



## JOSEPH KEELS ELEMENTARY

7500 Springcrest Drive  
Columbia, South Carolina

|                       |                            |              |
|-----------------------|----------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School     |              |
| <b>Enrollment</b>     | 596 Students               |              |
| <b>Principal</b>      | Lynne Ladue                | 803-736-8754 |
| <b>Superintendent</b> | Dr. Katie Brochu           | 803-787-1910 |
| <b>Board Chair</b>    | Bill Flemming, Jr., D.M.D. | 803-261-1992 |

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

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE GOAL

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

## SOUTH CAROLINA PERFORMANCE VISION

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

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

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

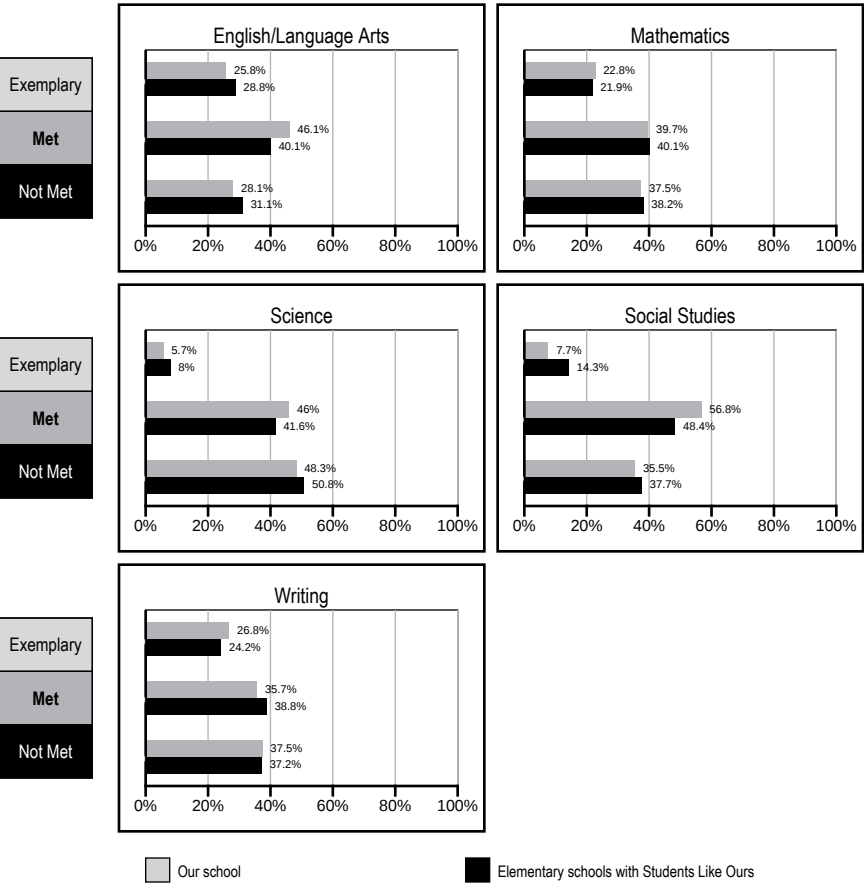
96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1         | 5    | 101     | 32            | 14      |

\* 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=596)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.3%       | Down from 0.8%        | 1.6%                                       | 1.2%                     |
| Attendance rate                                                              | 96.0%      | Down from 96.2%       | 95.8%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 4.8%       | Up from 3.9%          | 5.6%                                       | 11.7%                    |
| With disabilities other than speech                                          | 8.9%       | Up from 8.8%          | 8.6%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.2%       | Down from 0.4%        | 0.7%                                       | 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=53)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 75.5%      | Up from 75.0%         | 58.1%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 67.9%      | Up from 67.3%         | 81.8%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 83.9%      | Up from 80.4%         | 85.2%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 96.1%      | Up from 93.6%         | 95.2%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$48,847   | Up 2.0%               | \$45,819                                   | \$47,288                 |
| Professional development days/teacher                                        | 7.8 days   | Up from 7.5 days      | 11.1 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 4.0        | Up from 3.0           | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 17.0 to 1  | Down from 17.8 to 1   | 18.0 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 91.1%      | Up from 88.2%         | 90.1%                                      | 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**                                                    | \$8,925    | Down 4.1%             | \$8,293                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 76.0%      | Down from 77.3%       | 67.8%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 71.5%      | Up from 70.2%         | 62.5%                                      | 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

Joseph Keels Elementary School has completed a successful 2009-2010. We have embraced our new school-wide theme as the School of Entrepreneurial Leadership. Under the SEL banner, we are linking academic learning with real world experiences for our students. Keels continues to foster a positive learning environment through our Positive Behavior Incentives and Supports (PBIS) program. We were just notified that the school has achieved Banner status as a PBIS school from the South Carolina Department of Education. All Keels students follow a Code of Conduct, receiving positive office referrals for performing random acts of kindness, being respectful, responsible, safe, and prepared. Student leadership is fostered through the creation of our school's SEL government, our young ladies' Pyramids of Excellence group, our young men's Call Me Mister program, our Beta Club, and related school wide service learning projects.

Having a parent educator who works in conjunction with our site coordinators for our 21st Century and Boys & Girls programs has allowed Keels to survey our parents and create quarterly parent workshops, focusing on the needs and interests specific to our parents. These included health and wellness, personal finance, punishment versus discipline, and literacy. Feedback from parents has been very positive. Parent involvement is increasing. Surveys completed now will drive our workshops for the next school year.

Through our early intervention programs in Kindergarten through Grade 2, which are designed to build vocabulary, reading, higher order thinking, and questioning skills, we at Keels provide a variety of diverse programs geared to meet the needs of diverse learners. In Grades two and three, we have Center for Achievement classes based on the work of Dr. Mel Levine. Third grade boasts an I-TECH classroom for those tech savvy student learners. We will add a fourth grade class for the 2010-2011 school year. We offered single gender classes in our fourth and fifth grade classrooms. Fifth grade students have the opportunity for an advanced math class as well.

Keels has used Benchmark testing in math this year in grades Kindergarten through five in an effort to track student growth and progress more closely over time. This has allowed us to modify our instruction to focus on the specific needs of our students in Grades Kindergarten through five. We continue to integrate technology into instruction with a state of the art broadcast studio, science equipment, and classroom I-pods. Interactive teaching and learning is an integral part of every Keels classroom.

Keels continues its Red Carpet tradition of maintaining a customer-friendly environment for all stakeholders. Our ongoing partnerships with Boys & Girls Club of the Midlands and Hope worldwide provide learning and character development opportunities for our students six days a week at Keels. Through our partnership with Hope worldwide, it has been possible to provide mentors for some of our fourth and fifth grade students.

Joseph Keels continues to develop students with skills that prepare them for the 21st century.

Lynne M. Ladue, Principal

Carol Henley, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 51       | 97        | 74       |
| Percent satisfied with learning environment            | 86.3%    | 84.5%     | 87.7%    |
| Percent satisfied with social and physical environment | 90.2%    | 83.5%     | 91.7%    |
| Percent satisfied with school-home relations           | 76.5%    | 87.4%     | 89.2%    |

\* 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 | NO |
|---------------------------------|----|

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

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

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

Teacher Quality and Student Attendance

|                                                                         | Our District | State |
|-------------------------------------------------------------------------|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 2.1%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 5.6%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 3.9%       | 0.0%            | No                  |
| Student attendance rate                         | 96.0%      | 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                 | 301 | 99.3 | 27.8 | 46.9 | 25.3 | 81   | 85.9 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 159 | 98.7 | 35.5 | 39.7 | 24.8 | 75.9 | 82.7 | 80.1 | N/A | N/A |
| Female                       | 142 | 100  | 19.7 | 54.5 | 25.8 | 86.4 | 89.3 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 94   | 89.6 | I/S | I/S |
| African American             | 282 | 99.3 | 28.2 | 47.5 | 24.3 | 81.1 | 81.9 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 94   | 92.7 | I/S | I/S |
| Hispanic                     | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 80.3 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 100  | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 45  | 95.6 | 65.9 | 26.8 | 7.3  | 48.8 | 52.7 | 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   | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 83.4 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 263 | 99.6 | 28.4 | 48.3 | 23.3 | 81.4 | 78.5 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 301 | 100 | 37   | 40.7 | 22.3 | 75.1 | 82.4 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 159 | 100 | 40.4 | 37.6 | 22   | 72.3 | 80   | 78.4 | N/A | N/A |
| Female                       | 142 | 100 | 33.3 | 43.9 | 22.7 | 78   | 84.9 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 9   | I/S | I/S  | I/S  | I/S  | I/S  | 93.2 | 87.8 | I/S | I/S |
| African American             | 282 | 100 | 37.5 | 41.3 | 21.2 | 75.3 | 76.8 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 95.8 | 93.5 | I/S | I/S |
| Hispanic                     | 6   | I/S | I/S  | I/S  | I/S  | I/S  | 77.2 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 92.3 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 45  | 100 | 65.9 | 26.8 | 7.3  | 43.9 | 47.8 | 46.1 | No  | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 83.2 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 263 | 100 | 37.7 | 40.7 | 21.6 | 75   | 73.2 | 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               | 199                              | 99       | 48.9      | 45.5  | 5.7         | 51.1                         | 72.1                           | 67.3                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |
| Male                       | 108                              | 100      | 45.2      | 48.4  | 6.5         | 54.8                         | 70.9                           | 66.9                        |
| Female                     | 91                               | 97.8     | 53        | 42.2  | 4.8         | 47                           | 73.3                           | 67.7                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |
| White                      | 8                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 89.6                           | 79.6                        |
| African American           | 184                              | 98.9     | 49.4      | 45.7  | 4.9         | 50.6                         | 63.1                           | 49.7                        |
| Asian/Pacific Islander     | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 88.2                           | 84.4                        |
| Hispanic                   | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 65.6                           | 59.4                        |
| American Indian/Alaskan    | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                          | I/S                            | 69.5                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |
| Disabled                   | 27                               | 92.6     | N/A       | N/A   | N/A         | 22.7                         | 35                             | 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 | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 70.5                           | 58.6                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |
| Subsidized meals           | 174                              | 99.4     | 52.3      | 42.5  | 5.2         | 47.7                         | 58.6                           | 55.4                        |

Social Studies

|                            |     |      |      |      |     |      |      |      |
|----------------------------|-----|------|------|------|-----|------|------|------|
| All Students               | 194 | 99   | 35.9 | 56.5 | 7.6 | 64.1 | 77.1 | 70.9 |
| Gender                     |     |      |      |      |     |      |      |      |
| Male                       | 104 | 98.1 | 43.8 | 48.3 | 7.9 | 56.2 | 75.3 | 70.1 |
| Female                     | 90  | 100  | 27.2 | 65.4 | 7.4 | 72.8 | 79.1 | 71.7 |
| Racial/Ethnic Group        |     |      |      |      |     |      |      |      |
| White                      | 6   | I/S  | I/S  | I/S  | I/S | I/S  | 88.6 | 79.2 |
| African American           | 182 | 98.9 | 36.4 | 56.2 | 7.4 | 63.6 | 71.1 | 58.4 |
| Asian/Pacific Islander     | 1   | I/S  | I/S  | I/S  | I/S | I/S  | 91   | 86.8 |
| Hispanic                   | 4   | I/S  | I/S  | I/S  | I/S | I/S  | 71.5 | 68   |
| American Indian/Alaskan    | 0   | N/A  | N/A  | N/A  | N/A | N/A  | I/S  | 71.2 |
| Disability Status          |     |      |      |      |     |      |      |      |
| Disabled                   | 28  | 92.9 | N/A  | N/A  | N/A | 30.4 | 44.9 | 39.3 |
| Migrant Status             |     |      |      |      |     |      |      |      |
| Migrant                    | 0   | N/A  | N/A  | N/A  | N/A | N/A  | N/A  | 55   |
| English Proficiency        |     |      |      |      |     |      |      |      |
| Limited English Proficient | 4   | I/S  | I/S  | I/S  | I/S | I/S  | 78.1 | 68   |
| Socio-Economic Status      |     |      |      |      |     |      |      |      |
| Subsidized meals           | 167 | 98.8 | 36.8 | 56.3 | 6.9 | 63.2 | 66.2 | 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               | 300                              | 97.7     | 34.9      | 38.7  | 26.4        | 65.1                         | 76.7                           | 72.1                        | 96                        | 97                          |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 156                              | 97.4     | 40.9      | 40.1  | 19          | 59.1                         | 70.2                           | 65.2                        | 95.9                      | 96.9                        |
| Female                     | 144                              | 97.9     | 28.8      | 37.1  | 34.1        | 71.2                         | 83.4                           | 79.2                        | 96.2                      | 97.1                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 7                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 87.9                           | 80.8                        | 95.6                      | 97.1                        |
| African American           | 283                              | 97.5     | 35.3      | 38    | 26.7        | 64.7                         | 71.3                           | 59.7                        | 96                        | 96.9                        |
| Asian/Pacific Islander     | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 89.8                           | 87                          | 95.7                      | 97.9                        |
| Hispanic                   | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 66.4                           | 64.6                        | 96.3                      | 96.3                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 100                            | 73.4                        | N/A                       | 96.5                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 42                               | 85.7     | 77.1      | 20    | 2.9         | 22.9                         | 32                             | 27.7                        | 94.3                      | 96.1                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 63.5                        | N/A                       | 96.4                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 8                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 71.7                           | 63.7                        | 96.3                      | 97.2                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 251                              | 98.4     | 36.1      | 36.1  | 27.8        | 63.9                         | 65.8                           | 61.9                        | 95.9                      | 96.3                        |

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     | 88                               | 96.6     | 31.3      | 42.5  | 26.3        | 68.8                  |
|                       | 4     | 122                              | 98.4     | 42.3      | 45.9  | 11.7        | 57.7                  |
|                       | 5     | 95                               | 96.8     | 27.8      | 52.2  | 20          | 72.2                  |
|                       | 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     | 95                               | 97.9     | 17.6      | 32.9  | 49.4        | 82.4                  |
|                       | 4     | 92                               | 100      | 28.6      | 55.8  | 15.6        | 71.4                  |
|                       | 5     | 114                              | 100      | 35.1      | 51.4  | 13.5        | 64.9                  |
|                       | 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                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 88                               | 96.6     | 47.5      | 36.3  | 16.3        | 52.5                  |
|                       | 4     | 122                              | 97.5     | 36.9      | 46.8  | 16.2        | 63.1                  |
|                       | 5     | 95                               | 96.8     | 40        | 42.2  | 17.8        | 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     | 95                               | 100      | 25.9      | 38.8  | 35.3        | 74.1                  |
|                       | 4     | 92                               | 100      | 36.4      | 51.9  | 11.7        | 63.6                  |
|                       | 5     | 114                              | 100      | 45.9      | 34.2  | 19.8        | 54.1                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 43                               | 100      | 45.2      | 50    | 4.8         | 54.8                  |
|                       | 4     | 122                              | 98.4     | 54.1      | 44.1  | 1.8         | 45.9                  |
|                       | 5     | 46                               | 100      | N/AV      | N/AV  | N/AV        | 32.6                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 50                               | 98       | 46.7      | 42.2  | 11.1        | 53.3                  |
|                       | 4     | 92                               | 100      | 46.8      | 49.4  | 3.9         | 53.2                  |
|                       | 5     | 57                               | 98.3     | 53.7      | 42.6  | 3.7         | 46.3                  |
|                       | 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     | 42                               | 100      | 39.5      | 44.7  | 15.8        | 60.5                  |
|                | 4     | 121                              | 98.4     | 31.8      | 60.9  | 7.3         | 68.2                  |
|                | 5     | 46                               | 100      | 38.6      | 50    | 11.4        | 61.4                  |
|                | 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                   |
| 2010           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 45                               | 100      | 23.1      | 56.4  | 20.5        | 76.9                  |
|                | 4     | 92                               | 100      | 36.4      | 61    | 2.6         | 63.6                  |
|                | 5     | 57                               | 96.5     | 44.4      | 50    | 5.6         | 55.6                  |
|                | 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     | 87                               | 86.2     | 35.2      | 35.2  | 29.6        | 64.8                  |
|                | 4     | 123                              | 92.7     | 47.2      | 33    | 19.8        | 52.8                  |
|                | 5     | 92                               | 94.6     | 36.5      | 37.6  | 25.9        | 63.5                  |
|                | 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     | 94                               | 97.9     | 28.6      | 28.6  | 42.9        | 71.4                  |
|                | 4     | 91                               | 98.9     | 31.6      | 52.6  | 15.8        | 68.4                  |
|                | 5     | 115                              | 96.5     | 42.2      | 36.7  | 21.1        | 57.8                  |
|                | 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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