

**Pine Lake Preparatory  
Board of Directors  
Meeting Minutes**

Meeting Date: January 14, 2009

Location: PLP Upper School

**Directors Present:** Anne McIntosh, John Moloney, Bill Neal, Barbara Freund, Chris Perri, Antoinette Ellison, Cara Cassell Jones

**Directors Absent:** None

**Administrative Staff:** Kate Alice Dunaway, Kari Jolly, Chris Scholl, Gloria Miller, Amy Sevic  
Mark McCurry, Jennifer Gnann, Kay Johnson

**Guests:** See Attached List

- Meeting called to order at 6:05 p.m. by John Moloney. John lays out protocol for meeting.
- Pride Moment presented by Amy Sevic for the recent wins at the Lego League Rookie Challenge. The Barracudas won for Most Innovative Design; the Tiger Sharks won the overall challenge and took the championship for the state. The Tiger Sharks were lead by parent Heidi Sykes Gomes and Academic Partners Mary Chisholm and Patrick Dalm. Mrs. Sykes-Gomez presented a FIRST Lego League medallion to John Moloney in recognition of his leadership and vision in our robotics and STEM efforts.
- Minutes from the December 2008 meeting are presented for approval; motion made by Anne to approve the minutes as presented; seconded by Antoinette; unanimous approval; motion carried.
- Open discussion session with audience.
  - None.
- Head of School report from Kate Alice Dunaway. See attached
- Budget Report from Bill Neal. A couple of positive notes from December – the show house proceeds and the dividend from Utica Mutual Insurance premium should be received shortly. Anne questions if the Box Tops proceeds have been received; Kari responds “not yet”.
- Student Performance. Kate Alice spends a few moments sharing that we have completed our 3<sup>rd</sup> of 6 grading periods. The US students have completed their first round of exams. Jennifer Gnann has outlined all of the test schedules to the Administration for all of our AP classes. The CAT is planned for grades 2, 4, 6, 8, 10, based upon budget allowances. This will be our only nationally normed test this year. The 3<sup>rd</sup> grade pre-EOG math scores have been received (reading scores are being finalized and are expected in about 4 weeks). See attached summary. Antoinette questions what is being done to assist those students who fell below grade level on the 3<sup>rd</sup> grade pre-test. Gloria states: differentiation of instruction where needed, math centers, Accelerated Math. Anne questions if interventions are in place for those students who did not pass the computer skills test. Jennifer affirms that we are including adjustments in the curriculum. Cara questions when this would be offered to US students in their schedule. Jennifer states that it will not be an additional scheduled class, but integrated into regular class work. John questions if we have documentation on previous test scores from students who attended a NC public school. Jennifer states that we do, but that only equates to about 70% of our students. We do not have numbers on those who have come from a non-public NC school. For Pine Lake, our “baseline” will be established at the end of this academic year, after which all students who have taken assessment tests and we have scores to evaluate from everyone. Benchmarks for 2009-2010 can be determined after that evaluation. Additionally, we offered US students the opportunity to take the PSAT and ACT tests at PLP which were proctored by The Davidson Learning Center. See attached assessments for the PLAN. Chris P. notes the assessment’s statement that our students show a need for career counseling and questions what PLP is doing to address those needs. Jennifer and Kate Alice expand upon Ms. Red Arrow’s extensive efforts to bring information to our 10<sup>th</sup>

and 11<sup>th</sup> grade students. John questions, in general, if we have had a significant number of withdrawals from PLP because of failed academic performance. KA shares that families choose to leave for a variety of reasons. Where one family states that the curriculum is too strenuous, there is another family saying it is not strenuous enough. Since early December, Molly estimates that we have lost about 20 students, 4 of whom have moved out of state. The withdrawals are from all grade levels, not any one particular school. Molly states that she does ask folks who come to her to withdraw a student, why they have decided to leave. Often times, however, the student simply doesn't show up to school and we don't have to opportunity to question "why". Anne suggests considering the implementation of an exit interview of sorts so that we can track areas where we need improvement. KA expands that she speaks with each head of school when she knows a student has withdrawn to inquire "why" that student/family has withdrawn from PLP. Overall, there is no one pattern to note at this time. To expand upon Anne's suggestion, Chris P. suggests that we formulate a school specific questionnaire that we would ask departing families to complete. Anne questions if we are replacing the students who have left? Kate Alice responds that "no", we are not. A few reasons for that include that these withdrawals have brought some of our larger class sizes down to a level we prefer and the MS and 9<sup>th</sup> grade classes could not accommodate any more students. Jennifer also states that our calendar is different from other area schools, which makes for a transition challenge from one school to another (i.e.: our year long classes vs. block scheduling). John questions the reason of trying to launch this exit survey program now? Discussion ensues. Chris makes the motion to prepare and put into place an exit survey program; Anne seconds. Bill asks for a timeline to implement the program. Chris states immediately; before the next lottery. Vote held; unanimous approval; motion carried. Information from the surveys will be reported at the February board meeting.

- School Policy Development. Discussion is held regarding '6 broad policies for the outer ring' as reviewed at the board retreat with Brian Carpenter. John recommends moving forth with developing the 6 ("end") policies which will be results driven. John explains that discussions on these lines are held in efforts to transition from an operational board to a policy making board. Discussion ensues regarding benchmarks, goals for the school and prioritizing, specifically with regard to finance protocol. Bill motions and Twan seconds moving monthly meetings to the 4<sup>th</sup> Wednesday of each month; unanimous approval; motion carried. Discussion ensues regarding a "finance department" at PLP and the addition of an employee who manages finances full-time for the school. Kate Alice asserts that there are no funds in this budget for this position and opines that ANS is our finance department, further, that we should avoid redundancies in efforts. Chris P. opines that ANS is more of a record keeper and not a financial advisor or CFO. Twan questions the cash and "like kind" donation record keeping; Bill informs the Board the finance committee has decided that gifts \$500 and over will be reported to the board by the Head of School, including sources of the funds. Bill motions to adopt the policy "The Head of School shall not cause the school to end the fiscal year in deficit."; Twan seconds. Discussion ensues. Anne abstains from the vote; all others in favor; motion carried.
- Policy Governance Review. The board shall read and be prepared to discuss at the next month's board meeting "The Seven Absolutely Universal, Non-Negotiable, Unchanging Principles of Good Charter School Governance" by Brian L. Carpenter. John restates and reminds all members of the board that each member of the board has the duty to remember that they must speak and act as one board, not individuals and if a member of the community approaches one of them in an effort to circumvent the Head of School, the response should reflect that position.
- ISC capital campaign. All board members need to have received and be considering the proposal from ISC and be prepared to discuss whether or not to move forward on the campaign at this time or table it

until a later date. He will forward the proposal and latest correspondence to all who need it. Kate Alice questions if she is supposed to be moving forward with jump-starting a fundraising campaign by approaching certain members of the community. The answer is "no", to wait until the board has decided on the issue altogether. They anticipate having a decision before the next board meeting. Discussion ensues on this issue. The board will meet on January 24th from 8 am to 12 noon for strategic planning.

Meeting adjourned at 7:38 p.m. The next meeting is scheduled for February 18, 2009 at 6:00 p.m. at the PLP Upper School meeting room.



# ***Pinelake Preparatory***

## ***Involved Family Facilitator Update***

Wednesday January 14, 2009

Pinelake Preparatory Board Meeting:

- I. Library- A location has been selected in the lower school for the set up of a PLP library. The shelving and supplies are being donated by a PLP family, and donations of books will be welcome from PLP families.
- II. "Fun" Raising- New "Fun" Raising opportunities are being launched in the very near future including:
  - A partnership with BJ's with reward program that will benefit PLP
  - A Family Fun Night is being organized with Chick-fil-A to benefit PLP
  - Consign For PLP is in the beginning stages. This will allow children and adult clothing as well as furniture and artwork to be consigned at local shops to benefit PLP.
- III. Partnership Meeting- A Partnership meeting with all Leads and Guides will be held on January 29<sup>th</sup> from 7 – 8 pm in the Upper School building.
- IV. Upcoming January Events
  - a) January 16<sup>th</sup> Lower School Luncheon sponsored by the 2<sup>nd</sup> grade parents for all Lower School Academic Partners.
  - b) January 24<sup>th</sup> Campus Cleanup and Cocoa- Our Go Green Partnership is sponsoring this event to clean and beautify our PLP campus.
  - c)
- V. Upcoming Large Pinelake Preparatory Events
  - a) February 9<sup>th</sup> The 100<sup>th</sup> Day of School celebration
  - b) February 28<sup>th</sup> Father/Daughter Dance
  - c) March 7 and 8<sup>th</sup> Adopt a Hwy
  - d) March 27<sup>th</sup> Mother/Son Bowling
  - e) March 28<sup>th</sup> Junior "Prom"
  - f) February through March Cartridges for Kids
  - g) May 1<sup>st</sup> Relay for Life
  - h) May 18<sup>th</sup> Athletics Celebration

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**We would like to thank all of our volunteers for all of their hard work!**

### **Involved Family Facilitator Update – Lower School**

In December, parents of LS students provided baked goods for a Cookie Walk as a gesture of appreciation for the Academic Partners. After Academic Partners filled containers with an assortment of goodies, the remaining cookies were taken to the Mooresville Soup Kitchen.

Parents of the LS students provided donations to purchase gift cards for the staff and enhancement Academic Partners in addition to providing gifts to the homeroom teachers.

LS students wore pajamas to school on the last day of classes in December and watched "Polar Express." Santa even made a surprise visit to the lower grade halls.

On Friday of this week, the second grade class parents will host an Academic Partner luncheon with a Mexican theme. Each month a different grade hosts a luncheon that allows the Academic Partners to enjoy a relaxing meal with their coworkers. Parents bring in a lovely meal replete with music and centerpieces, allowing many teachers to also take home extra containers of food for dinner. Parent volunteers then take the dinnerware and linens home to clean before the next luncheon. In the spirit of the "Go Green" initiative, 60 dinnerware place settings, utensils, and restaurant-quality linens have been purchased for serving the meals, made possible through past (and future!) parent contributions and Wal-Mart.

### **Involved Family Facilitator Update – Middle School**

Assisted in setting up background checks for parent volunteers

Scheduled, for The entire school year, 4 parent volunteers per day (except Tues) to sit in the Reading Seminar period so that the teachers may have a planning period.

Have organized parent sponsored lunches for the teachers, about once a month

Organized several 'treats' each week to be brought to the teachers' lounge, by parents.

Each classroom was 'boo-ed' at Halloween time. Parents donated popcorn and candy for all students.

Parents supplied all supplies to enable the 'peace' trees in the lobby to be decorated with ornaments, hand-made by the MS students.

Parents have been brought in to volunteer for: Ms. Kidder, teachers' meetings, conferences, help with the mile run, assist with band auditions, help coordinate pictures, etc.

We are starting a 'Uniform Closet' to enable financially challenged students to purchase used uniforms.

Each teacher was presented with gift cards for Xmas donated by the MS parents, as a group.

The parents sponsored a cookie walk before winter break. Each teacher took home about 4 dozen cookies.

Video and photography from the first day of school

Supplies and volunteers to help with the Thanksgiving Day Feast

### **Involved Family Facilitator Update – Upper School**

Have organized parent sponsored lunches for the teachers, about once a month. Also have had several breakfasts served.

Organized several treats to be brought to the teachers' lounge, by parents.

Each teacher was presented with gift cards for Xmas donated by the US parents, as a group.

The parents sponsored a cookie walk before winter break. Several dozen cookies were brought in.

The students have been busy earning service learning credit for various activities. Some of the activities included assisting the teachers at the Lower School for the Thanksgiving Feast and for Celebrations Around the World. US students also went down to the LS at Halloween and dressed up as book characters and read stories to the children. US students also have assisted with Adopt-A-Highway, Design Show House, Holidays in the Courtyard, Festival of Trees, and the Go-Green Recycling program.

# Pine Lake Preparatory

## Head of School Summary

December 11, 2008 –January 14, 2009

Wednesday, January 14, 2009

### Overview

Pine Lake students and Academic Partners completed fifteen (15) days of school since the December Board meeting. Students, family members, board members, and/or Academic Partners have participated in the following since December 10, 2008:

- Completion of Eighth Grade Computer Testing
- Sixth Grade Middle School Excursion to Barrier Island, Seabrook, SC
- Completion of Upper School Computer Testing
- Middle School Accelerated Read and Mathematics Assessments in process and distributed to families on January 20, 2009
- Robotics Competition in Greensboro: Tiger Sharks won Champion's Award and Barracudas won Most Innovative
- Girls' Basketball Team attended Davidson Women's Game, met the team, and received shirts
- Lead Meetings for Involved Family Partnerships
- Upper School Mock Trial Planning
- Go Green Partnership Meeting
- School Yearbook Planning with Lower School, Middle School, and Upper School students
- Upper School Research project under the direction of Lori Reuter and Jeff Walker
- Middle and Upper School Basketball Season Games
- College Planning Seminars with all PLP Juniors to develop their College Planning Binders
- College Admissions Visits
- SAT Prep classes continue on site

### Service Learning Initiative 2009 Plan Overview:

- Relay for Life (May)
- Campus Clean-Up with Cocoa (January)
- March of Dimes (March)
- Adopt A Highway (March 7/8 and May 30/31)
- Go Green at PLP No Waste Lunches

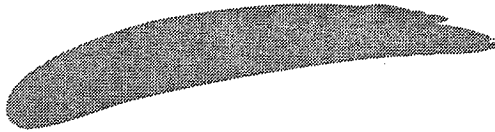
**Announcement**

Dr. Jackie Jenkins, DPI Consultant/Office of Charter Schools, will no longer be the consultant serving this area of North Carolina. She has been assigned to charter schools in the northwest/central regions. Ben Putnam, former Director of Lake Norman Charter School, began as our consultant on Monday. We have received a letter of introduction and I will forward the letter to you for your review.

Respectfully submitted,

Kate Alice Dunaway  
Head of School

# PLAN<sup>®</sup>



**2008 - 2009  
Profile Summary Report**

**Code 342698  
PINE LAKE PREPARATORY  
MOORESVILLE, NC**

**Custom School Report  
PN:08842819**

IN:023 004 07PD



\* 5 3 5 2 8 5 3 \*

2008/11/25

**ACT<sup>®</sup>**

**INTRODUCTION**

This report summarizes the performance of your students who took the PLAN academic assessment in the 2008-2009 academic year. This report includes only students who have valid composite scores and who tested under standard time limits.

The information in this report is organized to assist you in addressing certain issues that are common among high schools. You will see these issues stated in the form of questions at the top of each table. The questions and the information presented may assist you in drawing conclusions and making decisions about programs, policies, or educational practices in your school.

Numerous social, economic, and school factors are known to contribute to educational achievement. Relatively few of these factors are represented in this report. Conclusions about educational programs or policies at your school, based on your students' achievement, are best supported by additional sources of information.

In making decisions or drawing conclusions based on differences between groups of students, caution should be employed when using PLAN averages if the number of students in any group is less than 25. The validity of conclusions about student groups depends in part upon the accuracy of the information that is self-reported by the students at the time of testing and was not verified by ACT.

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TABLE 1a: How do the PLAN scores of our students compare with those of 10th grade students nationally?

PLAN Score	English			Mathematics			Reading			Science			Composite			PLAN Score
	Local Freq	Local CP*	Nat'l CP*	Local Freq	Local CP*	Nat'l CP*	Local Freq	Local CP*	Nat'l CP*	Local Freq	Local CP*	Nat'l CP*	Local Freq	Local CP*	Nat'l CP*	
32	0	100	100	0	100	100	0	100	100	0	100	100	0	100	100	32
31	0	100	99	0	100	99	0	100	99	0	100	99	0	100	99	31
30	0	100	99	0	100	99	0	100	99	0	100	99	0	100	99	30
29	0	100	99	1	100	99	0	100	99	0	100	99	0	100	99	29
28	1	100	99	2	96	98	1	100	99	0	100	99	0	100	99	28
27	0	96	98	0	88	96	0	96	99	0	100	98	1	100	99	27
26	1	96	97	0	88	95	0	96	98	0	100	98	0	96	98	26
25	2	92	96	0	88	93	1	96	96	4	100	97	1	96	97	25
24	1	84	94	0	88	91	1	92	94	0	84	96	0	92	95	24
23	0	80	92	2	88	89	1	88	91	3	84	93	2	92	93	23
22	2	80	88	2	80	86	0	84	87	0	72	90	2	84	89	22
21	2	72	84	2	72	83	5	84	83	2	72	85	4	76	85	21
20	3	64	79	2	64	79	1	64	78	1	64	78	4	60	79	20
19	2	52	72	5	56	73	1	60	73	2	60	69	0	44	72	19
18	3	44	65	3	36	66	2	56	66	1	52	57	2	44	64	18
17	0	32	57	1	24	57	0	48	58	4	48	45	1	36	<u>54</u>	<u>17</u>
16	1	32	49	0	20	48	2	48	50	4	32	32	1	32	44	16
15	3	28	40	1	20	37	3	40	41	1	16	21	3	28	33	15
14	0	16	32	0	16	27	0	28	32	2	12	13	0	16	23	14
13	1	16	24	0	16	18	1	28	24	0	4	7	1	16	14	13
12	0	12	17	1	16	11	2	24	17	0	4	4	1	12	8	12
11	1	12	12	0	12	6	0	16	11	1	4	2	1	8	4	11
10	0	8	7	2	12	3	3	16	7	0	1	1	0	4	2	10
9	1	8	4	0	4	2	1	4	4	0	1	1	1	4	1	9
8	0	4	2	1	4	1	0	1	2	0	1	1	0	1	1	8
7	1	4	1	0	1	1	0	1	1	0	1	1	0	1	1	7
6	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	6
5	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	5
4	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	4
3	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	3
2	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	2
1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
Mean	18.7	16.9	16.9	19.1	17.4	17.4	17.3	16.9	16.9	18.9	18.2	18.2	18.6	17.5	17.5	Mean
S.D.	5.1	4.6	4.6	5.2	4.6	4.6	5.1	4.6	4.6	3.9	3.5	3.5	4.4	3.8	3.8	S.D.
Local Percentage of Students in National 10th Grade Quartiles																
National Quartile	% of Local	Score Range	% of Local	Score Range	% of Local	Score Range	% of Local	Score Range	% of Local	Score Range	% of Local	Score Range	% of Local	Score Range	National Quartile	
75-100%	48	20-32	44	20-32	40	20-32	40	20-32	40	20-32	56	20-32	56	20-32	75-100%	
50-74%	20	17-19	36	17-19	20	16-19	12	16-19	12	18-19	12	17-19	12	17-19	50-74%	
25-49%	16	14-16	4	14-16	12	14-15	32	16-17	32	16-17	16	15-16	16	15-16	25-49%	
1-24%	16	1-13	16	1-13	28	1-13	16	1-15	16	1-15	16	1-14	16	1-14	1-24%	

\* CP = Cumulative percent at or below

Notes: National normative data are based on 10th grade students who took all four academic tests within standard time limits as part of a national study conducted in Fall 2005. See the Supplement to the PLAN Technical Manual for information about the 2005 national norming sample.

The underlined values show the national median PLAN Composite score and the percent of tested students at or below the national median.

**TABLE 1b: How do the PLAN subscores of our students compare with those of 10th grade students nationally?**

PLAN Subscore	Usage / Mechanics			Rhetorical Skills			Pre-Alg. / Algebra			Geometry			PLAN Subscore
	Local Freq	Local CP*	Nat'l CP*	Local Freq	Local CP*	Nat'l CP*	Local Freq	Local CP*	Nat'l CP*	Local Freq	Local CP*	Nat'l CP*	
16	0	100	100	0	100	100	3	100	100	0	100	100	16
15	0	100	98	2	100	99	0	88	96	1	100	98	15
14	3	100	97	2	92	97	0	88	93	3	96	95	14
13	1	88	94	1	84	94	3	88	90	4	84	92	13
12	0	84	90	3	80	89	2	76	86	2	68	88	12
11	9	84	85	2	68	82	0	68	81	1	60	83	11
10	2	48	77	4	60	74	3	68	76	6	56	77	10
9	1	40	67	3	44	64	4	56	68	3	32	67	9
8	2	36	55	3	32	53	4	40	58	1	20	53	8
7	2	28	41	0	20	41	1	24	47	1	16	37	7
6	1	20	28	2	20	29	0	20	35	1	12	22	6
5	1	16	18	1	12	19	2	20	24	0	8	10	5
4	3	12	10	0	8	10	1	12	14	0	8	4	4
3	0	1	5	1	8	5	1	8	7	2	8	2	3
2	0	1	2	0	4	2	1	4	3	0	1	1	2
1	0	1	1	1	4	1	0	1	1	0	1	1	1
Mean	9.4		8.3	9.6		8.4	9.4		8.2	10.3		8.7	Mean
S.D.	3.1		3.1	3.5		3.1	3.8		3.5	3.1		2.9	S.D.
Local Percentage of Students in National 10th Grade Quartiles													
National Quartile	% of Local	Score Range	% of Local	Score Range	% of Local	Score Range	% of Local	Score Range	% of Local	Score Range	National Quartile		
75-100%	60	10-16	40	11-16	44	10-16	68	10-16	68	10-16	75-100%		
50-74%	12	8-9	40	8-10	32	8-9	16	8-9	16	8-9	50-74%		
25-49%	12	6-7	8	6-7	4	6-7	4	7-7	4	7-7	25-49%		
1-24%	16	1-5	12	1-5	20	1-5	12	1-6	12	1-6	1-24%		

\* CP = Cumulative percent at or below

**TABLE 1c: How do the PLAN scores of our students relate to the College Readiness Standards score ranges?**

Local Percentage of Students in College Readiness Standards Score Ranges										
CRS Range	English		Mathematics		Reading		Science		Composite	
	Freq	% of Local	Freq	% of Local	Freq	% of Local	Freq	% of Local	Freq	% of Local
28-32	1	4%	3	12%	1	4%	0	0%	0	0%
24-27	4	16%	0	0%	2	8%	4	16%	2	8%
20-23	7	28%	8	32%	7	28%	6	24%	12	48%
16-19	6	24%	9	36%	5	20%	11	44%	4	16%
13-15	4	16%	1	4%	4	16%	3	12%	4	16%
1-12	3	12%	4	16%	6	24%	1	4%	3	12%

TABLE 2: Do our students' PLAN scores differ by ethnic and gender groups?

Group	Number of students	English	Usage/ Mechanics	Rhetorical Skills	Math	Pre-Alg/ Algebra	Geometry	Reading	Science	Composite	%* Taken/ Taking
Total Group	25	18.7	9.4	9.6	19.1	9.4	10.3	17.3	18.9	18.6	72%
African American/Black	0	--	--	--	--	--	--	--	--	--	--
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--	--	--
Caucasian American/White	18	18.6	9.5	9.4	19.3	9.7	10.4	18.2	19.3	18.9	67%
Mexican American/Chicano	1	9.0	4.0	3.0	10.0	5.0	3.0	13.0	16.0	12.0	0%
Asian American, Pacific Islander	0	--	--	--	--	--	--	--	--	--	--
Puerto Rican, Cuban, Hispanic	2	23.0	12.0	12.5	20.5	9.5	12.0	18.0	20.0	20.5	100%
Multiracial	0	--	--	--	--	--	--	--	--	--	--
Other	0	--	--	--	--	--	--	--	--	--	--
Prefer not to respond	4	19.5	9.3	10.8	19.8	9.0	11.0	14.3	17.5	17.8	100%
Males	12	18.8	9.3	9.6	20.1	10.3	10.8	17.3	18.8	18.8	67%
African American/Black	0	--	--	--	--	--	--	--	--	--	--
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--	--	--
Caucasian American/White	9	17.8	8.9	8.9	19.0	9.9	10.0	17.4	18.8	18.3	56%
Mexican American/Chicano	0	--	--	--	--	--	--	--	--	--	--
Asian American, Pacific Islander	0	--	--	--	--	--	--	--	--	--	--
Puerto Rican, Cuban, Hispanic	1	21.0	11.0	11.0	22.0	9.0	14.0	21.0	19.0	21.0	100%
Multiracial	0	--	--	--	--	--	--	--	--	--	--
Other	0	--	--	--	--	--	--	--	--	--	--
Prefer not to respond	2	22.0	10.5	12.0	24.0	12.5	12.5	15.0	19.0	20.0	100%
Females	13	18.6	9.5	9.7	18.2	8.6	9.9	17.3	19.0	18.4	77%
African American/Black	0	--	--	--	--	--	--	--	--	--	--
American Indian/Alaska Native	0	--	--	--	--	--	--	--	--	--	--
Caucasian American/White	9	19.3	10.1	10.0	19.7	9.6	10.8	18.9	19.8	19.6	78%
Mexican American/Chicano	1	9.0	4.0	3.0	10.0	5.0	3.0	13.0	16.0	12.0	0%
Asian American, Pacific Islander	0	--	--	--	--	--	--	--	--	--	--
Puerto Rican, Cuban, Hispanic	1	25.0	13.0	14.0	19.0	10.0	10.0	15.0	21.0	20.0	100%
Multiracial	0	--	--	--	--	--	--	--	--	--	--
Other	0	--	--	--	--	--	--	--	--	--	--
Prefer not to respond	2	17.0	8.0	9.5	15.5	5.5	9.5	13.5	16.0	15.5	100%

\* Percent of students who have taken or are taking Eng 10, Alg 1 and one other mathematics course, any social studies course, and biology.

TABLE 3a: How do our students' PLAN scores relate to the courses they have taken or are currently taking?

Course Pattern Taken/Taking	Number of Students	Mean Test Scores				
		English	Math	Reading	Science	Composite
<b>ENGLISH COURSE PATTERN</b>						
English 9	2	15.0				
English 9 & English 10	20	19.5				
Other combinations of 1 or more years of English	3	16.0				
No English course work information reported	0	--				
<b>MATHEMATICS COURSE PATTERN</b>						
Algebra 1	1	8.0				
Algebra 1 & Algebra 2	0	--				
Algebra 1 & Geometry	10	17.7				
Algebra 1, Geometry, & Algebra 2	3	23.0				
Other combinations of 1 or more years of math	10	21.4				
No math course work information reported	1	10.0				
<b>SOCIAL STUDIES COURSE PATTERN</b>						
US History	1	10.0				
World History	5	13.8				
World History & US History	2	11.0				
Other combinations of 1 or 1.5 years of social studies	2	20.0				
Other combinations of 2 or more years of social studies	15	19.5				
No social studies course work information reported	0	--				
<b>NATURAL SCIENCE COURSE PATTERN</b>						
General Science	0	--				
Biology	2	20.5				
Chemistry	0	--				
General Science & Biology	12	18.3				
General Science & Chemistry	0	--				
Biology & Chemistry	1	23.0				
Other combinations of 1 or more years of natural science	9	19.9				
No natural science course work information reported	1	11.0				
<b>ON TRACK FOR COLLEGE CORE COURSE WORK</b>						
English 10, Algebra 1 & one other math course, any social studies course, and Biology	18	20.2	20.4	18.2	19.5	19.7
Not taken/not taking these courses	7	14.9	15.7	15.0	17.4	15.7

TABLE 3b: How do our students' PLAN scores relate to the courses they have taken and plan to take during high school?

Course Pattern Taken/Planned	Number of students	Mean Test Scores				
		English	Composite	Math	Composite	Reading
<b>ENGLISH COURSE PATTERN</b>						
Eng 9, Eng 10, Eng 11, & Eng 12	21	19.2	18.9			
Eng 9, Eng 10, Eng 11, Eng 12, & other English	3	16.7	18.3			
Less than 4 years of English	1	13.0	13.0			
No English course work information reported	0	--	--			
<b>MATHEMATICS COURSE PATTERN</b>						
Alg 1, Alg 2, & Geometry	0	--	--			
Alg 1, Alg 2, Geometry, & Trigonometry	1	19.0	23.0			
Alg 1, Alg 2, Geometry, Trigonometry, & Calculus	0	--	--			
Alg 1, Alg 2, Geometry, Trigonometry, & Other Adv. Math	3	13.3	13.0			
Other combinations of 3 or more years of math	19	21.0	20.0			
Less than 3 years of math	1	10.0	11.0			
No math course work information reported	1	10.0	12.0			
<b>SOCIAL STUDIES COURSE PATTERN</b>						
US History, World History, & American Government	1	21.0	21.0			
US History, World History, & other social studies	1	15.0	16.0			
US History, World History, American Government, & other soc studies	2	15.5	20.0			
Other combinations of 3 or more years of social studies	14	18.3	19.8			
Less than 3 years of social studies	7	15.7	15.9			
No social studies course work information reported	0	--	--			
<b>NATURAL SCIENCE COURSE PATTERN</b>						
General Science, Biology, & Chemistry	0	--	--			
General Science, Biology, Chemistry, & Physics	9	20.1	21.6			
Biology, Chemistry, & Physics	1	23.0	25.0			
Other combinations of 3 or more years of natural science	10	19.4	17.8			
Less than 3 years of natural science	4	16.0	14.8			
No natural science course work information reported	1	11.0	9.0			
<b>COLLEGE CORE COURSE WORK</b>						
Taken/Plan to take 4 years of English and 3 years each of math, social studies, and natural science	13	20.8	20.8	18.4	20.0	20.1
Do not plan to take these courses	10	18.0	18.9	17.1	18.6	18.3

**TABLE 4: How do our students' PLAN Composite scores and course work plans relate to their educational plans?**

Educational plans category	Number of students responding	Percent of all students responding	Percent planning college core course work*	Mean Composite Score	Percent in National Composite quartiles			
					1-24%	25-49%	50-74%	75-100%
Do not plan to finish high school	0	0%	--	--	--	--	--	--
No training planned after high school	0	0%	--	--	--	--	--	--
Job training in the military services	0	0%	--	--	--	--	--	--
Apprentice / job training	0	0%	--	--	--	--	--	--
Vocational / technical school	0	0%	--	--	--	--	--	--
2-year / junior college	2	8%	0%	11.5	100%	0%	0%	0%
4-year college / university	10	40%	60%	20.5	0%	30%	0%	70%
Graduate or professional study	10	40%	70%	19.5	0%	10%	30%	60%
Undecided	2	8%	0%	14.5	50%	0%	0%	50%
Other plans	0	0%	--	--	--	--	--	--
No response	1	4%	0%	13.0	100%	0%	0%	0%

**TABLE 5: How do our students' PLAN Composite scores and course work plans relate to their expressed needs for help?**

Need Area	Number of students responding	Percent of students responding	Percent planning college core course work*	Mean Composite Score	Students expressing a need for help Percent in National Composite quartiles			
					1-24%	25-49%	50-74%	75-100%
Making plans for after high school	13	52%	69%	20.1	0%	15%	15%	69%
Improving writing skills	11	44%	64%	19.5	9%	18%	9%	64%
Improving reading speed / comprehension	11	44%	45%	16.5	27%	27%	9%	36%
Improving study skills	12	48%	58%	17.1	17%	33%	17%	33%
Improving mathematical skills	10	40%	50%	17.2	20%	30%	20%	30%
Improving computer skills	5	20%	40%	21.6	0%	0%	0%	100%
Improving public speaking skills	3	12%	67%	21.7	0%	0%	0%	100%

\* College core course work includes 4 or more years of English and 3 or more years each of math, social studies, and natural science (see Glossary).

**TABLE 6a: How do our students' PLAN Composite scores, course work plans, and postsecondary plans relate to their career preferences from the Career Areas List?**

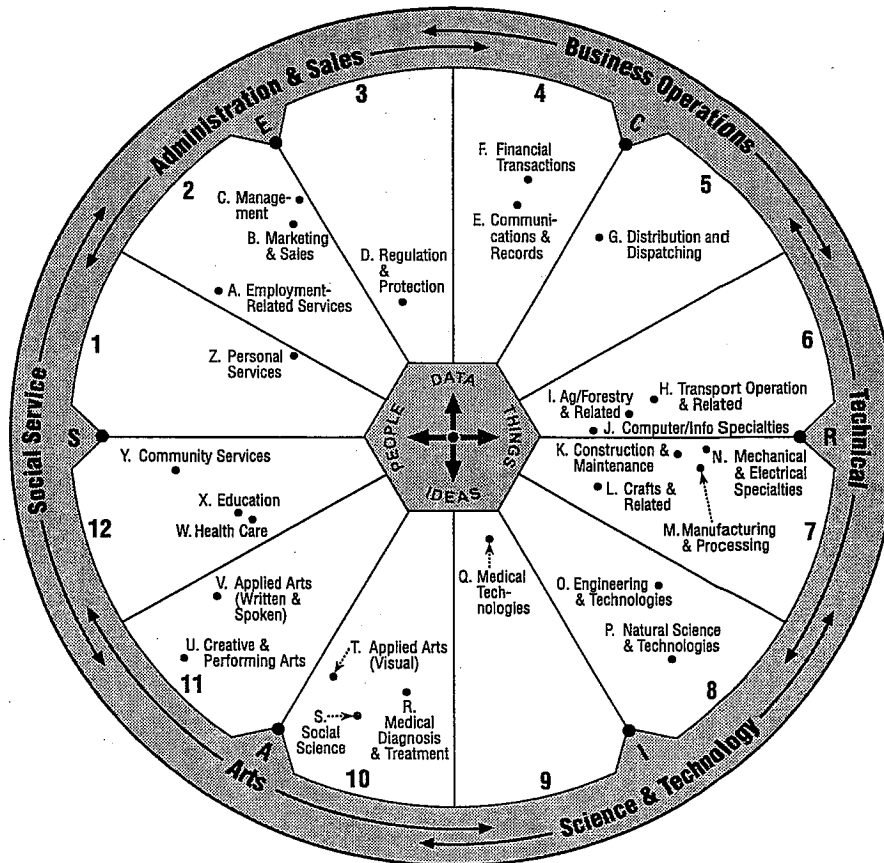
Career Preference Category From Career Areas List	Number of students			Percent planning college core course work*	Percent by educational plans					Mean Composite Score
	Male	Female	Total		No.HS/ No Training	Job Training/ Apprentice	Vocational/ Technical/ 2 yr coll.	4yr College/ or more	Other/ Undecided	
Administration/Sales	0	0	0	--	--	--	--	--	--	--
Employment-Related Services	0	0	0	--	--	--	--	--	--	--
Marketing/Sales	0	0	0	--	--	--	--	--	--	--
Management/Planning	0	0	0	--	--	--	--	--	--	--
Regulation/Protection	0	0	0	--	--	--	--	--	--	--
Business Operations	1	0	1	0%	0%	0%	0%	100%	0%	15.0
Records/Communications	0	0	0	--	--	--	--	--	--	--
Financial Transactions	1	0	1	0%	0%	0%	0%	100%	0%	15.0
Distribution/Dispatching	0	0	0	--	--	--	--	--	--	--
Technical	1	0	1	0%	0%	0%	0%	0%	100%	9.0
Transport Operation/Related	0	0	0	--	--	--	--	--	--	--
Agriculture/Forestry/Related	0	0	0	--	--	--	--	--	--	--
Computer/Information Specialties	0	0	0	--	--	--	--	--	--	--
Construction/Maintenance	0	0	0	--	--	--	--	--	--	--
Crafts/Related Services	0	0	0	--	--	--	--	--	--	--
Manufacturing/Processing	0	0	0	--	--	--	--	--	--	--
Mechanical/Electrical Specialties	1	0	1	0%	0%	0%	0%	0%	100%	9.0
Science/Technology	6	3	9	44%	0%	0%	0%	89%	11%	20.1
Engineering/Technologies	1	1	2	50%	0%	0%	0%	100%	0%	17.5
Natural Science/Technologies	1	2	3	33%	0%	0%	0%	67%	33%	21.3
Medical Technologies	0	0	0	--	--	--	--	--	--	--
Medical Diagnosis/Treatment	4	0	4	50%	0%	0%	0%	100%	0%	20.5
Social Sciences	0	0	0	--	--	--	--	--	--	--
Arts	2	2	4	75%	0%	0%	25%	75%	0%	17.8
Applied Arts (Visual)	1	2	3	67%	0%	0%	33%	67%	0%	17.0
Creative/Performing Arts	1	0	1	100%	0%	0%	0%	100%	0%	20.0
Applied Arts (Written/Spoken)	0	0	0	--	--	--	--	--	--	--
Social Service	2	7	9	67%	0%	0%	11%	89%	0%	19.6
Health Care	0	3	3	100%	0%	0%	0%	100%	0%	20.0
Education	0	1	1	0%	0%	0%	100%	0%	0%	12.0
Community Services	2	3	5	60%	0%	0%	0%	100%	0%	20.8
Personal Services	0	0	0	--	--	--	--	--	--	--
No Response	0	0	0	--	--	--	--	--	--	--

\* College core course work includes 4 or more years English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

**TABLE 6b: How do our students' PLAN Composite scores, course work plans, and postsecondary plans relate to their career clusters from the World-of-Work Map?**

Career Cluster Category From Interest Inventory	Number of students			Percent planning college core course work*	Percent by educational plans					Mean Composite Score
	Male	Female	Total		No HS/No Training	Job Training/Apprentice	Vocational/Technical/2 yr coll.	4 yr College/or more	Other/Undecided	
<b>First World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	0	2	2	100%	0%	0%	0%	100%	0%	18.0
(04-05) Business Operations	1	2	3	33%	0%	0%	33%	33%	33%	13.7
(06-07) Technical	2	3	5	20%	0%	0%	0%	60%	20%	20.0
(08-09) Science/Technology	4	1	5	80%	0%	0%	0%	100%	0%	21.0
(10-11) Arts	2	2	4	50%	0%	0%	25%	75%	0%	16.8
(12,01) Social Service	1	3	4	75%	0%	0%	0%	100%	0%	21.3
<b>Second World-of-Work Career Cluster from Interest Inventory</b>										
(02-03) Administration/Sales	1	1	2	50%	0%	0%	0%	100%	0%	24.0
(04-05) Business Operations	0	0	0	--	--	--	--	--	--	--
(06-07) Technical	1	2	3	33%	0%	0%	33%	33%	33%	12.0
(08-09) Science/Technology	2	4	6	33%	0%	0%	0%	67%	17%	20.0
(10-11) Arts	3	3	6	83%	0%	0%	0%	100%	0%	20.7
(12,01) Social Service	2	2	4	50%	0%	0%	25%	75%	0%	17.3
No Region	2	0	2	0%	0%	0%	0%	100%	0%	15.5

\* College core course work includes 4 or more years of English and 3 or more years each of math, social studies, and natural science (see Glossary).



ACT World-of-Work Map

TABLE 7: How did our students respond to the local items?

Local Item	Student Response											
	A		B		C		D		E		Blank	
	N	%	N	%	N	%	N	%	N	%	N	%
1	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%
2	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%
3	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%
4	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%
5	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%
6	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%
7	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%
8	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%
9	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%
10	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%
11	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%
12	0	0%	0	0%	0	0%	0	0%	0	0%	25	100%

## Glossary

### College Core Course Work

Core course work is defined as four or more years of English, three or more years of mathematics, three or more years of social studies, and three or more years of natural science. The following course lengths are assumed, unless otherwise specified by your students.

**English:** Plan to take four years or more, with one year credit each for English 9, English 10, English 11, and English 12; one-half year credit for Speech.

**Mathematics:** Plan to take three years or more, with one year credit each for Algebra 1, Algebra 2, Geometry; one-half year credit each for Trigonometry, Calculus(not pre-calculus), Computer Math, and Other Math courses.

**Social Studies:** Plan to take three years or more, with one year credit each for U.S. History, World History, and American Government; one-half year credit each for Economics, Geography, Psychology, and Other History.

**Natural Science:** Plan to take three years or more, with one year credit each for General/Physical/Earth Science, Biology, Chemistry, Physics.

### CP (Cumulative percent at or below)

The percentage of local or national students scoring at or below each scale score.

RE: Recent testing results

Date: January 14, 2009

### **Third Grade Pretest**

Math scores

(Reading scores were approved by the State Board of Education last week. Those scores are made available typically three to four weeks after approval).

Total Third Graders taking the test: 112.

92% scored a 3 or a 4

45% scored a 4

Of those 112, 70 of those students attended Pine Lake in the 2007-2008 school year.

91% scored a 3 or a 4

43% scored a 4

### **Computer Skills Test**

182 students took the test

104 Eight Graders

35 Ninth Graders

29 Tenth Graders

14 Eleventh Graders

82% of all students who took the test passed the test.

86.5% of eighth graders who took the test passed

71.4% of ninth graders who took the test passed

76% of tenth graders who took the test passed

86% of eleventh graders who took the test passed