



## BUFORD MIDDLE

1890 N. Rocky River Road  
Lancaster, South Carolina

|                       |                   |              |
|-----------------------|-------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School |              |
| <b>Enrollment</b>     | 445 Students      |              |
| <b>Principal</b>      | Sheryl H. Wells   | 803-285-8473 |
| <b>Superintendent</b> | Dr. Gene Moore    | 803-286-6972 |
| <b>Board Chair</b>    | Bobby Parker      | 803-286-6972 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2010</b> | <b>Average</b>  | <b>Average</b> |
| 2009        | Average         | Average        |
| 2008        | Below Average   | Below Average  |
| 2007        | Below Average   | At-Risk        |
| 2006        | Below Average   | At-Risk        |

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE GOAL

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

## SOUTH CAROLINA PERFORMANCE VISION

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

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

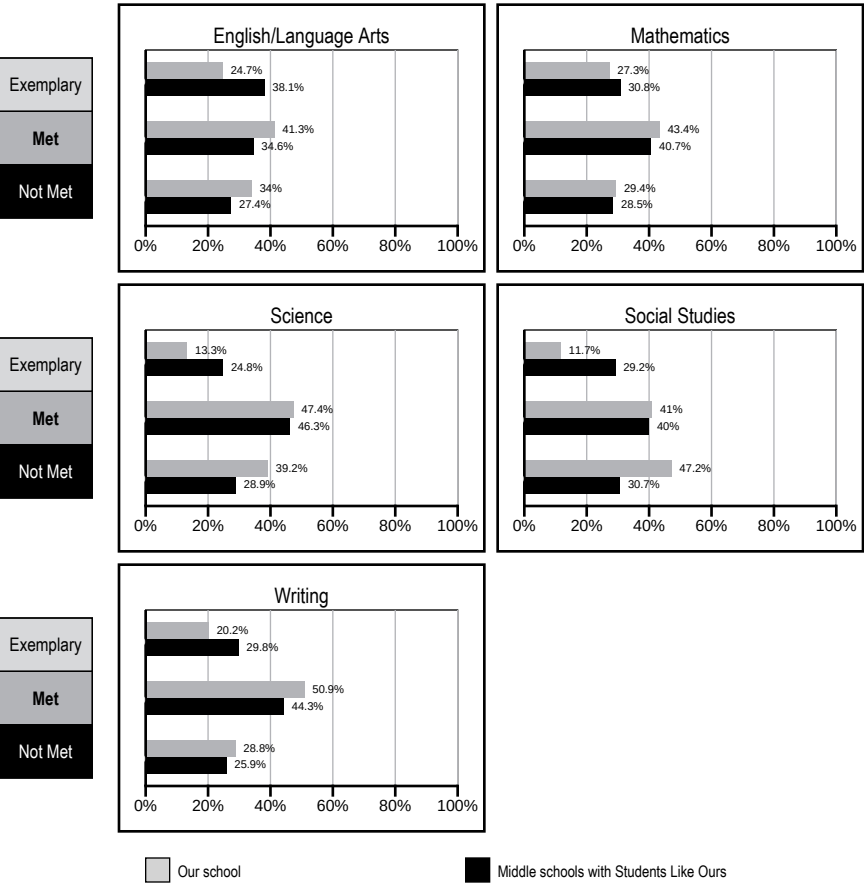
98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 2         | 13   | 37      | 0             | 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           | 100.0%            | 96.5%                                  |
| English 1                                       | N/A               | 97.1%                                  |
| Physical Science                                | N/A               | 44.2%                                  |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | 100.0%            | 96.3%                                  |

School Profile

|                                                                              | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|------------------------------------------------------------------------------|------------|-----------------------|----------------------------------------|----------------------|
| Students (n=445)                                                             |            |                       |                                        |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 17.2%      | Up from 15.7%         | 31.2%                                  | 24.2%                |
| Retention rate                                                               | 0.0%       | Down from 1.6%        | 0.7%                                   | 0.7%                 |
| Attendance rate                                                              | 94.9%      | Down from 95.2%       | 95.8%                                  | 95.9%                |
| Eligible for gifted and talented                                             | 16.4%      | Up from 14.3%         | 18.7%                                  | 16.4%                |
| With disabilities other than speech                                          | 12.1%      | Down from 12.3%       | 12.1%                                  | 12.0%                |
| Older than usual for grade                                                   | 1.6%       | Up from 0.7%          | 2.0%                                   | 2.2%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.9%       | Up from 0.7%          | 0.9%                                   | 0.5%                 |
| Annual dropout rate                                                          | 0.3%       | Up from 0.0%          | 0.0%                                   | 0.0%                 |
| Teachers (n=27)                                                              |            |                       |                                        |                      |
| Teachers with advanced degrees                                               | 81.5%      | Up from 79.3%         | 60.3%                                  | 58.5%                |
| Continuing contract teachers                                                 | 96.3%      | Up from 89.7%         | 84.9%                                  | 80.0%                |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 2.9%                                   | 4.0%                 |
| Teachers returning from previous year                                        | 86.1%      | Up from 85.8%         | 85.9%                                  | 84.6%                |
| Teacher attendance rate                                                      | 93.6%      | Down from 93.9%       | 95.6%                                  | 95.4%                |
| Average teacher salary*                                                      | \$51,442   | Down 0.1%             | \$47,243                               | \$46,561             |
| Professional development days/teacher                                        | 14.3 days  | Down from 15.8 days   | 9.9 days                               | 10.2 days            |
| School                                                                       |            |                       |                                        |                      |
| Principal's years at school                                                  | 5.0        | Up from 4.0           | 4.0                                    | 4.0                  |
| Student-teacher ratio in core subjects                                       | 24.1 to 1  | Up from 22.1 to 1     | 22.0 to 1                              | 21.1 to 1            |
| Prime instructional time                                                     | 85.5%      | No Change             | 90.5%                                  | 90.4%                |
| Opportunities in the arts                                                    | Excellent  | No Change             | Good                                   | Good                 |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences                                                | 97.0%      | Up from 95.8%         | 98.6%                                  | 98.1%                |
| Character development program                                                | Excellent  | No Change             | Good                                   | Good                 |
| Dollars spent per pupil**                                                    | \$7,318    | Down 2.5%             | \$7,402                                | \$7,802              |
| Percent of expenditures for instruction**                                    | 67.9%      | Down from 68.6%       | 63.9%                                  | 63.8%                |
| Percent of expenditures for teacher salaries**                               | 62.6%      | Down from 63.7%       | 60.5%                                  | 60.0%                |

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

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Buford Middle School used the 2010 – 2011 school year to “Leave Our Mark”. Our goal was for the year to be an academic success for all of our students. Our teachers worked hard on mastering the standards and teaching for understanding. We were able to improve our Absolute Rating on our Report Card to Average and our Improvement Rating to Average. We were pleased with the increase in test scores.

We continued with our focus on literacy by conducting our summer reading program. The students in our school each read at least one book over the summer. This program is designed to slow summer reading loss. We continued with our school-wide read alouds and our school-wide writes. We had three author visits to encourage our students to love to read.

Family nights continued to be a huge success. We conducted family nights for every grade and studied everything from poetry galas and the Holocaust to medieval times. Field trips were conducted which reinforced learning taught within the classroom.

We have also continued to maintain the technology portion of our curriculum. We have continued with our web page design, web casting, geo-navigational skills and computer literacy. We purchased a NEO2 laptop lab that is mobile and can be moved to the classroom for teachers to use with their students.

We have had many things to be proud of this year. Our Academic Challenge Team was the county champion. Our school produced the County Spelling Bee Winner. We had eight Junior Scholars and nine Duke Tip Scholars. We had another teacher receive National Board Certification (bringing our total number to 7). Our school produced the county Teacher of the Year. We are very proud of all of these successes.

We realize that we could not have achieved these milestones without the help of our parents and the community. By continuing to work together, we will help our children improve and flourish.

Sheri Wells, Principal  
Lisa Hallman, School Improvement Chair

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 34       | 125       | 103      |
| Percent satisfied with learning environment            | 100.0%   | 73.4%     | 83.2%    |
| Percent satisfied with social and physical environment | 100.0%   | 81.6%     | 75.8%    |
| Percent satisfied with school-home relations           | 94.1%    | 86.4%     | 76.5%    |

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

School Adequate Yearly Progress

NO

This school met 19 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  | 4.0%         |                 | 1.9%                |
| Classes in high poverty schools not taught by highly qualified teachers | 10.7%        |                 | 5.6%                |
|                                                                         | Our School   | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers                         | 3.6%         | 0.0%            | No                  |
| Student attendance rate                                                 | 94.9%        | 94.0%*          | Yes                 |

\* Or greater than last year

PASS Performance By Group

|  | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary* | District % Met or<br>Exemplary* | State % Met or<br>Exemplary* | Performance<br>Objective Met | Participation<br>Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

|                            |     |     |      |      |      |      |      |      |     |     |
|----------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students               | 447 | 100 | 34   | 41.3 | 24.7 | 78.1 | 83   | 83.5 | Yes | Yes |
| Gender                     |     |     |      |      |      |      |      |      |     |     |
| Male                       | 237 | 100 | 36.4 | 40.4 | 23.1 | 72.4 | 79.1 | 80.1 | N/A | N/A |
| Female                     | 210 | 100 | 31.4 | 42.2 | 26.5 | 84.3 | 87.3 | 87   | N/A | N/A |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |     |     |
| White                      | 392 | 100 | 33   | 40.7 | 26.3 | 78.5 | 86.8 | 89.6 | Yes | Yes |
| African American           | 44  | 100 | 45.2 | 45.2 | 9.5  | 76.2 | 74   | 74.6 | Yes | Yes |
| Asian/Pacific Islander     | 5   | I/S | I/S  | I/S  | I/S  | I/S  | 86.1 | 92.7 | I/S | I/S |
| Hispanic                   | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 85.6 | 79.6 | I/S | I/S |
| American Indian/Alaskan    | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 93.8 | 85.1 | I/S | I/S |
| Disability Status          |     |     |      |      |      |      |      |      |     |     |
| Disabled                   | 56  | 100 | 62.7 | 35.3 | 2    | 51   | 47.1 | 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 | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 82.4 | 79   | I/S | I/S |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals           | 219 | 100 | 42.9 | 39   | 18   | 72.2 | 76.4 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

|                            |     |     |      |      |      |      |      |      |     |     |
|----------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students               | 447 | 100 | 31.5 | 45.9 | 22.6 | 81.1 | 81.5 | 80.4 | Yes | Yes |
| Gender                     |     |     |      |      |      |      |      |      |     |     |
| Male                       | 237 | 100 | 35.6 | 41.8 | 22.7 | 76.9 | 78.3 | 78.4 | N/A | N/A |
| Female                     | 210 | 100 | 27   | 50.5 | 22.5 | 85.8 | 84.8 | 82.5 | N/A | N/A |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |     |     |
| White                      | 392 | 100 | 29.8 | 45.5 | 24.7 | 81.4 | 86.1 | 87.8 | Yes | Yes |
| African American           | 44  | 100 | 50   | 47.6 | 2.4  | 76.2 | 71.2 | 69.3 | Yes | Yes |
| Asian/Pacific Islander     | 5   | I/S | I/S  | I/S  | I/S  | I/S  | 91.7 | 93.5 | I/S | I/S |
| Hispanic                   | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 80.9 | 78.3 | I/S | I/S |
| American Indian/Alaskan    | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 87.5 | 83.2 | I/S | I/S |
| Disability Status          |     |     |      |      |      |      |      |      |     |     |
| Disabled                   | 56  | 100 | N/A  | N/A  | N/A  | 45.1 | 44.2 | 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 | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 79   | 78.9 | I/S | I/S |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals           | 219 | 100 | 40.5 | 47.3 | 12.2 | 77.1 | 74.8 | 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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science                    |                                  |          |           |       |             |                              |                                |                             |
| All Students               | 303                              | 100      | 39.2      | 47.4  | 13.3        | 60.8                         | 62.7                           | 67.3                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |
| Male                       | 163                              | 100      | 40.4      | 44.2  | 15.4        | 59.6                         | 62.4                           | 66.9                        |
| Female                     | 140                              | 100      | 38        | 51.1  | 10.9        | 62                           | 63.1                           | 67.7                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |
| White                      | 273                              | 100      | 37.7      | 48.3  | 14          | 62.3                         | 70.5                           | 79.6                        |
| African American           | 26                               | 100      | 54.2      | 37.5  | 8.3         | 45.8                         | 45.6                           | 49.7                        |
| Asian/Pacific Islander     | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 72                             | 84.4                        |
| Hispanic                   | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                          | 59.3                           | 59.4                        |
| American Indian/Alaskan    | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 81.8                           | 69.5                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |
| Disabled                   | 40                               | 100      | N/A       | N/A   | N/A         | 22.2                         | 27                             | 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                          | 57                             | 58.6                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |
| Subsidized meals           | 138                              | 100      | 51.5      | 42.3  | 6.2         | 48.5                         | 51.4                           | 55.4                        |

Social Studies

|                            |     |     |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|
| All Students               | 301 | 100 | 47.2 | 41   | 11.7 | 52.8 | 65.4 | 70.9 |
| Gender                     |     |     |      |      |      |      |      |      |
| Male                       | 160 | 100 | 48.7 | 35.7 | 15.6 | 51.3 | 64.3 | 70.1 |
| Female                     | 141 | 100 | 45.6 | 47.1 | 7.4  | 54.4 | 66.6 | 71.7 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |
| White                      | 266 | 100 | 46.7 | 40.4 | 12.9 | 53.3 | 69.8 | 79.2 |
| African American           | 26  | 100 | N/A  | N/A  | N/A  | 38.5 | 54.9 | 58.4 |
| Asian/Pacific Islander     | 4   | I/S | I/S  | I/S  | I/S  | I/S  | 82.6 | 86.8 |
| Hispanic                   | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 67.4 | 68   |
| American Indian/Alaskan    | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 71.2 |
| Disability Status          |     |     |      |      |      |      |      |      |
| Disabled                   | 39  | 100 | N/A  | N/A  | N/A  | 25   | 32.8 | 39.3 |
| Migrant Status             |     |     |      |      |      |      |      |      |
| Migrant                    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 55   |
| English Proficiency        |     |     |      |      |      |      |      |      |
| Limited English Proficient | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 67.1 | 68   |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |
| Subsidized meals           | 146 | 100 | 58.7 | 35.5 | 5.8  | 41.3 | 54.8 | 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

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 446                              | 100      | 28.8      | 50.9  | 20.2        | 71.2                         | 72                             | 72.1                        | 94.9                      | 95.7                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 235                              | 100      | 37.8      | 47.6  | 14.7        | 62.2                         | 64.5                           | 65.2                        | 94.2                      | 95.5                        |
| Female                     | 211                              | 100      | 19        | 54.6  | 26.3        | 81                           | 79.9                           | 79.2                        | 95.6                      | 96                          |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 391                              | 100      | 28.6      | 49.9  | 21.5        | 71.4                         | 77.8                           | 80.8                        | 94.7                      | 95.5                        |
| African American           | 44                               | 100      | 33.3      | 57.1  | 9.5         | 66.7                         | 59.2                           | 59.7                        | 96.2                      | 96.1                        |
| Asian/Pacific Islander     | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 75                             | 87                          | 98.7                      | 97.3                        |
| Hispanic                   | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 72                             | 64.6                        | 94.4                      | 95.7                        |
| American Indian/Alaskan    | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 68.8                           | 73.4                        | 98.1                      | 96                          |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 55                               | 100      | 80.4      | 17.6  | 2           | 19.6                         | 22.3                           | 27.7                        | 92.3                      | 93.9                        |
| 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 | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 68.4                           | 63.7                        | 96.8                      | 96.1                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 219                              | 100      | 41.3      | 47.6  | 11.2        | 58.7                         | 61.6                           | 61.9                        | 93.8                      | 95.2                        |

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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>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     | 155                              | 100      | 25.7      | 43.9  | 30.4        | 74.3                  |
|                       | 7     | 128                              | 100      | 29        | 51.6  | 19.4        | 71                    |
|                       | 8     | 157                              | 99.4     | 43.4      | 38.2  | 18.4        | 56.6                  |
| 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     | 156                              | 100      | 32.7      | 43.3  | 24          | 67.3                  |
|                       | 7     | 157                              | 100      | 33.1      | 37    | 29.9        | 66.9                  |
|                       | 8     | 134                              | 100      | 36.8      | 44    | 19.2        | 63.2                  |
| 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     | 155                              | 100      | 20.3      | 45.9  | 33.8        | 79.7                  |
|                       | 7     | 128                              | 100      | 28.2      | 41.9  | 29.8        | 71.8                  |
|                       | 8     | 157                              | 99.4     | 27        | 48.7  | 24.3        | 73                    |
| 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     | 156                              | 100      | 35.3      | 48    | 16.7        | 64.7                  |
|                       | 7     | 157                              | 100      | 27.9      | 39    | 33.1        | 72.1                  |
|                       | 8     | 134                              | 100      | 31.2      | 52    | 16.8        | 68.8                  |
| 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     | 78                               | 100      | 45.9      | 50    | 4.1         | 54.1                  |
|                       | 7     | 128                              | 99.2     | 27.6      | 65.9  | 6.5         | 72.4                  |
|                       | 8     | 78                               | 100      | 64        | 29.3  | 6.7         | 36                    |
| 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     | 79                               | 100      | 60.5      | 38.2  | 1.3         | 39.5                  |
|                       | 7     | 157                              | 100      | 25.3      | 54.5  | 20.1        | 74.7                  |
|                       | 8     | 67                               | 100      | 47.6      | 41.3  | 11.1        | 52.4                  |

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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>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     | 77                               | 98.7     | 28.8      | 61.6  | 9.6         | 71.2                  |
|                | 7     | 128                              | 99.2     | 51.2      | 38.2  | 10.6        | 48.8                  |
|                | 8     | 78                               | 100      | 46.8      | 44.2  | 9.1         | 53.2                  |
| 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     | 77                               | 100      | 52.7      | 45.9  | 1.4         | 47.3                  |
|                | 7     | 157                              | 100      | 52.6      | 35.1  | 12.3        | 47.4                  |
|                | 8     | 67                               | 100      | 27.4      | 50    | 22.6        | 72.6                  |
| 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     | 155                              | 99.4     | 22.7      | 50    | 27.3        | 77.3                  |
|                | 7     | 131                              | 98.5     | 33.1      | 51.2  | 15.7        | 66.9                  |
|                | 8     | 159                              | 99.4     | 39        | 42.2  | 18.8        | 61                    |
| 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     | 155                              | 100      | 35.3      | 50    | 14.7        | 64.7                  |
|                | 7     | 157                              | 100      | 22.7      | 52.6  | 24.7        | 77.3                  |
|                | 8     | 134                              | 100      | 28.6      | 50    | 21.4        | 71.4                  |

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