

## NORTH DISTRICT MIDDLE

507 Tillman Avenue  
Varnville, SC 29944

|                       |                         |              |
|-----------------------|-------------------------|--------------|
| <b>Grades</b>         | 7-8 Middle School       |              |
| <b>Enrollment</b>     | 403 Students            |              |
| <b>Principal</b>      | Dr. Mark D. Dean, Sr.   | 803-943-3507 |
| <b>Superintendent</b> | Douglas McTeer          | 803-943-4576 |
| <b>Board Chair</b>    | Mrs. Hannah B. Priester | 803-943-4621 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

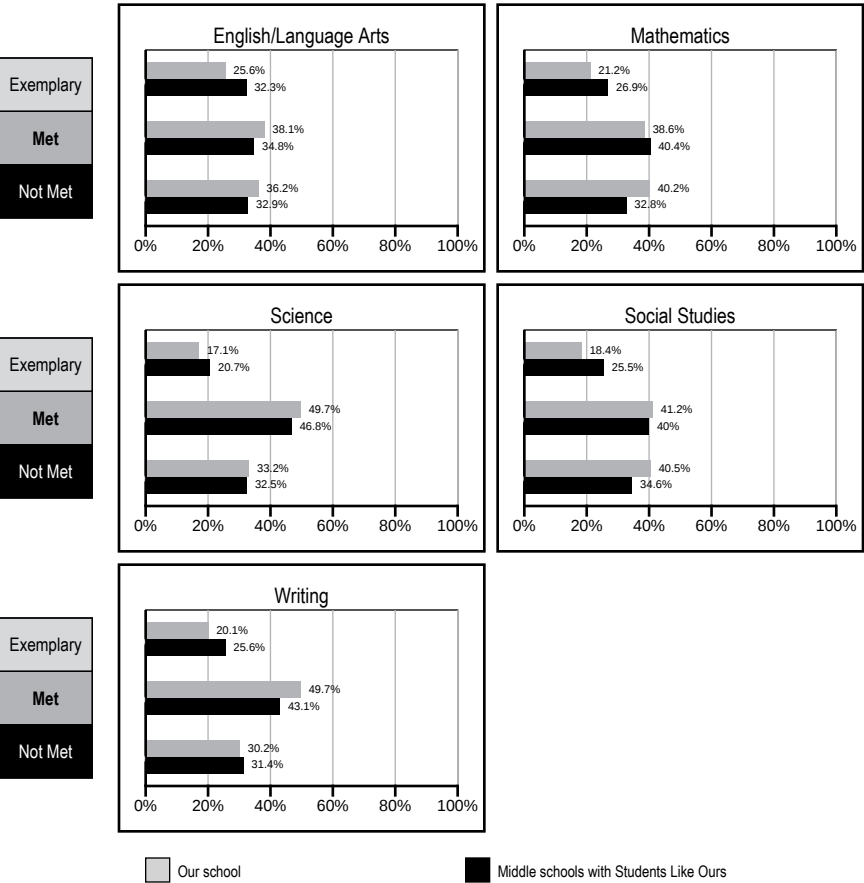
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0         | 5    | 46      | 3             | 0       |

\* 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           | 91.1%             | 96.5%                                  |
| English 1                                       | 98.7%             | 97.5%                                  |
| Physical Science                                | N/A               | 72.0%                                  |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | 95.5%             | 96.6%                                  |

School Profile

|                                                                              | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|------------------------------------------------------------------------------|------------|-----------------------|----------------------------------------|----------------------|
| Students (n=403)                                                             |            |                       |                                        |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 47.4%      | Up from 21.6%         | 21.4%                                  | 24.2%                |
| Retention rate                                                               | 0.2%       | Up from 0.0%          | 0.7%                                   | 0.7%                 |
| Attendance rate                                                              | 94.8%      | Up from 94.7%         | 95.6%                                  | 95.9%                |
| Eligible for gifted and talented                                             | 13.1%      | Up from 12.1%         | 16.7%                                  | 16.4%                |
| With disabilities other than speech                                          | 6.5%       | Down from 7.3%        | 13.7%                                  | 12.0%                |
| Older than usual for grade                                                   | 4.2%       | Up from 1.8%          | 2.6%                                   | 2.2%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.0%       | Down from 4.4%        | 0.5%                                   | 0.5%                 |
| Annual dropout rate                                                          | 0.3%       | Up from 0.0%          | 0.0%                                   | 0.0%                 |
| Teachers (n=27)                                                              |            |                       |                                        |                      |
| Teachers with advanced degrees                                               | 59.3%      | Up from 56.7%         | 55.6%                                  | 58.5%                |
| Continuing contract teachers                                                 | 92.6%      | Up from 86.7%         | 81.0%                                  | 80.0%                |
| Teachers with emergency or provisional certificates                          | 7.4%       | Up from 6.9%          | 4.0%                                   | 4.0%                 |
| Teachers returning from previous year                                        | 88.4%      | Down from 90.9%       | 84.3%                                  | 84.6%                |
| Teacher attendance rate                                                      | 95.3%      | Up from 94.5%         | 95.2%                                  | 95.4%                |
| Average teacher salary*                                                      | \$46,690   | Down 0.1%             | \$45,418                               | \$46,561             |
| Professional development days/teacher                                        | 8.1 days   | Up from 7.4 days      | 10.8 days                              | 10.2 days            |
| School                                                                       |            |                       |                                        |                      |
| Principal's years at school                                                  | 5.0        | Up from 4.0           | 4.0                                    | 4.0                  |
| Student-teacher ratio in core subjects                                       | 22.3 to 1  | Up from 19.5 to 1     | 21.4 to 1                              | 21.1 to 1            |
| Prime instructional time                                                     | 88.3%      | Up from 87.9%         | 89.9%                                  | 90.4%                |
| Opportunities in the arts                                                    | Excellent  | No Change             | Good                                   | Good                 |
| SACS accreditation                                                           | No         | No Change             | Yes                                    | Yes                  |
| Parents attending conferences                                                | 98.5%      | Down from 99.4%       | 98.0%                                  | 98.1%                |
| Character development program                                                | Average    | Down from Good        | Good                                   | Good                 |
| Dollars spent per pupil**                                                    | \$8,027    | Up 5.6%               | \$7,733                                | \$7,802              |
| Percent of expenditures for instruction**                                    | 61.0%      | Down from 61.1%       | 63.4%                                  | 63.8%                |
| Percent of expenditures for teacher salaries**                               | 55.0%      | Up from 54.9%         | 60.0%                                  | 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

This school year the dedication and effort of the North District Middle School (NDMS) faculty, staff and students was acknowledged with a significant increase in student achievement. For the first time, NDMS was recognized as a school meeting Adequate Yearly Progress (AYP). This status was indicative of a higher report card rating of Average, a growth rating advancing two levels, and 7th grade English/Language Arts and Science scores that exceeded the state average.

Our effort to promote the learning process was accented by MAP (Measures of Academic Progress). Planning and decisions for effective classroom instruction occurred using MAP data, and most recent MAP test scores indicated what we firmly expect on the state testing, Palmetto Assessment of State Standards(PASS).

Students were given numerous incentives for their performance in the classroom and on state testing. More than half of our students were recognized for academic achievement with various incentive items such as "Wolverine" cards to redeem for free merchandise or events and gift certificates from businesses and community members. Students scoring Exemplary on all subject areas or Exemplary in all but one subject area on PASS were given monetary awards and/or an amusement park field trip.

The conduct of our students continued to improve. Expectations for behavior were consistently communicated and monitored. Students were exposed to several activities to congratulate them for their behavior such as dress down days, treats and movie days.

In our second year of a school uniform policy, NDMS further experienced its productive impact. Nearly all students were dressed in appropriate uniforms daily, with typically a belt being the only disconformity to appear, if at all. Situations evolving from student dress or appearance that could disrupt the school setting were not a significant issue. The success NDMS enjoyed during the initial year lead to the implementation of a district wide uniform policy.

The accomplishments of our extracurricular activities was highlighted by our football team having another undefeated season, which resulted in an unprecedented 3 consecutive undefeated seasons. The football, volleyball and basketball teams won region championships once again. Our fine arts programs enjoyed success with students winning band competitions and receiving all region band honors. The chorus and drama programs participated in a festival chorus and the play, "Beauty and the Beast, "and students in the visual arts program were commended for their talent with a numeorus art awards.

NDMS again had very successful fundraising efforts. More than \$4300.00 were raised to benefit Relay for Life and Saint Jude's Research and the entire school community participated in donating various items to support the Haitian Relief effort. The contributions of our parents and community were instrumental to the success of our school initiatives.

Josie Anderson, SIC Chairperson  
Dr. Mark D. Dean, Sr.,Principal

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 29       | 171       | 59       |
| Percent satisfied with learning environment            | 89.7%    | 63.2%     | 72.4%    |
| Percent satisfied with social and physical environment | 89.7%    | 62.6%     | 61.0%    |
| Percent satisfied with school-home relations           | 55.2%    | 77.6%     | 59.6%    |

\* 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  | N/A          | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 7.6%         | 5.6%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 4.0%       | 0.0%            | No                  |
| Student attendance rate                         | 94.8%      | 94.0%*          | Yes                 |

\* Or greater than last year

**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* | Performance<br>Objective Met | Participation<br>Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 404 | 99.8 | 37   | 38.1 | 24.9 | 75.4 | 79.5 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 210 | 100  | 41.3 | 38.8 | 19.9 | 68.2 | 73.8 | 80.1 | N/A | N/A |
| Female                       | 194 | 99.5 | 32.4 | 37.3 | 30.3 | 83.2 | 85.3 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 180 | 99.4 | 29.2 | 36.3 | 34.5 | 83.6 | 83.1 | 89.6 | Yes | Yes |
| African American             | 216 | 100  | 43.1 | 39.7 | 17.2 | 69.4 | 76.6 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 63.6 | 92.7 | I/S | I/S |
| Hispanic                     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 31  | 100  | 83.3 | 10   | 6.7  | 26.7 | 39   | 51.7 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 76.5 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 263 | 99.6 | 44   | 38.8 | 17.2 | 69.2 | 75.6 | 76.9 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 404 | 99.8 | 41.5 | 41.2 | 17.4 | 72   | 75.3 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 210 | 100  | 42.8 | 42.8 | 14.4 | 69.7 | 72.4 | 78.4 | N/A | N/A |
| Female                       | 194 | 99.5 | 40   | 39.5 | 20.5 | 74.6 | 78.3 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 180 | 99.4 | 32.2 | 43.3 | 24.6 | 78.4 | 82.5 | 87.8 | Yes | Yes |
| African American             | 216 | 100  | 50.2 | 38.8 | 11   | 66   | 68.6 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 100  | 93.5 | I/S | I/S |
| Hispanic                     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 31  | 100  | N/A  | N/A  | N/A  | 23.3 | 31   | 46.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 100  | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 263 | 99.6 | 50.8 | 38.4 | 10.8 | 64.8 | 70.6 | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

**PASS Performance By Group**

|  | Enrolment 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 |
|--|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

**Science**

|              |     |     |    |      |      |    |      |      |
|--------------|-----|-----|----|------|------|----|------|------|
| All Students | 311 | 100 | 33 | 49.8 | 17.2 | 67 | 60.5 | 67.3 |
|--------------|-----|-----|----|------|------|----|------|------|

**Gender**

|      |     |     |      |      |      |      |      |      |
|------|-----|-----|------|------|------|------|------|------|
| Male | 165 | 100 | 34.2 | 50.6 | 15.2 | 65.8 | 58.6 | 66.9 |
|------|-----|-----|------|------|------|------|------|------|

|        |     |     |      |      |      |      |      |      |
|--------|-----|-----|------|------|------|------|------|------|
| Female | 146 | 100 | 31.7 | 48.9 | 19.4 | 68.3 | 62.3 | 67.7 |
|--------|-----|-----|------|------|------|------|------|------|

**Racial/Ethnic Group**

|       |     |     |      |      |      |      |      |      |
|-------|-----|-----|------|------|------|------|------|------|
| White | 134 | 100 | 19.5 | 54.7 | 25.8 | 80.5 | 71.6 | 79.6 |
|-------|-----|-----|------|------|------|------|------|------|

|                  |     |     |      |      |     |      |      |      |
|------------------|-----|-----|------|------|-----|------|------|------|
| African American | 171 | 100 | 44.5 | 45.7 | 9.8 | 55.5 | 49.9 | 49.7 |
|------------------|-----|-----|------|------|-----|------|------|------|

|                        |   |     |     |     |     |     |     |      |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 84.4 |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|

|          |   |     |     |     |     |     |     |      |
|----------|---|-----|-----|-----|-----|-----|-----|------|
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 59.4 |
|----------|---|-----|-----|-----|-----|-----|-----|------|

|                         |   |     |     |     |     |     |     |      |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|

**Disability Status**

|          |    |     |    |      |     |    |      |      |
|----------|----|-----|----|------|-----|----|------|------|
| Disabled | 24 | 100 | 75 | 20.8 | 4.2 | 25 | 28.2 | 33.8 |
|----------|----|-----|----|------|-----|----|------|------|

**Migrant Status**

|         |   |     |     |     |     |     |     |      |
|---------|---|-----|-----|-----|-----|-----|-----|------|
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
|---------|---|-----|-----|-----|-----|-----|-----|------|

**English Proficiency**

|                            |   |     |     |     |     |     |     |      |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 100 | 58.6 |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|

**Socio-Economic Status**

|                  |     |     |      |      |      |      |      |      |
|------------------|-----|-----|------|------|------|------|------|------|
| Subsidized meals | 205 | 100 | 41.5 | 48.2 | 10.3 | 58.5 | 52.6 | 55.4 |
|------------------|-----|-----|------|------|------|------|------|------|

**Social Studies**

|              |     |     |      |      |      |      |      |      |
|--------------|-----|-----|------|------|------|------|------|------|
| All Students | 305 | 100 | 40.5 | 41.2 | 18.4 | 59.5 | 64.8 | 70.9 |
|--------------|-----|-----|------|------|------|------|------|------|

**Gender**

|      |     |     |      |      |      |      |      |      |
|------|-----|-----|------|------|------|------|------|------|
| Male | 160 | 100 | 41.2 | 37.9 | 20.9 | 58.8 | 60.4 | 70.1 |
|------|-----|-----|------|------|------|------|------|------|

|        |     |     |      |      |      |      |      |      |
|--------|-----|-----|------|------|------|------|------|------|
| Female | 145 | 100 | 39.7 | 44.7 | 15.6 | 60.3 | 69.5 | 71.7 |
|--------|-----|-----|------|------|------|------|------|------|

**Racial/Ethnic Group**

|       |     |     |      |    |    |      |      |      |
|-------|-----|-----|------|----|----|------|------|------|
| White | 139 | 100 | 31.1 | 47 | 22 | 68.9 | 70.3 | 79.2 |
|-------|-----|-----|------|----|----|------|------|------|

|                  |     |     |      |      |      |      |      |      |
|------------------|-----|-----|------|------|------|------|------|------|
| African American | 161 | 100 | 47.1 | 37.6 | 15.3 | 52.9 | 60.1 | 58.4 |
|------------------|-----|-----|------|------|------|------|------|------|

|                        |   |     |     |     |     |     |     |      |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 86.8 |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|

|          |   |     |     |     |     |     |     |    |
|----------|---|-----|-----|-----|-----|-----|-----|----|
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 68 |
|----------|---|-----|-----|-----|-----|-----|-----|----|

|                         |   |     |     |     |     |     |     |      |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.2 |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|

**Disability Status**

|          |    |     |      |    |     |      |      |      |
|----------|----|-----|------|----|-----|------|------|------|
| Disabled | 22 | 100 | 71.4 | 19 | 9.5 | 28.6 | 25.8 | 39.3 |
|----------|----|-----|------|----|-----|------|------|------|

**Migrant Status**

|         |   |     |     |     |     |     |     |    |
|---------|---|-----|-----|-----|-----|-----|-----|----|
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
|---------|---|-----|-----|-----|-----|-----|-----|----|

**English Proficiency**

|                            |   |     |     |     |     |     |      |    |
|----------------------------|---|-----|-----|-----|-----|-----|------|----|
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 61.5 | 68 |
|----------------------------|---|-----|-----|-----|-----|-----|------|----|

**Socio-Economic Status**

|                  |     |     |      |      |      |      |      |      |
|------------------|-----|-----|------|------|------|------|------|------|
| Subsidized meals | 191 | 100 | 49.2 | 37.7 | 13.1 | 50.8 | 59.3 | 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<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               | 406                              | 98.8     | 29.4      | 50.3  | 20.3        | 70.6                         | 68.8                           | 72.1                        | 94.8                      | 95.7                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 212                              | 98.1     | 39.2      | 46.7  | 14.1        | 60.8                         | 59.9                           | 65.2                        | 94.6                      | 95.6                        |
| Female                     | 194                              | 99.5     | 18.9      | 54.1  | 27          | 81.1                         | 77.9                           | 79.2                        | 95.1                      | 95.9                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 179                              | 97.8     | 27.4      | 44.6  | 28          | 72.6                         | 71.3                           | 80.8                        | 93.7                      | 94.9                        |
| African American           | 219                              | 99.5     | 31.4      | 54.8  | 13.8        | 68.6                         | 66.2                           | 59.7                        | 95.8                      | 96.4                        |
| Asian/Pacific Islander     | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 90.9                           | 87                          | 97.2                      | 97.1                        |
| Hispanic                   | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 64.6                        | 92.8                      | 96.8                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 73.4                        | N/A                       | N/A                         |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 30                               | 93.3     | N/AV      | N/AV  | N/AV        | 14.8                         | 13.8                           | 27.7                        | 93.2                      | 94.9                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 63.5                        | N/A                       | N/A                         |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 7                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 88.2                           | 63.7                        | 96.6                      | 96.9                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 262                              | 98.1     | 35.4      | 54.5  | 10.2        | 64.6                         | 64.8                           | 61.9                        | 94.2                      | 95.5                        |

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 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 7 | 192 | 100  | 29.5 | 38.3 | 32.2 | 70.5 |
|      | 8 | 197 | 100  | 35.4 | 46   | 18.5 | 64.6 |
| 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 | 0   | N/A  | N/A  | N/A  | N/A  | N/A  |
|      | 7 | 214 | 99.5 | 31   | 41.4 | 27.6 | 69   |
|      | 8 | 190 | 100  | 43.7 | 34.4 | 21.9 | 56.3 |

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 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 7 | 192 | 100  | 36.6 | 46.4 | 16.9 | 63.4 |
|      | 8 | 197 | 100  | 38.1 | 47.1 | 14.8 | 61.9 |
| 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 | 0   | N/A  | N/A  | N/A  | N/A  | N/A  |
|      | 7 | 214 | 99.5 | 40.4 | 41.4 | 18.2 | 59.6 |
|      | 8 | 190 | 100  | 42.6 | 41   | 16.4 | 57.4 |

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 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 7 | 192 | 100  | 26.8 | 55.7 | 17.5 | 73.2 |
|      | 8 | 99  | 100  | 51.1 | 35.1 | 13.8 | 48.9 |
| 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 | 0   | N/A  | N/A  | N/A  | N/A  | N/A  |
|      | 7 | 213 | 100  | 25.5 | 54.9 | 19.6 | 74.5 |
|      | 8 | 98  | 100  | 49.5 | 38.7 | 11.8 | 50.5 |

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 |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| 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     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | 192                              | 100      | 45.9      | 35.5  | 18.6        | 54.1                  |
|                | 8     | 98                               | 100      | 30.5      | 45.3  | 24.2        | 69.5                  |
| 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     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | 213                              | 100      | 44.1      | 39.2  | 16.7        | 55.9                  |
|                | 8     | 92                               | 100      | 32.2      | 45.6  | 22.2        | 67.8                  |
| 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     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | 193                              | 99.5     | 33.5      | 48.9  | 17.6        | 66.5                  |
|                | 8     | 196                              | 100      | 31.2      | 50.8  | 18          | 68.8                  |
| 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     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | 213                              | 99.1     | 27.7      | 51    | 21.3        | 72.3                  |
|                | 8     | 193                              | 98.5     | 31.3      | 49.5  | 19.2        | 68.7                  |

Abbreviations for Missing Data

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