

## SCOTT'S BRANCH MIDDLE

1102 Fourth St.
Summerton, SC 29148

| | | |
|---|---|---|
| **Grades** | 6-8 Middle School | |
| **Enrollment** | 207 Students | |
| **Principal** | Dr. Gwendolyn Harris | 803-485-2043 |
| **Superintendent** | Dr. Rose H. Wilder | 803-485-2325 |
| **Board Chair** | Ms. Wanda Thomas | 803-460-4322 |

# THE STATE OF SOUTH CAROLINA
# 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|---|---|---|
| **2011** | **Average** | **Good** |
| 2010 | Below Average | Average |
| 2009 | Below Average | Average |
| 2008 | At-Risk | Below Average |
| 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

## SCOTT'S BRANCH MIDDLE 11/09/11-1401020

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

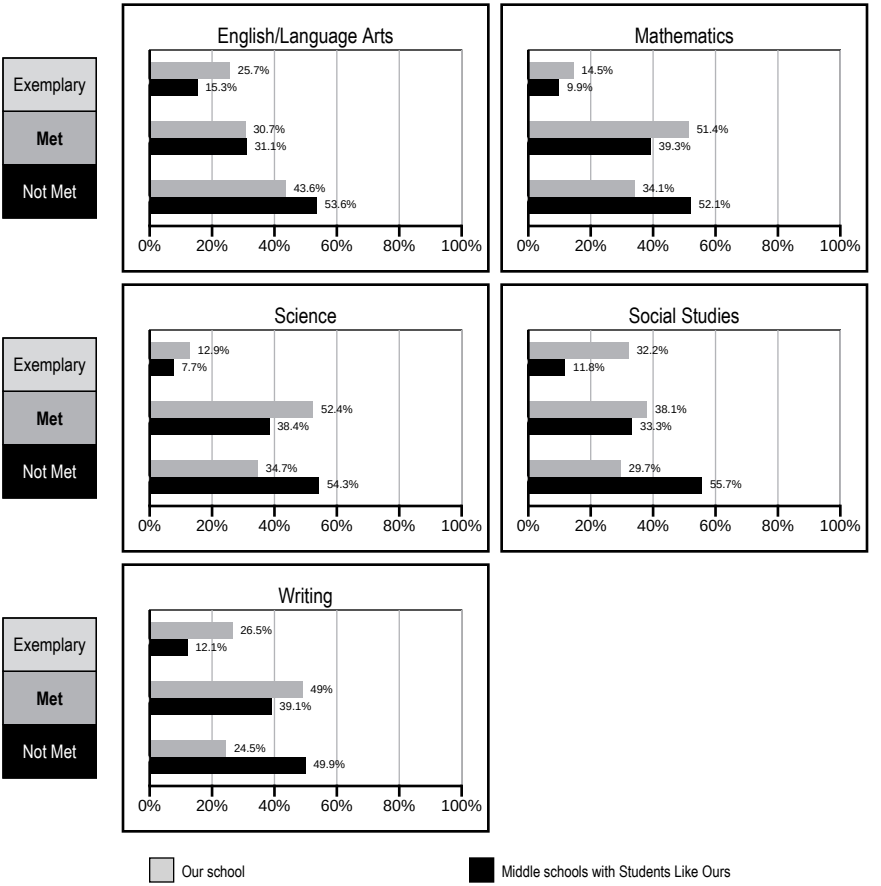
| Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.7% |
|---|---|

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

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 0 | 0 | 5 | 19 | 20 |

* 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% | 88.8% |
| English 1 | 100.0% | 86.8% |
| Biology 1/Applied Biology 2 | N/A | 45.4% |
| Physical Science | N/A | 16.8% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 100.0% | 88.2% |

## School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|---|---|---|---|
| **Students (n=207)** | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 10.8% | Down from 13.2% | 13.1% | 24.5% |
| Retention rate | 1.1% | Up from 0.5% | 0.9% | 0.7% |
| Attendance rate | 96.8% | Down from 98.1% | 95.2% | 95.9% |
| Served by gifted and talented program | 12.2% | Up from 9.1% | 5.3% | 17.8% |
| With disabilities other than speech | 10.5% | Down from 18.8% | 11.4% | 9.2% |
| Older than usual for grade | 0.5% | Down from 2.8% | 3.0% | 1.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 1.1% | 0.2% | 0.4% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| **Teachers (n=11)** | | | | |
| Teachers with advanced degrees | 81.8% | Up from 69.2% | 59.8% | 60.0% |
| Continuing contract teachers | 72.7% | Up from 69.2% | 67.1% | 82.6% |
| Teachers returning from previous year | 69.9% | Up from 56.7% | 76.6% | 85.6% |
| Teacher attendance rate | 96.4% | Up from 95.7% | 95.4% | 95.3% |
| Average teacher salary* | $43,465 | Down 11.0% | $43,817 | $46,300 |
| Professional development days/teacher | 10.1 days | Up from 8.4 days | 9.9 days | 9.9 days |
| **School** | | | | |
| Principal's years at school | 5.0 | Up from 1.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 24.4 to 1 | Up from 23.2 to 1 | 17.7 to 1 | 21.5 to 1 |
| Prime instructional time | 89.9% | Down from 92.3% | 89.1% | 90.1% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 96.8% | 99.0% | 98.1% |
| Character development program | Average | Down from Good | Good | Good |
| Dollars spent per pupil** | $12,766 | Down 14.1% | $10,896 | $7,634 |
| Percent of expenditures for instruction** | 56.9% | Down from 59.0% | 59.8% | 64.0% |
| Percent of expenditures for teacher salaries** | 52.6% | No Change | 55.7% | 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

Greetings from Scott's Branch Middle School, where we continue to be a professional learning community focused on meeting the needs of the 21st Century learner. This focus on meeting individual student needs brought success in the classroom. Last year, we met all of our Adequate Yearly Progress objectives for the second consecutive year. One of the reasons for our success were teachers who went the extra mile to implement research-based strategies in an effort to make learning relevant. We also used data to plan every lesson. In addition, students shared the responsibility for their learning.

Some of this year's instructional emphasis and professional growth areas included: 1. Using Data to Drive Instruction; 2. Rigor and Instruction; 3. Questioning; 4. Effective Note taking; 5. Explicit Direct Instruction; and 6. Formative Assessment. Classroom instruction was closely monitored to ensure effective implementation of the above instructional strategies.

This year, we also focused on strategies which afforded our teachers the opportunity to create distinctively customized lessons and assessments based on the state's standards. This allowed students to be assessed at their levels of need, as instruction addressed those specific needs.

Literacy Across the Curriculum was also highlighted during the 2010-2011 school year. Emphasis was placed on listening, reading, writing and speaking in complete sentences. All teachers were challenged to emphasize the above skills in their classroom instruction. The above practices were implemented in an effort to promote the district's goal of improving literacy.

During the 2010-2011 school year, technology permeated the atmosphere of Scott's Branch Middle School. In addition to the use of computer-assisted instruction by the classroom teacher, several computer-based laboratory programs were used. Computer-based math and reading programs were utilized to enhance students' math and reading skills. A robotics class allowed students to study the design, construction and history of this important field of science. In addition, all eighth graders took a keyboard class, for which they will receive high school credit.

While we have had a number of successes, we still face challenges. We must continue striving to increase levels of student achievement. Our goal is that 100% of our studnts will scored MET or EXEMPLARY on the Palmetto Assessment of State Standards. We believe that ultimately every student will succeed in this effort and will "Finish Strong."

Gwendolyn Hudson Harris, Principal
Annette Brown, School Improvement Chairperson

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 14 | 50 | 30 |
| Percent satisfied with learning environment | 71.4% | 64.0% | 83.3% |
| Percent satisfied with social and physical environment | 78.6% | 79.6% | 86.2% |
| Percent satisfied with school-home relations | 53.8% | 81.6% | 79.3% |

* 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 | YES |
|---|---|

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| School Improvement Status | |
|---|---|

### School Improvement Key

| | |
|---|---|
| **NI** | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| **CSI** | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| **CA** | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| **RP** | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| **R** | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| **DELAY** | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| **HOLD** | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

### Teacher Quality and Student Attendance

| | Our District | State |
|---|---|---|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 11.1% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 15.8% | 0.0% | No |
| Student attendance rate | 96.8% | 94.0%** | Yes |

* Or greater than last year

Abbreviations for Missing Data

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

| SCOTT'S BRANCH MIDDLE | | | | | | | | | | 11/09/11-1401020 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 191 | 97.4 | 43.3 | 30.6 | 26.1 | 73.9 | 78.5 | 82.4 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 87 | 97.7 | 48.1 | 30.9 | 21 | 71.6 | 75.1 | 78.7 | N/A | N/A |
| Female | 103 | 98.1 | 39.4 | 30.3 | 30.3 | 75.8 | 81.7 | 86.2 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 88.9 | I/S | I/S |
| African American | 182 | 97.8 | 42.2 | 31.8 | 26 | 74 | 78.5 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 93 | I/S | I/S |
| Hispanic | 4 | 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 | N/A | 83 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 34 | 94.1 | 90 | 6.7 | 3.3 | 23.3 | 41.5 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 78.3 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 178 | 99.4 | 43.8 | 30.7 | 25.6 | 73.9 | 78.5 | 75.4 | Yes | Yes |
| **Mathematics - State Performance Objective = 79.0% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 191 | 97.4 | 33.9 | 51.7 | 14.4 | 79.4 | 77.8 | 81.9 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 87 | 97.7 | 42 | 45.7 | 12.3 | 74.1 | 73.6 | 79.9 | N/A | N/A |
| Female | 103 | 98.1 | 27.3 | 56.6 | 16.2 | 83.8 | 81.9 | 84.1 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 88.9 | I/S | I/S |
| African American | 182 | 97.8 | 33.5 | 52.6 | 13.9 | 79.2 | 77.2 | 71.4 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 94.6 | I/S | I/S |
| Hispanic | 4 | 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 | N/A | 84.4 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 34 | 94.1 | N/AV | N/AV | N/AV | 36.7 | 35 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 81.4 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 178 | 99.4 | 34.1 | 52.3 | 13.6 | 79.5 | 77.2 | 74.9 | 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

| SCOTT'S BRANCH MIDDLE | | | | | | | | 11/09/11-1401020 |
|---|---|---|---|---|---|---|---|---|
| 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 | 130 | 100 | 34.9 | 51.6 | 13.5 | 65.1 | 55.3 | 68.6 |
| Gender | | | | | | | | |
| Male | 60 | 100 | 32.8 | 51.7 | 15.5 | 67.2 | 58 | 68.3 |
| Female | 70 | 100 | 36.8 | 51.5 | 11.8 | 63.2 | 52.8 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 80.7 |
| African American | 125 | 100 | 34.4 | 52.5 | 13.1 | 65.6 | 55.3 | 51.4 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 85.3 |
| Hispanic | 3 | 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 | N/A | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 21 | 100 | 75 | 20 | 5 | 25 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 123 | 100 | 35.8 | 51.2 | 13 | 64.2 | 55.3 | 57.3 |
| **Social Studies** | | | | | | | | |
| All Students | 124 | 99.2 | 28.8 | 38.1 | 33.1 | 71.2 | 68.3 | 72.5 |
| Gender | | | | | | | | |
| Male | 54 | 100 | 34 | 34 | 32 | 66 | 67 | 72 |
| Female | 70 | 98.6 | 25 | 41.2 | 33.8 | 75 | 69.5 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 81 |
| African American | 118 | 99.2 | 29.2 | 38.1 | 32.7 | 70.8 | 67.4 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 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 | N/A | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 24 | 95.8 | 76.2 | 19 | 4.8 | 23.8 | 27.9 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 118 | 99.2 | 28.4 | 38.8 | 32.8 | 71.6 | 68.8 | 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

| SCOTT'S BRANCH MIDDLE | | | | | | | | | | 11/09/11-1401020 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 52 | 100 | 24.5 | 49 | 26.5 | 75.5 | 76.9 | 73.2 | 96.8 | 96 |
| **Gender** | | | | | | | | | | |
| Male | 23 | 100 | 20 | 60 | 20 | 80 | 76.4 | 67.2 | 96.8 | 95.7 |
| Female | 29 | 100 | 27.6 | 41.4 | 31 | 72.4 | 77.6 | 79.4 | 96.8 | 96.4 |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 81.5 | 95 | 93.6 |
| African American | 50 | 100 | 25.5 | 46.8 | 27.7 | 74.5 | 77.8 | 61.3 | 96.9 | 96.1 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 87 | N/A | 94.4 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 66.7 | 98 | 96.4 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 72.2 | N/A | N/A |
| **Disability Status** | | | | | | | | | | |
| Disabled | 8 | I/S | I/S | I/S | I/S | I/S | 50 | 26 | 96.6 | 96.1 |
| **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 | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 65.7 | N/A | N/A |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 48 | 100 | 23.4 | 51.1 | 25.5 | 76.6 | 76.5 | 63.2 | 96.9 | 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

| SCOTT'S BRANCH MIDDLE | | | | | | | 11/09/11-1401020 |
|---|---|---|---|---|---|---|---|
| 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 | 64 | 100 | 44.8 | 43.1 | 12.1 | 55.2 |
| | 7 | 61 | 100 | 42.9 | 35.7 | 21.4 | 57.1 |
| | 8 | 59 | 100 | 58.9 | 37.5 | 3.6 | 41.1 |
| **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 | 71 | 95.8 | 43.3 | 31.3 | 25.4 | 56.7 |
| | 7 | 68 | 100 | 46.2 | 24.6 | 29.2 | 53.8 |
| | 8 | 52 | 96.2 | 39.6 | 37.5 | 22.9 | 60.4 |
| **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 | 64 | 100 | 43.1 | 50 | 6.9 | 56.9 |
| | 7 | 61 | 100 | 39.3 | 51.8 | 8.9 | 60.7 |
| | 8 | 59 | 100 | 58.9 | 39.3 | 1.8 | 41.1 |
| **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 | 71 | 95.8 | 37.3 | 53.7 | 9 | 62.7 |
| | 7 | 68 | 100 | 38.5 | 46.2 | 15.4 | 61.5 |
| | 8 | 52 | 96.2 | 22.9 | 56.3 | 20.8 | 77.1 |
| **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 | 32 | 100 | N/A | N/A | N/A | 36.7 |
| | 7 | 61 | 100 | 23.2 | 60.7 | 16.1 | 76.8 |
| | 8 | 29 | 96.6 | 75 | 21.4 | 3.6 | 25 |
| **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 | 36 | 100 | 48.6 | 48.6 | 2.9 | 51.4 |
| | 7 | 68 | 100 | 33.8 | 44.6 | 21.5 | 66.2 |
| | 8 | 26 | 100 | 19.2 | 73.1 | 7.7 | 80.8 |

Abbreviations for Missing Data

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

| SCOTT'S BRANCH MIDDLE | | | | | | | 11/09/11-1401020 |
|---|---|---|---|---|---|---|---|
| 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 | 32 | 100 | 25 | 67.9 | 7.1 | 75 |
| | 7 | 61 | 100 | 33.9 | 44.6 | 21.4 | 66.1 |
| | 8 | 30 | 100 | 25 | 39.3 | 35.7 | 75 |
| **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 | 33 | 97 | 18.8 | 62.5 | 18.8 | 81.3 |
| | 7 | 67 | 100 | 39.1 | 28.1 | 32.8 | 60.9 |
| | 8 | 24 | 100 | 13.6 | 31.8 | 54.5 | 86.4 |
| **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 | 64 | 100 | 62.1 | 27.6 | 10.3 | 37.9 |
| | 7 | 61 | 96.7 | 30.9 | 50.9 | 18.2 | 69.1 |
| | 8 | 60 | 98.3 | 51.8 | 44.6 | 3.6 | 48.2 |
| **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 | 52 | 100 | 24.5 | 49 | 26.5 | 75.5 |

Abbreviations for Missing Data

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