

# ROBERT SMALLS MIDDLE

43 W. K. Alston Road
Beaufort, South Carolina

| | | |
|---|---|---|
| **Grades** | 6-8 Middle School | |
| **Enrollment** | 545 Students | |
| **Principal** | Denise R. Smith | 843-322-2500 |
| **Superintendent** | Dr. Valerie Truesdale | 843-322-2300 |
| **Board Chair** | Fred Washington | 843-322-2356 |

# THE STATE OF SOUTH CAROLINA
# 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

## ROBERT SMALLS MIDDLE 03/09/11-0701005

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

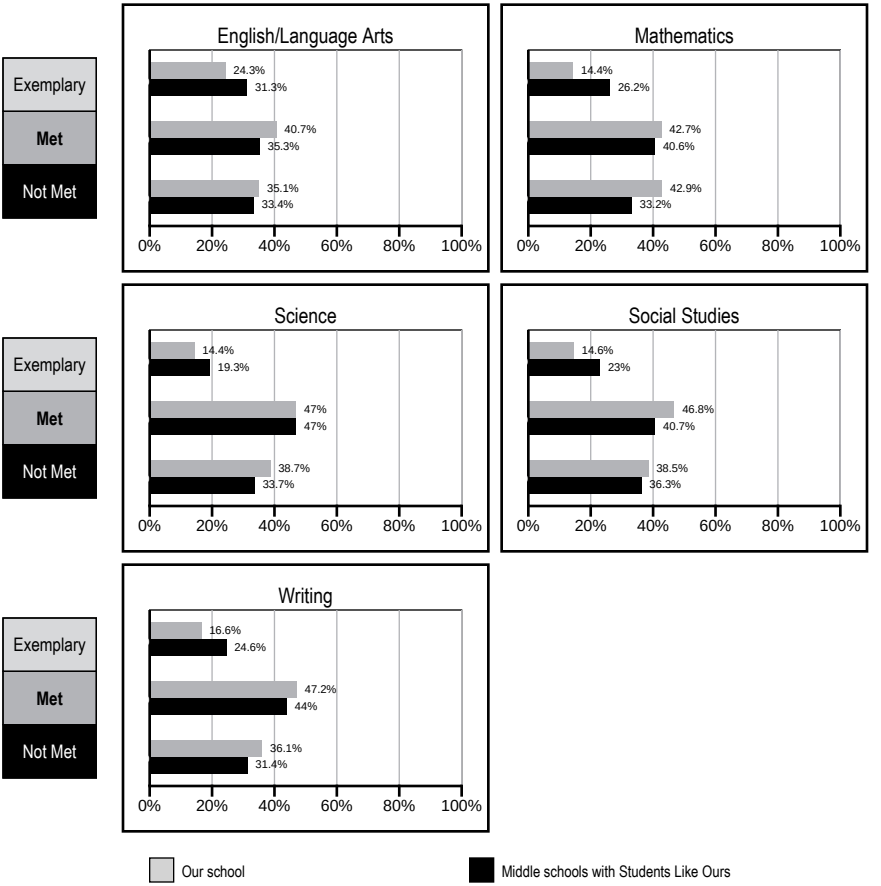
| Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.1% |
|---|---|

### ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 0 | 4 | 40 | 4 | 0 |

* Ratings are calculated with data available by 03/09/2011.

### Palmetto Assessment of State Standards (PASS)




* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

### Definition of Critical Terms

| | |
|---|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| **Not Met** | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

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

## End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|---|---|
| Algebra 1/Math for the Technologies 2 | 95.7% | 95.8% |
| English 1 | N/A | 96.9% |
| Physical Science | N/A | 72.0% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 95.7% | 95.7% |

## School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|---|---|---|---|
| **Students (n=545)** | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 15.3% | Up from 14.9% | 26.8% | 24.2% |
| Retention rate | 0.6% | Down from 1.3% | 0.7% | 0.7% |
| Attendance rate | 97.9% | Up from 95.9% | 95.6% | 95.9% |
| Eligible for gifted and talented | 18.0% | Down from 18.9% | 15.3% | 16.4% |
| With disabilities other than speech | 11.9% | Up from 11.8% | 13.7% | 12.0% |
| Older than usual for grade | 2.6% | Down from 3.2% | 2.8% | 2.2% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 5.0% | Up from 3.7% | 0.5% | 0.5% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| **Teachers (n=46)** | | | | |
| Teachers with advanced degrees | 52.2% | Down from 60.5% | 53.2% | 58.5% |
| Continuing contract teachers | 65.2% | Down from 72.1% | 81.2% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 2.5% | 4.2% | 4.0% |
| Teachers returning from previous year | 76.3% | Down from 77.0% | 84.0% | 84.6% |
| Teacher attendance rate | 92.8% | Down from 93.0% | 95.1% | 95.4% |
| Average teacher salary* | $48,694 | Up 0.3% | $45,360 | $46,561 |
| Professional development days/teacher | 16.8 days | Up from 16.5 days | 10.4 days | 10.2 days |
| **School** | | | | |
| Principal's years at school | 13.0 | Up from 12.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.9 to 1 | Up from 18.6 to 1 | 21.3 to 1 | 21.1 to 1 |
| Prime instructional time | 87.4% | Up from 86.1% | 89.5% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 93.2% | Up from 92.3% | 98.1% | 98.1% |
| Character development program | Average | Down from Good | Good | Good |
| Dollars spent per pupil** | $9,316 | Up 11.9% | $7,771 | $7,802 |
| Percent of expenditures for instruction** | 62.9% | Down from 63.4% | 64.2% | 63.8% |
| Percent of expenditures for teacher salaries** | 60.0% | Up from 52.2% | 60.0% | 60.0% |

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

The 2009-2010 year began with our school district seeking and obtaining academic accreditation through the AdvancEd Accreditation Program. This process provided the foundation, through our School Renewal Plan, to set the stage for high expectations of RSMS staff, students, and community in the years ahead.

There were several "firsts" for RSMS this year. We dedicated a new football and track athletic complex. RSMS was one of 25 schools in the state to be awarded a Ribbon Status Recognition by the State Department of Education for our Positive Behavior Intervention Supports Program. Students were dressed in uniforms for the first time. We had the District winner in the State Superintendent's Essay contest, along with first places in the District DAR essay contest in sixth and eighth grades. Our strings program had four students who competed in the BCSD Junior All County Orchestra and were selected as first and second chairs. Two students competed and were selected as members of the four county 2010 Region Junior Honor Band. Our students held the first Walk to Read Campaign and raised $2000.00 for books for our media center. A seventh grade student initiated a school wide campaign to provide school supplies for children in Afghanistan. We had our first Gentlemen's Club of 25 students implemented.

As a Middle Years Programme (MYP) World Candidate School, we also underwent the MYP accreditation process in February 2010 to become an authorized International Baccalaureate Middle Years Programme school that provides students with a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world while encouraging them to become critical and reflective thinkers. The IB World Office will notify us in July 2010 as to meeting the accreditation criteria.

Our 2009 PASS Test scores were much improved from 2008. Our school had a state report card rating for the first time in four years of Average and an Improvement rating of Average, moving up two levels from Unsatisfactory in 2008. Our school was the only middle school to improve two levels on the 2009 PASS Test. Students participated in taking MAP tests, which assess students' strengths and weaknesses that are then addressed through our instructional program. Students needing additional academic assistance attended 20 extra school days in the Extended Learning Days Program.

As we look forward to the 2010-2011 year, our SIC and PTO have set a goal to increase parent involvement in the school because we recognize that parents are our best advocates. As a result of being identified as a Title 1 school beginning next year, we have more funds to provide a wide range of programs to increase parental involvement. We also look forward to our continued academic progress, increasing more opportunities for our students to use technology to motivate them, and to supporting a curriculum that challenges each student to reach their potential as we move to becoming a premier middle school in our state.

Denise Smith, Principal
Ada A McDonald, SIC Chair

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 41 | 0 | 72 |
| Percent satisfied with learning environment | 77.5% | FORMS | 71.0% |
| Percent satisfied with social and physical environment | 75.0% | LOST IN | 65.2% |
| Percent satisfied with school-home relations | 61.0% | SHIPMENT | 72.5% |

* 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 23 out of 25 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 | 4.9% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 12.3% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 11.0% | 0.0% | No |
| Student attendance rate | 97.9% | 94.0%* | Yes |

* Or greater than last year

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| ROBERT SMALLS MIDDLE | | | | | | | | | | 03/09/11-0701005 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 527 | 100 | 35.2 | 40.5 | 24.3 | 78.6 | 83.6 | 83.5 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 280 | 100 | 38.4 | 35.7 | 25.9 | 74.9 | 80.3 | 80.1 | N/A | N/A |
| Female | 247 | 100 | 31.4 | 46.2 | 22.4 | 83 | 87 | 87 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 185 | 100 | 22.3 | 41.7 | 36 | 89.1 | 92.8 | 89.6 | Yes | Yes |
| African American | 285 | 100 | 46.1 | 36.8 | 17.1 | 69.4 | 73.5 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 92.7 | 92.7 | I/S | I/S |
| Hispanic | 51 | 100 | 25.5 | 55.3 | 19.1 | 89.4 | 78.3 | 79.6 | Yes | Yes |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 88.9 | 85.1 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 65 | 100 | 85.2 | 11.5 | 3.3 | 27.9 | 44.9 | 51.7 | Yes | Yes |
| **Migrant Status** | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | 54.5 | 69.5 | N/A | N/A |
| **English Proficiency** | | | | | | | | | | |
| Limited English Proficient | 24 | 100 | 29.2 | 62.5 | 8.3 | 79.2 | 76.1 | 79 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 351 | 100 | 40.5 | 41.4 | 18.1 | 75.8 | 76.5 | 76.9 | Yes | Yes |
| **Mathematics - State Performance Objective = 57.8% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 526 | 99.8 | 44.9 | 43.1 | 12 | 69.9 | 80.4 | 80.4 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 279 | 99.6 | 45.4 | 41.6 | 13 | 69.8 | 78.9 | 78.4 | N/A | N/A |
| Female | 247 | 100 | 44.4 | 44.8 | 10.8 | 70 | 82 | 82.5 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 185 | 100 | 23.4 | 56 | 20.6 | 87.4 | 91.4 | 87.8 | Yes | Yes |
| African American | 284 | 99.7 | 61.1 | 32.3 | 6.6 | 56.8 | 66.5 | 69.3 | No | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 90 | 93.5 | I/S | I/S |
| Hispanic | 51 | 100 | 40.4 | 48.9 | 10.6 | 74.5 | 77.6 | 78.3 | Yes | Yes |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 77.8 | 83.2 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 65 | 98.5 | 86.7 | 11.7 | 1.7 | 28.3 | 41.5 | 46.1 | No | Yes |
| **Migrant Status** | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | 63.6 | 71.4 | N/A | N/A |
| **English Proficiency** | | | | | | | | | | |
| Limited English Proficient | 24 | 100 | 45.8 | 50 | 4.2 | 70.8 | 75.3 | 78.9 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 351 | 100 | 51.8 | 39 | 9.2 | 64.4 | 72.4 | 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

| ROBERT SMALLS MIDDLE | | | | | | | | 03/09/11-0701005 |
|---|---|---|---|---|---|---|---|---|
| **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 | 342 | 99.1 | 38.4 | 47 | 14.6 | 61.6 | 65.1 | 67.3 |
| **Gender** | | | | | | | | |
| Male | 188 | 98.4 | 35.6 | 44.8 | 19.5 | 64.4 | 64.8 | 66.9 |
| Female | 154 | 100 | 41.8 | 49.6 | 8.5 | 58.2 | 65.4 | 67.7 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 118 | 99.2 | 15.2 | 55.4 | 29.5 | 84.8 | 83.8 | 79.6 |
| African American | 185 | 98.9 | 55.2 | 40 | 4.8 | 44.8 | 45.5 | 49.7 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 79.5 | 84.4 |
| Hispanic | 34 | 100 | 36.4 | 51.5 | 12.1 | 63.6 | 54 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 66.7 | 69.5 |
| **Disability Status** | | | | | | | | |
| Disabled | 39 | 94.9 | 74.3 | 22.9 | 2.9 | 25.7 | 29.8 | 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 | 16 | 100 | 56.3 | 37.5 | 6.3 | 43.8 | 49.5 | 58.6 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 226 | 99.1 | 44.7 | 44.2 | 11.1 | 55.3 | 51.4 | 55.4 |
| **Social Studies** | | | | | | | | |
| All Students | 342 | 99.7 | 38.7 | 46.7 | 14.6 | 61.3 | 69.4 | 70.9 |
| **Gender** | | | | | | | | |
| Male | 184 | 100 | 40.1 | 44.2 | 15.7 | 59.9 | 69.2 | 70.1 |
| Female | 158 | 99.4 | 37.1 | 49.7 | 13.3 | 62.9 | 69.5 | 71.7 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 126 | 100 | 29.7 | 50 | 20.3 | 70.3 | 83.1 | 79.2 |
| African American | 183 | 99.5 | 47 | 44 | 9 | 53 | 53 | 58.4 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 86.1 | 86.8 |
| Hispanic | 29 | 100 | 29.6 | 51.9 | 18.5 | 70.4 | 62.7 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 75 | 71.2 |
| **Disability Status** | | | | | | | | |
| Disabled | 39 | 100 | N/A | N/A | N/A | 13.5 | 36 | 39.3 |
| **Migrant Status** | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 55 |
| **English Proficiency** | | | | | | | | |
| Limited English Proficient | 13 | 100 | 28.6 | 64.3 | 7.1 | 71.4 | 59.3 | 68 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 228 | 99.6 | 43.7 | 44.1 | 12.2 | 56.3 | 57.6 | 60.8 |

Abbreviations for Missing Data

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| ROBERT SMALLS MIDDLE | | | | | | | | | | 03/09/11-0701005 |
|---|---|---|---|---|---|---|---|---|---|---|
| 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 | 527 | 98.9 | 35.9 | 47.4 | 16.7 | 64.1 | 70.5 | 72.1 | 97.9 | 96.7 |
| Gender | | | | | | | | | | |
| Male | 282 | 98.9 | 41.1 | 42.6 | 16.3 | 58.9 | 63.9 | 65.2 | 98 | 96.7 |
| Female | 245 | 98.8 | 29.7 | 53.2 | 17.1 | 70.3 | 77.1 | 79.2 | 97.8 | 96.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 186 | 99.5 | 23.3 | 50.6 | 26.1 | 76.7 | 84.8 | 80.8 | 97.6 | 96.5 |
| African American | 284 | 98.6 | 45.7 | 44.5 | 9.8 | 54.3 | 55.6 | 59.7 | 98.1 | 97.1 |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 85.3 | 87 | 98.1 | 97.1 |
| Hispanic | 50 | 98 | 30.4 | 52.2 | 17.4 | 69.6 | 60.8 | 64.6 | 97.9 | 96.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 68.4 | 73.4 | 99.9 | 96 |
| Disability Status | | | | | | | | | | |
| Disabled | 65 | 96.9 | N/AV | N/AV | N/AV | 13.6 | 22.1 | 27.7 | 97.6 | 96 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | 97.7 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 24 | 95.8 | 41.7 | 50 | 8.3 | 58.3 | 56.2 | 63.7 | 98.6 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 353 | 98.9 | 40.3 | 45.8 | 13.8 | 59.7 | 58.7 | 61.9 | 97.8 | 96.6 |

Abbreviations for Missing Data

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ROBERT SMALLS MIDDLE 03/09/11-0701005

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 | 170 | 100 | 35 | 45.6 | 19.4 | 65 |
| | 7 | 182 | 99.5 | 33.5 | 50.6 | 15.9 | 66.5 |
| | 8 | 186 | 99.5 | 37.7 | 40.7 | 21.6 | 62.3 |
| 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 | 188 | 100 | 39.8 | 39.8 | 20.5 | 60.2 |
| | 7 | 160 | 100 | 29.5 | 37.7 | 32.9 | 70.5 |
| | 8 | 179 | 100 | 35.4 | 43.9 | 20.7 | 64.6 |
| **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 | 170 | 100 | 40 | 48.8 | 11.3 | 60 |
| | 7 | 182 | 99.5 | 32.3 | 50.6 | 17.1 | 67.7 |
| | 8 | 186 | 99.5 | 42.5 | 40.7 | 16.8 | 57.5 |
| 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 | 187 | 99.5 | 46.3 | 39.4 | 14.3 | 53.7 |
| | 7 | 160 | 100 | 42.5 | 49.3 | 8.2 | 57.5 |
| | 8 | 179 | 100 | 45.7 | 41.5 | 12.8 | 54.3 |
| **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 | 84 | 98.8 | 45.5 | 51.9 | 2.6 | 54.5 |
| | 7 | 179 | 100 | 28.8 | 54 | 17.2 | 71.2 |
| | 8 | 96 | 100 | 42.2 | 42.2 | 15.7 | 57.8 |
| 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 | 94 | 97.9 | 57.3 | 37.1 | 5.6 | 42.7 |
| | 7 | 160 | 99.4 | 30.8 | 56.2 | 13 | 69.2 |
| | 8 | 88 | 100 | 31.3 | 41.3 | 27.5 | 68.8 |

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 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 | 86 | 98.8 | 23.5 | 70.4 | 6.2 | 76.5 |
| | 7 | 179 | 100 | 47.2 | 33.1 | 19.6 | 52.8 |
| | 8 | 89 | 100 | 40.5 | 41.7 | 17.9 | 59.5 |
| 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 | 93 | 100 | 44.7 | 50.6 | 4.7 | 55.3 |
| | 7 | 158 | 100 | 37.2 | 42.8 | 20 | 62.8 |
| | 8 | 91 | 98.9 | 35.3 | 49.4 | 15.3 | 64.7 |
| **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 | 172 | 97.7 | 40 | 45 | 15 | 60 |
| | 7 | 183 | 100 | 32.9 | 43.1 | 24 | 67.1 |
| | 8 | 184 | 98.9 | 42.9 | 35.1 | 22 | 57.1 |
| 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 | 188 | 98.4 | 37.1 | 48.6 | 14.3 | 62.9 |
| | 7 | 162 | 98.2 | 37 | 45.2 | 17.8 | 63 |
| | 8 | 177 | 100 | 33.5 | 48.2 | 18.3 | 66.5 |

Abbreviations for Missing Data

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