



Haut Gap Middle

1861 Bohicket Road
Johns Island, SC 29455

Grades	6-8 Middle School	
Enrollment	205 Students	
Principal	Paul Padron	843-559-6418
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	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 2008-09 whose 2007-08 test scores were located

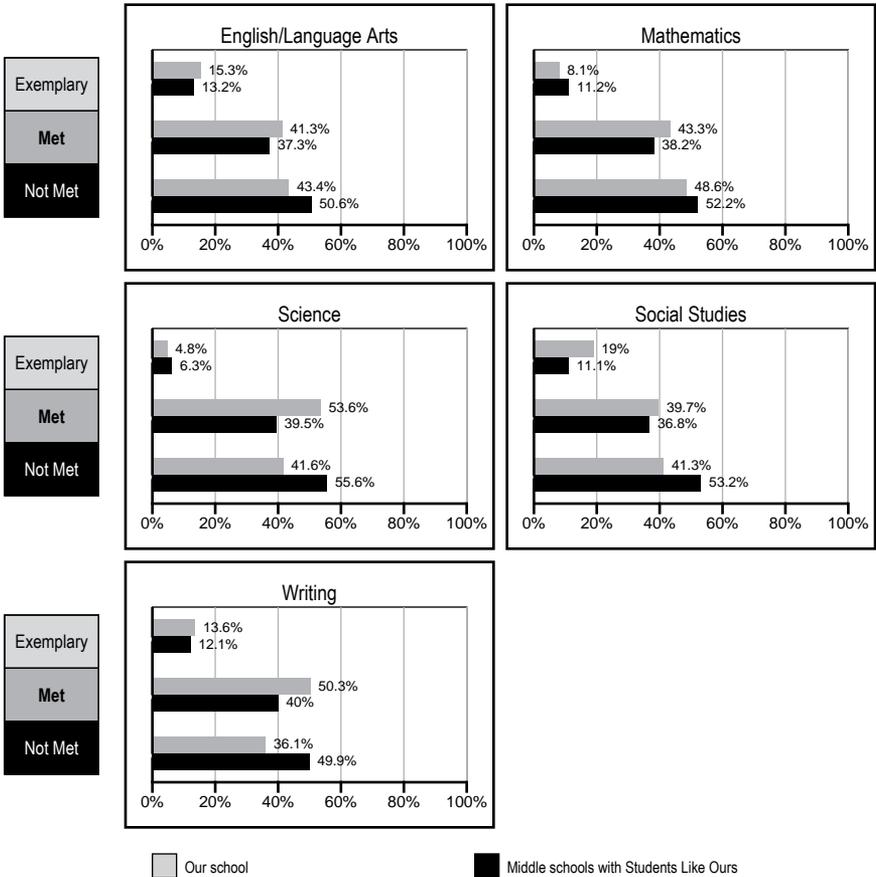
99%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	37	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

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

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	85.7%	86.8%
English 1	N/A	83.8%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	85.7%	85.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=205)				
Students enrolled in high school credit courses (grades 7 & 8)	40.4%	Up from 37.4%	15.8%	21.6%
Retention rate	2.3%	Down from 4.4%	2.3%	1.2%
Attendance rate	95.5%	Down from 96.0%	95.5%	95.9%
Eligible for gifted and talented	6.3%	Down from 9.6%	5.4%	14.8%
With disabilities other than speech	12.2%	Up from 12.0%	14.2%	12.6%
Older than usual for grade	3.9%	Up from 3.4%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Down from 8.7%	0.3%	0.6%
Annual dropout rate	0.0%	Down from 1.0%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	54.2%	Up from 50.0%	54.7%	56.9%
Continuing contract teachers	54.2%	Up from 45.5%	62.2%	72.7%
Teachers with emergency or provisional certificates	17.4%	Down from 21.4%	15.1%	5.3%
Teachers returning from previous year	77.1%	Up from 77.0%	76.6%	82.9%
Teacher attendance rate	95.3%	Down from 96.3%	94.6%	95.2%
Average teacher salary*	\$42,895	Up 2.8%	\$44,789	\$46,599
Professional development days/teacher	7.2 days	Up from 7.0 days	10.9 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 14.7 to 1	16.7 to 1	20.1 to 1
Prime instructional time	90.4%	Down from 91.4%	89.0%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	81.7%	Up from 51.4%	95.9%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,979	Up 22.2%	\$10,064	\$7,645
Percent of expenditures for instruction**	58.5%	No Change	60.5%	63.4%
Percent of expenditures for teacher salaries**	51.6%	Down from 53.8%	54.1%	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

Haut Gap Middle School has experienced a year of growth and renewed commitment by students and staff. Our Title I school of just over 200 students is located in the rapidly growing, rural community of John's Island. The atmosphere of the school is one of caring and safety. Teachers are challenged to inspire and instill a love of learning as well as to provide a rigorous academic program to meet the needs of all learners. Although Haut Gap is rated at-risk, academic progress can be seen in many areas. The National Accounting for Education Progress Organization ranked Haut Gap Middle as the 12th most improved middle school in English Language Arts in South Carolina. This ranking placed it in the 96th percentile of improved middle schools. Measures of Academic Progress (MAP) testing data from fall to spring 2009 confirmed progress by students as 65% of students met target growth in reading while 62% met target growth in math. In addition, 73% of Haut Gap students scored 11 out of 15 points on the school-wide writing assessment scored using the S.C. Writing Rubric.

Data obtained from PACT scores, classroom observations, teacher/student surveys, as well as MAP reports, reflected a need for differentiated instruction as well as targeted instructional support to increase student achievement. Reading, math, and writing were given priority. Read 180 and Academy of Reading were instituted to address the needs of below basic students. Daily fifty-minute small group reading classes were provided for all students utilizing high-interest adolescent literature. In addition, Marzano's strategies for developing vocabulary were taught daily to all students in every content area. To further meet the needs of learners, all ELA and math teachers provided weekly two hour after school tutoring sessions. Math initiatives included vertical planning sessions, utilization of authentic learning experiences, hands-on manipulatives, cross grade level instruction, and RIT band instruction in the classroom. Technology played an integral part of the learning environment with Smart boards and student response systems being utilized in all classrooms to enrich and motivate. Writing instruction focused on the 6 Traits + 1 model across the curriculum. Furthermore, quarterly writing benchmarks were given by all core content teachers in grades 6-8.

Our alliance with the Environmental Immersion Program has been effective in connecting context throughout all content areas, while the AVID program has been successful in supporting student academic growth for those students on an honors track.

Haut Gap has been chosen to become a partial magnet beginning 2009-2010. The School of Advanced Studies at Haut Gap will offer an exciting range of honors levels courses and electives to 6th graders the first year. Each year thereafter a grade level will be added.

Olivia Burch, Chairperson – School Improvement Council
Paul H. Padron – Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	66	21
Percent satisfied with learning environment	71.4%	63.6%	85.7%
Percent satisfied with social and physical environment	71.4%	71.2%	85.7%
Percent satisfied with school-home relations	57.1%	75.4%	75.0%

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

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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

R-DELAY

School Improvement Key

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

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	213	100	43.4	41.3	15.3	71.4	84.9	82.8	Yes	Yes
Gender										
Male	116	100	51	39.8	9.2	60.2	81.8	79.3	N/A	N/A
Female	97	100	35.2	42.9	22	83.5	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	24	100	38.9	44.4	16.7	77.8	95.8	89.5	I/S	I/S
African American	158	100	42.7	41.3	16.1	71.3	74.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	30	100	50	39.3	10.7	67.9	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	29.2	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	48	40	12	68	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	179	100	46.3	42	11.7	69.1	74.9	75.5	Yes	Yes

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

All Students	213	99.5	50	43.6	6.4	66.5	81	78.9	Yes	Yes
Gender										
Male	116	99.1	52.6	43.3	4.1	60.8	79.3	77	N/A	N/A
Female	97	100	47.3	44	8.8	72.5	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	24	100	44.4	50	5.6	77.8	94.6	87.2	I/S	I/S
African American	158	99.4	52.1	41.5	6.3	64.8	67.9	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	30	100	42.9	50	7.1	67.9	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	29.2	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	40	52	8	68	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	179	99.4	52.8	41	6.2	64	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	139	100	41.6	53.6	4.8	58.4	68.9	67.5
Gender								
Male	76	100	46.3	46.3	7.5	53.7	68.2	67
Female	63	100	36.2	62.1	1.7	63.8	69.6	68
Racial/Ethnic Group								
White	14	100	25	66.7	8.3	75	90.4	79.5
African American	101	100	42.9	52.7	4.4	57.1	48.1	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	23	100	45.5	50	4.5	54.5	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	18.8	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	19	100	47.4	47.4	5.3	52.6	58.3	59.6
Socio-Economic Status								
Subsided meals	117	100	46.2	52.8	0.9	53.8	50.2	55.1
Social Studies								
All Students	139	99.3	41.3	39.7	19	58.7	76.8	72.3
Gender								
Male	75	98.7	49.2	31.1	19.7	50.8	75.3	71.5
Female	64	100	33.3	48.3	18.3	66.7	78.4	73.2
Racial/Ethnic Group								
White	14	100	I/S	I/S	I/S	I/S	91.5	80.7
African American	111	99.1	44.9	37.8	17.3	55.1	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	14	100	28.6	57.1	14.3	71.4	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	22	100	75	20	5	25	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	13	100	30.8	61.5	7.7	69.2	71.6	67.9
Socio-Economic Status								
Subsided meals	119	99.2	45.3	35.8	18.9	54.7	64	62.1

Abbreviations for Missing Data

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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
Writing										
All Students	213	100	36.1	50.3	13.6	63.9	74.1	70.2	95.5	96
Gender										
Male	115	100	53	36	11	47	67.8	63.2	95.5	95.9
Female	98	100	17.6	65.9	16.5	82.4	80.6	77.5	95.4	96.1
Racial/Ethnic Group										
White	23	100	44.4	44.4	11.1	55.6	90.4	79.1	93.1	95.9
African American	159	100	33.3	52.8	13.9	66.7	59.2	57.6	95.9	96
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	89.9	86.2	96.7	97
Hispanic	30	100	44.8	41.4	13.8	55.2	61.1	62.6	95.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	27	100	83.3	12.5	4.2	16.7	29.6	26.1	94.6	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	26	100	50	38.5	11.5	50	60.2	61.2	96.1	96.5
Socio-Economic Status										
Subsided meals	179	100	38.4	50.6	11	61.6	59.1	58.9	95.3	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	73	100	34.4	47.5	18	65.6
	7	65	100	49.1	38.6	12.3	50.9
	8	75	100	46.5	38	15.5	53.5
Mathematics							
2009	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	73	100	42.6	47.5	9.8	57.4
	7	65	100	45.6	50.9	3.5	54.4
	8	75	98.7	60	34.3	5.7	40
Science							
2009	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	36	100	34.4	62.5	3.1	65.6
	7	65	100	36.8	59.6	3.5	63.2
	8	38	100	55.6	36.1	8.3	44.4
Social Studies							
2009	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	37	100	30	46.7	23.3	70
	7	65	100	52.6	35.1	12.3	47.4
	8	37	97.3	32.4	41.2	26.5	67.6
Writing							
2009	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	73	100	25.4	58.7	15.9	74.6
	7	65	100	47.4	36.8	15.8	52.6
	8	75	100	36.6	53.5	9.9	63.4

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