



## Leavelle-McCampbell Middle

82 Canal Street  
Graniteville, SC 29829

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School     |              |
| <b>Enrollment</b>     | 423 Students          |              |
| <b>Principal</b>      | Jacquelyn S. Barnwell | 803-663-4300 |
| <b>Superintendent</b> | Dr. Elizabeth Everitt | 803-641-2428 |
| <b>Board Chair</b>    | Dr. Christine Harkins | 803-663-1703 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2009</b> | <b>Average</b>  | <b>Average</b> |
| 2008        | Below Average   | Below Average  |
| 2007        | Average         | Below Average  |
| 2006        | Below Average   | Below Average  |
| 2005        | 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

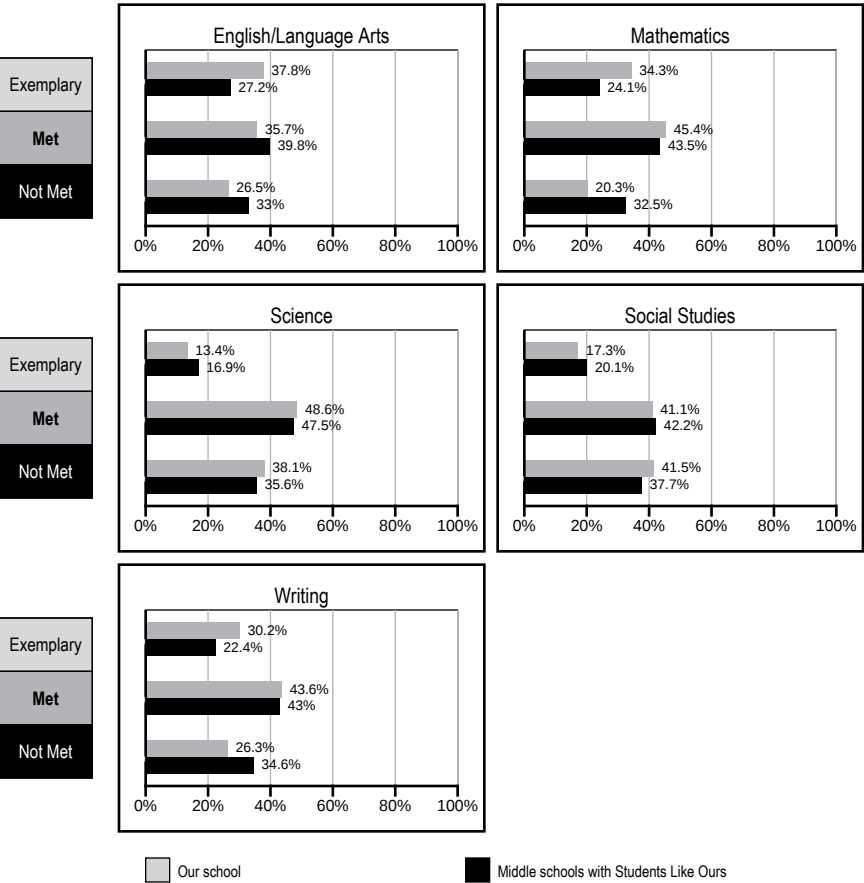
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0         | 2    | 33      | 6             | 0       |

\* Ratings are calculated with data available by 06/01/2010.

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%            | 96.8%                                  |
| English 1                                       | 95.5%             | 94.9%                                  |
| Physical Science                                | N/A               | 94.8%                                  |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | 97.6%             | 96.3%                                  |

School Profile

|                                                                              | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|------------------------------------------------------------------------------|------------|-----------------------|----------------------------------------|----------------------|
| <b>Students (n=423)</b>                                                      |            |                       |                                        |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 38.3%      | Down from 45.6%       | 16.3%                                  | 21.6%                |
| Retention rate                                                               | 1.7%       | Down from 2.8%        | 1.7%                                   | 1.2%                 |
| Attendance rate                                                              | 95.3%      | Down from 95.5%       | 95.5%                                  | 95.9%                |
| Eligible for gifted and talented                                             | 17.9%      | Down from 19.7%       | 14.1%                                  | 14.8%                |
| With disabilities other than speech                                          | 8.5%       | Down from 11.1%       | 13.5%                                  | 12.6%                |
| Older than usual for grade                                                   | 3.5%       | Down from 5.0%        | 3.3%                                   | 2.5%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.7%       | Down from 9.9%        | 0.7%                                   | 0.6%                 |
| Annual dropout rate                                                          | 0.3%       | Down from 0.6%        | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=28)</b>                                                       |            |                       |                                        |                      |
| Teachers with advanced degrees                                               | 28.6%      | Up from 21.4%         | 55.5%                                  | 56.9%                |
| Continuing contract teachers                                                 | 53.6%      | Up from 50.0%         | 73.7%                                  | 72.7%                |
| Teachers with emergency or provisional certificates                          | 12.5%      | Up from 8.7%          | 4.1%                                   | 5.3%                 |
| Teachers returning from previous year                                        | 79.7%      | Up from 74.5%         | 81.4%                                  | 82.9%                |
| Teacher attendance rate                                                      | 94.2%      | Up from 93.2%         | 95.3%                                  | 95.2%                |
| Average teacher salary*                                                      | \$43,985   | Up 1.3%               | \$45,893                               | \$46,599             |
| Professional development days/teacher                                        | 7.2 days   | Down from 7.5 days    | 10.0 days                              | 10.8 days            |
| <b>School</b>                                                                |            |                       |                                        |                      |
| Principal's years at school                                                  | 1.5        | Up from 1.0           | 4.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                       | 15.1 to 1  | Down from 20.1 to 1   | 19.5 to 1                              | 20.1 to 1            |
| Prime instructional time                                                     | 88.8%      | Up from 87.6%         | 90.1%                                  | 89.9%                |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                   | Good                 |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences                                                | 99.9%      | Up from 98.4%         | 98.5%                                  | 97.8%                |
| Character development program                                                | Average    | No Change             | Good                                   | Good                 |
| Dollars spent per pupil**                                                    | \$7,478    | Up 5.5%               | \$7,602                                | \$7,645              |
| Percent of expenditures for instruction**                                    | 60.2%      | Down from 63.2%       | 64.2%                                  | 63.4%                |
| Percent of expenditures for teacher salaries**                               | 56.0%      | Down from 58.8%       | 59.3%                                  | 57.0%                |

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

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Leavelle McCampbell Middle School has continued to work towards raising academic excellence for students, involving parents, and working closely with the community and local businesses. A cooperative approach has been used to improve the overall school environment. We have the continued support of the Business/Community Partnership and the support of individual business partners. Together these groups have been able to fully fund our Synergistic Lab. The lab was opened in the fall of 2008. The support of the Aiken County Career and Technology Center was in part the reason we were able to procure hardware for the lab.

We believe that failure is not an option for students. Through MAP testing, we identified students' academic strengths and weaknesses. Once we identify these areas, students work on their specific skills daily through Extended Learning Time. Administrators and teachers participated in professional staff development to enhance reading achievement. The staff will continue to work in conjunction with the University of South Carolina Aiken to fully implement these research-based reading strategies.

Students will continue to participate in Advisor-Advisee, intramurals, sports, and student interest groups. These activities at LMMS are here in order to give each student the opportunity to mature and grow intellectually as we prepare them for future learning.

Jacquelyn S. Barnwell, Principal  
Monica S. Key, SIC Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 16       | 118       | 90       |
| Percent satisfied with learning environment            | 56.3%    | 65.8%     | 79.5%    |
| Percent satisfied with social and physical environment | 68.8%    | 73.7%     | 73.6%    |
| Percent satisfied with school-home relations           | 43.8%    | 87.3%     | 66.7%    |

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 19 out of 19 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

CA-DELAY

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  | 0.7%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 1.9%         | 5.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 12.0%      | 0.0%            | No                  |
| Student attendance rate                         | 95.3%      | 94.0%*          | Yes                 |

\* Or greater than last year

**PASS Performance By Group**

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

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 421 | 99.1 | 28.7 | 38.2 | 33.2 | 82.1 | 85.7 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 230 | 98.7 | 32.4 | 38.2 | 29.5 | 81.2 | 83.2 | 79.3 | N/A | N/A |
| Female                       | 191 | 99.5 | 24.3 | 38.2 | 37.6 | 83.2 | 88.4 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 275 | 98.6 | 24.5 | 35.3 | 40.2 | 84.7 | 90.8 | 89.5 | Yes | Yes |
| African American             | 125 | 100  | 38.1 | 43.4 | 18.6 | 77.9 | 78.1 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 91.3 | 92.3 | I/S | I/S |
| Hispanic                     | 19  | 100  | 25   | 50   | 25   | 75   | 77.9 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 79.2 | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 40  | 100  | N/AV | N/AV | N/AV | 36.4 | 51.2 | 52   | I/S | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 18  | 100  | 37.5 | 43.8 | 18.8 | 62.5 | 76.2 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 289 | 99   | 34.1 | 40   | 25.9 | 76.9 | 79.5 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 421 | 99.3 | 22.3 | 49.6 | 28.1 | 83.5 | 81.6 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 230 | 99.1 | 22.6 | 50.5 | 26.9 | 83.2 | 80.6 | 77   | N/A | N/A |
| Female                       | 191 | 99.5 | 22   | 48.6 | 29.5 | 83.8 | 82.6 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 275 | 98.9 | 20.4 | 45.6 | 34   | 84   | 87.6 | 87.2 | Yes | Yes |
| African American             | 125 | 100  | 27.4 | 56.6 | 15.9 | 82.3 | 71.7 | 66.7 | Yes | Yes |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 93.8 | 93   | I/S | I/S |
| Hispanic                     | 19  | 100  | 18.8 | 62.5 | 18.8 | 81.3 | 78.7 | 76   | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 75   | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 40  | 100  | 69.7 | 27.3 | 3    | 33.3 | 45.4 | 45.5 | I/S | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 18  | 100  | 25   | 56.3 | 18.8 | 75   | 78.4 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 289 | 99   | 27.1 | 53.7 | 19.2 | 79.6 | 74.1 | 70.2 | 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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| <b>Science</b>               |                                  |          |           |       |             |                              |                                |                             |
| All Students                 | 272                              | 98.9     | 37.6      | 49    | 13.5        | 62.4                         | 68.5                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 149                              | 98.7     | 35.8      | 45.5  | 18.7        | 64.2                         | 69.4                           | 67                          |
| Female                       | 123                              | 99.2     | 39.6      | 53.2  | 7.2         | 60.4                         | 67.6                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 177                              | 98.3     | 31        | 52.5  | 16.5        | 69                           | 78.5                           | 79.5                        |
| African American             | 79                               | 100      | 51.4      | 40.3  | 8.3         | 48.6                         | 52.3                           | 50.3                        |
| Asian/Pacific Islander       | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 92.5                           | 84.3                        |
| Hispanic                     | 14                               | 100      | 38.5      | 53.8  | 7.7         | 61.5                         | 61.3                           | 60.7                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 72.2                           | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 26                               | 92.3     | 81.8      | 13.6  | 4.5         | 18.2                         | 34.9                           | 35.6                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 46.1                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | 13                               | 100      | 46.2      | 46.2  | 7.7         | 53.8                         | 61.3                           | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 186                              | 98.4     | 44.8      | 47.2  | 8           | 55.2                         | 56.9                           | 55.1                        |

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| <b>Social Studies</b>        |     |      |      |      |      |      |      |      |
| All Students                 | 269 | 98.5 | 40.8 | 41.6 | 17.6 | 59.2 | 69   | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 148 | 98   | 38.8 | 40.3 | 20.9 | 61.2 | 69.3 | 71.5 |
| Female                       | 121 | 99.2 | 43.2 | 43.2 | 13.5 | 56.8 | 68.8 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 173 | 97.7 | 35.4 | 41   | 23.6 | 64.6 | 76.5 | 80.7 |
| African American             | 85  | 100  | 53.3 | 41.3 | 5.3  | 46.7 | 56.7 | 60   |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 88.5 | 88.5 |
| Hispanic                     | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 62.5 | 68   |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 83.3 | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 30  | 96.7 | N/AV | N/AV | N/AV | 29.2 | 40.6 | 43.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 50.7 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | 10  | I/S  | I/S  | I/S  | I/S  | I/S  | 63.8 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 183 | 98.4 | 49.4 | 38.4 | 12.2 | 50.6 | 59   | 62.1 |

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 Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 423                              | 98.6     | 25.9      | 43.8  | 30.3        | 74.1                         | 71.8                           | 70.2                        | 95.3                      | 95.9                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 230                              | 98.7     | 30.7      | 46.2  | 23.1        | 69.3                         | 65.9                           | 63.2                        | 95.3                      | 95.7                        |
| Female                     | 193                              | 98.5     | 20.1      | 40.8  | 39.1        | 79.9                         | 78.1                           | 77.5                        | 95.2                      | 96                          |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 281                              | 98.2     | 22.5      | 40.3  | 37.2        | 77.5                         | 78.3                           | 79.1                        | 94.7                      | 95.8                        |
| African American           | 121                              | 100      | 34.2      | 48.2  | 17.5        | 65.8                         | 61.4                           | 57.6                        | 96.2                      | 95.9                        |
| Asian/Pacific Islander     | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 84                             | 86.2                        | 98.9                      | 97.7                        |
| Hispanic                   | 19                               | 94.7     | 17.6      | 64.7  | 17.6        | 82.4                         | 65.9                           | 62.6                        | 96.5                      | 96.2                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 60.9                           | 68.7                        | N/A                       | 96                          |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 39                               | 100      | N/AV      | N/AV  | N/AV        | 14.3                         | 23                             | 26.1                        | 94.8                      | 94.9                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 54.7                        | N/A                       | 95                          |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 18                               | 94.4     | 29.4      | 52.9  | 17.6        | 70.6                         | 64.9                           | 61.2                        | 96.1                      | 96.4                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 295                              | 98.6     | 31.7      | 48.5  | 19.8        | 68.3                         | 61.4                           | 58.9                        | 94.5                      | 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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>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     | 161                              | 99.4     | 30.8      | 45.5  | 23.8        | 69.2                  |
|                       | 7     | 122                              | 99.2     | 32.1      | 33    | 34.8        | 67.9                  |
|                       | 8     | 138                              | 98.6     | 23.2      | 34.4  | 42.4        | 76.8                  |
| 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     | 161                              | 100      | 22.9      | 50    | 27.1        | 77.1                  |
|                       | 7     | 122                              | 99.2     | 29.5      | 51.8  | 18.8        | 70.5                  |
|                       | 8     | 138                              | 98.6     | 15.2      | 47.2  | 37.6        | 84.8                  |
| 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     | 81                               | 98.8     | 42.9      | 50    | 7.1         | 57.1                  |
|                       | 7     | 122                              | 98.4     | 40.2      | 47.3  | 12.5        | 59.8                  |
|                       | 8     | 69                               | 100      | 27        | 50.8  | 22.2        | 73                    |
| 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     | 80                               | 100      | 31.5      | 60.3  | 8.2         | 68.5                  |
|                       | 7     | 122                              | 96.7     | 55.5      | 34.5  | 10          | 44.5                  |
|                       | 8     | 67                               | 100      | 25.8      | 32.3  | 41.9        | 74.2                  |
| 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     | 164                              | 97.6     | 29.5      | 39.7  | 30.8        | 70.5                  |
|                       | 7     | 122                              | 100      | 27.2      | 50    | 22.8        | 72.8                  |
|                       | 8     | 137                              | 98.5     | 20.6      | 42.9  | 36.5        | 79.4                  |

Abbreviations for Missing Data

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