

# D R HILL MIDDLE

1303 Holly Springs Road
Lyman, South Carolina

| | | |
|---|---|---|
| **Grades** | 7-8 Middle School | |
| **Enrollment** | 580 Students | |
| **Principal** | Terry Glasgow | 864-949-2370 |
| **Superintendent** | Dr. Scott Turner | 864-949-2350 |
| **Board Chair** | Steve Brockman | 864-949-2350 |

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

## RATINGS OVER 5-YEAR PERIOD

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

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE GOAL

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

## SOUTH CAROLINA PERFORMANCE VISION

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

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

| D R HILL MIDDLE | 03/09/11-4205045 |
|---|---|

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

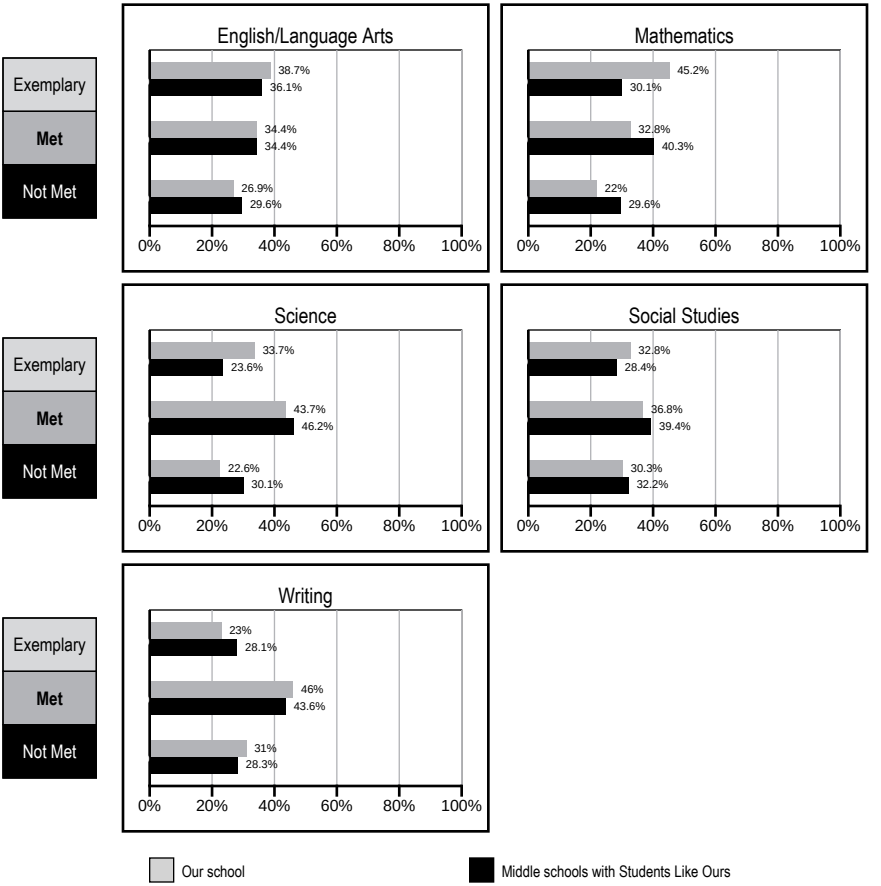
| Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.6% |
|---|---|

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

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 1 | 10 | 52 | 1 | 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 | 98.4% | 96.6% |
| English 1 | 98.6% | 97.6% |
| Physical Science | N/A | 63.2% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 98.5% | 96.6% |

## School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|---|---|---|---|
| **Students (n=580)** | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 44.3% | Down from 48.6% | 24.8% | 24.2% |
| Retention rate | 1.9% | No Change | 0.7% | 0.7% |
| Attendance rate | 96.5% | Up from 95.3% | 95.7% | 95.9% |
| Eligible for gifted and talented | 21.8% | Up from 17.9% | 18.7% | 16.4% |
| With disabilities other than speech | 11.9% | Down from 14.9% | 13.3% | 12.0% |
| Older than usual for grade | 1.7% | Up from 0.9% | 2.1% | 2.2% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.7% | Up from 1.0% | 0.7% | 0.5% |
| Annual dropout rate | 0.0% | Down from 0.2% | 0.0% | 0.0% |
| **Teachers (n=43)** | | | | |
| Teachers with advanced degrees | 69.8% | Up from 68.2% | 60.7% | 58.5% |
| Continuing contract teachers | 76.7% | Up from 75.0% | 82.2% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 2.3% | 4.0% |
| Teachers returning from previous year | 78.1% | Up from 77.0% | 85.7% | 84.6% |
| Teacher attendance rate | 95.1% | Down from 98.5% | 95.3% | 95.4% |
| Average teacher salary* | $46,916 | Down 2.5% | $47,045 | $46,561 |
| Professional development days/teacher | 6.7 days | Down from 11.9 days | 10.3 days | 10.2 days |
| **School** | | | | |
| Principal's years at school | 4.5 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.2 to 1 | Down from 22.5 to 1 | 21.6 to 1 | 21.1 to 1 |
| Prime instructional time | 90.5% | Down from 93.0% | 90.2% | 90.4% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 75.0% | Down from 99.8% | 98.3% | 98.1% |
| Character development program | Average | No Change | Good | Good |
| Dollars spent per pupil** | $7,793 | Down 7.5% | $7,670 | $7,802 |
| Percent of expenditures for instruction** | 66.3% | Up from 63.9% | 64.3% | 63.8% |
| Percent of expenditures for teacher salaries** | 62.9% | Up from 60.5% | 60.7% | 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

D. R. Hill Middle School is a public, rural middle school that serves seventh and eighth grade students in the far western part of Spartanburg County. The majority of the students who attend D. R. Hill live in the communities of Lyman, Duncan, Wellford, and Startex. The 2009-2010 enrollment of D. R. Hill Middle School was 575 students. There were 277 seventh graders and 298 eighth graders. Fifty-one percent of the population was male and forty-nine percent was female. Sixty-two percent of D. R. Hill students were on free or reduced lunch. D. R. Hill Middle School provides a comprehensive instructional environment that is designed to meet the needs of the adolescent child. The school year is divided into two semesters. The first semester runs from August to January and the second from January to June. Students spend 20 minutes each day in an instructional program called Roarin' RIT. During this block of time, students focus on specific content related to MAP (Measures of Academic Progress) and South Carolina ELA and Math standards. Many of our students participate in advanced programs that are offered at D. R. Hill. Students from both grades also have the opportunity to sign up for Keyboarding which allows them the chance to earn half of a Carnegie Unit. In the eighth grade, 44 students qualify for Honors Algebra I, 32 for Honors Algebra II, and 68 for Honors English. In addition, 17 seventh grade students qualify to take Honors Algebra I and will also earn a Carnegie Unit upon successful completion of the course. D. R. Hill also has a mentoring program designed to support and encourage students who are at risk for dropping out of school. These students have been identified by our staff as having low self-esteem, a poor home life, or other factors that may affect their academic success. Mentors are recruited through phone calls and visits to area businesses, colleges, churches, and other organizations. Each mentor meets with one of our students on a regular basis. During this time the mentor acts not only as a special friend, but also fills the role of a caring adult who will hold the student accountable for his grades, attitude, and general outlook on life. Ideally, mentors will remain with their students throughout their middle school years. Another program provided by D. R. Hill is Job Shadowing. This program gives students a first-hand look at a Career Cluster that interests them. Participation in this program is available to students who are enrolled in Career and Technology Education classes. Between 15 and 20 businesses participate each semester. Approximately 100 students shadow each year. Students are given many opportunities to extend their learning through a related arts program. Students may participate daily in band, orchestra, chorus, art, drama, family and consumer science, career explorations education, keyboarding, technology courses, physical education, and foreign language.

In an effort to meet the needs of the entire D. R. Hill Middle School family, members of the community are invited to participate in a variety of school functions. Parent Breakfasts, Open House, Career Night, sporting events, and various fine arts performances are among the many activities that welcome guests into the school. D. R. Hill Middle School also works very closely with the Middle Tyger Community Center by participating in numerous programs providing assistance for families. Members of the local church community provide religious instruction for our students through the Release Time program. Community churches provide transportation to a local facility for those students who have received parental permission to participate in the program. The sponsoring church provides each student with his/her own Bible to use for instruction. D. R. Hill Middle School has been recognized as one of the finest middle schools in the nation when it was named a National Blue Ribbon Award winner. It has received the Carolina First Palmetto's Finest Award, been awarded Hall of Fame status as an Exemplary Writing School, and also received the South Carolina International Reading Association Exemplary Reading Award. D. R. Hill Middle School was the first middle school ever to receive this SCIRA designation. D. R. Hill Middle School has also been named a National Service-Learning Leader School, a Flagship School of Promise, and has been the recipient of the International Inviting Schools Award, The Award of Excellence in Innovations and Technology, and the Healthy Schools Award in all eight categories. The staff of

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 35 | 272 | 111 |
| Percent satisfied with learning environment | 88.6% | 75.7% | 90.7% |
| Percent satisfied with social and physical environment | 97.1% | 78.1% | 83.6% |
| Percent satisfied with school-home relations | 85.7% | 81.4% | 78.0% |

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

Abbreviations for Missing Data

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

## No Child Left Behind

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

This school met 25 out of 27 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 | 0.3% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.5% | 94.0%* | Yes |

* Or greater than last year

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| D R HILL MIDDLE | | | | | | | | | | 03/09/11-4205045 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 568 | 100 | 29.7 | 34.9 | 35.4 | 79.6 | 87.1 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 287 | 100 | 35.9 | 35.2 | 28.8 | 73.7 | 84.3 | 80.1 | N/A | N/A |
| Female | 281 | 100 | 23.2 | 34.5 | 42.3 | 85.8 | 90.1 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 365 | 100 | 25.3 | 31 | 43.8 | 83 | 89.9 | 89.6 | Yes | Yes |
| African American | 138 | 100 | 42.5 | 40.3 | 17.2 | 70.9 | 78.6 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 13 | 100 | 8.3 | 58.3 | 33.3 | 91.7 | 91.8 | 92.7 | I/S | I/S |
| Hispanic | 52 | 100 | 32 | 42 | 26 | 76 | 81.3 | 79.6 | Yes | Yes |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 67 | 100 | N/A | N/A | N/A | 21.5 | 51.9 | 51.7 | No | Yes |
| 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 | 39 | 100 | 39 | 41.5 | 19.5 | 68.3 | 79.7 | 79 | Yes | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 350 | 100 | 35.2 | 38.8 | 26 | 75.5 | 81.4 | 76.9 | Yes | Yes |
| **Mathematics - State Performance Objective = 57.8% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 568 | 99.7 | 23.9 | 35.6 | 40.5 | 83.6 | 85.3 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 287 | 99.3 | 27 | 32.7 | 40.2 | 79 | 83.2 | 78.4 | N/A | N/A |
| Female | 281 | 100 | 20.6 | 38.6 | 40.8 | 88.4 | 87.6 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 365 | 100 | 19.9 | 34.7 | 45.5 | 85.2 | 88.2 | 87.8 | Yes | Yes |
| African American | 138 | 100 | 35.8 | 40.3 | 23.9 | 77.6 | 75.4 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 13 | 100 | 8.3 | 41.7 | 50 | 100 | 93.8 | 93.5 | I/S | I/S |
| Hispanic | 52 | 96.2 | 24 | 28 | 48 | 84 | 82.3 | 78.3 | Yes | Yes |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 67 | 100 | 76.9 | 20 | 3.1 | 33.8 | 48.6 | 46.1 | No | Yes |
| 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 | 39 | 94.9 | 24.4 | 36.6 | 39 | 82.9 | 82.2 | 78.9 | Yes | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 350 | 99.4 | 30.1 | 36.7 | 33.1 | 79.1 | 78.8 | 72.8 | Yes | Yes |

***** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|---|---|---|---|---|---|---|---|---|
| **Science** | | | | | | | | |
| All Students | 419 | 100 | 22.2 | 44 | 33.8 | 77.8 | 75 | 67.3 |
| **Gender** | | | | | | | | |
| Male | 209 | 100 | 21.8 | 41.3 | 36.9 | 78.2 | 74.9 | 66.9 |
| Female | 210 | 100 | 22.6 | 46.7 | 30.7 | 77.4 | 75 | 67.7 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 264 | 100 | 16.6 | 43.1 | 40.3 | 83.4 | 80.3 | 79.6 |
| African American | 107 | 100 | 36.5 | 44.2 | 19.2 | 63.5 | 57.3 | 49.7 |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 82.5 | 84.4 |
| Hispanic | 40 | 100 | 25 | 42.5 | 32.5 | 75 | 70.1 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| **Disability Status** | | | | | | | | |
| Disabled | 47 | 100 | 65.2 | 32.6 | 2.2 | 34.8 | 34.3 | 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 | 29 | 100 | 25 | 46.9 | 28.1 | 75 | 64.6 | 58.6 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 267 | 100 | 29.6 | 45.5 | 24.9 | 70.4 | 66.3 | 55.4 |
| **Social Studies** | | | | | | | | |
| All Students | 416 | 100 | 30.3 | 36.8 | 32.8 | 69.7 | 76.4 | 70.9 |
| **Gender** | | | | | | | | |
| Male | 214 | 100 | 28 | 35.5 | 36.5 | 72 | 77.3 | 70.1 |
| Female | 202 | 100 | 33 | 38.2 | 28.8 | 67 | 75.6 | 71.7 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 274 | 100 | 29.2 | 34.1 | 36.7 | 70.8 | 79.2 | 79.2 |
| African American | 95 | 100 | 34.8 | 46.7 | 18.5 | 65.2 | 66.5 | 58.4 |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 88.9 | 86.8 |
| Hispanic | 38 | 100 | 31.6 | 34.2 | 34.2 | 68.4 | 74.3 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| **Disability Status** | | | | | | | | |
| Disabled | 52 | 100 | 76 | 20 | 4 | 24 | 38.6 | 39.3 |
| **Migrant Status** | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| **English Proficiency** | | | | | | | | |
| Limited English Proficient | 29 | 100 | 33.3 | 36.7 | 30 | 66.7 | 74.1 | 68 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 253 | 100 | 38.4 | 37.2 | 24.4 | 61.6 | 67.2 | 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

| D R HILL MIDDLE | | | | | | | | | | 03/09/11-4205045 |
|---|---|---|---|---|---|---|---|---|---|---|
| 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 | 571 | 98.4 | 29.8 | 46.8 | 23.4 | 70.2 | 76.4 | 72.1 | 96.5 | 96.7 |
| Gender | | | | | | | | | | |
| Male | 291 | 97.9 | 36.7 | 46 | 17.3 | 63.3 | 70 | 65.2 | 96.2 | 96.6 |
| Female | 280 | 98.9 | 22.6 | 47.5 | 29.8 | 77.4 | 83.2 | 79.2 | 96.7 | 96.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 366 | 98.6 | 26.4 | 46.4 | 27.2 | 73.6 | 80.3 | 80.8 | 96.1 | 96.4 |
| African American | 139 | 97.1 | 38.2 | 49.6 | 12.2 | 61.8 | 65.2 | 59.7 | 97.3 | 97.1 |
| Asian/Pacific Islander | 13 | 100 | 8.3 | 50 | 41.7 | 91.7 | 84.7 | 87 | 97.9 | 98 |
| Hispanic | 53 | 100 | 37.3 | 41.2 | 21.6 | 62.7 | 65 | 64.6 | 96.2 | 96.8 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | N/A | 96.7 |
| Disability Status | | | | | | | | | | |
| Disabled | 69 | 89.9 | N/AV | N/AV | N/AV | 5 | 26.3 | 27.7 | 95.7 | 95.9 |
| 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 | 39 | 100 | 41.5 | 41.5 | 17.1 | 58.5 | 65 | 63.7 | 96.5 | 97.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 350 | 98.3 | 36.3 | 46.5 | 17.2 | 63.7 | 66.8 | 61.9 | 96.3 | 96.2 |

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 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 | 298 | 100 | 29.3 | 35.3 | 35.3 | 70.7 |
| | 8 | 284 | 100 | 30.8 | 40 | 29.2 | 69.2 |
| 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 | 271 | 100 | 25.9 | 37.8 | 36.3 | 74.1 |
| | 8 | 297 | 100 | 33.2 | 32.2 | 34.6 | 66.8 |
| **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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 298 | 100 | 20.5 | 43.5 | 36 | 79.5 |
| | 8 | 284 | 100 | 30.4 | 45.8 | 23.8 | 69.6 |
| 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 | 271 | 99.3 | 19.7 | 31.3 | 49 | 80.3 |
| | 8 | 297 | 100 | 27.7 | 39.4 | 32.9 | 72.3 |
| **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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 298 | 100 | 24.4 | 50.2 | 25.4 | 75.6 |
| | 8 | 144 | 100 | 31.8 | 47 | 21.2 | 68.2 |
| 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 | 269 | 100 | 17.8 | 48.6 | 33.6 | 82.2 |
| | 8 | 150 | 100 | 30.1 | 35.6 | 34.2 | 69.9 |

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|---|---|---|---|---|---|---|---|
| **Social Studies** | | | | | | | |
| **2009** | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 298 | 100 | 36 | 32.9 | 31.1 | 64 |
| | 8 | 140 | 100 | 32.8 | 40.6 | 26.6 | 67.2 |
| **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 | 269 | 100 | 30.1 | 36.7 | 33.2 | 69.9 |
| | 8 | 147 | 100 | 30.8 | 37.1 | 32.2 | 69.2 |
| **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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 300 | 100 | 27.7 | 47.7 | 24.6 | 72.3 |
| | 8 | 279 | 99.6 | 34.9 | 46.4 | 18.8 | 65.1 |
| **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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 273 | 98.2 | 29.7 | 47.3 | 23 | 70.3 |
| | 8 | 298 | 98.7 | 30 | 46.3 | 23.7 | 70 |

Abbreviations for Missing Data

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