

HARDEEVILLE MIDDLE/HIGH

150 Hurricane Alley
Hardeeville, SC 29927

| | | |
|-----------------------|--------------------------|--------------|
| Grades | 6-12 Middle School | |
| Enrollment | 526 Students | |
| Principal | Jamal Crawford | 843-784-8600 |
| Superintendent | Dr. Vashti K. Washington | 843-717-1100 |
| Board Chair | Kathleen Snooks | 843-726-8063 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------|
| 2011 | Below Average | Average |
| 2010 | Below Average | Average |
| 2009 | At-Risk | Below Average |
| 2008 | At-Risk | Below Average |
| 2007 | N/A | N/A |

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

97.6%

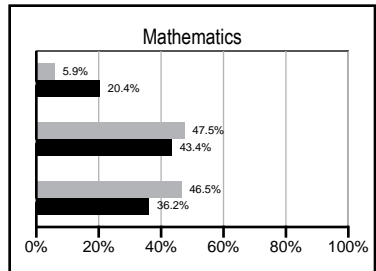
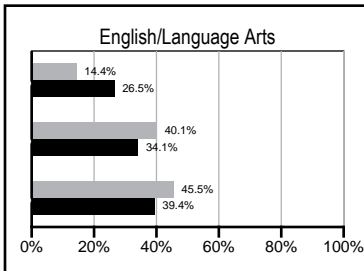
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 1 | 40 | 11 | 2 |

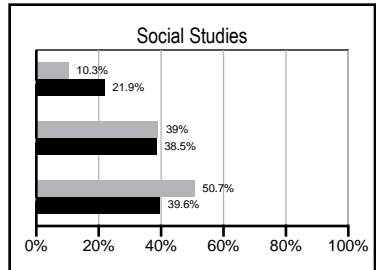
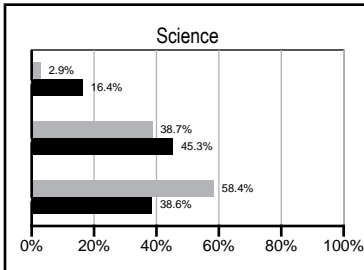
* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

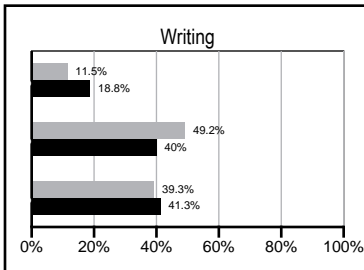
| |
|-----------|
| Exemplary |
| Met |
| Not Met |



| |
|-----------|
| Exemplary |
| Met |
| Not Met |



| |
|-----------|
| Exemplary |
| Met |
| Not Met |



Our school Middle schools with Students Like Ours

* 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 | 83.3% | 96.6% |
| English 1 | N/A | 91.5% |
| Biology 1/Applied Biology 2 | N/A | 98.2% |
| Physical Science | N/A | 57.8% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 83.3% | 95.1% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=526) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 0.0% | No Change | 24.5% | 24.5% |
| Retention rate | 2.9% | Up from 2.2% | 0.7% | 0.7% |
| Attendance rate | 99.9% | Up from 96.6% | 95.8% | 95.9% |
| Served by gifted and talented program | 8.1% | Up from 6.8% | 13.9% | 17.8% |
| With disabilities other than speech | 8.5% | Down from 11.0% | 9.9% | 9.2% |
| Older than usual for grade | 8.9% | Up from 8.5% | 2.2% | 1.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 2.5% | Up from 2.1% | 0.7% | 0.4% |
| Annual dropout rate | 1.8% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=40) | | | | |
| Teachers with advanced degrees | 70.0% | Up from 65.1% | 57.2% | 60.0% |
| Continuing contract teachers | 72.5% | Up from 65.1% | 82.5% | 82.6% |
| Teachers returning from previous year | 82.1% | N/A | 83.3% | 85.6% |
| Teacher attendance rate | 93.6% | Down from 98.6% | 95.4% | 95.3% |
| Average teacher salary* | \$52,501 | Up 5.9% | \$45,140 | \$46,300 |
| Professional development days/teacher | 13.3 days | Up from 9.6 days | 11.0 days | 9.9 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.5 to 1 | Down from 22.7 to 1 | 20.9 to 1 | 21.5 to 1 |
| Prime instructional time | 92.4% | Down from 94.1% | 90.7% | 90.1% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 96.5% | Up from 86.7% | 96.6% | 98.1% |
| Character development program | Average | Up from Below Average | Good | Good |
| Dollars spent per pupil** | \$8,184 | Down 6.0% | \$7,623 | \$7,634 |
| Percent of expenditures for instruction** | 66.4% | Down from 67.6% | 62.1% | 64.0% |
| Percent of expenditures for teacher salaries** | 63.5% | Up from 62.5% | 59.2% | 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

The Hardeeville Middle High School campus is the home to 550 students collectively. The middle school constitutes approximately 300 students (6th – 8th grade) while the high school (9th – 12th grade) houses the remaining 250. The HMHS staff and community has put forth a lot of effort to change the course of Hardeeville Middle High School, in regards to student discipline, community involvement and considerable gains in the classroom and on the playing fields. We are vowing to continue in our upward migration to becoming a great school in Jasper County, the Lowcountry, the State and the Southeast, by encouraging our students and staff to push the envelope and challenge themselves daily.

1. The Mighty Hurricanes got off to a "Whirlwind" start by going to the 3rd round of the Class 1-A State Football Playoffs
2. Aaron Grant won runner-up in the State 110 meter hurdles and 400 meter hurdles
3. Carlos Morales – Allstate Soccer player Class 1-A
4. Jarrell Knighton, Jamal Kinlaw & Dominique Riley – Allstate Football Class 1-A
5. Jarrell Knighton & Jamal Kinlaw signed to play Football at North Carolina Tech
6. Soccer – Region Champs
7. Aaron Grant signed to run track for Savannah State University
8. Ajene Hilliard was named to the Governors School for the upcoming 2011-2012 SY
9. The Harmonizing Hurricanes performed in Myrtle Beach for the State School reps.
10. The first Parent Day was a huge success

At HMHS we offer our students a hands-on and rigorous blend of Honors and College Preparatory courses. This past school year our students were exposed to many electives that stimulated them physically and cognitively; while the core courses prepared them for post-secondary success. The goals of the School Improvement Grant (SIG) has energized the campus and powered classroom instruction. We had a very energetic PBIS committee that stood out as a true catalyst for the system and allowed it to take root and grow. Throughout this school year all academic decisions have been data driven. With the assistance of our instructional coaches, our teachers met weekly to discuss data, continue implementation of SIG goals and gain knowledge on continued instructional improvement. All stakeholders are now fully aware of MAP/PASS data and how to use it to improve student achievement. In the upcoming year, students will be required to keep data folders with their personal data.

The school implemented MAP RIT time to facilitate improvement in academic achievement for all students. Every student was scheduled to attend a reading or math RIT class at the end of the day. Students were placed in the classes according to their reading or math RIT scores from the previous MAP testing term. HMHS also used SIG funds to provide extended year Summer Enrichment classes for targeted students.

This upcoming school year we will instruct our students using a Four Block Schedule, which will be a challenge, but we will persevere and our students will soar.

At the close of this year our graduating seniors are prepared to explore many opportunities and meet the challenges of this global market.

Once again HMHS has weathered the past and is blazing a trail of success in the classroom and on the fields.
Ranell Williams, Jr. Principal

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

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 10 out of 21 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 | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.1% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.6% | 0.0% | No |
| Student attendance rate | 99.9% | 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 | 224 | 98.2 | 45.1 | 39.7 | 15.2 | 65.2 | 63.7 | 82.4 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 131 | 97 | 50.8 | 34.7 | 14.4 | 60.2 | 56.7 | 78.7 | N/A | N/A |
| Female | 93 | 100 | 37.2 | 46.5 | 16.3 | 72.1 | 71.5 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 27 | 92.6 | 26.1 | 47.8 | 26.1 | 82.6 | 78 | 88.9 | I/S | I/S |
| African American | 127 | 99.2 | 46.6 | 39 | 14.4 | 64.4 | 58.6 | 72.9 | No | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 93 | I/S | I/S |
| Hispanic | 70 | 98.6 | 49.2 | 38.1 | 12.7 | 60.3 | 70.7 | 79.3 | No | Yes |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 16 | 100 | 73.3 | 6.7 | 20 | 33.3 | 35.2 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 67 | 98.5 | 49.2 | 38.1 | 12.7 | 60.3 | 69.9 | 78.3 | No | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 172 | 99.4 | 44.8 | 40.6 | 14.5 | 63 | 61.9 | 75.4 | No | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 224 | 98.2 | 46.1 | 47.5 | 6.4 | 68.1 | 52.7 | 81.9 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 131 | 97 | 49.2 | 43.2 | 7.6 | 63.6 | 47.8 | 79.9 | N/A | N/A |
| Female | 93 | 100 | 41.9 | 53.5 | 4.7 | 74.4 | 58.3 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 27 | 92.6 | 47.8 | 47.8 | 4.3 | 60.9 | 61.6 | 88.9 | I/S | I/S |
| African American | 127 | 99.2 | 46.6 | 48.3 | 5.1 | 69.5 | 48.3 | 71.4 | No | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 94.6 | I/S | I/S |
| Hispanic | 70 | 98.6 | 44.4 | 46 | 9.5 | 68.3 | 60.7 | 81.1 | No | Yes |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 16 | 100 | 80 | 13.3 | 6.7 | 26.7 | 26.4 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 67 | 98.5 | 44.4 | 46 | 9.5 | 68.3 | 59.9 | 81.4 | No | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 172 | 99.4 | 47.9 | 45.5 | 6.7 | 66.1 | 51.8 | 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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| Science | | | | | | | | |
| All Students | 151 | 98 | 57.7 | 38.7 | 3.6 | 42.3 | 38.1 | 68.6 |
| Gender | | | | | | | | |
| Male | 90 | 96.7 | 58.8 | 36.3 | 5 | 41.3 | 36.1 | 68.3 |
| Female | 61 | 100 | 56.1 | 42.1 | 1.8 | 43.9 | 40.4 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 19 | 94.7 | N/AV | N/AV | N/AV | 50 | 51.9 | 80.7 |
| African American | 81 | 98.8 | 56.6 | 40.8 | 2.6 | 43.4 | 34.2 | 51.4 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 85.3 |
| Hispanic | 51 | 98 | 62.2 | 31.1 | 6.7 | 37.8 | 42 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 10 | I/S | I/S | I/S | I/S | I/S | 20.9 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 49 | 98 | 62.2 | 31.1 | 6.7 | 37.8 | 40.9 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 118 | 98.3 | 58 | 37.5 | 4.5 | 42 | 37.6 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 152 | 96.7 | 49.6 | 39.3 | 11.1 | 50.4 | 48.6 | 72.5 |
| Gender | | | | | | | | |
| Male | 87 | 94.3 | 50.7 | 37.3 | 12 | 49.3 | 44.7 | 72 |
| Female | 65 | 100 | 48.3 | 41.7 | 10 | 51.7 | 52.6 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 18 | 94.4 | 46.7 | 46.7 | 6.7 | 53.3 | 64 | 81 |
| African American | 94 | 96.8 | 53.6 | 38.1 | 8.3 | 46.4 | 42.1 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 89 |
| Hispanic | 40 | 97.5 | 41.7 | 38.9 | 19.4 | 58.3 | 59.4 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 10 | I/S | I/S | I/S | I/S | I/S | 22.9 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 39 | 97.4 | 41.7 | 38.9 | 19.4 | 58.3 | 58.6 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 117 | 96.6 | 51.4 | 38.5 | 10.1 | 48.6 | 45.8 | 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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| Writing | | | | | | | | | | |
| All Students | 65 | 96.9 | 39.3 | 49.2 | 11.5 | 60.7 | 49.3 | 73.2 | 99.9 | 97.6 |
| Gender | | | | | | | | | | |
| Male | 35 | 100 | 37.1 | 45.7 | 17.1 | 62.9 | 40.5 | 67.2 | 99.9 | 97.4 |
| Female | 30 | 93.3 | 42.3 | 53.8 | 3.8 | 57.7 | 59.8 | 79.4 | 99.9 | 97.9 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | 61.5 | 81.5 | 99.8 | 96.6 |
| African American | 38 | 94.7 | 31.4 | 57.1 | 11.4 | 68.6 | 43.4 | 61.3 | 99.9 | 97.6 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 87 | N/A | 97.7 |
| Hispanic | 22 | 100 | 52.4 | 38.1 | 9.5 | 47.6 | 57.1 | 66.7 | 99.9 | 98.3 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 92.1 |
| Disability Status | | | | | | | | | | |
| Disabled | 3 | I/S | I/S | I/S | I/S | I/S | 6.4 | 26 | 99.4 | 96.9 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 19 | 100 | 52.4 | 38.1 | 9.5 | 47.6 | 56.8 | 65.7 | 99.9 | 98.5 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 53 | 96.2 | 42 | 50 | 8 | 58 | 47.3 | 63.2 | 99.9 | 98.2 |

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 | | | | | | | |
| 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 | 87 | 100 | 37.8 | 50 | 12.2 | 62.2 |
| | 7 | 77 | 100 | 54.7 | 28 | 17.3 | 45.3 |
| | 8 | 86 | 98.8 | 58.2 | 32.9 | 8.9 | 41.8 |
| 2011 | 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 | 78 | 98.7 | 42.3 | 43.7 | 14.1 | 57.7 |
| | 7 | 79 | 97.5 | 48.6 | 37.1 | 14.3 | 51.4 |
| | 8 | 67 | 98.5 | 44.4 | 38.1 | 17.5 | 55.6 |
| Mathematics | | | | | | | |
| 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 | 87 | 100 | 31.7 | 59.8 | 8.5 | 68.3 |
| | 7 | 77 | 100 | 53.3 | 37.3 | 9.3 | 46.7 |
| | 8 | 86 | 98.8 | 74.7 | 21.5 | 3.8 | 25.3 |
| 2011 | 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 | 78 | 98.7 | 56.3 | 40.8 | 2.8 | 43.7 |
| | 7 | 79 | 96.2 | 40 | 50 | 10 | 60 |
| | 8 | 67 | 100 | 41.3 | 52.4 | 6.3 | 58.7 |
| Science | | | | | | | |
| 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 | 44 | 100 | N/A | N/A | N/A | 41.5 |
| | 7 | 76 | 100 | 41.9 | 51.4 | 6.8 | 58.1 |
| | 8 | 43 | 97.7 | 61 | 31.7 | 7.3 | 39 |
| 2011 | 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 | 39 | 100 | N/AV | N/AV | N/AV | 37.8 |
| | 7 | 79 | 96.2 | 56.5 | 42 | 1.4 | 43.5 |
| | 8 | 33 | 100 | 54.8 | 32.3 | 12.9 | 45.2 |

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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 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 | 43 | 100 | 34.1 | 58.5 | 7.3 | 65.9 |
| | 7 | 76 | 100 | 62.2 | 29.7 | 8.1 | 37.8 |
| | 8 | 42 | 100 | 56.4 | 35.9 | 7.7 | 43.6 |
| 2011 | 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 | 39 | 97.4 | 42.9 | 51.4 | 5.7 | 57.1 |
| | 7 | 79 | 94.9 | 57.4 | 32.4 | 10.3 | 42.6 |
| | 8 | 34 | 100 | 40.6 | 40.6 | 18.8 | 59.4 |
| Writing | | | | | | | |
| 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 | 87 | 98.9 | 52.4 | 39 | 8.5 | 47.6 |
| | 7 | 78 | 97.4 | 49.3 | 39.7 | 11 | 50.7 |
| | 8 | 85 | 98.8 | 38.8 | 45 | 16.3 | 61.3 |
| 2011 | 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 | 65 | 96.9 | 39.3 | 49.2 | 11.5 | 60.7 |

Abbreviations for Missing Data

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