



## CLAY HILL MIDDLE

387 South Railroad  
Ridgeville, South Carolina

**Grades** 6-8 Middle School  
**Enrollment** 140 Students  
**Principal** Kenneth Pinkney 843-851-7386  
**Superintendent** Mr. Jerry G. Montjoy (843) 563-4535  
**Board Chair** Dr. Kenneth Jenkins (843) 563-3228

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2011</b> | <b>Average</b>  | <b>Average</b> |
| 2010        | Average         | Average        |
| 2009        | Below Average   | Average        |
| 2008        | At-Risk         | Below Average  |
| 2007        | At-Risk         | 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

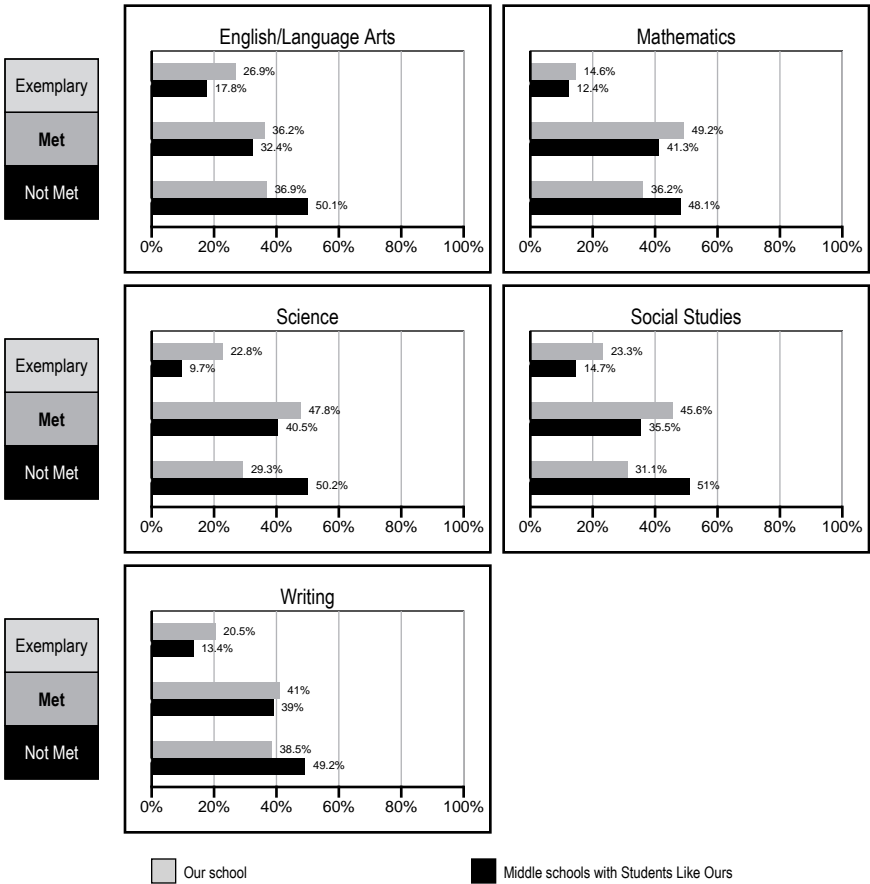
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 0    | 17      | 29            | 21      |

\* Ratings are calculated with data available by 11/09/2011.

**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**

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

Abbreviations for Missing Data

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

## End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2           | 100.0%            | 89.2%                                  |
| English 1                                       | 100.0%            | 87.6%                                  |
| Biology 1/Applied Biology 2                     | N/A               | 36.8%                                  |
| Physical Science                                | N/A               | 13.4%                                  |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | 100.0%            | 88.5%                                  |

## School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=140)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | N/R        | N/R                   | 13.8%                                  | 24.5%                |
| Retention rate   | 0.0%       | No Change             | 1.0%                                   | 0.7%                 |
| Attendance rate  | 95.9%      | Up from 95.1%         | 95.4%                                  | 95.9%                |
| Served by gifted and talented program  | 4.3%       | Up from 4.2%          | 6.6%                                   | 17.8%                |
| With disabilities other than speech  | 5.8%       | Down from 9.0%        | 11.2%                                  | 9.2%                 |
| Older than usual for grade   | 2.9%       | Up from 2.2%          | 3.0%                                   | 1.5%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.3%                                   | 0.4%                 |
| Annual dropout rate  | 0.0%       | No Change             | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=14)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 42.9%      | Up from 41.2%         | 58.9%                                  | 60.0%                |
| Continuing contract teachers   | 57.1%      | Up from 52.9%         | 69.9%                                  | 82.6%                |
| Teachers returning from previous year  | 72.4%      | Up from 69.5%         | 79.2%                                  | 85.6%                |
| Teacher attendance rate  | 95.1%      | Up from 94.9%         | 95.3%                                  | 95.3%                |
| Average teacher salary*  | \$44,262   | Up 0.2%               | \$44,262                               | \$46,300             |
| Professional development days/teacher  | 8.5 days   | Down from 9.4 days    | 10.4 days                              | 9.9 days             |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 6.0        | Up from 5.0           | 3.0                                    | 4.0                  |
| Student-teacher ratio in core subjects                                       | N/R        | N/R                   | 18.9 to 1                              | 21.5 to 1            |
| Prime instructional time   | 88.7%      | No Change             | 89.5%                                  | 90.1%                |
| Opportunities in the arts  | Good       | No Change             | Good                                   | Good                 |
| SACS accreditation   | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 97.9%      | Down from 100.0%      | 97.7%                                  | 98.1%                |
| Character development program  | Excellent  | Up from Average       | Good                                   | Good                 |
| Dollars spent per pupil**  | \$14,703   | Down 0.8%             | \$9,974                                | \$7,634              |
| Percent of expenditures for instruction**                                    | 57.5%      | Down from 59.2%       | 60.4%                                  | 64.0%                |
| Percent of expenditures for teacher salaries**                               | 54.5%      | Up from 52.7%         | 55.8%                                  | 61.2%                |

\* 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

During the 2010-2011 school year, the administration, faculty, support staff, student body and parents consistently worked toward improvement in academic achievement and student character. The Clay Hill Middle School family rejoiced when we achieved Adequate Yearly Progress for three consecutive years. We take to heart, the words of Will Rogers who said. "Even if you're on the right track, you'll get run over, if you just sit there". Therefore, we continued to strive for excellence in all areas of academics and personal self-esteem for students.

Two integral parts of our instructional campaign were the continuous refinement of instructional delivery to students and the continuation of our Academic Intervention Program. Learning opportunities for teachers abounded through professional development and consultants. We enhanced our "Writing Across the Curriculum" to provide numerous opportunities for exposure to a variety of writing. Teachers received ample opportunity to coordinate lesson plans with planning time scheduled for both grade levels collaboration. Standard and support documents were used during intensive subject area planning to align objectives and assessment. These meetings were held in the curriculum specialist mobile unit, which we affectionately dubbed, "The Learning Cottage". The administrative team, teachers, and staff created and analyzed a data wall to attack our instructional weaknesses. This proved fruitful as we realized an improvement in both our Absolute Rating to Average and Growth Rating to Average.

Beyond academics, the Clay Hill family continued to thrive with "Jaguar Pride". The character building initiative focused on a school-wide code of conduct. The Pride Pledge was recited each morning following the Pledge of Allegiance, and all students were issued "Pride" cards on a monthly basis. This was followed up with students' incentives, such as a monthly school-wide activity to recognize students who exhibited good character and "Jaguar Pride". Two associated character events were "Guys in Ties Day" and "Girls in Heels and Pearls Day". Each event focused on both practical aspects of young adulthood and preparing for career success. Our Parent-Teacher Association thrived this year. This group honored teachers during Teacher Appreciation Week, as well as hosted many activities to encourage parents to become more involved in their students' education. While we have progressed, we are still not where we would like to be and will continue to strive for higher student achievement in order to prepare our students for every aspect of the future. Clay Hill Middle school learning environment will always be, "Where Great Minds are Under Construction, and Geniuses are Born".

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 14       | 38        | 15       |
| Percent satisfied with learning environment            | 85.7%    | 63.2%     | 86.7%    |
| Percent satisfied with social and physical environment | 78.6%    | 73.7%     | 93.3%    |
| Percent satisfied with school-home relations           | 71.4%    | 76.3%     | 93.3%    |

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

Abbreviations for Missing Data

N/A–Not Applicable

NAV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 15 out of 15 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

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

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | N/A          | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 3.8%         | 4.4%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 9.1%       | 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 |
|---|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
| <b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b> |                               |          |           |       |             |                            |                              |                           |                           |                             |
| All Students  | 139                           | 100      | 36.9      | 36.2  | 26.9        | 74.6                       | 76.6                         | 82.4                      | Yes                       | Yes                         |
| <b>Gender</b>   |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Male  | 69                            | 100      | 45.5      | 28.8  | 25.8        | 68.2                       | 73.2                         | 78.7                      | N/A                       | N/A                         |
| Female  | 69                            | 100      | 28.1      | 43.8  | 28.1        | 81.3                       | 80.4                         | 86.2                      | N/A                       | N/A                         |
| <b>Racial/Ethnic Group</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| White   | 42                            | 100      | 31.6      | 42.1  | 26.3        | 81.6                       | 85.4                         | 88.9                      | I/S                       | Yes                         |
| African American  | 81                            | 100      | 35.5      | 35.5  | 28.9        | 75                         | 71.1                         | 72.9                      | Yes                       | Yes                         |
| Asian/Pacific Islander  | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                        | I/S                          | 93                        | I/S                       | I/S                         |
| Hispanic  | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 84.6                         | 79.3                      | I/S                       | I/S                         |
| American Indian/Alaskan   | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 61.1                         | 83                        | I/S                       | I/S                         |
| <b>Disability Status</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Disabled  | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 37.5                         | 48.1                      | I/S                       | I/S                         |
| <b>Migrant Status</b>   |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Migrant   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                        | N/A                          | 68.9                      | N/A                       | N/A                         |
| <b>English Proficiency</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Limited English Proficient  | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 81.3                         | 78.3                      | I/S                       | I/S                         |
| <b>Socio-Economic Status</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Subsidized meals  | 115                           | 100      | 38.1      | 37.2  | 24.8        | 73.5                       | 74.5                         | 75.4                      | Yes                       | Yes                         |
| <b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>           |                               |          |           |       |             |                            |                              |                           |                           |                             |
| All Students  | 139                           | 100      | 36.2      | 49.2  | 14.6        | 76.2                       | 77.5                         | 81.9                      | Yes                       | Yes                         |
| <b>Gender</b>   |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Male  | 69                            | 100      | 40.9      | 42.4  | 16.7        | 69.7                       | 75.1                         | 79.9                      | N/A                       | N/A                         |
| Female  | 69                            | 100      | 31.3      | 56.3  | 12.5        | 82.8                       | 80.1                         | 84.1                      | N/A                       | N/A                         |
| <b>Racial/Ethnic Group</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| White   | 42                            | 100      | 23.7      | 57.9  | 18.4        | 86.8                       | 85.8                         | 88.9                      | I/S                       | Yes                         |
| African American  | 81                            | 100      | 42.1      | 47.4  | 10.5        | 72.4                       | 71.5                         | 71.4                      | Yes                       | Yes                         |
| Asian/Pacific Islander  | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                        | I/S                          | 94.6                      | I/S                       | I/S                         |
| Hispanic  | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 84.6                         | 81.1                      | I/S                       | I/S                         |
| American Indian/Alaskan   | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 83.3                         | 84.4                      | I/S                       | I/S                         |
| <b>Disability Status</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Disabled  | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 46.1                         | 47.3                      | I/S                       | I/S                         |
| <b>Migrant Status</b>   |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Migrant   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                        | N/A                          | 77.6                      | N/A                       | N/A                         |
| <b>English Proficiency</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Limited English Proficient  | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 81.3                         | 81.4                      | I/S                       | I/S                         |
| <b>Socio-Economic Status</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Subsidized meals  | 115                           | 100      | 37.2      | 50.4  | 12.4        | 75.2                       | 75.3                         | 74.9                      | 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                 | 99                            | 100      | 29.3      | 47.8  | 22.8        | 70.7                      | 67                          | 68.6                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 53                            | 100      | 40        | 36    | 24          | 60                        | 62.9                        | 68.3                     |
| Female                       | 45                            | 100      | 16.7      | 61.9  | 21.4        | 83.3                      | 71.5                        | 68.9                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 28                            | 100      | 23.1      | 53.8  | 23.1        | 76.9                      | 80.2                        | 80.7                     |
| African American             | 60                            | 100      | 30.9      | 47.3  | 21.8        | 69.1                      | 57.8                        | 51.4                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 85.3                     |
| Hispanic                     | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 73.7                        | 61.6                     |
| American Indian/Alaskan      | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 75                          | 70.8                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 39.6                        | 35.7                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 42.9                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 76.9                        | 60.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 78                            | 100      | 30.8      | 48.7  | 20.5        | 69.2                      | 64.1                        | 57.3                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 96                            | 99       | 31.1      | 45.6  | 23.3        | 68.9                      | 72.9                        | 72.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 47                            | 100      | 38.6      | 34.1  | 27.3        | 61.4                      | 72.6                        | 72                       |
| Female                       | 49                            | 98       | 23.9      | 56.5  | 19.6        | 76.1                      | 73.3                        | 73.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 32                            | 96.9     | 27.6      | 55.2  | 17.2        | 72.4                      | 82.9                        | 81                       |
| African American             | 51                            | 100      | 29.2      | 43.8  | 27.1        | 70.8                      | 65.2                        | 60                       |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 89                       |
| Hispanic                     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 88.2                        | 69.6                     |
| American Indian/Alaskan      | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 68.8                        | 73.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 44                          | 40.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 53.8                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 81.8                        | 69.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 81                            | 98.8     | 31.6      | 45.6  | 22.8        | 68.4                      | 69.4                        | 62.9                     |

Abbreviations for Missing Data

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

## 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                 | 41                            | 97.6     | 36.8      | 42.1  | 21.1        | 63.2                      | 65                          | 73.2                     | 95.9                   | 96.4                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 18                            | 94.4     | 64.7      | 17.6  | 17.6        | 35.3                      | 52.6                        | 67.2                     | 95.9                   | 96.5                     |
| Female                       | 22                            | 100      | 14.3      | 61.9  | 23.8        | 85.7                      | 76.6                        | 79.4                     | 96                     | 96.3                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 14                            | 100      | 16.7      | 50    | 33.3        | 83.3                      | 76.5                        | 81.5                     | 93.7                   | 95.6                     |
| African American             | 23                            | 95.7     | 45.5      | 36.4  | 18.2        | 54.5                      | 58.5                        | 61.3                     | 96.9                   | 97                       |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 87                       | N/A                    | 97.6                     |
| Hispanic                     | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 66.7                     | 98.3                   | 97.3                     |
| American Indian/Alaskan      | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 72.2                     | 95.4                   | 93.9                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 3                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 22.7                        | 26                       | 94.9                   | 95.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 40.5                     | N/A                    | N/A                      |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 65.7                     | 98.1                   | 98.1                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 35                            | 97.1     | 33.3      | 48.5  | 18.2        | 66.7                      | 62.4                        | 63.2                     | 95.9                   | 96.3                     |

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <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     | 51                            | 100      | 29.5      | 43.2  | 27.3        | 70.5               |
|                              | 7     | 44                            | 100      | 47.5      | 27.5  | 25          | 52.5               |
|                              | 8     | 47                            | 100      | 51.1      | 35.6  | 13.3        | 48.9               |
| <b>2011</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     | 42                            | 100      | 35.9      | 38.5  | 25.6        | 64.1               |
|                              | 7     | 56                            | 100      | 40.4      | 26.9  | 32.7        | 59.6               |
|                              | 8     | 41                            | 100      | 33.3      | 46.2  | 20.5        | 66.7               |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <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     | 51                            | 100      | 25        | 52.3  | 22.7        | 75                 |
|                              | 7     | 44                            | 100      | 42.5      | 35    | 22.5        | 57.5               |
|                              | 8     | 47                            | 100      | 48.9      | 44.4  | 6.7         | 51.1               |
| <b>2011</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     | 42                            | 100      | 35.9      | 43.6  | 20.5        | 64.1               |
|                              | 7     | 56                            | 100      | 34.6      | 53.8  | 11.5        | 65.4               |
|                              | 8     | 41                            | 100      | 38.5      | 48.7  | 12.8        | 61.5               |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <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     | 25                            | 96       | 39.1      | 52.2  | 8.7         | 60.9               |
|                              | 7     | 44                            | 100      | 45        | 37.5  | 17.5        | 55                 |
|                              | 8     | 23                            | 95.7     | 50        | 22.7  | 27.3        | 50                 |
| <b>2011</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     | 22                            | 100      | 35        | 55    | 10          | 65                 |
|                              | 7     | 56                            | 100      | 28.8      | 46.2  | 25          | 71.2               |
|                              | 8     | 21                            | 100      | 25        | 45    | 30          | 75                 |

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>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     | 26                            | 92.3     | 14.3      | 66.7  | 19          | 85.7               |
|                       | 7     | 44                            | 100      | 52.5      | 37.5  | 10          | 47.5               |
|                       | 8     | 24                            | 91.7     | 35        | 50    | 15          | 65                 |
| <b>2011</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     | 20                            | 100      | N/AV      | N/AV  | N/AV        | 73.7               |
|                       | 7     | 56                            | 100      | 30.8      | 34.6  | 34.6        | 69.2               |
|                       | 8     | 20                            | 95       | 36.8      | 47.4  | 15.8        | 63.2               |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <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     | 50                            | 100      | 22.7      | 43.2  | 34.1        | 77.3               |
|                       | 7     | 44                            | 100      | 37.5      | 50    | 12.5        | 62.5               |
|                       | 8     | 48                            | 97.9     | 50        | 40.9  | 9.1         | 50                 |
| <b>2011</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     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | 41                            | 97.6     | 36.8      | 42.1  | 21.1        | 63.2               |

Abbreviations for Missing Data

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