



HAUT GAP MIDDLE

1861 Bohicket Road
Johns Island, SC 29455

Grades	6-8 Middle School	
Enrollment	253 Students	
Principal	Paul Padron	843-559-6418
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	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 GOAL

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

SOUTH CAROLINA PERFORMANCE VISION

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

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

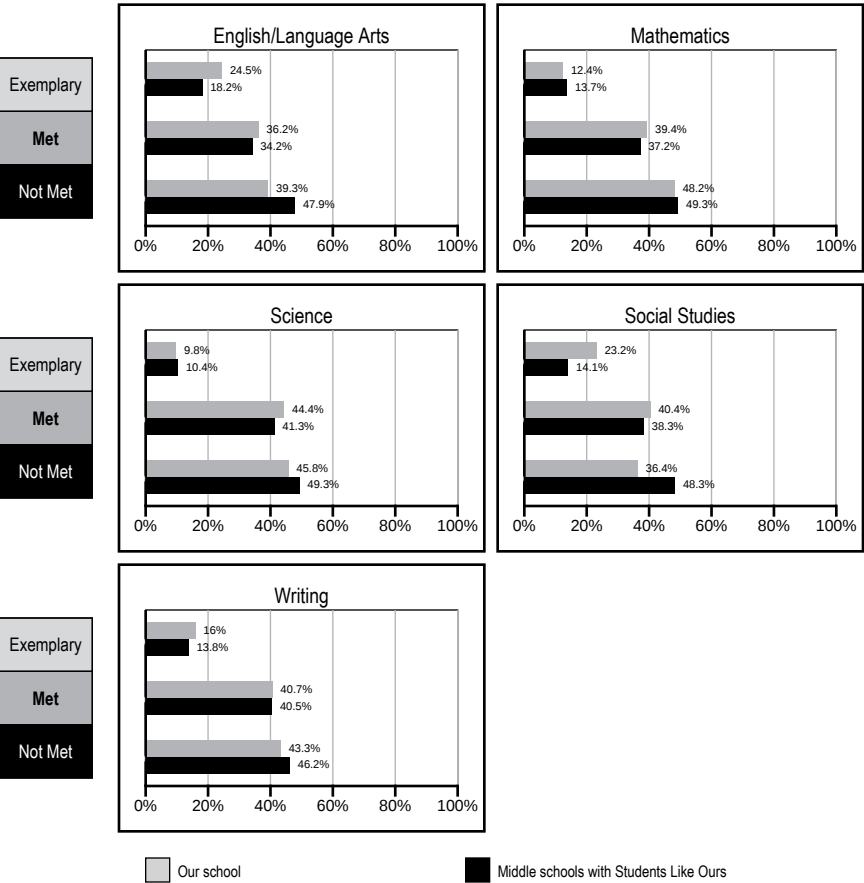
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	31	13

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	80.0%	90.5%
English 1	N/A	86.5%
Physical Science	N/A	57.5%
US History and the Constitution	N/A	N/A
All Subjects	80.0%	88.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=253)				
Students enrolled in high school credit courses (grades 7 & 8)	37.3%	Down from 40.4%	13.2%	24.2%
Retention rate	0.0%	Down from 2.3%	1.1%	0.7%
Attendance rate	95.0%	Down from 95.5%	95.3%	95.9%
Eligible for gifted and talented	13.7%	Up from 6.3%	7.8%	16.4%
With disabilities other than speech	9.8%	Down from 12.2%	14.5%	12.0%
Older than usual for grade	2.8%	Down from 3.9%	4.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.9%	Up from 2.4%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	66.7%	Up from 54.2%	58.3%	58.5%
Continuing contract teachers	70.4%	Up from 54.2%	68.6%	80.0%
Teachers with emergency or provisional certificates	12.5%	Down from 17.4%	11.8%	4.0%
Teachers returning from previous year	87.3%	Up from 77.1%	78.3%	84.6%
Teacher attendance rate	96.3%	Up from 95.3%	95.7%	95.4%
Average teacher salary*	\$44,459	Up 3.6%	\$44,459	\$46,561
Professional development days/teacher	9.5 days	Up from 7.2 days	10.9 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 16.7 to 1	18.4 to 1	21.1 to 1
Prime instructional time	90.9%	Up from 90.4%	89.8%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 81.7%	95.1%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,478	Down 4.2%	\$9,682	\$7,802
Percent of expenditures for instruction**	59.7%	Up from 58.5%	60.5%	63.8%
Percent of expenditures for teacher salaries**	55.5%	Up from 51.6%	56.0%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Haut Gap Middle School has experienced an exciting year as we moved into a beautiful, state-of-the-art building and went on to complete the inaugural year of our advanced studies magnet program. Our Title I school of over 250 students is located in the rapidly growing, rural community of John's Island. In a caring and safe atmosphere, teachers are challenged to inspire and instill a love of learning, as well as to provide a rigorous academic program that meets the needs of all learners. Progress was evidenced as Haut Gap advanced to an average growth rating from at-risk and attained a below-average absolute rating from at-risk. Data obtained from PASS scores, MAP reports, classroom observations, and analysis of student work reflected a need for differentiated instruction in addition to targeted instruction to increase student achievement. Reading and math were given priority. Voyager Reading and Voyager Math were instituted to meet the needs of students scoring in the 25th to 50th percentile on the MAP tests for reading and math. Daily fifty-minute small group reading classes were provided for all students utilizing high-interest adolescent literature. Students scoring below the 25th percentile participated in the Language program and Trans-math. In addition, Marzano's strategies for developing vocabulary were taught daily to all students in every content area. To further meet the needs of all learners, ELA and math teachers provided weekly after-school tutoring sessions. Math initiatives included vertical planning sessions, cross grade level instruction, and RIT band instruction in the classroom. Technology played an integral part of the learning environment with Smart boards and student response systems being utilized in all classrooms to enrich and motivate. All teachers participated in the New Literacies course taught and sponsored by the College of Charleston. Our many partners have worked to strengthen and expand our academic program at ASM-HG. Our alliance with the Environmental Immersion Program served to continue to connect context throughout all content areas, while the AVID program worked to support student academic growth for those students needing additional assistance. Through Communities In Schools neighborhood partners, such as Sidewalk Chalk and Kiawah, tutors have successfully assisted students in magnet and regular classes. In addition, community partners have sponsored field investigations and activities to build background knowledge.

The Advanced Studies Magnet-Haut Gap became a partial magnet in 2009-2010 when it inducted its beginning sixth grade class. The magnet program offered an exciting range of honors levels courses and electives to sixth graders the first year. Each year hereafter, a grade level will be added. In addition, in 2010-2011, a fifth grade magnet will be available to area students in an effort to better prepare fifth graders for the upper grade-level challenging, magnet program. To further meet the needs of all students, a Sixth Grade Academy will be focusing on providing differentiated, strategic instruction to students experiencing below grade-level achievement.

Paul H. Padron, Principal
Olivia Burch, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	58	22
Percent satisfied with learning environment	95.8%	78.9%	86.4%
Percent satisfied with social and physical environment	87.0%	85.7%	68.2%
Percent satisfied with school-home relations	83.3%	91.1%	81.8%

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress

YES

This school met 17 out of 17 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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	95.0%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	251	100	39.3	36.2	24.5	72.1	85	83.5	Yes	Yes
Gender										
Male	135	100	45.9	34.4	19.7	68	81.6	80.1	N/A	N/A
Female	116	100	31.8	38.3	29.9	76.6	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	44	100	22.2	33.3	44.4	86.1	95.3	89.6	I/S	Yes
African American	165	100	44.8	34.4	20.8	68.2	75.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	41	100	34.2	44.7	21.1	73.7	80.1	79.6	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	25	100	N/A	N/A	N/A	27.3	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	37	100	32.4	45.9	21.6	75.7	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	202	100	43	38.2	18.8	69.9	76.4	76.9	Yes	Yes

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

All Students	251	100	48.5	40.2	11.4	65.1	81	80.4	Yes	Yes
Gender										
Male	135	100	50	38.5	11.5	63.9	78.9	78.4	N/A	N/A
Female	116	100	46.7	42.1	11.2	66.4	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	44	100	27.8	36.1	36.1	83.3	94.5	87.8	I/S	Yes
African American	165	100	52.6	40.3	7.1	61.7	68	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	41	100	52.6	44.7	2.6	60.5	77.2	78.3	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	25	100	N/A	N/A	N/A	22.7	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	37	100	51.4	45.9	2.7	62.2	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	202	100	52.7	40.9	6.5	61.8	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	167	100	45.8	44.4	9.8	54.2	67.4	67.3
Gender								
Male	89	100	48.1	39.5	12.3	51.9	66.2	66.9
Female	78	100	43.1	50	6.9	56.9	68.5	67.7
Racial/Ethnic Group								
White	28	100	20.8	54.2	25	79.2	89	79.6
African American	107	100	49.5	42.4	8.1	50.5	46.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	31	100	55.2	41.4	3.4	44.8	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	20	100	N/A	N/A	N/A	33.3	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	28	100	53.6	42.9	3.6	46.4	58.2	58.6
Socio-Economic Status								
Subsidized meals	137	100	50	42.9	7.1	50	49.3	55.4

Social Studies

All Students	168	100	36.8	40.1	23	63.2	73.8	70.9
Gender								
Male	90	100	44.4	28.4	27.2	55.6	72.3	70.1
Female	78	100	28.2	53.5	18.3	71.8	75.3	71.7
Racial/Ethnic Group								
White	29	100	34.8	26.1	39.1	65.2	90.1	79.2
African American	110	100	33.7	44.6	21.8	66.3	58.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	28	100	51.9	37	11.1	48.1	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	16	100	N/A	N/A	N/A	14.3	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	25	100	50	38.5	11.5	50	66.7	68
Socio-Economic Status								
Subsidized meals	137	100	38.4	42.4	19.2	61.6	60.2	60.8

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	250	99.6	43.3	40.7	16	56.7	75	72.1	95	95.7
Gender										
Male	133	100	52	37.4	10.6	48	69.1	65.2	94.9	95.5
Female	117	99.2	33.3	44.4	22.2	66.7	81	79.2	95.1	95.8
Racial/Ethnic Group										
White	43	97.7	28.6	34.3	37.1	71.4	91	80.8	94.6	95.8
African American	166	100	42.9	44.9	12.2	57.1	60.2	59.7	95.1	95.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	87	98.3	97
Hispanic	40	100	59	28.2	12.8	41	63.7	64.6	95	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	8.3	28.4	27.7	92.8	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	38	100	57.9	28.9	13.2	42.1	63.5	63.7	95.4	96.3
Socio-Economic Status										
Subsidized meals	202	99.5	47.9	41.5	10.6	52.1	61.1	61.9	94.6	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	73	100	34.4	47.5	18	65.6
	7	65	100	49.1	38.6	12.3	50.9
	8	75	100	46.5	38	15.5	53.5
2010	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	105	100	30.9	32	37.1	69.1
	7	84	100	35.1	43.2	21.6	64.9
	8	62	100	58.6	34.5	6.9	41.4
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	73	100	42.6	47.5	9.8	57.4
	7	65	100	45.6	50.9	3.5	54.4
	8	75	98.7	60	34.3	5.7	40
2010	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	105	100	37.1	40.2	22.7	62.9
	7	84	100	55.4	40.5	4.1	44.6
	8	62	100	58.6	39.7	1.7	41.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	36	100	34.4	62.5	3.1	65.6
	7	65	100	36.8	59.6	3.5	63.2
	8	38	100	55.6	36.1	8.3	44.4
2010	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	52	100	44.9	44.9	10.2	55.1
	7	84	100	42.7	46.7	10.7	57.3
	8	31	100	55.2	37.9	6.9	44.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	37	100	30	46.7	23.3	70
	7	65	100	52.6	35.1	12.3	47.4
	8	37	97.3	32.4	41.2	26.5	67.6
2010	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	53	100	16.7	43.8	39.6	83.3
	7	84	100	52	36	12	48
	8	31	100	31	44.8	24.1	69
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	73	100	25.4	58.7	15.9	74.6
	7	65	100	47.4	36.8	15.8	52.6
	8	75	100	36.6	53.5	9.9	63.4
2010	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	105	99.1	36.1	35.1	28.9	63.9
	7	83	100	45.3	46.7	8	54.7
	8	62	100	52.5	42.4	5.1	47.5

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