



SIMS JUNIOR HIGH

2200 Whitmire Highway
Union, SC 29379

| | | |
|-----------------------|--------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 844 Students | |
| Principal | Mickey Connolly | 864-429-1755 |
| Superintendent | Dr. Kristi Woodall | 864-429-1740 |
| Board Chair | Dr. Wanda R. All | 864-429-0746 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | Below Average | Below Average |
| 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

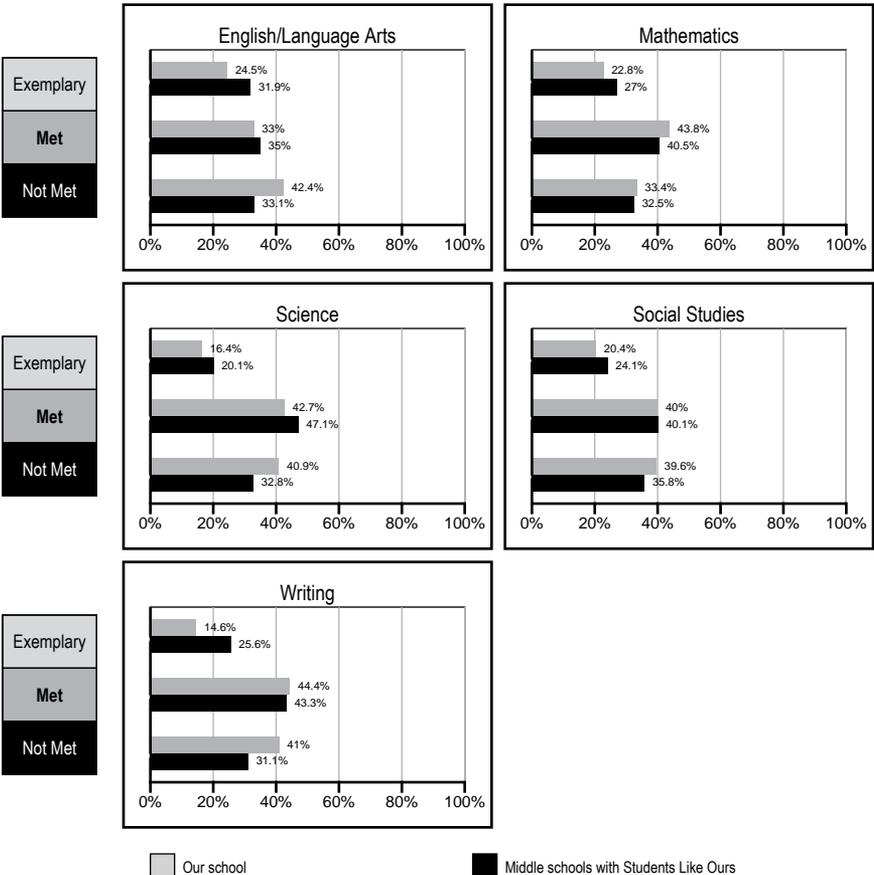
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 4 | 42 | 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 | 98.6% | 96.3% |
| English 1 | 92.4% | 97.2% |
| Physical Science | 86.4% | 72.0% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 92.9% | 96.4% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=844) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 14.6% | Down from 18.2% | 23.1% | 24.2% |
| Retention rate | 0.8% | Down from 2.8% | 0.7% | 0.7% |
| Attendance rate | 95.6% | Up from 95.1% | 95.6% | 95.9% |
| Eligible for gifted and talented | 10.8% | Down from 13.0% | 15.3% | 16.4% |
| With disabilities other than speech | 21.5% | Up from 19.1% | 12.9% | 12.0% |
| Older than usual for grade | 3.4% | Down from 3.6% | 2.7% | 2.2% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.6% | 0.5% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=57) | | | | |
| Teachers with advanced degrees | 59.6% | Down from 62.5% | 53.9% | 58.5% |
| Continuing contract teachers | 91.2% | Up from 75.0% | 81.1% | 80.0% |
| Teachers with emergency or provisional certificates | 5.7% | Down from 10.5% | 4.2% | 4.0% |
| Teachers returning from previous year | 90.1% | Up from 86.0% | 84.7% | 84.6% |
| Teacher attendance rate | 94.8% | Down from 95.3% | 95.2% | 95.4% |
| Average teacher salary* | \$46,061 | Up 2.1% | \$45,360 | \$46,561 |
| Professional development days/teacher | 19.9 days | Up from 19.0 days | 10.8 days | 10.2 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 4.5 | 4.0 |
| Student-teacher ratio in core subjects | 21.9 to 1 | Up from 21.6 to 1 | 21.4 to 1 | 21.1 to 1 |
| Prime instructional time | 90.2% | Up from 89.8% | 89.5% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 95.8% | Up from 93.9% | 98.3% | 98.1% |
| Character development program | Average | No Change | Good | Good |
| Dollars spent per pupil** | \$7,097 | Up 9.1% | \$7,752 | \$7,802 |
| Percent of expenditures for instruction** | 68.2% | Up from 65.4% | 63.6% | 63.8% |
| Percent of expenditures for teacher salaries** | 65.4% | Up from 62.2% | 60.0% | 60.0% |

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

The 2009-2010 school year marked the beginning of "The Pride" of Sims Middle School Tigers, which represented the combined educational efforts of grades 6th, 7th, and 8th. The mission of Sims Middle School is to participate in the building of a community which promotes learning as a lifelong process, provides challenging educational experiences, and prepares students to be confident, productive members of an ever-changing technological society. The 2009-2010 school year provided many challenging and stimulating opportunities to move toward successfully accomplishing our goals.

As we opened a new state-of-the-art school, Sims Middle School students were provided diverse and rigorous educational experiences. Single-gender classes were offered to students in order to promote improvement in academic achievement and behavior. Advanced-level instruction was offered in ELA, Math, and Science. Ongoing emphasis was placed on high academic standards as we saluted 9 students as SC Junior Scholars and recognized 3 students for being named Duke TIP Scholars. The Junior Scholars visited local college campuses to promote higher education awareness, linking their ACT and SAT performances to college opportunities. The academic improvements continued in our End-of-Course tests. Our averages in English I, Algebra I, and Physical Science exceeded the state average in every subject, with the biggest gain in Physical Science. Sims students earned an average score of 81.6%, which is above the state average of 72.5%. Career awareness was introduced as all grades studied the sixteen career clusters and the job opportunities within each cluster. The 6th, 7th, and 8th graders had 100% participation in virtual job shadowing.

In an effort to maintain a positive school climate, students who exhibited good behavior were rewarded at the end of each nine weeks with incentives such as a movie, an ice cream party, a pizza party, and a skating outing. Students who maintained exemplary behavior throughout the school year were given the opportunity, according to grade level, to attend Carowinds (8th), Frankies Fun Park (7th), and Mr. Gattis (6th).

Teachers strived to integrate technology to deliver instruction through use of our laptop computer lab, digital imaging, and SmartBoards. Students were encouraged to use technology to complete research and special projects. Parent and teacher communication through technology was also improved with emails, grade reports, and homework assignments being posted each day on our school website using OnCourse.

Our school continued to offer extracurricular activities such as the Academic Challenge Team, Battle of the Brains, Jr. BETA Club, band, Sims Singers, SGA, and First Priority. Athletic opportunities are available in football, volleyball, basketball, baseball, track, tennis, soccer, cheerleading, golf, and softball. The girls' softball team experienced an undefeated season this past year.

Sims Middle School is fortunate to have opened a brand new facility this past school year. We had a successful year and will continue to provide as many opportunities for success as possible. Our school is dedicated to helping students achieve both in and out of the classroom.

Melissa Gregory, SIC Chairperson
Mickey Connolly, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 60 | 241 | 119 |
| Percent satisfied with learning environment | 93.3% | 84.5% | 91.5% |
| Percent satisfied with social and physical environment | 90.0% | 83.0% | 86.6% |
| Percent satisfied with school-home relations | 72.4% | 84.8% | 87.2% |

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 19 out of 21 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 | N/A | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.0% | 0.0% | No |
| Student attendance rate | 95.6% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 823 | 99.6 | 42.9 | 32.5 | 24.6 | 70.4 | 78.4 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 428 | 99.8 | 45.1 | 31.7 | 23.3 | 69.1 | 76.3 | 80.1 | N/A | N/A |
| Female | 395 | 99.5 | 40.5 | 33.4 | 26.1 | 71.8 | 80.7 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 480 | 99.8 | 33.8 | 33.1 | 33.1 | 77.3 | 82.3 | 89.6 | Yes | Yes |
| African American | 335 | 99.4 | 56.4 | 31.7 | 11.9 | 60.4 | 72.5 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 92.7 | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 78.6 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 181 | 99.5 | 73 | 21.3 | 5.6 | 43.3 | 48.5 | 51.7 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 72.7 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 538 | 99.8 | 50.7 | 32.4 | 17 | 65 | 74.8 | 76.9 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 823 | 99.6 | 34.9 | 43.3 | 21.8 | 76.3 | 78.1 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 428 | 99.8 | 35 | 44.1 | 20.9 | 75.3 | 78 | 78.4 | N/A | N/A |
| Female | 395 | 99.5 | 34.7 | 42.4 | 22.9 | 77.4 | 78.1 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 480 | 99.8 | 27.9 | 43.5 | 28.6 | 81.8 | 82.3 | 87.8 | Yes | Yes |
| African American | 335 | 99.4 | 45.1 | 43 | 11.9 | 68.3 | 71.6 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 93.5 | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 78.6 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 181 | 99.5 | 69.1 | 26.4 | 4.5 | 45.5 | 47.4 | 46.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 72.7 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 538 | 99.8 | 40.4 | 43.8 | 15.8 | 71.8 | 74.1 | 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 | 551 | 99.8 | 41.2 | 44.4 | 14.5 | 58.8 | 59.9 | 67.3 |
| Gender | | | | | | | | |
| Male | 284 | 100 | 40.1 | 42.6 | 17.3 | 59.9 | 61.7 | 66.9 |
| Female | 267 | 99.6 | 42.4 | 46.3 | 11.4 | 57.6 | 58.2 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 316 | 100 | 31 | 48.2 | 20.8 | 69 | 69 | 79.6 |
| African American | 227 | 99.6 | 55.9 | 38.7 | 5.4 | 44.1 | 45.4 | 49.7 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 84.4 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 63.6 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 122 | 100 | 72.5 | 22.5 | 5 | 27.5 | 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 | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 371 | 99.7 | 48.3 | 42.8 | 8.9 | 51.7 | 53.3 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 554 | 100 | 39.4 | 40 | 20.6 | 60.6 | 63.8 | 70.9 |
| Gender | | | | | | | | |
| Male | 293 | 100 | 40.6 | 34.6 | 24.8 | 59.4 | 65.6 | 70.1 |
| Female | 261 | 100 | 38.1 | 46 | 15.9 | 61.9 | 61.9 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 319 | 100 | 32 | 39.5 | 28.5 | 68 | 67.9 | 79.2 |
| African American | 230 | 100 | 49.8 | 40.4 | 9.8 | 50.2 | 57.4 | 58.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 86.8 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 81.8 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 121 | 100 | 68.9 | 25.2 | 5.9 | 31.1 | 34.1 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 372 | 100 | 48.1 | 37.6 | 14.3 | 51.9 | 58 | 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 | 823 | 98.7 | 40.6 | 44.7 | 14.7 | 59.4 | 64.1 | 72.1 | 95.6 | 95.5 |
| Gender | | | | | | | | | | |
| Male | 427 | 97.9 | 48.3 | 42.2 | 9.5 | 51.7 | 56.8 | 65.2 | 95.3 | 95.4 |
| Female | 394 | 99.5 | 32.2 | 47.4 | 20.4 | 67.8 | 71.5 | 79.2 | 95.8 | 95.6 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 477 | 98.5 | 31.2 | 48.5 | 20.3 | 68.8 | 70.3 | 80.8 | 94.8 | 95 |
| African American | 337 | 98.8 | 53.8 | 39.5 | 6.7 | 46.2 | 54.6 | 59.7 | 96.5 | 96.4 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 87 | 97.8 | 97.3 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 69.2 | 64.6 | 95.4 | 95.1 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | N/A | 88.6 |
| Disability Status | | | | | | | | | | |
| Disabled | 183 | 96.7 | 79.5 | 19.3 | 1.1 | 20.5 | 23.3 | 27.7 | 94 | 94.6 |
| 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 | 3 | I/S | I/S | I/S | I/S | I/S | 72.7 | 63.7 | 96 | 96.4 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 542 | 98.7 | 49 | 41 | 9.9 | 51 | 57.6 | 61.9 | 95.1 | 95.2 |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 262 | 100 | 36.9 | 37.6 | 25.5 | 63.1 |
| | 8 | 262 | 100 | 33.3 | 44.8 | 21.8 | 66.7 |
| 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 | 277 | 100 | 36.8 | 34.9 | 28.3 | 63.2 |
| | 7 | 285 | 99.7 | 46.2 | 29.3 | 24.5 | 53.8 |
| | 8 | 261 | 99.2 | 45.9 | 33.3 | 20.8 | 54.1 |
| 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 | 262 | 100 | 32.9 | 42.7 | 24.3 | 67.1 |
| | 8 | 262 | 100 | 34.1 | 46.8 | 19 | 65.9 |
| 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 | 277 | 100 | 33.5 | 42.4 | 24.2 | 66.5 |
| | 7 | 285 | 99.7 | 37.7 | 39.9 | 22.3 | 62.3 |
| | 8 | 261 | 99.2 | 33.3 | 47.8 | 18.8 | 66.7 |
| 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 | 262 | 100 | 29.4 | 55.3 | 15.3 | 70.6 |
| | 8 | 133 | 99.3 | 35.2 | 49.2 | 15.6 | 64.8 |
| 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 | 137 | 100 | 49.2 | 43.2 | 7.6 | 50.8 |
| | 7 | 284 | 100 | 41.8 | 46.2 | 12.1 | 58.2 |
| | 8 | 130 | 99.2 | 31.5 | 41.7 | 26.8 | 68.5 |

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 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 261 | 100 | 42.9 | 34.6 | 22.4 | 57.1 |
| | 8 | 130 | 100 | 31.5 | 31.5 | 37.1 | 68.5 |
| 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 | 141 | 100 | 24.6 | 55.1 | 20.3 | 75.4 |
| | 7 | 284 | 100 | 49.1 | 33 | 17.9 | 50.9 |
| | 8 | 129 | 100 | 34.6 | 38.6 | 26.8 | 65.4 |
| 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 | 262 | 98.9 | 42.7 | 41.5 | 15.8 | 57.3 |
| | 8 | 261 | 99.6 | 38.3 | 42.7 | 19 | 61.7 |
| 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 | 277 | 98.2 | 36.5 | 42.5 | 21.1 | 63.5 |
| | 7 | 286 | 99 | 52.9 | 39.8 | 7.3 | 47.1 |
| | 8 | 260 | 98.9 | 31.5 | 52.4 | 16.1 | 68.5 |

Abbreviations for Missing Data

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