



DUTCH FORK MIDDLE

1528 Old Tamah Road
Irmo, SC 29063

| | | |
|-----------------------|---------------------------|--------------|
| Grades | 7-8 Middle School | |
| Enrollment | 1,099 Students | |
| Principal | Roderic F. Taylor | 803-476-4800 |
| Superintendent | Stephen W. Hefner, Ed. D. | 803-476-8000 |
| Board Chair | Robert Gantt | 803-781-5408 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2011 | Excellent | Excellent |
| 2010 | Excellent | Excellent |
| 2009 | Excellent | Average |
| 2008 | Good | At-Risk |
| 2007 | Good | 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

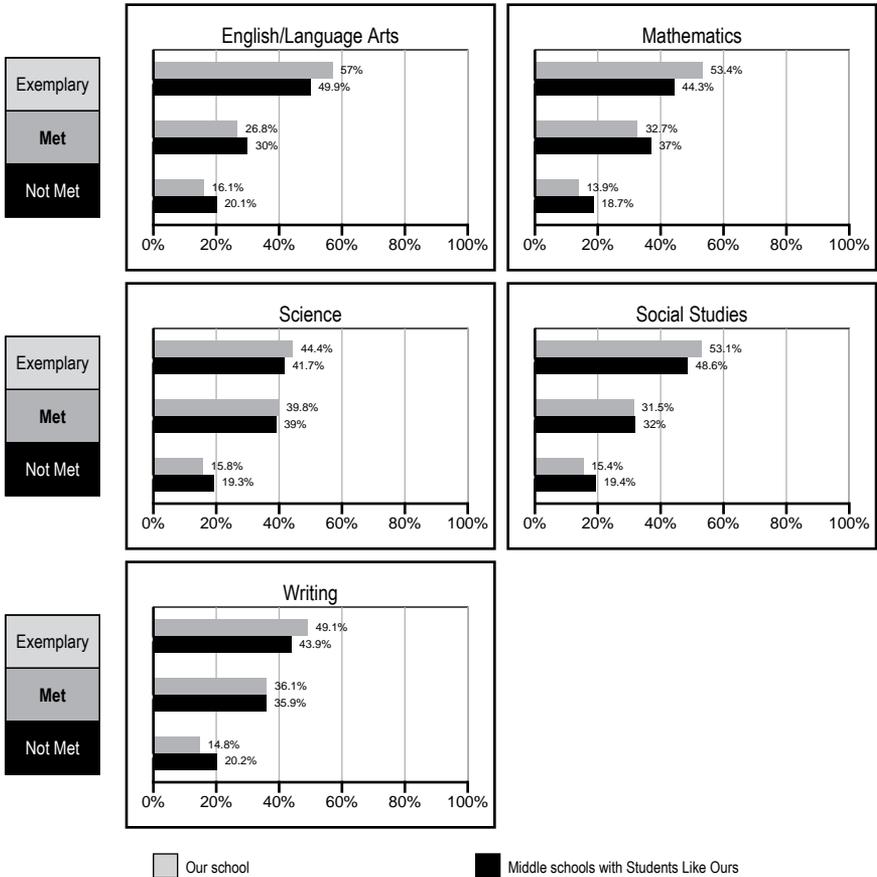
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 8 | 1 | 0 | 0 | 0 |

* Ratings are calculated with data available by 11/09/2011.

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 | 99.7% | 99.1% |
| English 1 | 97.9% | 99.1% |
| Biology 1/Applied Biology 2 | N/A | N/A |
| Physical Science | N/A | N/A |
| US History and the Constitution | N/A | N/A |
| All Subjects | 99.4% | 99.2% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=1,099) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 74.3% | Down from 75.0% | 44.7% | 24.5% |
| Retention rate | 0.3% | No Change | 0.4% | 0.7% |
| Attendance rate | 97.3% | Up from 97.1% | 96.3% | 95.9% |
| Served by gifted and talented program | 43.8% | Down from 48.3% | 30.3% | 17.8% |
| With disabilities other than speech | 4.4% | Down from 6.4% | 7.8% | 9.2% |
| Older than usual for grade | 0.6% | Down from 1.0% | 0.9% | 1.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.4% | Down from 0.5% | 0.8% | 0.4% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=68) | | | | |
| Teachers with advanced degrees | 60.3% | Down from 64.2% | 66.7% | 60.0% |
| Continuing contract teachers | 88.2% | Up from 83.6% | 88.2% | 82.6% |
| Teachers returning from previous year | 85.6% | Up from 85.0% | 87.9% | 85.6% |
| Teacher attendance rate | 95.4% | Up from 93.1% | 95.1% | 95.3% |
| Average teacher salary* | \$48,243 | Down 4.0% | \$49,572 | \$46,300 |
| Professional development days/teacher | 7.2 days | Up from 6.9 days | 7.9 days | 9.9 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.3 to 1 | Up from 21.1 to 1 | 23.9 to 1 | 21.5 to 1 |
| Prime instructional time | 91.7% | Up from 89.1% | 90.6% | 90.1% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 90.9% | Down from 98.1% | 91.9% | 98.1% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil** | \$7,277 | Down 8.3% | \$6,726 | \$7,634 |
| Percent of expenditures for instruction** | 66.0% | Up from 62.4% | 66.0% | 64.0% |
| Percent of expenditures for teacher salaries** | 64.9% | Up from 61.2% | 63.9% | 61.2% |

* 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 mission of Dutch Fork Middle School (DFMS), in partnership with our community, is to ensure that our students succeed through a rigorous academic program in a nurturing environment. At DFMS we are "shaping the future...making connections" for all students by continuing to stress rigor, relevance, and relationships.

During the 2010-11 school year DFMS focused on relationships. PE Coaches Agnello, Earley, and Taylor started an intramural program with the first Fox Cups being awarded to two Dens (homerooms) based on academics, behavior, and intramural contest results: Mrs. Dickerson (8th grade) and Mr. Rogers (7th grade). We also instituted components of positive behavior intervention (PBIS) through our Fox Card program, which recognized students every grading period for good behavior. DFMS also offered single gender Dens so that our guidance program could be more effective in addressing the different social and emotional needs of our students.

DFMS continued our literacy focus with our D5 Reads 365 program. Every nine weeks students who read at least five books had their names entered into a drawing with the chance to win an iPod shuffle.

DFMS had 95 Junior Scholars. Hamilton M. was elected as State Reporter for the SC Junior Beta Club. Four DFMS students auditioned and were selected for the South Carolina Junior High Honor Choir. Two students made All State Orchestra. Fifteen students marched with the DFHS Silver Spirit Band. Twenty-two students were recognized for having perfect scores on 2009 PASS testing, and DFMS was again awarded the Palmetto Gold award for our PASS scores.

The Mock Trial team made it to the state finals. The Boys' football team completed their championship season undefeated, and DFMS also fielded a baseball team for the first time.

Brandon Doty, seventh-grade science teacher, was named Teacher of the Year; and Mary Bouknight, cafeteria manager, was elected Support Staff Employee of the Year.

The DFMS PTSA started a Breathe Better Anti-Idling program. The DFMS School Improvement Council worked to get additional staff to assist with morning traffic congestion. DFMS Parent Kim Morris was named D5 Middle School Mentor of the Year; and Matt Haynes was named D5 Middle School Volunteer of the Year. We were recognized by the South Carolina Chapter of the National School Public Relations Association for our website, student handbook, and Foxer logo.

During the 2010-2011 school year, students, faculty, and staff continued to showcase the academic, athletic, and overall excellence of Dutch Fork Middle.

Mrs. Tammie Epps, SIC Chair

Roderic F. Taylor, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 72 | 519 | 99 |
| Percent satisfied with learning environment | 84.7% | 80.6% | 96.9% |
| Percent satisfied with social and physical environment | 86.1% | 82.5% | 85.6% |
| Percent satisfied with school-home relations | 97.2% | 83.9% | 88.5% |

* 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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 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 | 5.8% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 6.9% | 0.0% | No |
| Student attendance rate | 97.3% | 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 = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 1099 | 99.9 | 16.1 | 26.8 | 57.1 | 88.6 | 89.6 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 550 | 100 | 21.8 | 24.9 | 53.3 | 84.1 | 86.7 | 78.7 | N/A | N/A |
| Female | 549 | 99.8 | 10.4 | 28.7 | 60.9 | 92.9 | 92.5 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 650 | 100 | 10 | 21.9 | 68.1 | 93 | 93.8 | 88.9 | Yes | Yes |
| African American | 390 | 99.7 | 26.9 | 35.5 | 37.6 | 80.1 | 80.2 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 35 | 100 | 8.8 | 17.6 | 73.5 | 100 | 94 | 93 | I/S | I/S |
| Hispanic | 17 | 100 | 18.8 | 37.5 | 43.8 | 87.5 | 85.4 | 79.3 | I/S | I/S |
| American Indian/Alaskan | 7 | I/S | I/S | I/S | I/S | I/S | 86.5 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 78 | 100 | 66.7 | 20.8 | 12.5 | 47.2 | 60.2 | 48.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 19 | 100 | 26.3 | 26.3 | 47.4 | 89.5 | 86.4 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 321 | 100 | 30.8 | 34.4 | 34.8 | 78.6 | 79.6 | 75.4 | Yes | Yes |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 1099 | 99.9 | 13.8 | 32.8 | 53.4 | 92.3 | 90.6 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 550 | 100 | 16.5 | 30.8 | 52.7 | 89.8 | 88.7 | 79.9 | N/A | N/A |
| Female | 549 | 99.8 | 11.2 | 34.6 | 54.2 | 94.6 | 92.4 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 650 | 100 | 7.3 | 27 | 65.7 | 96.5 | 95 | 88.9 | Yes | Yes |
| African American | 390 | 99.7 | 25.3 | 43.3 | 31.5 | 84.4 | 80.8 | 71.4 | Yes | Yes |
| Asian/Pacific Islander | 35 | 100 | N/AV | N/AV | N/AV | 100 | 96.6 | 94.6 | I/S | I/S |
| Hispanic | 17 | 100 | 25 | 37.5 | 37.5 | 93.8 | 85.8 | 81.1 | I/S | I/S |
| American Indian/Alaskan | 7 | I/S | I/S | I/S | I/S | I/S | 86.5 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 78 | 100 | 54.2 | 33.3 | 12.5 | 62.5 | 63 | 47.3 | Yes | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 19 | 100 | 21.1 | 42.1 | 36.8 | 94.7 | 88.4 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 321 | 100 | 28.1 | 40.8 | 31.1 | 83.3 | 80.7 | 74.9 | 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 | 828 | 100 | 15.8 | 39.8 | 44.4 | 84.2 | 81.2 | 68.6 |
| Gender | | | | | | | | |
| Male | 432 | 100 | 16.7 | 35.7 | 47.6 | 83.3 | 80.2 | 68.3 |
| Female | 396 | 100 | 14.7 | 44.2 | 41.1 | 85.3 | 82.2 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 488 | 100 | 8 | 37.1 | 54.9 | 92 | 89.5 | 80.7 |
| African American | 298 | 100 | 29.5 | 44.9 | 25.6 | 70.5 | 62.7 | 51.4 |
| Asian/Pacific Islander | 28 | 100 | 3.7 | 22.2 | 74.1 | 96.3 | 89.7 | 85.3 |
| Hispanic | 11 | 100 | I/S | I/S | I/S | I/S | 76.2 | 61.6 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 72.2 | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 63 | 100 | 50.9 | 35.1 | 14 | 49.1 | 49.9 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 12 | 100 | 23.1 | 53.8 | 23.1 | 76.9 | 73.6 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 248 | 100 | 28.8 | 46.7 | 24.5 | 71.2 | 65.8 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 828 | 99.8 | 15.2 | 31.6 | 53.3 | 84.8 | 85.5 | 72.5 |
| Gender | | | | | | | | |
| Male | 405 | 99.8 | 17.3 | 24.6 | 58.1 | 82.7 | 84.1 | 72 |
| Female | 423 | 99.8 | 13.2 | 38 | 48.8 | 86.8 | 86.8 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 485 | 99.8 | 7.5 | 28.1 | 64.4 | 92.5 | 91.7 | 81 |
| African American | 295 | 99.7 | 28.7 | 38.7 | 32.6 | 71.3 | 71.3 | 60 |
| Asian/Pacific Islander | 28 | 100 | 3.6 | 21.4 | 75 | 96.4 | 91.3 | 89 |
| Hispanic | 13 | 100 | 25 | 25 | 50 | 75 | 81.3 | 69.6 |
| American Indian/Alaskan | 7 | I/S | I/S | I/S | I/S | I/S | 92.6 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 59 | 98.3 | 54.5 | 36.4 | 9.1 | 45.5 | 56.7 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 14 | 100 | 28.6 | 28.6 | 42.9 | 71.4 | 83.8 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 240 | 99.6 | 29.9 | 41.5 | 28.6 | 70.1 | 70.8 | 62.9 |

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 | 543 | 99.6 | 14.8 | 36.1 | 49.1 | 85.2 | 83.4 | 73.2 | 97.3 | 96.8 |
| Gender | | | | | | | | | | |
| Male | 266 | 99.6 | 20.7 | 38.6 | 40.6 | 79.3 | 77.5 | 67.2 | 97.4 | 96.8 |
| Female | 277 | 99.6 | 9.3 | 33.7 | 57 | 90.7 | 89.2 | 79.4 | 97.3 | 96.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 330 | 99.4 | 7.9 | 32.8 | 59.3 | 92.1 | 88.6 | 81.5 | 97.1 | 96.7 |
| African American | 184 | 100 | 26.7 | 42 | 31.3 | 73.3 | 72.1 | 61.3 | 97.6 | 97 |
| Asian/Pacific Islander | 15 | 100 | N/AV | N/AV | N/AV | 100 | 93.8 | 87 | 98.5 | 97.8 |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | 70.5 | 66.7 | 96 | 96.5 |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 93.8 | 72.2 | 96.8 | 96.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 36 | 97.2 | 62.5 | 28.1 | 9.4 | 37.5 | 40.5 | 26 | 96.7 | 96.2 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 13 | 100 | 27.3 | 36.4 | 36.4 | 72.7 | 75.8 | 65.7 | 97.5 | 97.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 149 | 100 | 28.4 | 39.7 | 31.9 | 71.6 | 71 | 63.2 | 96.4 | 96.1 |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 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 | 520 | 99.8 | 16.1 | 25.6 | 58.3 | 83.9 |
| | 8 | 532 | 99.8 | 17.4 | 32.8 | 49.8 | 82.6 |
| 2011 | 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 | 559 | 100 | 17.6 | 26.8 | 55.6 | 82.4 |
| | 8 | 540 | 99.8 | 14.5 | 26.8 | 58.7 | 85.5 |
| Mathematics | | | | | | | |
| 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 | 520 | 99.8 | 12.7 | 31.6 | 55.7 | 87.3 |
| | 8 | 532 | 99.8 | 18.2 | 40.7 | 41.1 | 81.8 |
| 2011 | 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 | 559 | 100 | 16.1 | 31.2 | 52.7 | 83.9 |
| | 8 | 540 | 99.8 | 11.4 | 34.4 | 54.2 | 88.6 |
| Science | | | | | | | |
| 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 | 519 | 100 | 15.1 | 50.1 | 34.8 | 84.9 |
| | 8 | 263 | 99.6 | 21.7 | 40.6 | 37.8 | 78.3 |
| 2011 | 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 | 558 | 100 | 17 | 42.2 | 40.7 | 83 |
| | 8 | 270 | 100 | 13.1 | 34.7 | 52.1 | 86.9 |

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 | | | | | | | |
| 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 | 518 | 100 | 17.9 | 30.7 | 51.4 | 82.1 |
| | 8 | 268 | 99.6 | 17.3 | 34.2 | 48.5 | 82.7 |
| 2011 | 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 | 558 | 99.8 | 17.1 | 30.2 | 52.7 | 82.9 |
| | 8 | 270 | 99.6 | 11.2 | 34.4 | 54.4 | 88.8 |
| Writing | | | | | | | |
| 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 | 521 | 99.6 | 12.9 | 38.6 | 48.5 | 87.1 |
| | 8 | 531 | 99.6 | 13.4 | 40.4 | 46.2 | 86.6 |
| 2011 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | 543 | 99.6 | 14.8 | 36.1 | 49.1 | 85.2 |

Abbreviations for Missing Data

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