

## St Andrew's Middle

721 Wappoo Road  
Charleston, SC 29407

|                       |                         |              |
|-----------------------|-------------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School       |              |
| <b>Enrollment</b>     | 455 Students            |              |
| <b>Principal</b>      | Benjamin Bragg          | 843-763-1533 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley   | 843-937-6319 |
| <b>Board Chair</b>    | 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  |
|-------------|-----------------|----------------|
| <b>2009</b> | <b>Average</b>  | <b>Average</b> |
| 2008        | Below Average   | At-Risk        |
| 2007        | Below Average   | At-Risk        |
| 2006        | N/A             | N/A            |
| 2005        | N/A             | N/A            |

## 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

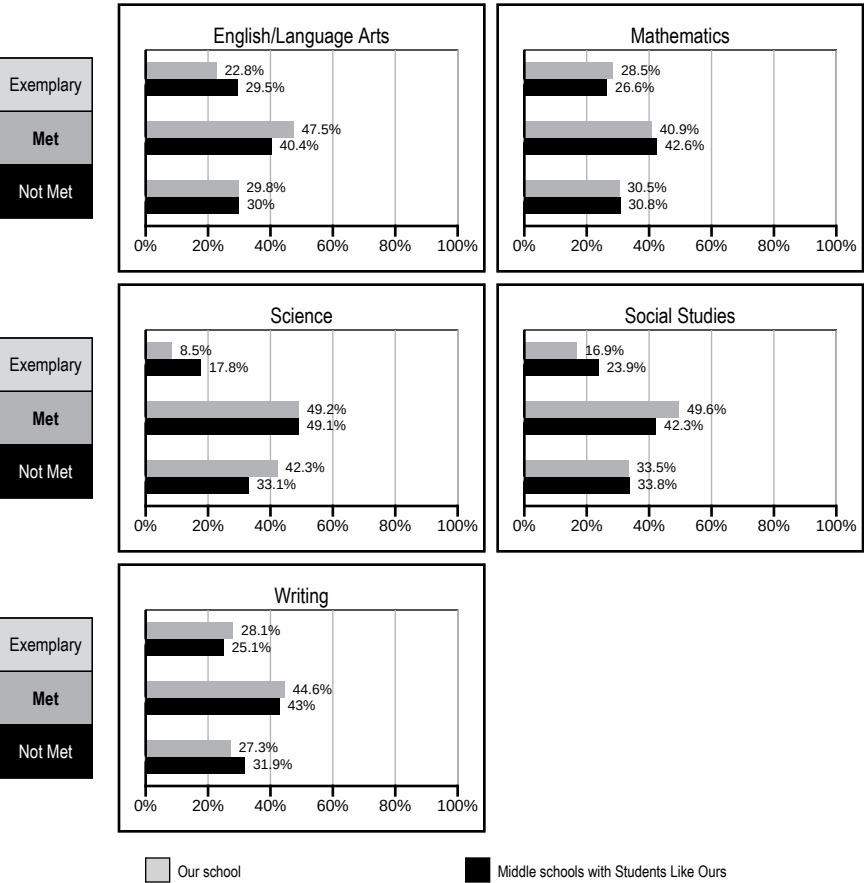
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0         | 3    | 50      | 4             | 0       |

\* 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           | 90.4%             | 96.5%                                  |
| English 1                                       | N/A               | 94.3%                                  |
| Physical Science                                | N/A               | 76.5%                                  |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | 90.4%             | 95.9%                                  |

School Profile

|                                                                              | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|------------------------------------------------------------------------------|------------|-----------------------|----------------------------------------|----------------------|
| <b>Students (n=455)</b>                                                      |            |                       |                                        |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 17.6%      | Up from 14.6%         | 22.6%                                  | 21.6%                |
| Retention rate                                                               | 2.2%       | Down from 6.7%        | 1.3%                                   | 1.2%                 |
| Attendance rate                                                              | 97.5%      | Up from 95.7%         | 95.8%                                  | 95.9%                |
| Eligible for gifted and talented                                             | 11.4%      | Up from 9.1%          | 15.9%                                  | 14.8%                |
| With disabilities other than speech                                          | 12.7%      | Down from 13.7%       | 13.9%                                  | 12.6%                |
| Older than usual for grade                                                   | 3.5%       | Down from 5.9%        | 2.5%                                   | 2.5%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 9.0%       | Up from 8.6%          | 0.4%                                   | 0.6%                 |
| Annual dropout rate                                                          | 0.3%       | Up from 0.0%          | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=36)</b>                                                       |            |                       |                                        |                      |
| Teachers with advanced degrees                                               | 61.1%      | Up from 54.3%         | 55.6%                                  | 56.9%                |
| Continuing contract teachers                                                 | 75.0%      | Up from 60.0%         | 76.5%                                  | 72.7%                |
| Teachers with emergency or provisional certificates                          | 0.0%       | Down from 3.7%        | 3.6%                                   | 5.3%                 |
| Teachers returning from previous year                                        | 67.5%      | Down from 71.5%       | 84.8%                                  | 82.9%                |
| Teacher attendance rate                                                      | 91.1%      | Down from 94.9%       | 95.5%                                  | 95.2%                |
| Average teacher salary*                                                      | \$45,707   | Up 9.6%               | \$46,636                               | \$46,599             |
| Professional development days/teacher                                        | 21.7 days  | Down from 22.4 days   | 11.1 days                              | 10.8 days            |
| <b>School</b>                                                                |            |                       |                                        |                      |
| Principal's years at school                                                  | 4.0        | Up from 3.0           | 3.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                       | 21.8 to 1  | Up from 21.0 to 1     | 21.0 to 1                              | 20.1 to 1            |
| Prime instructional time                                                     | 88.1%      | Down from 90.1%       | 89.8%                                  | 89.9%                |
| Opportunities in the arts                                                    | Good       | Up from Poor          | Good                                   | Good                 |
| SACS accreditation                                                           | No         | No Change             | Yes                                    | Yes                  |
| Parents attending conferences                                                | 93.8%      | Up from 92.6%         | 97.3%                                  | 97.8%                |
| Character development program                                                | Excellent  | No Change             | Good                                   | Good                 |
| Dollars spent per pupil**                                                    | \$7,875    | Down 6.4%             | \$7,409                                | \$7,645              |
| Percent of expenditures for instruction**                                    | 63.1%      | Down from 64.8%       | 63.3%                                  | 63.4%                |
| Percent of expenditures for teacher salaries**                               | 59.7%      | Up from 59.1%         | 58.9%                                  | 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

Over the past year, the St. Andrew's Middle School community has made significant improvements to our school program through the hard work of our teachers, students, parents, support staff, and administration. The staff at St. Andrew's Middle School continues their quest to provide the best educational opportunities to help students achieve excellence.

We have continued formalizing our use of CCSD's Coherent Curriculum, which provided our teachers a blueprint for their professional collaboration during common planning conferences. We continued the use of the Academy of Reading and Math program to target individual academic needs of our students through the continual use of our three fully equipped computer labs. We provided an Academic Intervention program, where students who need extra assistance in English Language Arts (ELA) and Mathematics met with certified teachers to work on necessary strategies in these areas. We provided a literacy coach and focused on low level reading skills based on MAP and PACT data. Our honors students had the opportunity to work in small groups as an intervention to improve our proficient and advanced students.

Our students participated in basketball, cheerleading, football, volleyball, baseball, and track. Our related arts program included art, band, banking, marketing, entrepreneurship, health and physical education, and strings. We continued to implement our character education and positive behavior programs to improve discipline data. We provided students with a stamp program for meeting positive behaviors focused on trustworthiness, respect, responsibility, caring, and fairness as good citizens. We continued our Intensified Learning Center as an intervention for disruptive classroom behaviors to encourage student success.

We participated in a professional staff development focusing on single gender brain research and strategies to teach to male and female students. We also continued our professional growth in the areas of multiple intelligences, learning centers, and middle level philosophy. We provided a professional book study to support our development needs, and practiced live exercises dedicated to school safety and security.

We have improved our Academic Rigor by providing high level problem solving activities to challenge students. We offered students the opportunity to take pre-algebra and algebra for high school credit. We continued with our single-gender education strategies this past school year expanding this program by implementing two separate academies within our school. We provided a separate wing for female students and a separate wing for male students. We also focus on being a mathematics school this school year. We will continue all these successful programs for the 2009-2010 school year.

For the Children:

Benjamin Bragg Principal and Alia Marks SIC Chair

## Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 25       | 113       | 37       |
| Percent satisfied with learning environment            | 96.0%    | 66.1%     | 86.1%    |
| Percent satisfied with social and physical environment | 80.0%    | 69.9%     | 64.9%    |
| Percent satisfied with school-home relations           | 68.0%    | 75.2%     | 80.0%    |

\* 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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School Adequate Yearly Progress

YES

This school met 21 out of 21 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  | 2.5%         | 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 | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 97.5%      | 94.0%*          | Yes                 |

\* Or greater than last year

**PASS Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 445 | 99.3 | 28.7 | 48.2 | 23.1 | 82.2 | 84.9 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 217 | 99.1 | 30.7 | 50.2 | 19   | 79.5 | 81.8 | 79.3 | N/A | N/A |
| Female                       | 228 | 99.6 | 26.7 | 46.1 | 27.2 | 85   | 88.1 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 169 | 98.8 | 14.3 | 50   | 35.7 | 91.6 | 95.8 | 89.5 | Yes | Yes |
| African American             | 244 | 99.6 | 38.3 | 48.3 | 13.5 | 75.7 | 74.8 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | 11  | 100  | I/S  | I/S  | I/S  | I/S  | 96.4 | 92.3 | I/S | I/S |
| Hispanic                     | 13  | 100  | 25   | 58.3 | 16.7 | 91.7 | 76.3 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 94   | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 60  | 98.3 | 47.1 | 41.2 | 11.8 | 68.6 | 53.5 | 52   | Yes | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 14  | 100  | 23.1 | 53.8 | 23.1 | 92.3 | 75.6 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 246 | 99.2 | 36.4 | 49.1 | 14.5 | 76.8 | 74.9 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 445 | 99.6 | 28.4 | 43.2 | 28.4 | 84.5 | 81   | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 217 | 99.1 | 29.8 | 43.4 | 26.8 | 84.4 | 79.3 | 77   | N/A | N/A |
| Female                       | 228 | 100  | 27.1 | 43   | 30   | 84.5 | 82.8 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 169 | 98.8 | 16.2 | 41.6 | 42.2 | 90.9 | 94.6 | 87.2 | Yes | Yes |
| African American             | 244 | 100  | 38.1 | 44.6 | 17.3 | 79.7 | 67.9 | 66.7 | Yes | Yes |
| Asian/Pacific Islander       | 11  | 100  | I/S  | I/S  | I/S  | I/S  | 94.6 | 93   | I/S | I/S |
| Hispanic                     | 13  | 100  | N/AV | N/AV | N/AV | 100  | 76.7 | 76   | I/S | I/S |
| American Indian/Alaskan      | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 92   | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 60  | 98.3 | 51   | 41.2 | 7.8  | 64.7 | 46.9 | 45.5 | Yes | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 14  | 100  | N/AV | N/AV | N/AV | 100  | 77.1 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 246 | 99.6 | 34.1 | 45.4 | 20.5 | 79.9 | 69.2 | 70.2 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

**PASS Performance By Group**

|                              | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| <b>Science</b>               |                                  |          |           |       |             |                              |                                |                             |
| All Students                 | 288                              | 99       | 41.4      | 50    | 8.6         | 58.6                         | 68.9                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 148                              | 98       | 41        | 53.2  | 5.8         | 59                           | 68.2                           | 67                          |
| Female                       | 140                              | 100      | 41.7      | 46.5  | 11.8        | 58.3                         | 69.6                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 109                              | 97.3     | 21.4      | 64.3  | 14.3        | 78.6                         | 90.4                           | 79.5                        |
| African American             | 154                              | 100      | 56.6      | 40.7  | 2.8         | 43.4                         | 48.1                           | 50.3                        |
| Asian/Pacific Islander       | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 87.2                           | 84.3                        |
| Hispanic                     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 58.6                           | 60.7                        |
| American Indian/Alaskan      | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 84.4                           | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 36                               | 97.2     | 44.8      | 51.7  | 3.4         | 55.2                         | 36.6                           | 35.6                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 46.1                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | 8                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 58.3                           | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 161                              | 99.4     | 53.4      | 41.9  | 4.7         | 46.6                         | 50.2                           | 55.1                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 292 | 99   | 33.1 | 50.2 | 16.7 | 66.9 | 76.8 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 135 | 97.8 | 35.7 | 48.4 | 15.9 | 64.3 | 75.3 | 71.5 |
| Female                       | 157 | 100  | 30.8 | 51.7 | 17.5 | 69.2 | 78.4 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 114 | 98.3 | 20.4 | 49.5 | 30.1 | 79.6 | 91.5 | 80.7 |
| African American             | 162 | 99.4 | 42.1 | 51.3 | 6.6  | 57.9 | 62.7 | 60   |
| Asian/Pacific Islander       | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 89.5 | 88.5 |
| Hispanic                     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 71.4 | 68   |
| American Indian/Alaskan      | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 90.9 | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 42  | 97.6 | 50   | 44.4 | 5.6  | 50   | 46.6 | 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   | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 71.6 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 169 | 98.8 | 39.1 | 54.5 | 6.4  | 60.9 | 64   | 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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 450                              | 96       | 26.6      | 45    | 28.4        | 73.4                         | 74.1                           | 70.2                        | 97.5                      | 96                          |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 217                              | 95.4     | 31.5      | 46.2  | 22.3        | 68.5                         | 67.8                           | 63.2                        | 97.3                      | 95.9                        |
| Female                     | 233                              | 96.6     | 22        | 43.9  | 34.1        | 78                           | 80.6                           | 77.5                        | 97.6                      | 96.1                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 170                              | 95.3     | 15.6      | 42.9  | 41.5        | 84.4                         | 90.4                           | 79.1                        | 97.2                      | 95.9                        |
| African American           | 248                              | 96       | 34.2      | 46.9  | 18.9        | 65.8                         | 59.2                           | 57.6                        | 97.6                      | 96                          |
| Asian/Pacific Islander     | 11                               | 100      | I/S       | I/S   | I/S         | I/S                          | 89.9                           | 86.2                        | 98                        | 97                          |
| Hispanic                   | 13                               | 100      | 16.7      | 50    | 33.3        | 83.3                         | 61.1                           | 62.6                        | 97.6                      | 96.3                        |
| American Indian/Alaskan    | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 84                             | 68.7                        | 96.9                      | 95.8                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 59                               | 76.3     | N/AV      | N/AV  | N/AV        | 27.8                         | 29.6                           | 26.1                        | 96.5                      | 95                          |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 54.7                        | 99.9                      | 97.4                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 14                               | 100      | 15.4      | 46.2  | 38.5        | 84.6                         | 60.2                           | 61.2                        | 97.9                      | 96.5                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 245                              | 95.9     | 33.2      | 47.7  | 19.1        | 66.8                         | 59.1                           | 58.9                        | 97.2                      | 95.7                        |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 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     | 155                              | 100      | 22.9      | 48.6  | 28.5        | 77.1                  |
|                       | 7     | 138                              | 97.8     | 29        | 50    | 21          | 71                    |
|                       | 8     | 152                              | 100      | 34.3      | 46.2  | 19.6        | 65.7                  |
| 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     | 155                              | 100      | 22.2      | 41.7  | 36.1        | 77.8                  |
|                       | 7     | 138                              | 98.6     | 20.8      | 47.2  | 32          | 79.2                  |
|                       | 8     | 152                              | 100      | 41.3      | 41.3  | 17.5        | 58.7                  |
| 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     | 77                               | 100      | 36.6      | 57.7  | 5.6         | 63.4                  |
|                       | 7     | 135                              | 98.5     | 42.6      | 47.5  | 9.8         | 57.4                  |
|                       | 8     | 76                               | 98.7     | 43.8      | 46.6  | 9.6         | 56.2                  |
| 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     | 80                               | 100      | 18.7      | 66.7  | 14.7        | 81.3                  |
|                       | 7     | 136                              | 98.5     | 35.5      | 41.1  | 23.4        | 64.5                  |
|                       | 8     | 76                               | 98.7     | 44.3      | 48.6  | 7.1         | 55.7                  |
| 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     | 160                              | 94.4     | 28.6      | 37.9  | 33.6        | 71.4                  |
|                       | 7     | 136                              | 94.9     | 22.5      | 47.5  | 30          | 77.5                  |
|                       | 8     | 154                              | 98.7     | 28.2      | 50    | 21.8        | 71.8                  |

Abbreviations for Missing Data

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