

# OAKBROOK MIDDLE

286 Old Fort Drive
Ladson, South Carolina

| | | |
|---|---|---|
| **Grades** | 6-8 Middle School | |
| **Enrollment** | 924 Students | |
| **Principal** | Garland Crump | 843-873-9750 |
| **Superintendent** | Joseph R. Pye | 843-873-2901 |
| **Board Chair** | Frances Townsend | 843-873-1341 |

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

## RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|---|---|---|
| **2011** | **Good** | **Excellent** |
| 2010 | Average | Good |
| 2009 | Average | Average |
| 2008 | Average | Below Average |
| 2007 | 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 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

| OAKBROOK MIDDLE | 11/09/11-1802018 |
|---|---|

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

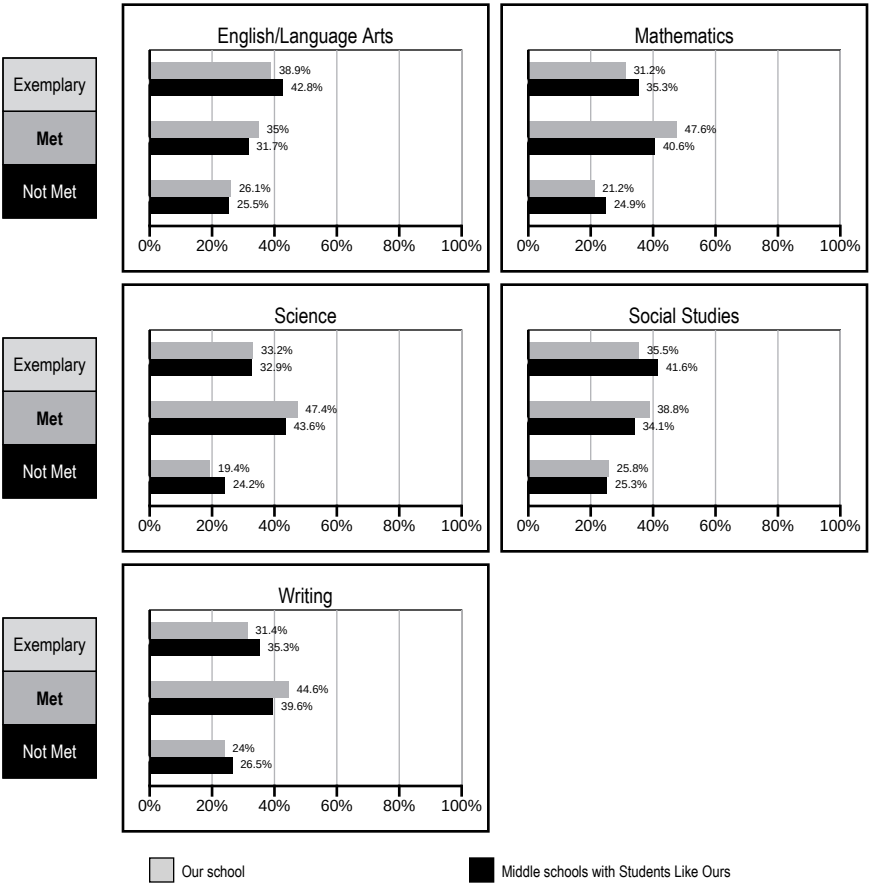
| Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92.3% |
|---|---|

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

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 11 | 22 | 7 | 1 | 1 |

* 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% | 97.4% |
| English 1 | 96.9% | 95.0% |
| Biology 1/Applied Biology 2 | N/A | 94.8% |
| Physical Science | 0.0% | 19.1% |
| US History and the Constitution | N/A | 100% |
| All Subjects | 96.9% | 94.8% |

## School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|---|---|---|---|
| **Students (n=924)** | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 43.2% | Down from 51.0% | 31.2% | 24.5% |
| Retention rate | 2.2% | Down from 2.3% | 0.5% | 0.7% |
| Attendance rate | 95.8% | Down from 96.3% | 96.2% | 95.9% |
| Served by gifted and talented program | 17.6% | Up from 13.7% | 24.4% | 17.8% |
| With disabilities other than speech | 4.9% | Down from 7.2% | 8.1% | 9.2% |
| Older than usual for grade | 1.6% | Down from 1.9% | 1.0% | 1.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 2.2% | Down from 8.3% | 0.5% | 0.4% |
| Annual dropout rate | 0.3% | No Change | 0.0% | 0.0% |
| **Teachers (n=51)** | | | | |
| Teachers with advanced degrees | 58.8% | Down from 59.3% | 59.8% | 60.0% |
| Continuing contract teachers | 76.5% | Up from 76.3% | 82.3% | 82.6% |
| Teachers returning from previous year | 87.7% | Up from 84.4% | 87.7% | 85.6% |
| Teacher attendance rate | 95.2% | Up from 93.7% | 95.4% | 95.3% |
| Average teacher salary* | $46,877 | Up 1.2% | $46,794 | $46,300 |
| Professional development days/teacher | 10.8 days | Down from 14.2 days | 10.0 days | 9.9 days |
| **School** | | | | |
| Principal's years at school | 24.0 | Up from 23.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 26.9 to 1 | Up from 25.9 to 1 | 23.4 to 1 | 21.5 to 1 |
| Prime instructional time | 89.8% | Up from 88.5% | 90.3% | 90.1% |
| Opportunities in the arts | Excellent | No Change | Excellent | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 96.5% | Up from 84.3% | 99.2% | 98.1% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil** | $5,452 | Down 13.7% | $6,969 | $7,634 |
| Percent of expenditures for instruction** | 67.7% | Up from 65.9% | 64.8% | 64.0% |
| Percent of expenditures for teacher salaries** | 67.0% | Up from 62.9% | 62.9% | 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

Oakbrook Middle School, located in the southern corner of Dorchester County, is one of six middle schools in Dorchester School District Two. The mission of Oakbrook Middle School is to educate students to become proficient, responsible and caring citizens by creating a nurturing environment where staff, parents and community work together to provide challenges and opportunities for students to reach their maximum potential. OMS received an absolute report card rating of "Average" for the 2010-2011 school year. Our student body continues to demonstrate their academic success in the fields of math and science during the Math Counts, Quiz Bowl, Math is Cool, Low Country Quest Competition, as well as other academic competitions throughout the year. OMS has 35 Junior Scholar Participants and 19 Duke Tip scholars. Students and staff held benefit drives for causes such as Relay for Life, American Heart Association, American Cancer Society, Cystic Fibrosis, Susan G. Komen, SPCA, Families in Crisis, and Trident United Way.

Oakbrook Middle continues to address the challenges of closing the achievement gap in language arts and math. We utilize district benchmarks in all four core areas to diagnose instructional needs and to measure student achievement throughout the year. Our Compass Learning Program provides us with the technology that allows us to create individual learning paths for each student, based on the instructional level identified by district benchmarks and assessments throughout the school year. We also utilize Senteo Interactive Response Systems in the classroom to provide immediate assessment of student understanding in their classes. At OMS, we provide computer-assisted instruction with utilization of SMARTboards and web-based activities, such as GIZMO and Brain Pops. The Read 180 program continues to address the needs of struggling readers in all grades. We have continued to implement the "Failure is Not an Option" program requiring students to complete all missing assignments and not receive zeroes. We utilize ParentPortal, School Fusion websites, newsletters, ParentLink, and parent focus meetings to address the challenges of parent satisfaction with home-school relations and communication. The faculty and staff continue to conduct information nights, award ceremonies, and parent/teacher conferences.

Teachers' professional development continues to focus on best instructional practices and technology initiatives, such as the utilization of assessment data to increase student achievement. There is continued emphasis on Explicit Direct Instruction, Target Teach, web-based activities, SMARTboards, and Senteo Reponse Systems to help address the needs of all children. Nine of the fifty-four teachers at OMS have received National Board Certification. OMS continues to be a great place, where students "care to learn and learn to care!"

Garland W.Crump,Principal Joan Clark, SIC Chairperson

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 59 | 281 | 109 |
| Percent satisfied with learning environment | 98.3% | 72.6% | 84.3% |
| Percent satisfied with social and physical environment | 98.3% | 73.4% | 80.4% |
| Percent satisfied with school-home relations | 72.4% | 81.3% | 71.6% |

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

Abbreviations for Missing Data

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## No Child Left Behind

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

This school met 23 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

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

### School Improvement Key

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

### Teacher Quality and Student Attendance

| | Our District | State |
|---|---|---|
| Classes in low poverty schools not taught by highly qualified teachers | 0.9% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.8% | 94.0%** | Yes |

* Or greater than last year

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| OAKBROOK MIDDLE | | | | | | | | | | 11/09/11-1802018 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 941 | 99.6 | 25.9 | 35.1 | 39 | 83.9 | 88.8 | 82.4 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 485 | 99.4 | 30.1 | 33 | 36.9 | 81.9 | 86 | 78.7 | N/A | N/A |
| Female | 456 | 99.8 | 21.5 | 37.2 | 41.3 | 85.9 | 91.6 | 86.2 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 496 | 99.8 | 18.1 | 34.1 | 47.8 | 88.4 | 92.7 | 88.9 | Yes | Yes |
| African American | 357 | 99.4 | 38.7 | 36.3 | 25 | 76.2 | 81.5 | 72.9 | No | Yes |
| Asian/Pacific Islander | 31 | 96.8 | 14.8 | 33.3 | 51.9 | 88.9 | 93.3 | 93 | I/S | I/S |
| Hispanic | 53 | 100 | 18.2 | 40.9 | 40.9 | 90.9 | 88 | 79.3 | Yes | Yes |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 90.9 | 83 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 85 | 98.8 | 64.9 | 24.7 | 10.4 | 50.6 | 58.6 | 48.1 | Yes | Yes |
| **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 | 16 | 93.8 | 31.3 | 43.8 | 25 | 81.3 | 84 | 78.3 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 393 | 99 | 36.5 | 37.1 | 26.4 | 77 | 82.5 | 75.4 | No | Yes |
| **Mathematics - State Performance Objective = 79.0% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 941 | 99.7 | 21.1 | 47.7 | 31.2 | 87.7 | 90.3 | 81.9 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 485 | 99.4 | 22.2 | 42.5 | 35.3 | 86.2 | 88.6 | 79.9 | N/A | N/A |
| Female | 456 | 100 | 20 | 53.1 | 26.9 | 89.3 | 91.9 | 84.1 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 496 | 99.8 | 16.4 | 43.2 | 40.4 | 91 | 94.6 | 88.9 | Yes | Yes |
| African American | 357 | 99.4 | 29.9 | 53.7 | 16.5 | 81.7 | 81.8 | 71.4 | Yes | Yes |
| Asian/Pacific Islander | 31 | 100 | 7.1 | 28.6 | 64.3 | 92.9 | 96.5 | 94.6 | I/S | I/S |
| Hispanic | 53 | 100 | 15.9 | 56.8 | 27.3 | 93.2 | 90.2 | 81.1 | Yes | Yes |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 95.5 | 84.4 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 85 | 98.8 | 55.8 | 37.7 | 6.5 | 64.9 | 61.6 | 47.3 | Yes | Yes |
| **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 | 16 | 100 | 23.5 | 52.9 | 23.5 | 88.2 | 88.7 | 81.4 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 393 | 99.2 | 31.2 | 48.4 | 20.3 | 81.7 | 84.3 | 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

## 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 | 625 | 100 | 19.3 | 47.4 | 33.3 | 80.7 | 77.2 | 68.6 |
| **Gender** | | | | | | | | |
| Male | 314 | 100 | 20.7 | 42.4 | 36.9 | 79.3 | 76.2 | 68.3 |
| Female | 311 | 100 | 18 | 52.5 | 29.6 | 82 | 78.3 | 68.9 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 323 | 100 | 14.7 | 43.5 | 41.8 | 85.3 | 86.2 | 80.7 |
| African American | 236 | 100 | 27.4 | 53.5 | 19.1 | 72.6 | 60.8 | 51.4 |
| Asian/Pacific Islander | 24 | 100 | 13 | 43.5 | 43.5 | 87 | 91 | 85.3 |
| Hispanic | 38 | 100 | 15.2 | 45.5 | 39.4 | 84.8 | 71.8 | 61.6 |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 83.6 | 70.8 |
| **Disability Status** | | | | | | | | |
| Disabled | 54 | 100 | 43.1 | 45.1 | 11.8 | 56.9 | 43.9 | 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 | 12 | 100 | 37.5 | 43.8 | 18.8 | 62.5 | 59.2 | 60.7 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 262 | 100 | 27.6 | 51.7 | 20.7 | 72.4 | 65.5 | 57.3 |
| **Social Studies** | | | | | | | | |
| All Students | 629 | 99.8 | 25.9 | 38.6 | 35.5 | 74.1 | 81.4 | 72.5 |
| **Gender** | | | | | | | | |
| Male | 319 | 99.7 | 22.5 | 35.2 | 42.3 | 77.5 | 81.2 | 72 |
| Female | 310 | 100 | 29.3 | 42.2 | 28.6 | 70.7 | 81.6 | 73.1 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 335 | 100 | 18.2 | 36 | 45.8 | 81.8 | 86.9 | 81 |
| African American | 243 | 99.6 | 36.3 | 42.9 | 20.8 | 63.7 | 70.6 | 60 |
| Asian/Pacific Islander | 20 | 100 | 26.3 | 15.8 | 57.9 | 73.7 | 91 | 89 |
| Hispanic | 29 | 100 | 28 | 48 | 24 | 72 | 78.6 | 69.6 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 91.5 | 73.5 |
| **Disability Status** | | | | | | | | |
| Disabled | 59 | 100 | 64.8 | 24.1 | 11.1 | 35.2 | 49.3 | 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 | 11 | 100 | 61.5 | 15.4 | 23.1 | 38.5 | 69.1 | 69.7 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 270 | 99.6 | 41 | 36.9 | 22.1 | 59 | 71.6 | 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 | 316 | 99.4 | 23.7 | 44.7 | 31.5 | 76.3 | 82.3 | 73.2 | 95.8 | 95.8 |
| **Gender** | | | | | | | | | | |
| Male | 167 | 98.8 | 29.4 | 45.8 | 24.8 | 70.6 | 77.2 | 67.2 | 95.8 | 95.7 |
| Female | 149 | 100 | 17.6 | 43.7 | 38.7 | 82.4 | 87.4 | 79.4 | 95.8 | 95.8 |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 160 | 98.8 | 17.2 | 44.4 | 38.4 | 82.8 | 89.2 | 81.5 | 95.3 | 95.5 |
| African American | 122 | 100 | 33.6 | 50.4 | 15.9 | 66.4 | 71.1 | 61.3 | 96.2 | 96.1 |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 84.8 | 87 | 97 | 96.8 |
| Hispanic | 25 | 100 | 18.2 | 36.4 | 45.5 | 81.8 | 78.8 | 66.7 | 96.1 | 95.7 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 87.5 | 72.2 | 94.5 | 94.9 |
| **Disability Status** | | | | | | | | | | |
| Disabled | 29 | 100 | 66.7 | 29.6 | 3.7 | 33.3 | 34.9 | 26 | 95.4 | 94.7 |
| **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 | 6 | I/S | I/S | I/S | I/S | I/S | 66.2 | 65.7 | 95.8 | 96.1 |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 123 | 98.4 | 39.8 | 43.4 | 16.8 | 60.2 | 71.5 | 63.2 | 95 | 95.1 |

Abbreviations for Missing Data

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

## 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 | 355 | 100 | 25.2 | 39.8 | 35 | 74.8 |
| | 7 | 358 | 100 | 32.7 | 35.7 | 31.5 | 67.3 |
| | 8 | 343 | 99.1 | 25.6 | 34.1 | 40.4 | 74.4 |
| 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 | 310 | 99.4 | 19.9 | 34.4 | 45.7 | 80.1 |
| | 7 | 314 | 99.7 | 29.5 | 34.4 | 36.1 | 70.5 |
| | 8 | 317 | 99.7 | 28.2 | 36.4 | 35.4 | 71.8 |
| **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 | 355 | 100 | 30.7 | 43.2 | 26.1 | 69.3 |
| | 7 | 358 | 100 | 33.3 | 37.8 | 28.9 | 66.7 |
| | 8 | 343 | 99.1 | 24.6 | 48.9 | 26.5 | 75.4 |
| 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 | 310 | 99.4 | 22.3 | 43.6 | 34 | 77.7 |
| | 7 | 314 | 100 | 19.6 | 45.5 | 35 | 80.4 |
| | 8 | 317 | 99.7 | 21.4 | 53.7 | 24.8 | 78.6 |
| **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 | 173 | 99.4 | 35.8 | 46.5 | 17.6 | 64.2 |
| | 7 | 358 | 100 | 27.7 | 49.4 | 22.9 | 72.3 |
| | 8 | 171 | 99.4 | 12.8 | 38.4 | 48.8 | 87.2 |
| 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 | 152 | 100 | 19.3 | 59.3 | 21.4 | 80.7 |
| | 7 | 314 | 100 | 20.5 | 49.7 | 29.9 | 79.5 |
| | 8 | 159 | 100 | 17.1 | 31.5 | 51.4 | 82.9 |

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|---|---|---|---|---|---|---|---|
| **Social Studies** | | | | | | | |
| 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 | 182 | 100 | 20.6 | 52.4 | 27.1 | 79.4 |
| | 7 | 358 | 100 | 39 | 35.1 | 25.9 | 61 |
| | 8 | 169 | 100 | 19.7 | 34.2 | 46.1 | 80.3 |
| 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 | 157 | 100 | 20.3 | 51 | 28.7 | 79.7 |
| | 7 | 314 | 100 | 30.2 | 33.3 | 36.5 | 69.8 |
| | 8 | 158 | 99.4 | 22.8 | 36.9 | 40.3 | 77.2 |
| **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 | 361 | 99.2 | 18.2 | 46.1 | 35.8 | 81.8 |
| | 7 | 370 | 99.2 | 29 | 44.9 | 26.1 | 71 |
| | 8 | 348 | 99.4 | 12.5 | 52.6 | 34.9 | 87.5 |
| 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 | 316 | 99.4 | 23.7 | 44.7 | 31.5 | 76.3 |

Abbreviations for Missing Data

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