

## CROSS HIGH

1293 Old Hwy 6
Cross, SC 29436

| | | |
|---|---|---|
| **Grades** | 7-12 Middle School | |
| **Enrollment** | 291 Students | |
| **Principal** | Sterling B. Harris | 843-899-8900 |
| **Superintendent** | Dr. Anthony Parker | 843-899-8600 |
| **Board Chair** | Kathy Schwalbe | 843-573-7794 |

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

## RATINGS OVER 5-YEAR PERIOD

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

| CROSS HIGH | 03/09/11-0801006 |
|---|---|

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

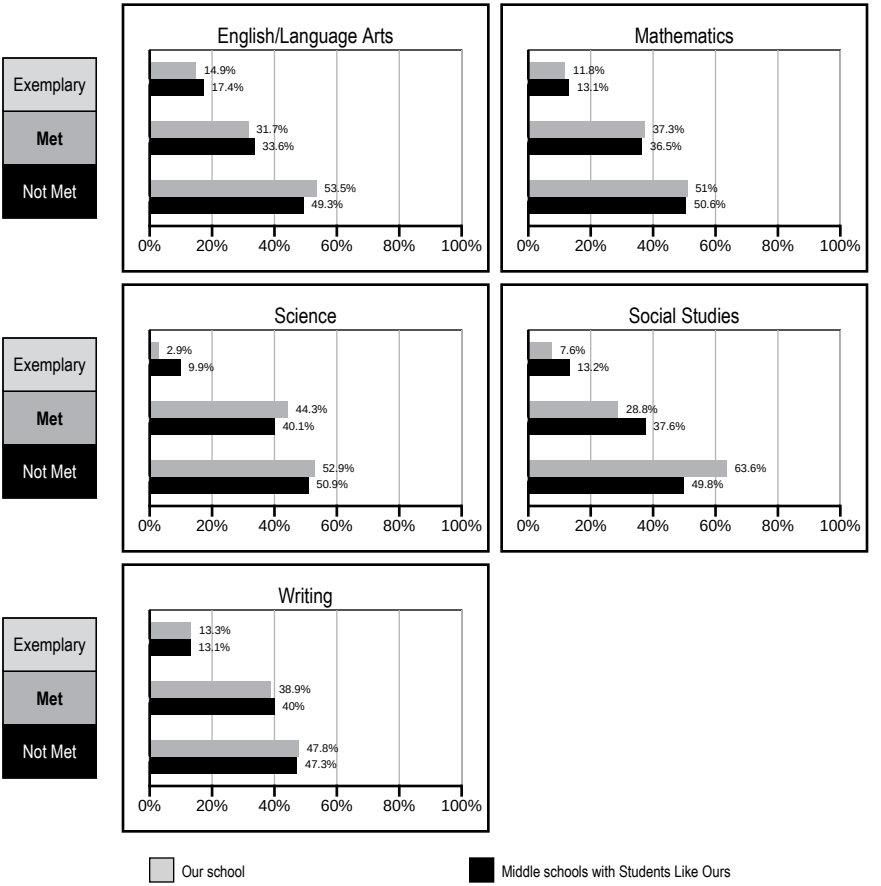
| Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.2% |
|---|---|

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

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 0 | 0 | 14 | 33 | 18 |

* 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 | 84.6% | 89.7% |
| English 1 | 91.7% | 87.5% |
| Physical Science | N/A | 52.6% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 88.0% | 88.0% |

## School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|---|---|---|---|
| **Students (n=291)** | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 13.4% | Down from 17.3% | 13.4% | 24.2% |
| Retention rate | 0.7% | Up from 0.6% | 1.0% | 0.7% |
| Attendance rate | 96.0% | Down from 96.2% | 95.3% | 95.9% |
| Eligible for gifted and talented | 2.1% | Down from 5.6% | 7.0% | 16.4% |
| With disabilities other than speech | 21.8% | Up from 20.2% | 14.5% | 12.0% |
| Older than usual for grade | 6.2% | Up from 5.2% | 4.6% | 2.2% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 0.3% | 0.3% | 0.5% |
| Annual dropout rate | 1.0% | Up from 0.8% | 0.0% | 0.0% |
| **Teachers (n=31)** | | | | |
| Teachers with advanced degrees | 64.5% | Up from 60.6% | 57.6% | 58.5% |
| Continuing contract teachers | 58.1% | Down from 66.7% | 64.7% | 80.0% |
| Teachers with emergency or provisional certificates | 21.4% | Down from 29.0% | 12.7% | 4.0% |
| Teachers returning from previous year | 86.0% | Down from 88.2% | 77.7% | 84.6% |
| Teacher attendance rate | 93.6% | Down from 95.6% | 95.7% | 95.4% |
| Average teacher salary* | $47,765 | Down 5.1% | $44,451 | $46,561 |
| Professional development days/teacher | 18.1 days | Down from 21.6 days | 10.4 days | 10.2 days |
| **School** | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.3 to 1 | Down from 15.8 to 1 | 18.0 to 1 | 21.1 to 1 |
| Prime instructional time | 88.1% | Down from 89.7% | 90.0% | 90.4% |
| Opportunities in the arts | Fair | Down from Good | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 80.1% | 97.4% | 98.1% |
| Character development program | Good | Up from Average | Good | Good |
| Dollars spent per pupil** | $12,894 | Up 12.4% | $10,026 | $7,802 |
| Percent of expenditures for instruction** | 55.0% | Down from 56.9% | 60.4% | 63.8% |
| Percent of expenditures for teacher salaries** | 50.4% | Up from 46.4% | 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

We believe one of the major reasons for our success is our effective use of technology to support standards-based instruction. Our math teachers are able to plan lessons and coordinate them with the laboratory assistants. This has resulted in steady increases in student achievement as measured by both the EOC examinations and the Exit Exam. Our teachers and lab technicians attend the same staff-development activities, which promotes further collaboration and mutual understanding of both the content and cognitive levels of the standards and indicators addressed. Open lines of communication are the key elements in this process. The mutual respect between teachers and lab techs creates a positive environment for our students.

Our students continue to excel in both reading and writing. We believe that the collaboration and scaffolding that takes place among the reading and English teachers plays a major role in our students' success. Because we are a 7-12 school, our high school teachers are able to plan and coordinate with our middle school teachers. This assists in preparing our middle school students for the rigor of high school courses. Teachers meet regularly as a 7-12 staff. Once again, our teachers' ability to deliver standards-based instruction plays a key role in student achievement.

This year Cross High School received several awards and recognitions. We were again named a Palmetto Gold/Silver Showcase School. We first received this honor in 2006-2007. For the first time in the history of the school, we have been named as U.S. News and World Report Best High School Bronze Medal winner. This is a significant indicator that Cross High School is a major factor in closing the achievement gap among students.

The nurturing and caring environment that our teachers foster for our students plays a large role in our success. Teachers know each student on a personal level and have a profound understanding of the individual needs of the students. Teachers have high expectations for our students and therefore have high expectations of themselves in terms of creating a positive learning environment and delivering high quality instruction on a daily basis.

J. Robb Streeter, Jr., Principal Specialist
Carl Heyward, SIC Chairman

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | N/A | N/A | N/A |
| Percent satisfied with learning environment | N/A | N/A | N/A |
| Percent satisfied with social and physical environment | N/A | N/A | N/A |
| Percent satisfied with school-home relations | N/A | N/A | N/A |

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

Abbreviations for Missing Data

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## No Child Left Behind

| School Adequate Yearly Progress | NO |
|---|---|

This school met 11 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 | 0.7% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.1% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 11.4% | 0.0% | No |
| Student attendance rate | 96.0% | 94.0%* | Yes |

* Or greater than last year

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CROSS HIGH 03/09/11-0801006

## 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 | 94 | 98.9 | 54.5 | 34.1 | 11.4 | 59.1 | 85.9 | 83.5 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 57 | 98.3 | 65.4 | 23.1 | 11.5 | 51.9 | 81.9 | 80.1 | N/A | N/A |
| Female | 37 | 100 | 38.9 | 50 | 11.1 | 69.4 | 90.1 | 87 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 22 | 100 | 47.4 | 36.8 | 15.8 | 68.4 | 89.8 | 89.6 | I/S | I/S |
| African American | 71 | 98.6 | 57.4 | 32.4 | 10.3 | 55.9 | 79.3 | 74.6 | No | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 93.4 | 92.7 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 82.4 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 86.4 | 85.1 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 22 | 100 | N/A | N/A | N/A | 42.9 | 57.2 | 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 | 1 | I/S | I/S | I/S | I/S | I/S | 83.3 | 79 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 82 | 98.8 | 56.4 | 32.1 | 11.5 | 57.7 | 81.2 | 76.9 | No | Yes |
| **Mathematics - State Performance Objective = 57.8% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 94 | 100 | 52.8 | 37.1 | 10.1 | 77.5 | 83.5 | 80.4 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 57 | 100 | 58.5 | 30.2 | 11.3 | 81.1 | 81.1 | 78.4 | N/A | N/A |
| Female | 37 | 100 | 44.4 | 47.2 | 8.3 | 72.2 | 86 | 82.5 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 22 | 100 | 52.6 | 36.8 | 10.5 | 78.9 | 88 | 87.8 | I/S | I/S |
| African American | 71 | 100 | 53.6 | 36.2 | 10.1 | 76.8 | 75 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 94.1 | 93.5 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 83.4 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 88.6 | 83.2 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 22 | 100 | N/A | N/A | N/A | 52.4 | 50 | 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 | 1 | I/S | I/S | I/S | I/S | I/S | 85.4 | 78.9 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 82 | 100 | 53.2 | 36.7 | 10.1 | 78.5 | 78 | 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

CROSS HIGH 03/09/11-0801006

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 | 73 | 100 | 52.9 | 44.3 | 2.9 | 47.1 | 69.8 | 67.3 |
| Gender | | | | | | | | |
| Male | 42 | 100 | 60 | 35 | 5 | 40 | 69.3 | 66.9 |
| Female | 31 | 100 | N/A | N/A | N/A | 56.7 | 70.3 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 15 | 100 | N/A | N/A | N/A | 64.3 | 78.8 | 79.6 |
| African American | 57 | 100 | 58.2 | 38.2 | 3.6 | 41.8 | 54.4 | 49.7 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 83 | 84.4 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 64.4 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 65.4 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 17 | 100 | N/A | N/A | N/A | 18.8 | 35 | 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 | 1 | I/S | I/S | I/S | I/S | I/S | 65.8 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 67 | 100 | 54.7 | 42.2 | 3.1 | 45.3 | 60.2 | 55.4 |
| **Social Studies** | | | | | | | | |
| All Students | 70 | 100 | 63.6 | 28.8 | 7.6 | 36.4 | 73.4 | 70.9 |
| Gender | | | | | | | | |
| Male | 41 | 100 | 65.8 | 28.9 | 5.3 | 34.2 | 72.2 | 70.1 |
| Female | 29 | 100 | 60.7 | 28.6 | 10.7 | 39.3 | 74.7 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 18 | 100 | 46.7 | 40 | 13.3 | 53.3 | 78.7 | 79.2 |
| African American | 52 | 100 | 68.6 | 25.5 | 5.9 | 31.4 | 63.8 | 58.4 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 83.3 | 86.8 |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | 72.9 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 71 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 20 | 100 | N/A | N/A | N/A | 15.8 | 41.9 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 70.8 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 60 | 100 | 63.8 | 29.3 | 6.9 | 36.2 | 66 | 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

| CROSS HIGH | | | | | | | | | | 03/09/11-0801006 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 93 | 98.9 | 47.8 | 38.9 | 13.3 | 52.2 | 72.9 | 72.1 | 98 | 96.2 |
| **Gender** | | | | | | | | | | |
| Male | 56 | 98.2 | 59.3 | 31.5 | 9.3 | 40.7 | 65.6 | 65.2 | 98 | 96.1 |
| Female | 37 | 100 | 30.6 | 50 | 19.4 | 69.4 | 80.7 | 79.2 | 98.1 | 96.2 |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 22 | 100 | 50 | 40 | 10 | 50 | 78.3 | 80.8 | 97.3 | 95.7 |
| African American | 70 | 98.6 | 47.8 | 39.1 | 13 | 52.2 | 64 | 59.7 | 98.3 | 96.8 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 88.7 | 87 | N/A | 97.2 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 65.4 | 64.6 | 96.2 | 96.5 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 84.1 | 73.4 | N/A | 95.3 |
| **Disability Status** | | | | | | | | | | |
| Disabled | 23 | 100 | N/AV | N/AV | N/AV | 18.2 | 30.3 | 27.7 | 98.1 | 95.2 |
| **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 | 1 | I/S | I/S | I/S | I/S | I/S | 67.1 | 63.7 | 96.2 | 96.8 |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 82 | 98.8 | 48.8 | 37.5 | 13.8 | 51.3 | 65.2 | 61.9 | 98.1 | 95.9 |

Abbreviations for Missing Data

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CROSS HIGH 03/09/11-0801006

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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 49 | 98 | 54.8 | 31 | 14.3 | 45.2 |
| | 8 | 46 | 100 | 27.9 | 55.8 | 16.3 | 72.1 |
| 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 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 49 | 98 | 39.1 | 47.8 | 13 | 60.9 |
| | 8 | 45 | 100 | 71.4 | 19 | 9.5 | 28.6 |
| **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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 49 | 98 | 47.6 | 47.6 | 4.8 | 52.4 |
| | 8 | 46 | 100 | 37.2 | 44.2 | 18.6 | 62.8 |
| 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 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 49 | 100 | 53.2 | 38.3 | 8.5 | 46.8 |
| | 8 | 45 | 100 | 52.4 | 35.7 | 11.9 | 47.6 |
| **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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 49 | 98 | 57.1 | 40.5 | 2.4 | 42.9 |
| | 8 | 23 | 100 | N/AV | N/AV | N/AV | 52.2 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 49 | 100 | N/A | N/A | N/A | 55.3 |
| | 8 | 24 | 100 | 69.6 | 21.7 | 8.7 | 30.4 |

Abbreviations for Missing Data

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

## 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 49 | 98 | 69 | 23.8 | 7.1 | 31 |
| | 8 | 23 | 100 | 35 | 60 | 5 | 65 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 49 | 100 | 63.8 | 29.8 | 6.4 | 36.2 |
| | 8 | 21 | 100 | 63.2 | 26.3 | 10.5 | 36.8 |
| **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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 46 | 97.8 | 48.8 | 37.2 | 14 | 51.2 |
| | 8 | 48 | 100 | 43.2 | 38.6 | 18.2 | 56.8 |
| 2010 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 49 | 98 | 36.2 | 51.1 | 12.8 | 63.8 |
| | 8 | 44 | 100 | 60.5 | 25.6 | 14 | 39.5 |

Abbreviations for Missing Data

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