled                   | 24  | 100  | N/A  | N/A  | N/A  | 34.8 | 34.8 | 46.1 | I/S | I/S |
| Migrant Status             |     |      |      |      |      |      |      |      |     |     |
| Migrant                    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | N/A | N/A |
| English Proficiency        |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 80   | 78.9 | I/S | I/S |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals           | 205 | 99.5 | 42.6 | 35.8 | 21.6 | 70   | 65.9 | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

|                            | Enrollment 1st<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               | 144                              | 100      | 67.2      | 28.4  | 4.5         | 32.8                         | 56.5                           | 67.3                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |
| Male                       | 78                               | 100      | 68.9      | 25.7  | 5.4         | 31.1                         | 56.1                           | 66.9                        |
| Female                     | 66                               | 100      | 65        | 31.7  | 3.3         | 35                           | 56.8                           | 67.7                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |
| White                      | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 86.3                           | 79.6                        |
| African American           | 141                              | 100      | 67.9      | 27.5  | 4.6         | 32.1                         | 48.2                           | 49.7                        |
| Asian/Pacific Islander     | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 76.2                           | 84.4                        |
| Hispanic                   | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 64.9                           | 59.4                        |
| American Indian/Alaskan    | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                          | I/S                            | 69.5                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |
| Disabled                   | 16                               | 100      | N/A       | N/A   | N/A         | 13.3                         | 23.9                           | 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 | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 62.7                           | 58.6                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |
| Subsidized meals           | 135                              | 100      | 68.3      | 27.8  | 4           | 31.7                         | 46.5                           | 55.4                        |

Social Studies

|                            |     |     |      |      |     |      |      |      |
|----------------------------|-----|-----|------|------|-----|------|------|------|
| All Students               | 141 | 100 | 59.4 | 33.8 | 6.8 | 40.6 | 64   | 70.9 |
| Gender                     |     |     |      |      |     |      |      |      |
| Male                       | 69  | 100 | 60.6 | 30.3 | 9.1 | 39.4 | 61.9 | 70.1 |
| Female                     | 72  | 100 | 58.2 | 37.3 | 4.5 | 41.8 | 66.1 | 71.7 |
| Racial/Ethnic Group        |     |     |      |      |     |      |      |      |
| White                      | 1   | I/S | I/S  | I/S  | I/S | I/S  | 86.9 | 79.2 |
| African American           | 136 | 100 | 60.2 | 32.8 | 7   | 39.8 | 57.7 | 58.4 |
| Asian/Pacific Islander     | 2   | I/S | I/S  | I/S  | I/S | I/S  | 82.1 | 86.8 |
| Hispanic                   | 2   | I/S | I/S  | I/S  | I/S | I/S  | 67.6 | 68   |
| American Indian/Alaskan    | 0   | N/A | N/A  | N/A  | N/A | N/A  | I/S  | 71.2 |
| Disability Status          |     |     |      |      |     |      |      |      |
| Disabled                   | 16  | 100 | N/A  | N/A  | N/A | 6.7  | 31.7 | 39.3 |
| Migrant Status             |     |     |      |      |     |      |      |      |
| Migrant                    | 0   | N/A | N/A  | N/A  | N/A | N/A  | N/A  | 55   |
| English Proficiency        |     |     |      |      |     |      |      |      |
| Limited English Proficient | 3   | I/S | I/S  | I/S  | I/S | I/S  | 65.2 | 68   |
| Socio-Economic Status      |     |     |      |      |     |      |      |      |
| Subsidized meals           | 136 | 100 | 59.4 | 33.6 | 7   | 40.6 | 56.5 | 60.8 |

Abbreviations for Missing Data

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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               | 213                              | 99.1     | 47.7      | 38.1  | 14.2        | 52.3                         | 63.4                           | 72.1                        | 96.9                      | 95.9                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 114                              | 99.1     | 52.3      | 38.3  | 9.3         | 47.7                         | 56.3                           | 65.2                        | 96.9                      | 95.7                        |
| Female                     | 99                               | 99       | 42.2      | 37.8  | 20          | 57.8                         | 70.4                           | 79.2                        | 97                        | 96.1                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 86.2                           | 80.8                        | 97.8                      | 96                          |
| African American           | 206                              | 99       | 47.9      | 37.4  | 14.7        | 52.1                         | 57.3                           | 59.7                        | 97                        | 95.9                        |
| Asian/Pacific Islander     | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 81.1                           | 87                          | 95.1                      | 96.2                        |
| Hispanic                   | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 62.9                           | 64.6                        | 94.1                      | 95.8                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 73.4                        | N/A                       | 93.4                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 24                               | 100      | 91.3      | 4.3   | 4.3         | 8.7                          | 21.1                           | 27.7                        | 97.1                      | 95                          |
| 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 | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 60.7                           | 63.7                        | 98.8                      | 96.3                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 197                              | 99       | 48.4      | 37.9  | 13.7        | 51.6                         | 55.2                           | 61.9                        | 96.9                      | 95.7                        |

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     | 97                               | 100      | 61.2      | 25.9  | 12.9        | 38.8                  |
|                       | 4     | 76                               | 100      | 39.1      | 46.4  | 14.5        | 60.9                  |
|                       | 5     | 65                               | 100      | 30        | 56.7  | 13.3        | 70                    |
|                       | 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     | 71                               | 98.6     | 27.4      | 43.5  | 29          | 72.6                  |
|                       | 4     | 72                               | 100      | 42        | 52.2  | 5.8         | 58                    |
|                       | 5     | 71                               | 100      | 34.3      | 44.8  | 20.9        | 65.7                  |
|                       | 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                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 97                               | 100      | 75.3      | 20    | 4.7         | 24.7                  |
|                       | 4     | 76                               | 100      | 40.6      | 43.5  | 15.9        | 59.4                  |
|                       | 5     | 65                               | 100      | 38.3      | 51.7  | 10          | 61.7                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 71                               | 98.6     | 40.3      | 21    | 38.7        | 59.7                  |
|                       | 4     | 72                               | 100      | 46.4      | 40.6  | 13          | 53.6                  |
|                       | 5     | 71                               | 100      | 38.8      | 46.3  | 14.9        | 61.2                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 47                               | 76.6     | 69        | 27.6  | 3.4         | 31                    |
|                       | 4     | 76                               | 100      | 53.6      | 44.9  | 1.4         | 46.4                  |
|                       | 5     | 33                               | 100      | N/AV      | N/AV  | N/AV        | 30                    |
|                       | 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     | 36                               | 100      | 73.3      | 13.3  | 13.3        | 26.7                  |
|                       | 4     | 72                               | 100      | 69.6      | 27.5  | 2.9         | 30.4                  |
|                       | 5     | 36                               | 100      | N/A       | N/A   | N/A         | 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     | 50                               | 80       | N/AV      | N/AV  | N/AV        | 27                    |
|                | 4     | 76                               | 100      | 37.7      | 59.4  | 2.9         | 62.3                  |
|                | 5     | 32                               | 96.9     | 40        | 53.3  | 6.7         | 60                    |
|                | 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     | 34                               | 100      | 43.8      | 46.9  | 9.4         | 56.3                  |
|                | 4     | 72                               | 100      | 59.4      | 34.8  | 5.8         | 40.6                  |
|                | 5     | 35                               | 100      | 75        | 18.8  | 6.3         | 25                    |
|                | 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     | 96                               | 100      | 62.4      | 25.9  | 11.8        | 37.6                  |
|                | 4     | 78                               | 98.7     | 40        | 45.7  | 14.3        | 60                    |
|                | 5     | 64                               | 98.4     | 38.3      | 45    | 16.7        | 61.7                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 69                               | 98.6     | 48.4      | 30.6  | 21          | 51.6                  |
|                | 4     | 73                               | 100      | 58        | 36.2  | 5.8         | 42                    |
|                | 5     | 71                               | 98.6     | 36.4      | 47    | 16.7        | 63.6                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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