

## BOILING SPRINGS JUNIOR HIGH

4801 Highway 9  
Inman, South Carolina

|                       |                     |              |
|-----------------------|---------------------|--------------|
| <b>Grades</b>         | 7-8 Middle School   |              |
| <b>Enrollment</b>     | 1,207 Students      |              |
| <b>Principal</b>      | Doanld Barnette     | 864-578-5954 |
| <b>Superintendent</b> | Dr. Scott J. Mercer | 864-578-0128 |
| <b>Board Chair</b>    | Mrs. Connie Smith   | 864-578-0128 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

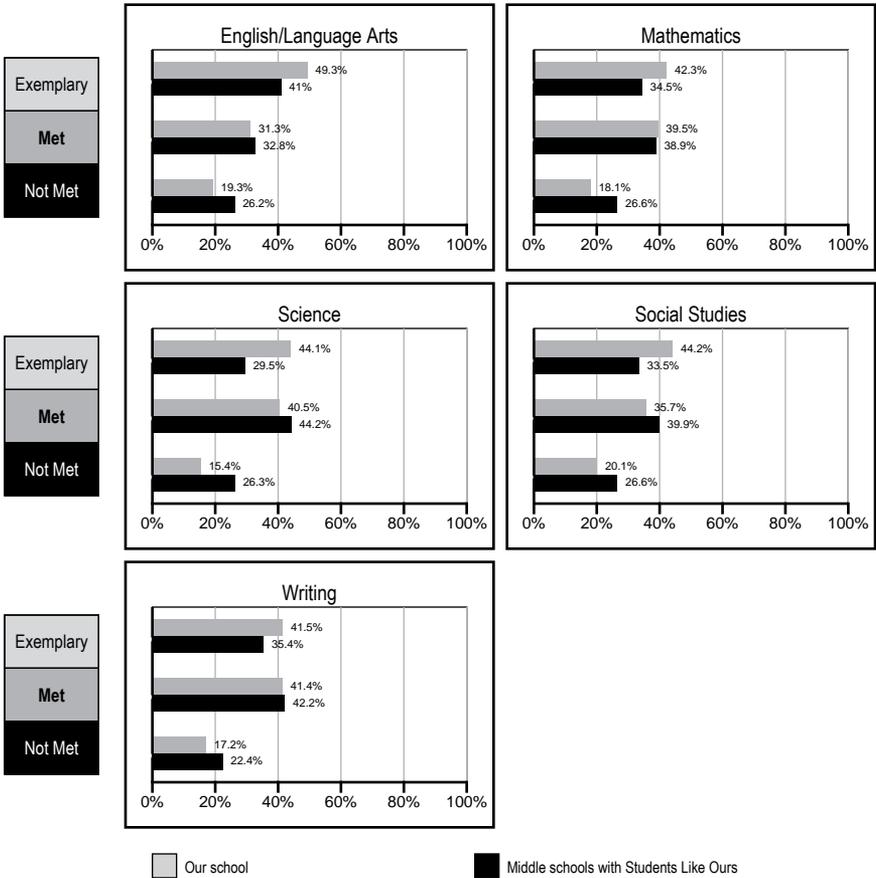
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 4         | 13   | 16      | 0             | 1       |

\* Ratings are calculated with data available by 03/09/2011.

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           | 100.0%            | 98.5%                                  |
| English 1                                       | 100.0%            | 96.8%                                  |
| Physical Science                                | N/A               | 27.4%                                  |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | 100.0%            | 96.5%                                  |

## School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=1,207)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 17.4%      | Up from 15.8%         | 28.2%                                  | 24.2%                |
| Retention rate   | 0.5%       | Down from 0.9%        | 0.5%                                   | 0.7%                 |
| Attendance rate  | 95.9%      | Up from 95.8%         | 96.1%                                  | 95.9%                |
| Eligible for gifted and talented   | 17.1%      | Up from 15.5%         | 21.8%                                  | 16.4%                |
| With disabilities other than speech  | 10.0%      | Down from 10.9%       | 11.2%                                  | 12.0%                |
| Older than usual for grade   | 1.1%       | Up from 0.9%          | 1.3%                                   | 2.2%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | Down from 0.4%        | 0.4%                                   | 0.5%                 |
| Annual dropout rate  | 0.0%       | No Change             | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=73)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 53.4%      | Down from 60.3%       | 60.0%                                  | 58.5%                |
| Continuing contract teachers   | 69.9%      | Up from 58.9%         | 82.4%                                  | 80.0%                |
| Teachers with emergency or provisional certificates                          | 3.7%       | Up from 1.9%          | 3.0%                                   | 4.0%                 |
| Teachers returning from previous year  | 80.9%      | Down from 81.0%       | 86.9%                                  | 84.6%                |
| Teacher attendance rate  | 94.5%      | Down from 96.1%       | 95.5%                                  | 95.4%                |
| Average teacher salary*  | \$44,684   | Up 1.1%               | \$47,234                               | \$46,561             |
| Professional development days/teacher  | 8.7 days   | Down from 10.9 days   | 9.9 days                               | 10.2 days            |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 17.0       | Up from 16.0          | 4.0                                    | 4.0                  |
| Student-teacher ratio in core subjects                                       | 21.7 to 1  | Down from 23.2 to 1   | 21.9 to 1                              | 21.1 to 1            |
| Prime instructional time   | 89.1%      | Down from 89.5%       | 90.6%                                  | 90.4%                |
| Opportunities in the arts  | Good       | No Change             | Good                                   | Good                 |
| SACS accreditation   | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 80.7%      | Up from 79.7%         | 96.8%                                  | 98.1%                |
| Character development program  | Good       | Up from Average       | Good                                   | Good                 |
| Dollars spent per pupil**  | \$6,523    | Up 16.0%              | \$7,219                                | \$7,802              |
| Percent of expenditures for instruction**                                    | 56.2%      | Down from 59.7%       | 64.1%                                  | 63.8%                |
| Percent of expenditures for teacher salaries**                               | 53.7%      | Down from 56.4%       | 60.8%                                  | 60.0%                |

\* 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

Boiling Springs Junior High School is a student-oriented school with a supportive environment which allows students to focus on learning. During the 2009-2010 school year, our enrollment totaled 1187 grade seven and grade eight students. The successes of the academic, athletic, and fine arts programs at our school can be attributed to the hard work of conscientious students, dedicated teachers, and supportive parents. At Boiling Springs Junior High School, students truly come first.

Our students made improvements both on state testing and on MAP testing this past school year. Student improvement was directly related to classroom instruction provided by teachers and through the utilization of Odyssey software. Of our eighth grade students enrolled in Algebra I, eighty-one percent scored either an A or B on the End-of-Course Examination. On the English I End-of-Course Examination, sixty-nine percent of students scored an A or B. This year, seventy-eight grade-eight students were named South Carolina Junior Scholars for their outstanding scores on the PSAT. Four grade-seven students received state level recognition as Duke University TIP Scholars for their exceptional SAT/ACT scores. Twelve students were accepted into the Scholars Academy at the University of South Carolina Upstate, enabling them to take college courses throughout high school.

Approximately forty percent of students participated in the band, chorus, or orchestra programs. Also, we had approximately two hundred student athletes who participated in football, basketball, volleyball, and cheerleading. Our Battle of the Brains Team finished in first place out of thirty-three competing teams from five counties winning a monetary award as well as a trophy. Students in the art class and art club won numerous awards in five different competitions this past year.

Parents were actively involved in their children's education by attending parent teacher conferences, PTSO meetings, Open House, and award ceremonies, as well as chaperoning field trips and special events, and monitoring during standardized testing. Assistance from the community also came in the form of a \$5,000 Lowe's Toolbox for Education Grant, which allowed for the assembly of an outdoor classroom on campus. The PTSO worked tirelessly in raising funds to provide rewards for students, an appreciation luncheon for teachers, and landscaping supplies for the school's campus. This organization was invaluable to the success of our students and teachers. Our band, chorus, and orchestra students presented exceptional performances during the PTSO meetings.

Boiling Springs Junior High School is a student-oriented school where students come first. Teachers at our school are diligent in their efforts to improve student achievement and to help students succeed. Through constant monitoring, we strive to maintain a safe and secure learning environment for all of our students. We are a school in which students, parents, and the community can take pride.

Donald Barnette, Principal

Daryl Turner, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 47       | 517       | 263      |
| Percent satisfied with learning environment            | 89.1%    | 72.4%     | 82.2%    |
| Percent satisfied with social and physical environment | 97.9%    | 75.0%     | 77.3%    |
| Percent satisfied with school-home relations           | 93.5%    | 86.3%     | 65.4%    |

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

## Abbreviations for Missing Data

N/A–Not Applicable

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I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 32 out of 33 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  | 2.7%         | 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 | 1.1%       | 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                 | 1187 | 99.6 | 21.4 | 32.2 | 46.4 | 86.2 | 87.5 | 83.5 | Yes | Yes |
| <b>Gender</b>                |      |      |      |      |      |      |      |      |     |     |
| Male                         | 617  | 99.5 | 27.5 | 31.8 | 40.7 | 81.9 | 85.1 | 80.1 | N/A | N/A |
| Female                       | 570  | 99.7 | 14.9 | 32.6 | 52.5 | 90.9 | 90.2 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |      |      |      |      |      |      |      |      |     |     |
| White                        | 883  | 99.4 | 18   | 31.4 | 50.6 | 88   | 89.1 | 89.6 | Yes | Yes |
| African American             | 145  | 100  | 33.1 | 39.6 | 27.3 | 79.9 | 83   | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 51   | 100  | 23.5 | 45.1 | 31.4 | 88.2 | 88.6 | 92.7 | Yes | Yes |
| Hispanic                     | 83   | 100  | 37.8 | 25.7 | 36.5 | 74.3 | 76.6 | 79.6 | Yes | Yes |
| American Indian/Alaskan      | 2    | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |      |      |      |      |      |      |      |      |     |     |
| Disabled                     | 117  | 96.6 | 63.1 | 24.3 | 12.6 | 49.5 | 52.6 | 51.7 | Yes | Yes |
| <b>Migrant Status</b>        |      |      |      |      |      |      |      |      |     |     |
| Migrant                      | 1    | I/S  | N/A  | N/A  | N/A  | N/A  | 62.5 | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |      |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 129  | 100  | 27.5 | 34.5 | 38   | 85.9 | 81.8 | 79   | Yes | Yes |
| <b>Socio-Economic Status</b> |      |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 542  | 99.8 | 29.7 | 33.4 | 36.9 | 80.9 | 81.7 | 76.9 | Yes | Yes |

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

|                              |      |      |      |      |      |      |      |      |     |     |
|------------------------------|------|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 1187 | 99.5 | 20.6 | 43.3 | 36   | 88.3 | 87.7 | 80.4 | Yes | Yes |
| <b>Gender</b>                |      |      |      |      |      |      |      |      |     |     |
| Male                         | 617  | 99.4 | 23.5 | 43.2 | 33.3 | 86.4 | 86   | 78.4 | N/A | N/A |
| Female                       | 570  | 99.7 | 17.6 | 43.5 | 38.9 | 90.2 | 89.7 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |      |      |      |      |      |      |      |      |     |     |
| White                        | 883  | 99.4 | 17.9 | 41.6 | 40.5 | 89.9 | 88.8 | 87.8 | Yes | Yes |
| African American             | 145  | 100  | 34.5 | 48.9 | 16.5 | 77.7 | 81.5 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 51   | 100  | 11.8 | 62.7 | 25.5 | 94.1 | 91.4 | 93.5 | Yes | Yes |
| Hispanic                     | 83   | 98.8 | 35.1 | 44.6 | 20.3 | 81.1 | 82.9 | 78.3 | Yes | Yes |
| American Indian/Alaskan      | 2    | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |      |      |      |      |      |      |      |      |     |     |
| Disabled                     | 117  | 96.6 | 64   | 30.6 | 5.4  | 50.5 | 53.6 | 46.1 | No  | Yes |
| <b>Migrant Status</b>        |      |      |      |      |      |      |      |      |     |     |
| Migrant                      | 1    | I/S  | N/A  | N/A  | N/A  | N/A  | 68.8 | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |      |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 129  | 99.2 | 23.2 | 48.6 | 28.2 | 87.3 | 86.3 | 78.9 | Yes | Yes |
| <b>Socio-Economic Status</b> |      |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 542  | 99.8 | 29.3 | 45.6 | 25.1 | 82.6 | 82.3 | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## PASS Performance By Group

|                              | Enrollment 1st 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                 | 897                           | 99.1     | 15.4      | 40.5  | 44.1        | 84.6                      | 75.2                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 474                           | 98.7     | 17.2      | 36.5  | 46.3        | 82.8                      | 74.3                        | 66.9                     |
| Female                       | 423                           | 99.5     | 13.4      | 45    | 41.6        | 86.6                      | 76.2                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 665                           | 98.8     | 13.4      | 39.7  | 46.9        | 86.6                      | 78.1                        | 79.6                     |
| African American             | 103                           | 100      | 20.2      | 50.5  | 29.3        | 79.8                      | 63.2                        | 49.7                     |
| Asian/Pacific Islander       | 42                            | 100      | 11.9      | 54.8  | 33.3        | 88.1                      | 74.6                        | 84.4                     |
| Hispanic                     | 67                            | 100      | 31.7      | 31.7  | 36.7        | 68.3                      | 62.6                        | 59.4                     |
| American Indian/Alaskan      | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 69.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 96                            | 94.8     | 55.3      | 34    | 10.6        | 44.7                      | 37.2                        | 33.8                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 1                             | I/S      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 36.5                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 109                           | 100      | 22.7      | 40.3  | 37          | 77.3                      | 65.1                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 416                           | 99.3     | 20.6      | 44    | 35.4        | 79.4                      | 66.9                        | 55.4                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 886                           | 99.8     | 19.8      | 35.9  | 44.3        | 80.2                      | 77.8                        | 70.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 463                           | 99.8     | 21.6      | 31.3  | 47.1        | 78.4                      | 78.1                        | 70.1                     |
| Female                       | 423                           | 99.8     | 17.8      | 41    | 41.2        | 82.2                      | 77.5                        | 71.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 657                           | 99.9     | 16.7      | 35.9  | 47.3        | 83.3                      | 80.2                        | 79.2                     |
| African American             | 103                           | 100      | 31        | 38    | 31          | 69                        | 70                          | 58.4                     |
| Asian/Pacific Islander       | 42                            | 97.6     | 14.6      | 51.2  | 34.1        | 85.4                      | 78.2                        | 86.8                     |
| Hispanic                     | 65                            | 100      | 36.7      | 26.7  | 36.7        | 63.3                      | 65.9                        | 68                       |
| American Indian/Alaskan      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 80                            | 100      | 62        | 26.6  | 11.4        | 38                        | 46.2                        | 39.3                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 1                             | I/S      | N/A       | N/A   | N/A         | N/A                       | 41.7                        | 55                       |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 98                            | 99       | 23.9      | 42.2  | 33.9        | 76.1                      | 70.5                        | 68                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 407                           | 99.8     | 27.9      | 37.9  | 34.1        | 72.1                      | 69.1                        | 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 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                 | 1187                          | 98.9     | 17.2      | 41.3  | 41.4        | 82.8                      | 80.9                        | 72.1                     | 95.9                   | 96.2                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 614                           | 98.9     | 24.7      | 44.8  | 30.5        | 75.3                      | 75                          | 65.2                     | 95.8                   | 96.2                     |
| Female                       | 573                           | 99       | 9.2       | 37.6  | 53.2        | 90.8                      | 87.6                        | 79.2                     | 96                     | 96.2                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 883                           | 98.9     | 15.2      | 39.7  | 45.1        | 84.8                      | 82.9                        | 80.8                     | 95.6                   | 96                       |
| African American             | 145                           | 98.6     | 27.5      | 44.9  | 27.5        | 72.5                      | 75.3                        | 59.7                     | 96.6                   | 96.7                     |
| Asian/Pacific Islander       | 51                            | 100      | 9.8       | 51    | 39.2        | 90.2                      | 81.7                        | 87                       | 97.8                   | 97.2                     |
| Hispanic                     | 83                            | 98.8     | 27.4      | 50.7  | 21.9        | 72.6                      | 68.4                        | 64.6                     | 96.6                   | 96.8                     |
| American Indian/Alaskan      | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 73.4                     | 93.9                   | 95.4                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 118                           | 90.7     | 69.7      | 27.5  | 2.8         | 30.3                      | 33.2                        | 27.7                     | 94.3                   | 94.7                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | 1                             | I/S      | N/A       | N/A   | N/A         | N/A                       | N/A                         | 63.5                     | 99.9                   | 96.7                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 129                           | 98.5     | 20        | 46.4  | 33.6        | 80                        | 72.5                        | 63.7                     | 96.8                   | 96.9                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 538                           | 98.5     | 25.1      | 44.7  | 30.2        | 74.9                      | 72.5                        | 61.9                     | 95.2                   | 95.6                     |

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     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 597                           | 97.8     | 20.7      | 36.3  | 42.9        | 79.3               |
|                              | 8     | 602                           | 97.8     | 22.2      | 42.8  | 35.1        | 77.8               |
| <b>2010</b>                  | 3     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 603                           | 99.2     | 17.7      | 31.7  | 50.6        | 82.3               |
|                              | 8     | 584                           | 100      | 25.3      | 32.7  | 42          | 74.7               |
| <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     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 597                           | 97.8     | 18.9      | 42.5  | 38.6        | 81.1               |
|                              | 8     | 602                           | 97.8     | 25.6      | 43.8  | 30.6        | 74.4               |
| <b>2010</b>                  | 3     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 603                           | 99.2     | 17.7      | 43.2  | 39.1        | 82.3               |
|                              | 8     | 584                           | 99.8     | 23.7      | 43.5  | 32.9        | 76.3               |
| <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     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 596                           | 98.2     | 17.9      | 47.3  | 34.9        | 82.1               |
|                              | 8     | 295                           | 95.6     | 23.7      | 42    | 34.4        | 76.3               |
| <b>2010</b>                  | 3     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 602                           | 99.2     | 11.6      | 41.1  | 47.3        | 88.4               |
|                              | 8     | 295                           | 99       | 23.2      | 39.3  | 37.5        | 76.8               |

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>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     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | 592                           | 98.7     | 26.3      | 39.1  | 34.5        | 73.7               |
|                       | 8     | 295                           | 96.3     | 22.3      | 43.4  | 34.3        | 77.7               |
| <b>2010</b>           | 3     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | 596                           | 100      | 20.3      | 33.2  | 46.5        | 79.7               |
|                       | 8     | 290                           | 99.3     | 18.6      | 41.6  | 39.8        | 81.4               |
| <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     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | 601                           | 97.8     | 16.4      | 33.3  | 50.3        | 83.6               |
|                       | 8     | 608                           | 98       | 17.4      | 41.8  | 40.9        | 82.6               |
| <b>2010</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     | N/A                           | N/AV     | I/S       | I/S   | I/S         | I/S                |
|                       | 7     | 602                           | 98.8     | 16.8      | 44.8  | 38.3        | 83.2               |
|                       | 8     | 585                           | 99       | 17.1      | 38    | 44.9        | 82.9               |

Abbreviations for Missing Data

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