



## Tanglewood Middle

44 Merriwoods Drive  
Greenville, SC 29611

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School      |              |
| <b>Enrollment</b>     | 632 Students           |              |
| <b>Principal</b>      | William Price          | 864-355-4500 |
| <b>Superintendent</b> | Dr. Phinnize J. Fisher | 864-355-8860 |
| <b>Board Chair</b>    | Megan Hickerson        | 864-288-8363 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING      | GROWTH RATING        |
|-------------|----------------------|----------------------|
| <b>2009</b> | <b>Below Average</b> | <b>Below Average</b> |
| 2008        | At-Risk              | Average              |
| 2007        | Below Average        | Below Average        |
| 2006        | Below Average        | Average              |
| 2005        | Below Average        | Average              |

## 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**

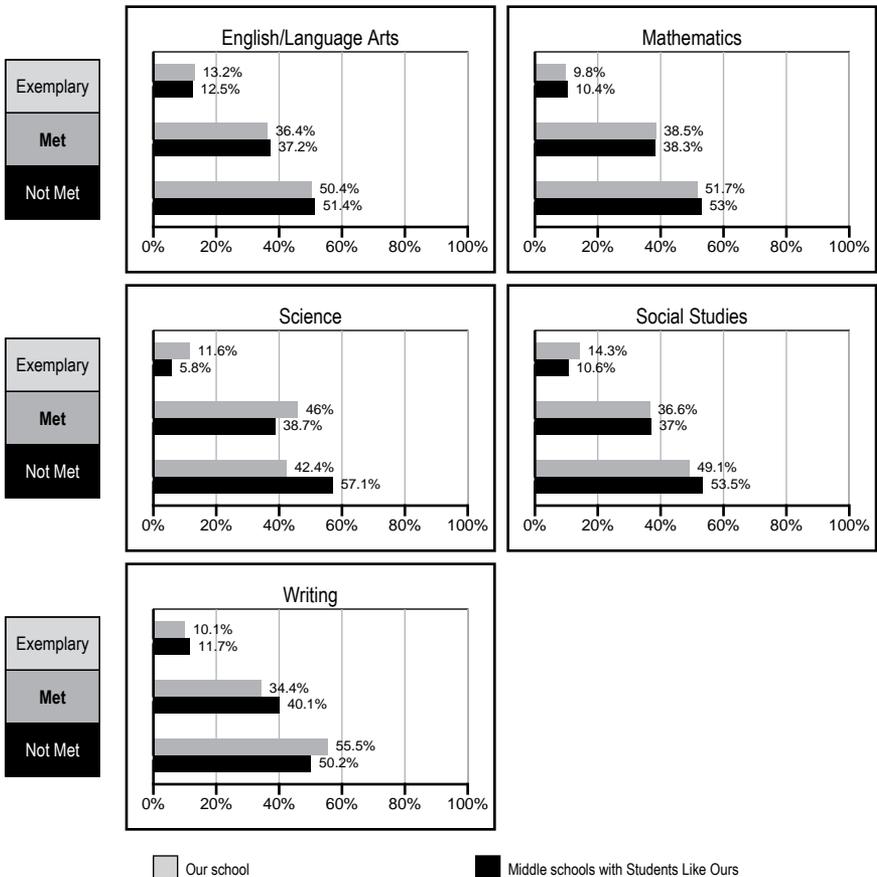
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.9%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 0    | 3       | 38            | 24      |

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

|                  |   |
|------------------|---|
| <b>Exemplary</b> | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| <b>Met</b>       | "Met" means the student met the grade level standard.   |
| <b>Not Met</b>   | "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

## End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2           | 97.0%             | 86.3%                                  |
| English 1                                       | 100.0%            | 83.2%                                  |
| Physical Science                                | N/A               | 33.8%                                  |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | 98.2%             | 84.7%                                  |

## School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=632)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 14.4%      | Up from 6.9%          | 16.3%                                  | 21.6%                |
| Retention rate   | 1.1%       | Down from 1.7%        | 2.3%                                   | 1.2%                 |
| Attendance rate  | 95.9%      | No Change             | 95.5%                                  | 95.9%                |
| Eligible for gifted and talented   | 1.8%       | Down from 4.7%        | 4.9%                                   | 14.8%                |
| With disabilities other than speech  | 17.7%      | Up from 17.6%         | 14.1%                                  | 12.6%                |
| Older than usual for grade   | 2.8%       | Down from 4.4%        | 4.8%                                   | 2.5%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 4.0%       | Up from 2.3%          | 0.4%                                   | 0.6%                 |
| Annual dropout rate  | 0.0%       | No Change             | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=47)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 42.6%      | Up from 39.2%         | 54.7%                                  | 56.9%                |
| Continuing contract teachers   | 78.7%      | Up from 66.7%         | 61.7%                                  | 72.7%                |
| Teachers with emergency or provisional certificates                          | 2.6%       | Down from 2.9%        | 14.9%                                  | 5.3%                 |
| Teachers returning from previous year  | 86.1%      | Up from 82.5%         | 76.4%                                  | 82.9%                |
| Teacher attendance rate  | 94.8%      | Down from 96.1%       | 94.9%                                  | 95.2%                |
| Average teacher salary*  | \$42,025   | Up 4.3%               | \$44,832                               | \$46,599             |
| Professional development days/teacher  | 7.6 days   | Down from 10.3 days   | 11.1 days                              | 10.8 days            |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 1.0        | Down from 2.0         | 2.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                       | 19.2 to 1  | Up from 18.0 to 1     | 16.7 to 1                              | 20.1 to 1            |
| Prime instructional time   | 90.3%      | Down from 91.0%       | 89.1%                                  | 89.9%                |
| Opportunities in the arts  | Excellent  | No Change             | Good                                   | Good                 |
| SACS accreditation   | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 95.7%      | Down from 100.0%      | 96.5%                                  | 97.8%                |
| Character development program  | Average    | Down from Good        | Excellent                              | Good                 |
| Dollars spent per pupil**  | \$8,581    | Up 15.4%              | \$10,078                               | \$7,645              |
| Percent of expenditures for instruction**                                    | 58.9%      | Down from 64.9%       | 60.6%                                  | 63.4%                |
| Percent of expenditures for teacher salaries**                               | 55.5%      | Down from 60.8%       | 54.7%                                  | 57.0%                |

\* 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

Tanglewood Middle School is working diligently with the SREB (Southern Region Educational Board) in the Making Middle Grades Work initiative. We are focusing on creating a professional collaborative culture and making data-based decisions to improve student achievement. Our school collects, correlates, and disaggregates data to make informed decisions about student achievement. With the use of diagnostic testing, surveys, and evaluations, Tanglewood Middle has ascertained that literacy is the primary area of focus.

We have worked carefully to provide opportunities for students to be more engaged in reading, writing, and speaking. We will begin our first year of a five-year Literacy Plan developed by our language arts department in conjunction with our leadership team. We have successfully completed one year of silent sustained reading and will be implementing D.E.A.R. (Drop Everything And Read) in 2009-2010. The entire building will be reading for eighteen minutes each morning. We have also added a reading teacher to our faculty to assist struggling readers. We will be utilizing a computer-based program, FastForWord, to target needed areas of improvement in reading.

Tanglewood will also be adding two mathematics teachers to the faculty. We will be using the I Can Learn lab (ICL) to increase the mathematical potential of students in grades six through eight. The computer-based program is designed to differentiate instruction and provide extra support for students who are struggling in mathematics.

Our school will begin the PBIS (Positive Behavior Interventions and Support) model in August 2009. Our students will be learning Tanglewood's expectations through lessons taught by our staff members. We will be focusing our attention on positive interaction, character development, and mentoring. As well, our school will be implementing a new, progressive discipline plan in the fall.

Tanglewood Middle School has made academic progress over the past few years. We have many challenges to overcome with the rigors of AYP and No Child Left Behind, but we are confident that our students will continue to improve with excellent instruction and attention to data. The MAP testing this year indicates growth and progress among our students, with higher levels of proficiency noted in both reading and mathematics.

Our school is committed to the students, families, and communities we serve. It takes the combined efforts of these stakeholders to make Tanglewood Middle School a great school! Together, we will achieve performance excellence!

William C. Price, Principal  
Dr. Rick Menzer, SIC Chair

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 42       | 172       | 91       |
| Percent satisfied with learning environment            | 66.7%    | 77.2%     | 74.4%    |
| Percent satisfied with social and physical environment | 66.7%    | 80.7%     | 74.2%    |
| Percent satisfied with school-home relations           | 19.0%    | 84.4%     | 71.9%    |

\* Only students at the highest middle 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

## School Adequate Yearly Progress

NO

This school met 24 out of 29 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

R

## School Improvement Key

|              |   |
|--------------|---|
| <b>NI</b>    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| <b>CSI</b>   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| <b>CA</b>    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| <b>RP</b>    | 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. |
| <b>R</b>     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| <b>DELAY</b> | 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."            |
| <b>HOLD</b>  | 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%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.0%         | 5.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.4%       | 0.0%            | No                  |
| Student attendance rate                         | 95.9%      | 94.0%*          | Yes                 |

\* Or greater than last year

## 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 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                 | 614 | 99.2 | 51.4 | 36.4 | 12.1 | 60.9 | 84   | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 315 | 98.7 | 59.9 | 29.6 | 10.5 | 53.1 | 80.8 | 79.3 | N/A | N/A |
| Female                       | 299 | 99.7 | 42.2 | 43.8 | 14   | 69.4 | 87.4 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 141 | 99.3 | 43.5 | 31.5 | 25   | 68.5 | 89.5 | 89.5 | Yes | Yes |
| African American             | 347 | 99.4 | 53.8 | 37.5 | 8.6  | 60.1 | 72.7 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 93   | 92.3 | I/S | I/S |
| Hispanic                     | 125 | 98.4 | 54.1 | 38.5 | 7.3  | 54.1 | 74.8 | 76.5 | No  | Yes |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 91.2 | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 107 | 100  | 84.9 | 14   | 1.1  | 26.9 | 52.5 | 52   | No  | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 110 | 99.1 | 56.9 | 36.3 | 6.9  | 52   | 74.5 | 75.1 | No  | Yes |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 548 | 99.1 | 53.1 | 35.4 | 11.6 | 59.8 | 74.4 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 614 | 98.2 | 52.8 | 38.6 | 8.6  | 59   | 80.9 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 315 | 97.8 | 55.8 | 35.9 | 8.3  | 56.9 | 79.6 | 77   | N/A | N/A |
| Female                       | 299 | 98.7 | 49.6 | 41.5 | 8.9  | 61.2 | 82.2 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 141 | 98.6 | 51.2 | 31.7 | 17.1 | 60.2 | 87   | 87.2 | Yes | Yes |
| African American             | 347 | 99.7 | 56.5 | 39.2 | 4.3  | 55.1 | 66.3 | 66.7 | No  | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 94.3 | 93   | I/S | I/S |
| Hispanic                     | 125 | 93.6 | 45   | 44   | 11   | 67.9 | 75.3 | 76   | Yes | Yes |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 86.8 | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 107 | 99.1 | 90.2 | 7.6  | 2.2  | 21.7 | 48.1 | 45.5 | No  | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 110 | 93.6 | 47.1 | 43.1 | 9.8  | 65.7 | 76.2 | 76.1 | Yes | Yes |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 548 | 98.2 | 53.5 | 37.7 | 8.8  | 58.3 | 70.5 | 70.2 | 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 Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 408                           | 99       | 41.3      | 46.9  | 11.8        | 58.7                      | 71.3                        | 67.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 212                           | 98.1     | 45.2      | 44.7  | 10.1        | 54.8                      | 70.8                        | 67                       |
| Female                       | 196                           | 100      | 36.9      | 49.4  | 13.7        | 63.1                      | 71.8                        | 68                       |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 92                            | 98.9     | 37        | 43.2  | 19.8        | 63                        | 79.5                        | 79.5                     |
| African American             | 229                           | 99.1     | 44.2      | 48.2  | 7.6         | 55.8                      | 53                          | 50.3                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 86.9                        | 84.3                     |
| Hispanic                     | 86                            | 98.8     | 39        | 48.1  | 13          | 61                        | 61.1                        | 60.7                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 88.4                        | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 69                            | 97.1     | 76.3      | 22    | 1.7         | 23.7                      | 39.1                        | 35.6                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 46.1                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 75                            | 98.7     | 39.4      | 50.7  | 9.9         | 60.6                      | 60.4                        | 59.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsided meals               | 366                           | 99.2     | 41.5      | 47.2  | 11.3        | 58.5                      | 57.5                        | 55.1                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 402                           | 98.8     | 48.6      | 37    | 14.5        | 51.4                      | 75.7                        | 72.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 207                           | 98.1     | 52        | 35.2  | 12.8        | 48                        | 75.1                        | 71.5                     |
| Female                       | 195                           | 99.5     | 44.9      | 38.9  | 16.2        | 55.1                      | 76.3                        | 73.2                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 94                            | 97.9     | 43.8      | 33.8  | 22.5        | 56.3                      | 81.7                        | 80.7                     |
| African American             | 231                           | 99.1     | 53        | 35.5  | 11.5        | 47                        | 61.5                        | 60                       |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 88                          | 88.5                     |
| Hispanic                     | 76                            | 98.7     | 41.5      | 44.6  | 13.8        | 58.5                      | 69                          | 68                       |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 78                          | 72.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 76                            | 100      | N/AV      | N/AV  | N/AV        | 18.5                      | 47.5                        | 43.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 50.7                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 67                            | 98.5     | 43.3      | 41.7  | 15          | 56.7                      | 69                          | 67.9                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsided meals               | 357                           | 98.6     | 48.9      | 37.4  | 13.8        | 51.1                      | 63.9                        | 62.1                     |

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 Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| <b>Writing</b>               |                               |          |           |       |             |                           |                             |                          |                        |                          |
| All Students                 | 611                           | 98.7     | 54.9      | 34.8  | 10.3        | 45.1                      | 72.9                        | 70.2                     | 95.9                   | 96.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 315                           | 97.8     | 63.6      | 29.7  | 6.7         | 36.4                      | 66.4                        | 63.2                     | 95.7                   | 96.4                     |
| Female                       | 296                           | 99.7     | 45.6      | 40.3  | 14.1        | 54.4                      | 79.7                        | 77.5                     | 96                     | 96.5                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 141                           | 99.3     | 47.7      | 35.9  | 16.4        | 52.3                      | 80.5                        | 79.1                     | 93.7                   | 96.3                     |
| African American             | 347                           | 98.6     | 58.4      | 34.1  | 7.5         | 41.6                      | 57.1                        | 57.6                     | 96.3                   | 96.5                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 87.3                        | 86.2                     | 94.2                   | 97.6                     |
| Hispanic                     | 122                           | 98.4     | 54.1      | 35.8  | 10.1        | 45.9                      | 61.3                        | 62.6                     | 97.2                   | 96.9                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 71.8                        | 68.7                     | 96.2                   | 95.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 100                           | 97       | N/AV      | N/AV  | N/AV        | 7.8                       | 28.4                        | 26.1                     | 94.8                   | 95.4                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 54.7                     | N/A                    | 92.4                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 108                           | 98.2     | 55.9      | 36.3  | 7.8         | 44.1                      | 60.5                        | 61.2                     | 97.2                   | 97.2                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 545                           | 98.5     | 54.4      | 35.7  | 9.9         | 45.6                      | 58.8                        | 58.9                     | 95.8                   | 95.8                     |

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 Grade Level

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 208                           | 99.5     | 48.6      | 39.3  | 12          | 51.4               |
|                              | 7     | 202                           | 99       | 48.6      | 41.1  | 10.3        | 51.4               |
|                              | 8     | 204                           | 99       | 57.1      | 28.8  | 14.1        | 42.9               |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 208                           | 99       | 51.4      | 36.6  | 12          | 48.6               |
|                              | 7     | 202                           | 97.5     | 46        | 43.7  | 10.3        | 54                 |
|                              | 8     | 204                           | 98       | 61        | 35.6  | 3.4         | 39                 |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 104                           | 98.1     | 51.1      | 40.4  | 8.5         | 48.9               |
|                              | 7     | 202                           | 99.5     | 32.8      | 53.4  | 13.8        | 67.2               |
|                              | 8     | 102                           | 99       | 47.7      | 40.9  | 11.4        | 52.3               |
| <b>Social Studies</b>        |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 103                           | 99       | 43.7      | 48.3  | 8           | 56.3               |
|                              | 7     | 202                           | 99.5     | 50.9      | 30.9  | 18.3        | 49.1               |
|                              | 8     | 97                            | 96.9     | 48.8      | 38.1  | 13.1        | 51.2               |
| <b>Writing</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 209                           | 98.1     | 54        | 34.8  | 11.2        | 46                 |
|                              | 7     | 198                           | 99.5     | 55.9      | 34.5  | 9.6         | 44.1               |
|                              | 8     | 204                           | 98.5     | 54.9      | 35.2  | 9.9         | 45.1               |

Abbreviations for Missing Data

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