



## BLACKVILLE-HILDA JUNIOR HIGH

446 Country Club Road  
Blackville, SC 29817

|                       |                    |              |
|-----------------------|--------------------|--------------|
| <b>Grades</b>         | 7-8 Middle School  |              |
| <b>Enrollment</b>     | 121 Students       |              |
| <b>Principal</b>      | Ernest Dotson      | 803-284-5900 |
| <b>Superintendent</b> | Dr. Teresa L. Pope | 803-284-5605 |
| <b>Board Chair</b>    | Ms. Evelyn Coker   | 803-284-4515 |

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING        |
|-------------|-----------------|----------------------|
| <b>2011</b> | <b>At-Risk</b>  | <b>Below Average</b> |
| 2010        | Below Average   | Below Average        |
| 2009        | Below Average   | Below Average        |
| 2008        | At-Risk         | At-Risk              |
| 2007        | At-Risk         | At-Risk              |

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE 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://eoc.sc.gov>

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

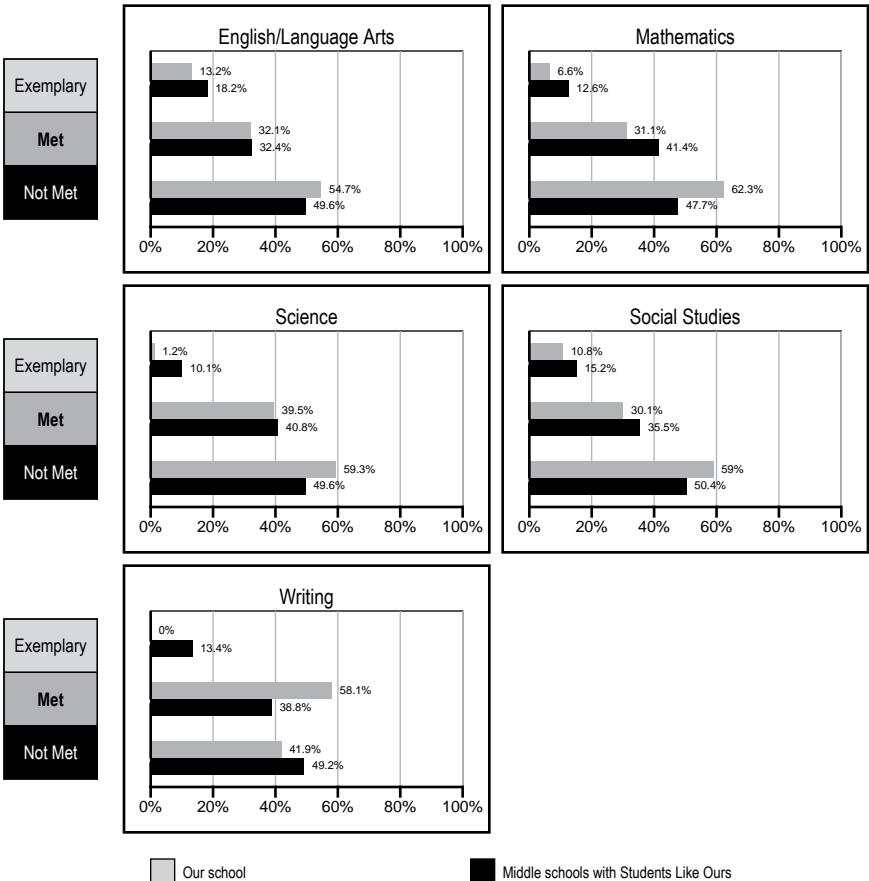
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 0    | 20      | 31            | 21      |

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

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

Abbreviations for Missing Data

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

## End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2           | 100.0%            | 90.0%                                  |
| English 1                                       | 100.0%            | 87.8%                                  |
| Biology 1/Applied Biology 2                     | N/A               | 36.8%                                  |
| Physical Science                                | N/A               | 13.4%                                  |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | 100.0%            | 89.1%                                  |

## School Profile

|  | Our School    | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|---------------|-----------------------|--|----------------------|
| <b>Students (n=121)</b>  |               |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 8.3%          | Down from 10.1%       | 13.9%                                  | 24.5%                |
| Retention rate   | 0.0%          | No Change             | 1.0%                                   | 0.7%                 |
| Attendance rate  | 95.5%         | No Change             | 95.5%                                  | 95.9%                |
| Served by gifted and talented program  | 5.2%          | Down from 6.1%        | 7.2%                                   | 17.8%                |
| With disabilities other than speech  | 13.2%         | Down from 13.9%       | 10.9%                                  | 9.2%                 |
| Older than usual for grade   | 2.6%          | Down from 7.3%        | 2.9%                                   | 1.5%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.8%          | Up from 0.0%          | 0.3%                                   | 0.4%                 |
| Annual dropout rate  | 0.0%          | No Change             | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=10)</b>   |               |                       |  |                      |
| Teachers with advanced degrees   | 40.0%         | Up from 30.0%         | 60.0%                                  | 60.0%                |
| Continuing contract teachers   | 80.0%         | Down from 90.0%       | 69.0%                                  | 82.6%                |
| Teachers returning from previous year  | 83.3%         | Up from 78.5%         | 79.7%                                  | 85.6%                |
| Teacher attendance rate  | 95.4%         | Down from 95.7%       | 95.3%                                  | 95.3%                |
| Average teacher salary*  | \$40,918      | Down 0.0%             | \$44,142                               | \$46,300             |
| Professional development days/teacher  | 7.8 days      | Up from 5.3 days      | 10.6 days                              | 9.9 days             |
| <b>School</b>  |               |                       |  |                      |
| Principal's years at school  | 2.0           | Up from 1.0           | 3.0                                    | 4.0                  |
| Student-teacher ratio in core subjects                                       | 14.4 to 1     | Up from 13.8 to 1     | 19.0 to 1                              | 21.5 to 1            |
| Prime instructional time   | 90.1%         | Down from 90.8%       | 89.6%                                  | 90.1%                |
| Opportunities in the arts  | Good          | Up from Poor          | Good                                   | Good                 |
| SACS accreditation   | Yes           | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 97.3%         | Down from 99.5%       | 97.8%                                  | 98.1%                |
| Character development program  | Below Average | No Change             | Good                                   | Good                 |
| Dollars spent per pupil**  | \$10,378      | Down 16.7%            | \$9,848                                | \$7,634              |
| Percent of expenditures for instruction**                                    | 62.3%         | Down from 67.6%       | 60.9%                                  | 64.0%                |
| Percent of expenditures for teacher salaries**                               | 56.3%         | Up from 51.3%         | 56.3%                                  | 61.2%                |

\* 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

In partnership with the community, Blackville-Hilda Junior High is educating students to become lifelong learners. However, our immediate focus is to prepare students to meet and successfully complete the requirements of a rigorous academic curriculum at the high school level. We continue to utilize the Anderson Five curriculum at the junior high school, insuring that courses are taught at a competitive level and that there is an atmosphere of high expectations for all students to achieve. The school leadership team and focus teams have been utilized to assist in the implementation and evaluation of best practices. Many programs were continued and others initiated. We continue to utilize data from standard assessments and local assessments to drive instruction. We are continuously striving to become a data-driven school. This year was the implementation year for the nationally-researched program MMGW (Making Middle Grades Work). The focus areas implemented this year were utilization of data and rigor of instruction. Many of the key practices that were outlined in the model are currently being implemented in some form or fashion. Some key points of this model will emphasize that our goal is to provide extra help to students so failure is not an option, maintain high expectation for all students in classroom practices, and prepare students for the rigor of high school college preparatory courses by teaching students the essential concepts of the college preparatory curriculum.

Leo W. Waller, Principal

Mrs. Rosaland Kenner, Chairman School Improvement Council

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 8        | 0         | 0        |
| Percent satisfied with learning environment            | 50.0%    | N/R       | N/R      |
| Percent satisfied with social and physical environment | 75.0%    | N/R       | N/R      |
| Percent satisfied with school-home relations           | 50.0%    | N/R       | N/R      |

\* 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 7 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

|              |   |
|--------------|---|
| <b>NI</b>    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| <b>CSI</b>   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| <b>CA</b>    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| <b>RP</b>    | 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. |
| <b>R</b>     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| <b>DELAY</b> | 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."            |
| <b>HOLD</b>  | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | N/A          | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.8%         | 4.4%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.5%      | 94.0%**         | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**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 = 79.4% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 114 | 100  | 54.7 | 32.1 | 13.2 | 56.6 | 66.4 | 82.4 | No  | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 62  | 100  | 66.7 | 22.8 | 10.5 | 49.1 | 60   | 78.7 | N/A | N/A |
| Female                       | 52  | 100  | 40.8 | 42.9 | 16.3 | 65.3 | 73.7 | 86.2 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 25  | 100  | 47.8 | 26.1 | 26.1 | 60.9 | 70.5 | 88.9 | I/S | I/S |
| African American             | 86  | 100  | 57.5 | 33.8 | 8.8  | 55   | 64.3 | 72.9 | No  | Yes |
| Asian/Pacific Islander       | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 93   | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 79.3 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 83   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 16  | 100  | N/AV | N/AV | N/AV | 12.5 | 20.4 | 48.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 68.9 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 78.3 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 100 | 100  | 56.8 | 32.6 | 10.5 | 54.7 | 64.9 | 75.4 | No  | Yes |

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 114 | 100  | 62.3 | 31.1 | 6.6  | 55.7 | 57.4 | 81.9 | No  | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 62  | 100  | 70.2 | 24.6 | 5.3  | 52.6 | 57.1 | 79.9 | N/A | N/A |
| Female                       | 52  | 100  | 53.1 | 38.8 | 8.2  | 59.2 | 57.9 | 84.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 25  | 100  | 69.6 | 21.7 | 8.7  | 43.5 | 65.4 | 88.9 | I/S | I/S |
| African American             | 86  | 100  | 62.5 | 32.5 | 5    | 57.5 | 54.2 | 71.4 | No  | Yes |
| Asian/Pacific Islander       | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 94.6 | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 81.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 84.4 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 16  | 100  | N/AV | N/AV | N/AV | 6.3  | 17.6 | 47.3 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 77.6 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 81.4 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 100 | 100  | 62.1 | 32.6 | 5.3  | 56.8 | 56.5 | 74.9 | No  | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## PASS Performance By Group

|                              | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 91                            | 100      | 59.3      | 39.5  | 1.2         | 40.7                      | 41.3                        | 68.6                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 51                            | 100      | 63.8      | 34    | 2.1         | 36.2                      | 42.9                        | 68.3                     |
| Female                       | 40                            | 100      | N/AV      | N/AV  | N/AV        | 46.2                      | 39.4                        | 68.9                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 22                            | 100      | N/AV      | N/AV  | N/AV        | 47.6                      | 51.9                        | 80.7                     |
| African American             | 66                            | 100      | 61.3      | 37.1  | 1.6         | 38.7                      | 38.2                        | 51.4                     |
| Asian/Pacific Islander       | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 85.3                     |
| Hispanic                     | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 61.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 70.8                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 15                            | 100      | N/AV      | N/AV  | N/AV        | N/AV                      | 8.1                         | 35.7                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 42.9                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 60.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 79                            | 100      | 59.2      | 39.5  | 1.3         | 40.8                      | 40.3                        | 57.3                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 89                            | 100      | 59        | 30.1  | 10.8        | 41                        | 47.3                        | 72.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 50                            | 100      | 58.7      | 28.3  | 13          | 41.3                      | 43.6                        | 72                       |
| Female                       | 39                            | 100      | 59.5      | 32.4  | 8.1         | 40.5                      | 51.4                        | 73.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 19                            | 100      | 33.3      | 38.9  | 27.8        | 66.7                      | 61.8                        | 81                       |
| African American             | 67                            | 100      | 66.1      | 29    | 4.8         | 33.9                      | 41.6                        | 60                       |
| Asian/Pacific Islander       | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 89                       |
| Hispanic                     | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 69.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 73.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 13                            | 100      | 84.6      | 7.7   | 7.7         | 15.4                      | 12.9                        | 40.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 53.8                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 69.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 77                            | 100      | 63.5      | 29.7  | 6.8         | 36.5                      | 44.5                        | 62.9                     |

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 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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| <b>Writing</b>               |                               |          |           |       |             |                           |                             |                          |                        |                          |
| All Students                 | 48                            | 100      | N/AV      | N/AV  | N/AV        | 58.1                      | 55.2                        | 73.2                     | 95.5                   | 96.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 23                            | 100      | N/AV      | N/AV  | N/AV        | 61.9                      | 51                          | 67.2                     | 94.7                   | 96.1                     |
| Female                       | 25                            | 100      | N/AV      | N/AV  | N/AV        | 54.5                      | 59.6                        | 79.4                     | 96.5                   | 96.5                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 35.3                        | 81.5                     | 93.4                   | 95.3                     |
| African American             | 39                            | 100      | N/AV      | N/AV  | N/AV        | 66.7                      | 59.5                        | 61.3                     | 96.1                   | 96.6                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 87                       | 97                     | 97.2                     |
| Hispanic                     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 66.7                     | 96.3                   | 97.1                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 72.2                     | N/A                    | 93.6                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 8.3                         | 26                       | 95.4                   | 95.3                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 40.5                     | 95.6                   | 97.3                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 65.7                     | 96.3                   | 97.1                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 43                            | 100      | N/AV      | N/AV  | N/AV        | 60                        | 57.1                        | 63.2                     | 95.5                   | 96.3                     |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 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     | 55                            | 100      | 43.4      | 43.4  | 13.2        | 56.6               |
|                              | 8     | 55                            | 100      | 60.8      | 23.5  | 15.7        | 39.2               |
| <b>2011</b>                  | 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     | 66                            | 100      | 54        | 28.6  | 17.5        | 46                 |
|                              | 8     | 48                            | 100      | 55.8      | 37.2  | 7           | 44.2               |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 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     | 55                            | 100      | 60.4      | 37.7  | 1.9         | 39.6               |
|                              | 8     | 55                            | 100      | 62.7      | 25.5  | 11.8        | 37.3               |
| <b>2011</b>                  | 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     | 66                            | 100      | 61.9      | 28.6  | 9.5         | 38.1               |
|                              | 8     | 48                            | 100      | 62.8      | 34.9  | 2.3         | 37.2               |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 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     | 55                            | 100      | 50.9      | 47.2  | 1.9         | 49.1               |
|                              | 8     | 27                            | 100      | 48        | 48    | 4           | 52                 |
| <b>2011</b>                  | 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     | 66                            | 100      | 63.5      | 34.9  | 1.6         | 36.5               |
|                              | 8     | 25                            | 100      | N/AV      | N/AV  | N/AV        | 52.2               |

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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2010</b>           | 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     | 55                            | 100      | 54.7      | 32.1  | 13.2        | 45.3               |
|                       | 8     | 28                            | 100      | 61.5      | 19.2  | 19.2        | 38.5               |
| <b>2011</b>           | 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     | 66                            | 100      | 57.1      | 30.2  | 12.7        | 42.9               |
|                       | 8     | 23                            | 100      | 65        | 30    | 5           | 35                 |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2010</b>           | 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     | 54                            | 100      | 34        | 58.5  | 7.5         | 66                 |
|                       | 8     | 55                            | 100      | 49        | 35.3  | 15.7        | 51                 |
| <b>2011</b>           | 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     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | 48                            | 100      | N/AV      | N/AV  | N/AV        | 58.1               |

Abbreviations for Missing Data

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