



## A L Corbett Middle

10 A.L. Corbett Circle  
Wagener, SC 29164

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School     |              |
| <b>Enrollment</b>     | 243 Students          |              |
| <b>Principal</b>      | Dr. Deborah Bass      | 803-564-1050 |
| <b>Superintendent</b> | Dr. Elizabeth Everitt | 803-641-2428 |
| <b>Board Chair</b>    | Dr. Christine Harkins | 803-663-1703 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

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

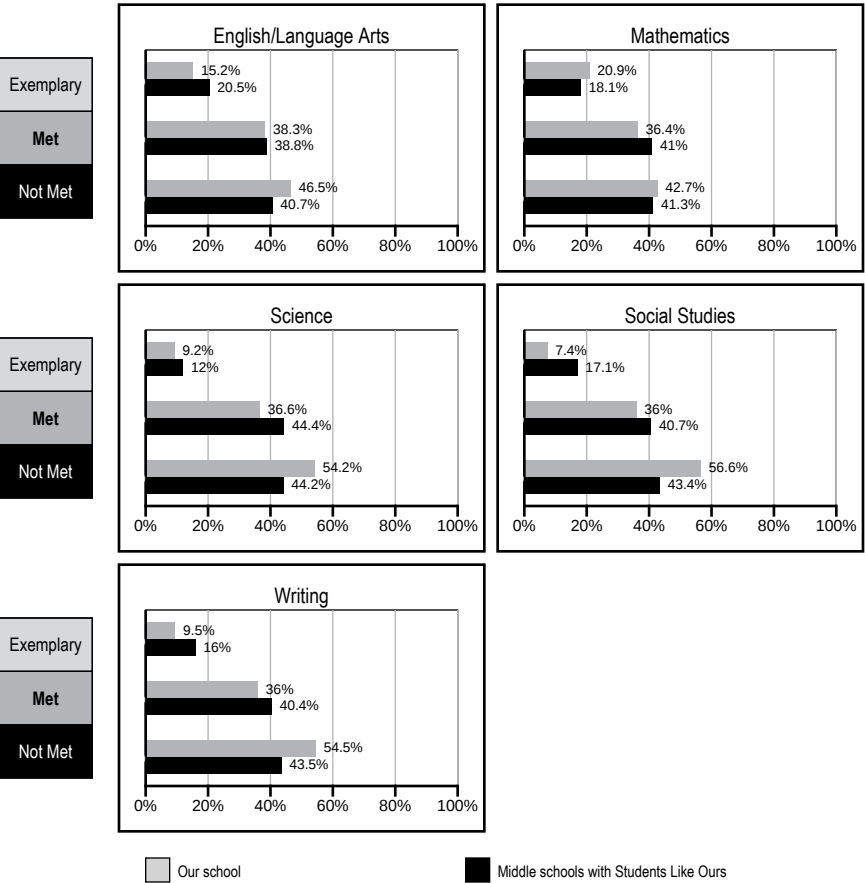
97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0         | 0    | 22      | 18            | 4       |

\* 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           | 100.0%            | 91.3%                                  |
| English 1                                       | 100.0%            | 89.8%                                  |
| Physical Science                                | N/A               | 92.2%                                  |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | 100.0%            | 91.0%                                  |

School Profile

|                                                                              | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|------------------------------------------------------------------------------|------------|-----------------------|----------------------------------------|----------------------|
| <b>Students (n=243)</b>                                                      |            |                       |                                        |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 46.1%      | Down from 57.6%       | 15.6%                                  | 21.6%                |
| Retention rate                                                               | 0.0%       | Down from 1.2%        | 1.8%                                   | 1.2%                 |
| Attendance rate                                                              | 95.7%      | Down from 96.2%       | 95.3%                                  | 95.9%                |
| Eligible for gifted and talented                                             | 9.1%       | Down from 10.8%       | 9.4%                                   | 14.8%                |
| With disabilities other than speech                                          | 17.0%      | Up from 13.9%         | 15.3%                                  | 12.6%                |
| Older than usual for grade                                                   | 1.2%       | Down from 2.4%        | 4.3%                                   | 2.5%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.6%                                   | 0.6%                 |
| Annual dropout rate                                                          | 0.0%       | No Change             | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=20)</b>                                                       |            |                       |                                        |                      |
| Teachers with advanced degrees                                               | 40.0%      | Down from 47.8%       | 56.2%                                  | 56.9%                |
| Continuing contract teachers                                                 | 70.0%      | Up from 60.9%         | 66.2%                                  | 72.7%                |
| Teachers with emergency or provisional certificates                          | 10.5%      | Up from 10.0%         | 9.9%                                   | 5.3%                 |
| Teachers returning from previous year                                        | 91.0%      | Up from 89.6%         | 81.3%                                  | 82.9%                |
| Teacher attendance rate                                                      | 95.3%      | Up from 95.0%         | 95.1%                                  | 95.2%                |
| Average teacher salary*                                                      | \$45,942   | Up 4.8%               | \$46,065                               | \$46,599             |
| Professional development days/teacher                                        | 19.1 days  | Up from 15.6 days     | 11.0 days                              | 10.8 days            |
| <b>School</b>                                                                |            |                       |                                        |                      |
| Principal's years at school                                                  | 10.0       | Up from 9.0           | 3.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                       | 17.0 to 1  | Down from 20.4 to 1   | 19.2 to 1                              | 20.1 to 1            |
| Prime instructional time                                                     | 90.1%      | Up from 89.4%         | 89.5%                                  | 89.9%                |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                   | Good                 |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences                                                | 75.9%      | Down from 83.6%       | 96.8%                                  | 97.8%                |
| Character development program                                                | Excellent  | Up from Good          | Good                                   | Good                 |
| Dollars spent per pupil**                                                    | \$9,456    | Up 0.4%               | \$8,176                                | \$7,645              |
| Percent of expenditures for instruction**                                    | 61.2%      | Down from 64.0%       | 62.7%                                  | 63.4%                |
| Percent of expenditures for teacher salaries**                               | 47.1%      | Down from 57.5%       | 55.2%                                  | 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

The A.L. Corbett Middle School leadership team is delighted to report that the number of students scoring below basic continues to decline while the number of students meeting standard continues to increase. PACT test scores for all grades from past years show that ALCMS students have made progress by increasing the percent of students scoring basic, proficient, and advanced. As the team planned for the current year, goals were set to improve performance, particularly for students receiving subsidized meals and African American students. Plans were developed to emphasize schoolwide reading and remediation in math and ELA based on MAP test results, to increase professional development, and to increase parent involvement.

The universal breakfast program provided a nutritious start for every child daily. Subsequently, each student received instruction in small groups based on data from formative testing. Every teacher engaged in the math and reading initiative at the school. Math and reading teachers planned lessons that targeted students' academic weaknesses as indicated from individual RIT scores. The academic schedule included opportunities for teachers to collaborate and provide additional instructional time to students in mini-classes. Title I, Technical Assistance, and Act 135 funds were used to improve the instructional program by reducing class size and enriching content learning through real-life connections. Participation in grant-funded staff development programs provided field trips for students, technology instruction for teachers, and curriculum development for interdisciplinary planning at each grade level.

Our teacher commitment evolved as we participated in the Center for Excellence: Middle-level Interdisciplinary Strategies for Teaching. This connection supported our structured professional development on designated early release days. Safety nets were developed to support students including a computer lab for remediation, an after school program, an early morning homework center, and tutoring by teachers.

Parent communication was improved: with monthly parent information nights; monthly parent information mornings for each grade level; newsletters from each grade level; monthly newsletters from the school; and various volunteer opportunities. Community awareness was increased by hosting a quarterly meeting of local clergy, meeting monthly with local community leaders, and involving community members in content focused mini-classes called "clubs."

Our challenges continue to be operating in an economically-deprived rural area, attracting and maintaining highly qualified teachers, maintaining adequate funding to implement programs and sustain essential operations, sustaining community and parent involvement, and securing the resources to provide substantial long-term change based on school data and the unique needs of a school located in a high-poverty rural area. However, we are committed to making informed decisions that improve the quality of life in our rural service area.

Respectfully submitted by Deborah Bass, Ph.D., principal and Erria Daniels, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 19       | 65        | 38       |
| Percent satisfied with learning environment            | 89.5%    | 69.2%     | 84.2%    |
| Percent satisfied with social and physical environment | 89.5%    | 52.3%     | 84.2%    |
| Percent satisfied with school-home relations           | 57.9%    | 73.4%     | 81.6%    |

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

School Adequate Yearly Progress

NO

This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

| School Improvement Key |                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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  | 0.7%         |                 | 1.7%                |
| Classes in high poverty schools not taught by highly qualified teachers | 1.9%         |                 | 5.8%                |
|                                                                         | Our School   | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers                         | 0.0%         | 0.0%            | Yes                 |
| Student attendance rate                                                 | 95.7%        | 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                 | 233 | 100  | 48.6 | 37.2 | 14.2 | 60.1 | 85.7 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 126 | 100  | 55.6 | 32.5 | 12   | 51.3 | 83.2 | 79.3 | N/A | N/A |
| Female                       | 107 | 100  | 40.6 | 42.6 | 16.8 | 70.3 | 88.4 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 109 | 100  | 38.6 | 44.6 | 16.8 | 71.3 | 90.8 | 89.5 | Yes | Yes |
| African American             | 121 | 100  | 57.9 | 29.8 | 12.3 | 50   | 78.1 | 73.7 | No  | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 91.3 | 92.3 | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 77.9 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 79.2 | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 41  | 100  | 76.9 | 12.8 | 10.3 | 28.2 | 51.2 | 52   | I/S | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 76.2 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 185 | 100  | 56.1 | 31.2 | 12.7 | 53.2 | 79.5 | 75.5 | No  | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 233 | 100  | 44   | 39.4 | 16.5 | 68.8 | 81.6 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 126 | 100  | 47.9 | 38.5 | 13.7 | 61.5 | 80.6 | 77   | N/A | N/A |
| Female                       | 107 | 100  | 39.6 | 40.6 | 19.8 | 77.2 | 82.6 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 109 | 100  | 35.6 | 37.6 | 26.7 | 76.2 | 87.6 | 87.2 | Yes | Yes |
| African American             | 121 | 100  | 51.8 | 40.4 | 7.9  | 62.3 | 71.7 | 66.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 93.8 | 93   | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 78.7 | 76   | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 75   | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 41  | 100  | 71.8 | 17.9 | 10.3 | 38.5 | 45.4 | 45.5 | I/S | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 78.4 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 185 | 100  | 48.6 | 37.6 | 13.9 | 64.2 | 74.1 | 70.2 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

**PASS Performance By Group**

|                              | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 154                           | 100      | 53.1      | 36.1  | 10.9        | 46.9                      | 68.5                        | 67.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 83                            | 100      | 51.3      | 37.5  | 11.3        | 48.8                      | 69.4                        | 67                       |
| Female                       | 71                            | 100      | 55.2      | 34.3  | 10.4        | 44.8                      | 67.6                        | 68                       |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 63                            | 100      | 37.3      | 49.2  | 13.6        | 62.7                      | 78.5                        | 79.5                     |
| African American             | 88                            | 100      | 63.5      | 28.2  | 8.2         | 36.5                      | 52.3                        | 50.3                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 92.5                        | 84.3                     |
| Hispanic                     | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 61.3                        | 60.7                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 72.2                        | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 30                            | 100      | 86.2      | 3.4   | 10.3        | 13.8                      | 34.9                        | 35.6                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 46.1                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 61.3                        | 59.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsided meals               | 126                           | 100      | 60.8      | 28.3  | 10.8        | 39.2                      | 56.9                        | 55.1                     |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 152 | 100  | 55.3 | 35.5 | 9.2  | 44.7 | 69   | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 88  | 100  | 62.5 | 25   | 12.5 | 37.5 | 69.3 | 71.5 |
| Female                       | 64  | 100  | 45.9 | 49.2 | 4.9  | 54.1 | 68.8 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 78  | 100  | 47.2 | 41.7 | 11.1 | 52.8 | 76.5 | 80.7 |
| African American             | 73  | 100  | 63.2 | 29.4 | 7.4  | 36.8 | 56.7 | 60   |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 88.5 | 88.5 |
| Hispanic                     | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 62.5 | 68   |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 83.3 | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 27  | 100  | 80   | 8    | 12   | 20   | 40.6 | 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   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 63.8 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 117 | 100  | 58.7 | 33   | 8.3  | 41.3 | 59   | 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               | 232                              | 94.8     | 54.1      | 36.4  | 9.6         | 45.9                         | 71.8                           | 70.2                        | 95.7                      | 95.9                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 124                              | 94.4     | 65.5      | 29.1  | 5.5         | 34.5                         | 65.9                           | 63.2                        | 95.4                      | 95.7                        |
| Female                     | 108                              | 95.4     | 41.4      | 44.4  | 14.1        | 58.6                         | 78.1                           | 77.5                        | 96.2                      | 96                          |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 106                              | 97.2     | 43.4      | 41.4  | 15.2        | 56.6                         | 78.3                           | 79.1                        | 95                        | 95.8                        |
| African American           | 123                              | 93.5     | 63        | 32.4  | 4.6         | 37                           | 61.4                           | 57.6                        | 96.3                      | 95.9                        |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 84                             | 86.2                        | 96                        | 97.7                        |
| Hispanic                   | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 65.9                           | 62.6                        | 98.3                      | 96.2                        |
| American Indian/Alaskan    | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 60.9                           | 68.7                        | 99.9                      | 96                          |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 41                               | 80.5     | N/AV      | N/AV  | N/AV        | 3.2                          | 23                             | 26.1                        | 96.3                      | 94.9                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 54.7                        | N/A                       | 95                          |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 64.9                           | 61.2                        | N/A                       | 96.4                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 183                              | 94       | 62.8      | 30.5  | 6.7         | 37.2                         | 61.4                           | 58.9                        | 95.5                      | 95.2                        |

Abbreviations for Missing Data

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

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     | 87                               | 100      | 48.1      | 39.2  | 12.7        | 51.9                  |
|                       | 7     | 76                               | 100      | 52.1      | 31.5  | 16.4        | 47.9                  |
|                       | 8     | 70                               | 100      | 45.5      | 40.9  | 13.6        | 54.5                  |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | 87                               | 100      | 41.8      | 40.5  | 17.7        | 58.2                  |
|                       | 7     | 76                               | 100      | 46.6      | 39.7  | 13.7        | 53.4                  |
|                       | 8     | 70                               | 100      | 43.9      | 37.9  | 18.2        | 56.1                  |
| 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     | 45                               | 100      | 59.5      | 35.7  | 4.8         | 40.5                  |
|                       | 7     | 75                               | 100      | 43.1      | 44.4  | 12.5        | 56.9                  |
|                       | 8     | 34                               | 100      | 66.7      | 18.2  | 15.2        | 33.3                  |
| 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     | 42                               | 100      | 45.9      | 51.4  | 2.7         | 54.1                  |
|                       | 7     | 74                               | 100      | 60.6      | 26.8  | 12.7        | 39.4                  |
|                       | 8     | 36                               | 100      | 54.5      | 36.4  | 9.1         | 45.5                  |
| 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     | 87                               | 96.6     | 62.8      | 30.8  | 6.4         | 37.2                  |
|                       | 7     | 76                               | 90.8     | 49.3      | 40.3  | 10.4        | 50.7                  |
|                       | 8     | 69                               | 97.1     | 48.4      | 39.1  | 12.5        | 51.6                  |

Abbreviations for Missing Data

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