

LANDRUM MIDDLE

104 Redland Rd
Landrum, SC 29356

| | | |
|-----------------------|----------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 260 Students | |
| Principal | Crystal McSwain | 864-457-2629 |
| Superintendent | Dr. Ronald W. Garner | 864-472-2846 |
| Board Chair | Mr. Mark Rollins | 864-472-2846 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|------------------|
| 2010 | Good | Excellent |
| 2009 | Good | Good |
| 2008 | Average | Below Average |
| 2007 | Average | At-Risk |
| 2006 | 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

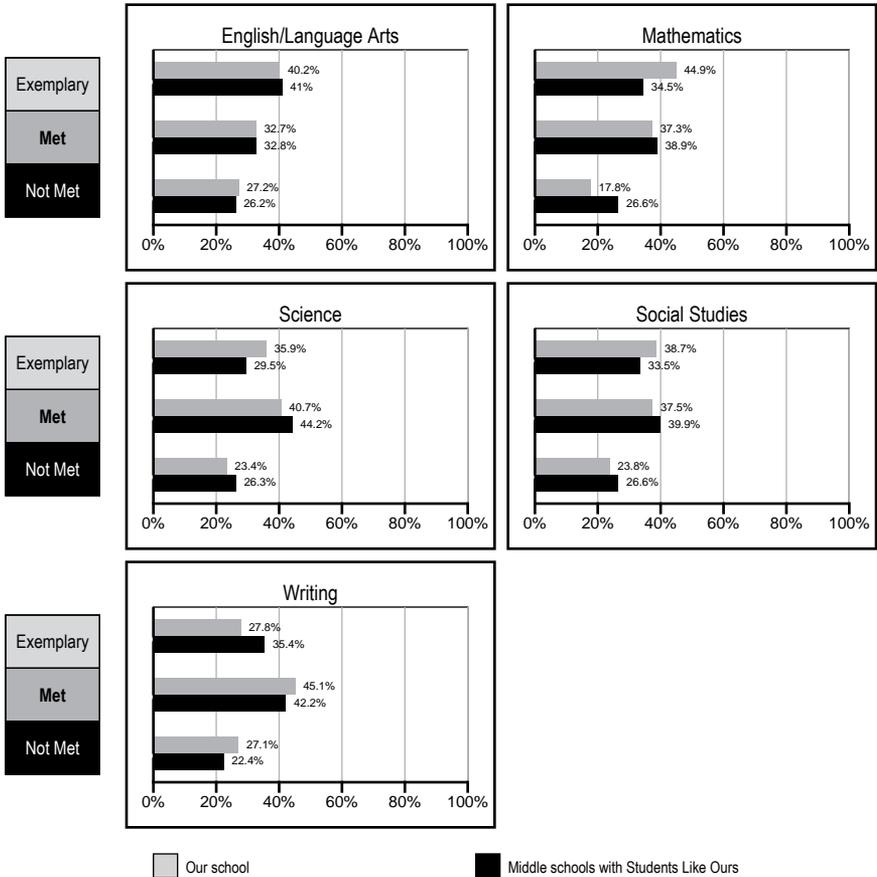
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 4 | 13 | 16 | 0 | 1 |

* 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 | 100.0% | 98.5% |
| English 1 | N/A | 96.8% |
| Physical Science | N/A | 27.4% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 100.0% | 96.5% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=260) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 15.7% | Up from 15.2% | 28.2% | 24.2% |
| Retention rate | 0.0% | No Change | 0.5% | 0.7% |
| Attendance rate | 97.0% | Up from 96.7% | 96.1% | 95.9% |
| Eligible for gifted and talented | 19.2% | Down from 23.7% | 21.8% | 16.4% |
| With disabilities other than speech | 13.2% | Down from 17.0% | 11.2% | 12.0% |
| Older than usual for grade | 0.4% | Down from 0.8% | 1.3% | 2.2% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.4% | 0.5% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=23) | | | | |
| Teachers with advanced degrees | 52.2% | Up from 43.5% | 60.0% | 58.5% |
| Continuing contract teachers | 82.6% | Up from 69.6% | 82.4% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 3.0% | 4.0% |
| Teachers returning from previous year | 86.9% | Down from 90.2% | 86.9% | 84.6% |
| Teacher attendance rate | 97.3% | Down from 97.8% | 95.5% | 95.4% |
| Average teacher salary* | \$46,110 | Up 3.1% | \$47,234 | \$46,561 |
| Professional development days/teacher | 8.8 days | Down from 13.2 days | 9.9 days | 10.2 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.8 to 1 | Down from 21.3 to 1 | 21.9 to 1 | 21.1 to 1 |
| Prime instructional time | 94.0% | Up from 93.9% | 90.6% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 96.8% | 98.1% |
| Character development program | Excellent | Up from Good | Good | Good |
| Dollars spent per pupil** | \$8,820 | Up 28.1% | \$7,219 | \$7,802 |
| Percent of expenditures for instruction** | 58.3% | Down from 60.0% | 64.1% | 63.8% |
| Percent of expenditures for teacher salaries** | 56.9% | Down from 58.2% | 60.8% | 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

Landrum Middle School began the 2009-2010 school year with the continuation of the Making Middle Grades Work initiative. One target goal included increasing the number of students scoring proficient or advanced on PASS through the implementation of small group instruction, utilization of Study Island to address individual student needs, and continuing Second Chance Café for students who need tutoring and/or to complete assignments. In addition, the school-wide reading program, Readolution, encouraged a reading revolution among students to support real-life reading. The second target goal of strengthening home and school relationships was addressed through sending home interim reports, continuing the school wide messaging system, and posting lesson plans online. The third goal of providing activities that actively engage students has been promoted through teachers sharing classroom strategies during team meetings and focusing on higher levels of questions asked in the classroom.

LMS received the Red Carpet School award from the South Carolina State Department of Education for areas such as friendly environment, communication and involvement, and for the aesthetics of the school's building. In addition, the Palmetto Silver Award was received for outstanding student academic performance. LMS received an award for the school's website and a public service announcement produced through the media center from the SCNSPA (SC National School Public Relations Association). The media center also invited our Landrum community to the first annual Holiday Hullabaloo that celebrated students reading, singing, and dancing.

Our students demonstrated academic excellence throughout the year. Five students were recognized as Junior Scholars. Furthermore, one eighth grade student received second place at the state level for the Patriot's Pen Writing Award. This award is sponsored by the local VFW-Post 4873 of Landrum. In addition, one eighth grade student received the State Superintendent's Writing Award for Spartanburg District One, and another eighth grade student was accepted into the Jack Kent Cooke Foundation Young Scholars Program.

The fine arts of Landrum Middle School had much to celebrate in the areas of chorus, orchestra, and art. Ten students' artwork was chosen to be displayed during Youth Art Month at the Chapman Cultural Center. LMS was thrilled to have five students chosen as honor choir members for the American Choral Directors' Association. In addition, four students received a Superior rating at the Solo and Ensemble Festival, and one student was accepted into the Regional Orchestra to play the double bass.

Landrum Middle School, with support from parents and community, is committed to providing challenging educational experiences for young adolescents through best teaching practices and technology and the arts to prepare our students to become healthy, productive, and responsible citizens in society. Many thanks go out to our community, parents, guardians, and volunteers for all of their hard work and support for our school.

Crystal McSwain, Principal

Lori Walter, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 15 | 95 | 29 |
| Percent satisfied with learning environment | 100.0% | 82.1% | 78.6% |
| Percent satisfied with social and physical environment | 100.0% | 89.5% | 93.1% |
| Percent satisfied with school-home relations | 93.3% | 89.5% | 72.4% |

* 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

YES

This school met 13 out of 13 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 | 0.0% | 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 | 0.0% | 0.0% | Yes |
| Student attendance rate | 97.0% | 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 | 261 | 100 | 27.2 | 32.7 | 40.2 | 85.4 | 89.4 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 133 | 100 | 30.2 | 29.5 | 40.3 | 81.4 | 87.6 | 80.1 | N/A | N/A |
| Female | 128 | 100 | 24 | 36 | 40 | 89.6 | 91.2 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 214 | 100 | 24.2 | 31.8 | 44.1 | 88.6 | 90.2 | 89.6 | Yes | Yes |
| African American | 26 | 100 | 50 | 29.2 | 20.8 | 66.7 | 82.8 | 74.6 | I/S | I/S |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 97.9 | 92.7 | I/S | I/S |
| Hispanic | 19 | 100 | 27.8 | 50 | 22.2 | 77.8 | 83.7 | 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 | 34 | 100 | N/A | N/A | N/A | 46.9 | 58.5 | 51.7 | I/S | I/S |
| 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 | 13 | 100 | 33.3 | 40 | 26.7 | 73.3 | 86.9 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 119 | 100 | 40 | 30.4 | 29.6 | 76.5 | 85.2 | 76.9 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 261 | 100 | 19.7 | 40.6 | 39.8 | 89.8 | 88.7 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 133 | 100 | 20.9 | 31.8 | 47.3 | 89.1 | 87.3 | 78.4 | N/A | N/A |
| Female | 128 | 100 | 18.4 | 49.6 | 32 | 90.4 | 90.2 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 214 | 100 | 17.5 | 41.2 | 41.2 | 90.5 | 89.3 | 87.8 | Yes | Yes |
| African American | 26 | 100 | 33.3 | 41.7 | 25 | 83.3 | 83.6 | 69.3 | I/S | I/S |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 91.7 | 93.5 | I/S | I/S |
| Hispanic | 19 | 100 | 22.2 | 33.3 | 44.4 | 94.4 | 87 | 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 | 34 | 100 | 46.9 | 46.9 | 6.3 | 65.6 | 51.2 | 46.1 | I/S | I/S |
| 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 | 13 | 100 | 20 | 33.3 | 46.7 | 93.3 | 85.9 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 119 | 100 | 27.8 | 42.6 | 29.6 | 85.2 | 84 | 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 | 171 | 100 | 23.4 | 40.7 | 35.9 | 76.6 | 79.2 | 67.3 |
| Gender | | | | | | | | |
| Male | 88 | 100 | 23 | 32.2 | 44.8 | 77 | 80.5 | 66.9 |
| Female | 83 | 100 | 23.8 | 50 | 26.3 | 76.3 | 77.8 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 142 | 100 | 20.1 | 41 | 38.8 | 79.9 | 81.3 | 79.6 |
| African American | 15 | 100 | 46.7 | 40 | 13.3 | 53.3 | 63.6 | 49.7 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 84.8 | 84.4 |
| Hispanic | 12 | 100 | 33.3 | 33.3 | 33.3 | 66.7 | 66.7 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 20 | 100 | 47.4 | 42.1 | 10.5 | 52.6 | 39.6 | 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 | 8 | I/S | I/S | I/S | I/S | I/S | 71.9 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 79 | 100 | 33.3 | 42.3 | 24.4 | 66.7 | 72.3 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 173 | 100 | 23.8 | 37.5 | 38.7 | 76.2 | 78.9 | 70.9 |
| Gender | | | | | | | | |
| Male | 90 | 100 | 24.1 | 33.3 | 42.5 | 75.9 | 79.8 | 70.1 |
| Female | 83 | 100 | 23.5 | 42 | 34.6 | 76.5 | 77.9 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 138 | 100 | 19.9 | 38.2 | 41.9 | 80.1 | 80.5 | 79.2 |
| African American | 22 | 100 | 40 | 45 | 15 | 60 | 66.7 | 58.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 90 | 86.8 |
| Hispanic | 12 | 100 | 45.5 | 9.1 | 45.5 | 54.5 | 73.2 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 24 | 100 | 54.5 | 36.4 | 9.1 | 45.5 | 46.5 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 78.2 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 79 | 100 | 36 | 42.7 | 21.3 | 64 | 70.5 | 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 | 263 | 99.6 | 27.1 | 45.1 | 27.8 | 72.9 | 79.8 | 72.1 | 97 | 96.3 |
| Gender | | | | | | | | | | |
| Male | 135 | 99.3 | 33.1 | 43.8 | 23.1 | 66.9 | 74.2 | 65.2 | 97.1 | 96.4 |
| Female | 128 | 100 | 20.8 | 46.4 | 32.8 | 79.2 | 85.7 | 79.2 | 96.9 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 217 | 99.5 | 26.9 | 42.5 | 30.7 | 73.1 | 81.4 | 80.8 | 96.8 | 96.1 |
| African American | 26 | 100 | 37.5 | 50 | 12.5 | 62.5 | 68.2 | 59.7 | 97.3 | 97.2 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 85.4 | 87 | 99.5 | 97.2 |
| Hispanic | 19 | 100 | 16.7 | 66.7 | 16.7 | 83.3 | 72.5 | 64.6 | 98.4 | 97 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | N/A | 96 |
| Disability Status | | | | | | | | | | |
| Disabled | 35 | 100 | 75 | 18.8 | 6.3 | 25 | 31.5 | 27.7 | 96.1 | 95.6 |
| 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 | 13 | 100 | 20 | 53.3 | 26.7 | 80 | 77.2 | 63.7 | 98.6 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 121 | 100 | 38.3 | 43.5 | 18.3 | 61.7 | 72.7 | 61.9 | 96.1 | 95.7 |

Abbreviations for Missing Data

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

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 | 79 | 100 | 34.2 | 35.6 | 30.1 | 65.8 |
| | 7 | 95 | 100 | 21.7 | 45.7 | 32.6 | 78.3 |
| | 8 | 95 | 100 | 27.5 | 35.2 | 37.4 | 72.5 |
| 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 | 82 | 100 | 25 | 38.8 | 36.3 | 75 |
| | 7 | 83 | 100 | 30.9 | 29.6 | 39.5 | 69.1 |
| | 8 | 96 | 100 | 25.8 | 30.1 | 44.1 | 74.2 |
| 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 | 79 | 100 | 26 | 46.6 | 27.4 | 74 |
| | 7 | 95 | 100 | 16.3 | 44.6 | 39.1 | 83.7 |
| | 8 | 95 | 100 | 17.6 | 40.7 | 41.8 | 82.4 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 82 | 100 | 18.8 | 36.3 | 45 | 81.3 |
| | 7 | 83 | 100 | 21 | 38.3 | 40.7 | 79 |
| | 8 | 96 | 100 | 19.4 | 46.2 | 34.4 | 80.6 |
| 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 | 39 | 100 | 40 | 48.6 | 11.4 | 60 |
| | 7 | 95 | 100 | 17.4 | 59.8 | 22.8 | 82.6 |
| | 8 | 49 | 98 | 20.5 | 45.5 | 34.1 | 79.5 |
| 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 | 41 | 100 | 23.1 | 41 | 35.9 | 76.9 |
| | 7 | 83 | 100 | 25.9 | 45.7 | 28.4 | 74.1 |
| | 8 | 47 | 100 | 19.1 | 31.9 | 48.9 | 80.9 |

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 | | | | | | | |
| 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 | 40 | 100 | 10.5 | 31.6 | 57.9 | 89.5 |
| | 7 | 95 | 100 | 25 | 33.7 | 41.3 | 75 |
| | 8 | 46 | 100 | 6.5 | 32.6 | 60.9 | 93.5 |
| 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 | 41 | 100 | 17.1 | 43.9 | 39 | 82.9 |
| | 7 | 83 | 100 | 32.1 | 34.6 | 33.3 | 67.9 |
| | 8 | 49 | 100 | 15.2 | 37 | 47.8 | 84.8 |
| 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 | 78 | 100 | 35.6 | 43.8 | 20.5 | 64.4 |
| | 7 | 95 | 99 | 25.3 | 47.3 | 27.5 | 74.7 |
| | 8 | 94 | 100 | 21.5 | 39.8 | 38.7 | 78.5 |
| 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 | 82 | 98.8 | 37 | 35.8 | 27.2 | 63 |
| | 7 | 83 | 100 | 29.6 | 43.2 | 27.2 | 70.4 |
| | 8 | 98 | 100 | 16.1 | 54.8 | 29 | 83.9 |

Abbreviations for Missing Data

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