



MAYEWOOD MIDDLE

4300 E. Brewington Road
Sumter, SC 29153

| | | |
|-----------------------|---------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 161 Students | |
| Principal | Dr. Mary B. Hallums | 803-495-8014 |
| Superintendent | Dr. J. Frank Baker | 803-469-6900 |
| Board Chair | Mr. Larry Addison | 803-499-1181 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

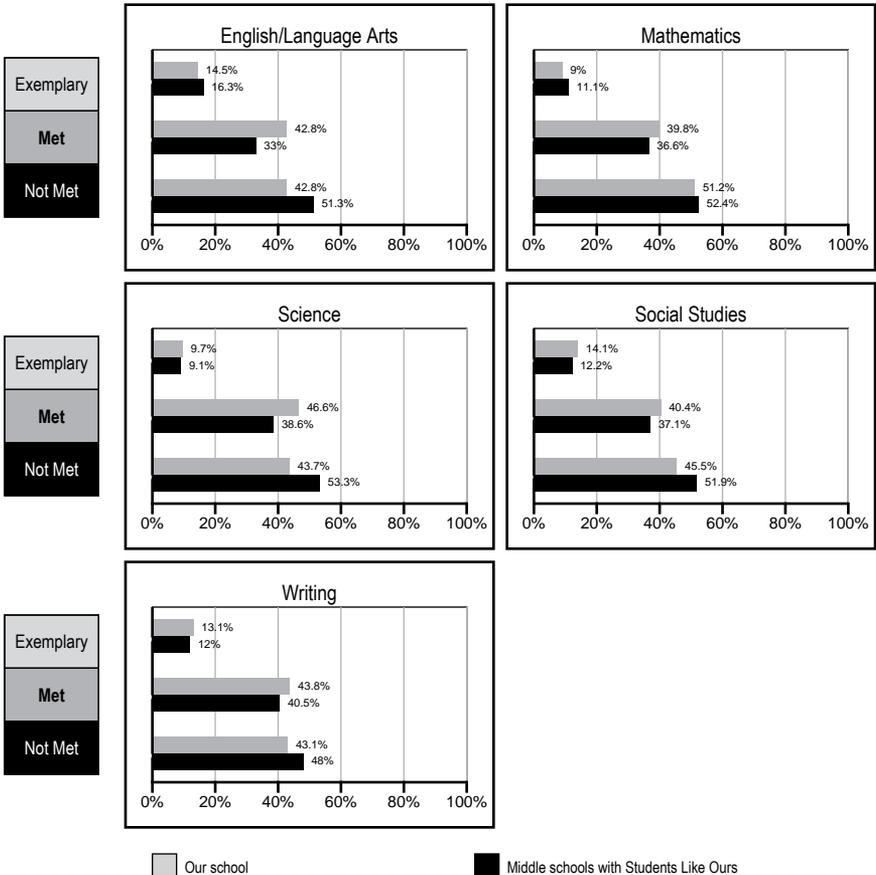
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 8 | 30 | 23 |

* 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% | 89.1% |
| English 1 | 100.0% | 90.4% |
| Physical Science | N/A | 42.1% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 100.0% | 89.1% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=161) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 12.6% | Up from 11.4% | 14.4% | 24.2% |
| Retention rate | 1.2% | Down from 2.3% | 1.1% | 0.7% |
| Attendance rate | 97.3% | Up from 97.0% | 95.4% | 95.9% |
| Eligible for gifted and talented | 8.4% | Down from 10.3% | 5.5% | 16.4% |
| With disabilities other than speech | 13.8% | Up from 12.6% | 14.8% | 12.0% |
| Older than usual for grade | 1.9% | Down from 4.1% | 5.0% | 2.2% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.3% | 0.5% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=15) | | | | |
| Teachers with advanced degrees | 53.3% | Down from 60.0% | 57.6% | 58.5% |
| Continuing contract teachers | 46.7% | Down from 66.7% | 67.6% | 80.0% |
| Teachers with emergency or provisional certificates | 28.6% | Up from 26.7% | 11.9% | 4.0% |
| Teachers returning from previous year | 71.7% | Up from 57.5% | 77.7% | 84.6% |
| Teacher attendance rate | 96.5% | Down from 99.6% | 95.4% | 95.4% |
| Average teacher salary* | \$46,048 | Down 4.5% | \$44,768 | \$46,561 |
| Professional development days/teacher | 12.1 days | Up from 11.3 days | 10.6 days | 10.2 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.0 to 1 | Up from 13.7 to 1 | 17.1 to 1 | 21.1 to 1 |
| Prime instructional time | 93.5% | Down from 96.6% | 89.6% | 90.4% |
| Opportunities in the arts | Good | Up from Poor | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.9% | Down from 100.0% | 97.1% | 98.1% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil** | \$18,144 | Down 2.0% | \$10,528 | \$7,802 |
| Percent of expenditures for instruction** | 62.3% | Up from 59.8% | 60.4% | 63.8% |
| Percent of expenditures for teacher salaries** | 55.5% | Up from 37.9% | 55.9% | 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

Transitioning to middle school is a time of tremendous change for students as well as parents; therefore, Mayewood Middle School is committed to building a community of caring and knowledgeable students who are academically and socially prepared to excel at the high school level. We encourage our parents to be active participants in our school instructional and extracurricular programs. The teachers focus on teaching and reinforcing a relevant, age-appropriate curriculum which fosters and nurtures the inquisitive nature of students. Technology is used throughout the school as an instructional tool. All classrooms are equipped with Promethean Boards. Each child has a laptop and an iPod, and all teachers are trained. Additionally, students have the opportunity to participate in extracurricular activities and academic organizations such as the National Junior Beta Club, Student Council, and the Media Literacy Team.

Mayewood met established criteria for both federal and state accountability. Adequate Yearly Progress (AYP) was made at the end of 2009. We are no longer monitored as a state Palmetto Priority School (PPS).

We continue to apply reform initiatives to foster improved academic achievement. We continue to implement MAP (Measure of Academic Progress) testing for all students. This program specifies the academic skills each student has mastered and identifies the skills needed to accelerate the learning.

Data-driven, ongoing, professional development is provided in all areas. Flexible academic scheduling allows teachers to meet in departmental groups as well as collaborative teams in an effort to share and plan for a variety of effective teaching strategies. Likewise, common planning allows grade levels to plan interdisciplinary activities. A variety of research-based strategies are being used to ensure student success.

Dr. Mary Hallums, Principal

Margie Lou Jefferson, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 18 | 49 | 47 |
| Percent satisfied with learning environment | 88.9% | 79.6% | 88.9% |
| Percent satisfied with social and physical environment | 88.9% | 91.8% | 89.4% |
| Percent satisfied with school-home relations | 83.3% | 87.5% | 89.4% |

* 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 12 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

RP

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 | 2.1% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 13.5% | 0.0% | No |
| Student attendance rate | 97.3% | 94.0%* | Yes |

* Or greater than last year

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* | Performance Objective Met | Participation Objective Met |
|---|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary) | | | | | | | | | | |
| All Students | 168 | 100 | 44.4 | 41.2 | 14.4 | 68.6 | 82.1 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 88 | 100 | 54.4 | 35.4 | 10.1 | 62 | 77.7 | 80.1 | N/A | N/A |
| Female | 80 | 100 | 33.8 | 47.3 | 18.9 | 75.7 | 86.8 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 8 | I/S | I/S | I/S | I/S | I/S | 86.9 | 89.6 | I/S | I/S |
| African American | 157 | 100 | 46.5 | 41.7 | 11.8 | 67.4 | 78.3 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 96.4 | 92.7 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 88.9 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 78.6 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 21 | 100 | 84.2 | 10.5 | 5.3 | 31.6 | 51.6 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 83.8 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 152 | 100 | 47.5 | 41 | 11.5 | 66.9 | 79.9 | 76.9 | Yes | Yes |
| Mathematics - State Performance Objective = 57.8% (Met or Exemplary) | | | | | | | | | | |
| All Students | 168 | 100 | 54.2 | 37.3 | 8.5 | 59.5 | 77.8 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 88 | 100 | 54.4 | 40.5 | 5.1 | 55.7 | 75.4 | 78.4 | N/A | N/A |
| Female | 80 | 100 | 54.1 | 33.8 | 12.2 | 63.5 | 80.5 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 8 | I/S | I/S | I/S | I/S | I/S | 83.5 | 87.8 | I/S | I/S |
| African American | 157 | 100 | 56.3 | 37.5 | 6.3 | 58.3 | 73.4 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 89.3 | 93.5 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 87.8 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 71.4 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 21 | 100 | 89.5 | 5.3 | 5.3 | 15.8 | 42.6 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 86.5 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 152 | 100 | 57.6 | 36.7 | 5.8 | 57.6 | 75 | 72.8 | No | 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 | 113 | 100 | 43.3 | 46.2 | 10.6 | 56.7 | 63.2 | 67.3 |
| Gender | | | | | | | | |
| Male | 56 | 100 | 45.1 | 47.1 | 7.8 | 54.9 | 63.1 | 66.9 |
| Female | 57 | 100 | 41.5 | 45.3 | 13.2 | 58.5 | 63.3 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | 74.2 | 79.6 |
| African American | 106 | 100 | 44.3 | 48.5 | 7.2 | 55.7 | 54.9 | 49.7 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 89.5 | 84.4 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 76.6 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 58.3 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 16 | 100 | 71.4 | 21.4 | 7.1 | 28.6 | 28.2 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 55.6 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 102 | 100 | 44.7 | 47.9 | 7.4 | 55.3 | 58.4 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 112 | 100 | 45 | 40 | 15 | 55 | 67.7 | 70.9 |
| Gender | | | | | | | | |
| Male | 59 | 100 | 48.1 | 40.4 | 11.5 | 51.9 | 67.4 | 70.1 |
| Female | 53 | 100 | 41.7 | 39.6 | 18.8 | 58.3 | 68 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 6 | I/S | I/S | I/S | I/S | I/S | 71.8 | 79.2 |
| African American | 103 | 100 | 46.2 | 41.9 | 11.8 | 53.8 | 63.8 | 58.4 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 95.2 | 86.8 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 79.7 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 13 | 100 | 83.3 | 8.3 | 8.3 | 16.7 | 34.6 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 62.5 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 101 | 100 | 48.4 | 40.7 | 11 | 51.6 | 64 | 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 | 164 | 98.8 | 43.1 | 43.8 | 13.1 | 56.9 | 67.7 | 72.1 | 97.3 | 96.3 |
| Gender | | | | | | | | | | |
| Male | 84 | 98.8 | 50.6 | 40.5 | 8.9 | 49.4 | 60.3 | 65.2 | 97.2 | 96.1 |
| Female | 80 | 98.8 | 35.1 | 47.3 | 17.6 | 64.9 | 75.6 | 79.2 | 97.3 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 6 | I/S | I/S | I/S | I/S | I/S | 73.1 | 80.8 | 97 | 95.8 |
| African American | 155 | 99.4 | 44.8 | 44.1 | 11 | 55.2 | 62.8 | 59.7 | 97.3 | 96.6 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 96.6 | 87 | N/A | 97.2 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 85.4 | 64.6 | 96.7 | 96.1 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 66.7 | 73.4 | N/A | 94.9 |
| Disability Status | | | | | | | | | | |
| Disabled | 22 | 90.9 | N/AV | N/AV | N/AV | 15.8 | 24 | 27.7 | 96.8 | 96 |
| Migrant Status | | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 63.5 | 99.9 | 99.9 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 73 | 63.7 | 96.1 | 97.1 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 148 | 99.3 | 44.6 | 43.9 | 11.5 | 55.4 | 64.5 | 61.9 | 97.2 | 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 | | | | | | | |
| 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 | 53 | 100 | 26 | 50 | 24 | 74 |
| | 7 | 64 | 98.4 | 40.7 | 48.1 | 11.1 | 59.3 |
| | 8 | 56 | 100 | 41.2 | 47.1 | 11.8 | 58.8 |
| 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 | 53 | 100 | 43.5 | 43.5 | 13 | 56.5 |
| | 7 | 57 | 100 | 39.2 | 43.1 | 17.6 | 60.8 |
| | 8 | 58 | 100 | 50 | 37.5 | 12.5 | 50 |
| 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 | 53 | 100 | 36 | 48 | 16 | 64 |
| | 7 | 64 | 98.4 | 48.1 | 40.7 | 11.1 | 51.9 |
| | 8 | 56 | 100 | 54.9 | 33.3 | 11.8 | 45.1 |
| 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 | 53 | 100 | 60.9 | 32.6 | 6.5 | 39.1 |
| | 7 | 57 | 100 | 45.1 | 45.1 | 9.8 | 54.9 |
| | 8 | 58 | 100 | 57.1 | 33.9 | 8.9 | 42.9 |
| 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 | 26 | 100 | 56 | 40 | 4 | 44 |
| | 7 | 64 | 98.4 | 42.6 | 51.9 | 5.6 | 57.4 |
| | 8 | 28 | 100 | N/AV | N/AV | N/AV | 38.5 |
| 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 | 27 | 100 | N/A | N/A | N/A | 25 |
| | 7 | 57 | 100 | 29.4 | 54.9 | 15.7 | 70.6 |
| | 8 | 29 | 100 | 41.4 | 48.3 | 10.3 | 58.6 |

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 | 27 | 100 | 12 | 80 | 8 | 88 |
| | 7 | 63 | 100 | 50 | 37 | 13 | 50 |
| | 8 | 28 | 100 | 36 | 48 | 16 | 64 |
| 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 | 26 | 100 | 22.7 | 68.2 | 9.1 | 77.3 |
| | 7 | 57 | 100 | 60.8 | 23.5 | 15.7 | 39.2 |
| | 8 | 29 | 100 | 33.3 | 48.1 | 18.5 | 66.7 |
| 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 | 52 | 98.1 | 38.8 | 51 | 10.2 | 61.2 |
| | 7 | 61 | 100 | 37 | 42.6 | 20.4 | 63 |
| | 8 | 56 | 100 | 37.3 | 52.9 | 9.8 | 62.7 |
| 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 | 51 | 98 | 50 | 39.1 | 10.9 | 50 |
| | 7 | 56 | 98.2 | 35.3 | 49 | 15.7 | 64.7 |
| | 8 | 57 | 100 | 44.6 | 42.9 | 12.5 | 55.4 |

Abbreviations for Missing Data

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