



## McCormick School District

821 North Mine Street  
McCormick, SC 29835

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	920 Students	
<b>Superintendent</b>	Sandra Calliham	864-852-2435
<b>Board Chair</b>	Oscar New	864-852-2329

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Excellent
2006	Below Average	At-Risk
2005	Below Average	Excellent
2004	Below Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

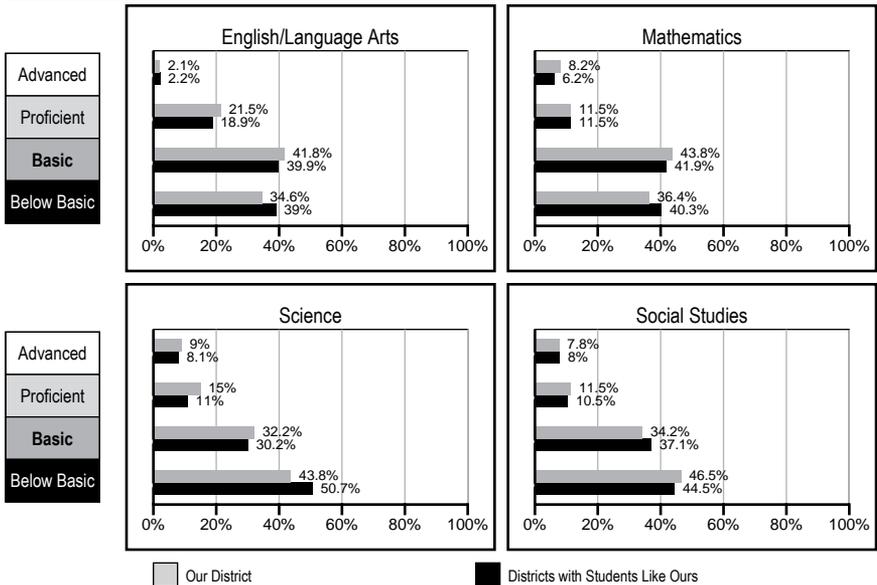
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

**ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	2	7	7

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

**High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student**

Percent	Our District			Districts with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed both subtests	63.4	68.4	78.6	64.5	67.9	72.3
Passed 1 subtest	22.5	22.8	16.1	16.5	17.1	15.6
Passed no subtests	14.1	8.9	5.4	19.0	15.0	12.1

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	51.4	62.1
English 1	55.6	47.4
Physical Science	31.3	35.4
All Subjects	47.8	49.5

Abbreviations for Missing Data

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

## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=920)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	98.9%
Retention rate	3.1%	Down from 3.7%	5.2%	4.0%
Attendance rate	94.5%	Down from 95.7%	95.3%	95.6%
Eligible for gifted and talented	2.7%	Down from 4.6%	7.2%	11.4%
With disabilities other than speech	9.6%	Up from 8.8%	11.5%	10.5%
Older than usual for grade	5.8%	Up from 2.1%	6.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.2%	0.9%	0.8%
Enrolled in AP/IB programs	3.6%	Down from 10.0%	6.0%	10.3%
Successful on AP/IB exams	N/A	N/A	27.3%	56.0%
Eligible for LIFE Scholarship	33.3%	Up from 11.8%	26.7%	31.1%
Enrolled in adult education GED or diploma programs	40	Up from 28	42	48
Completions in adult education GED or diploma programs	27	Up from 22	17	27
Annual dropout rate	2.2%	Down from 3.6%	4.4%	3.8%
<b>Teachers (n=73)</b>				
Teachers with advanced degrees	56.2%	Up from 50.7%	53.2%	54.8%
Continuing contract teachers	64.4%	Up from 60.6%	66.4%	73.9%
Teachers with emergency or provisional certificates	14.3%	Up from 13.8%	11.2%	5.0%
Teachers returning from previous year	72.0%	Down from 74.1%	85.4%	88.8%
Teacher attendance rate	95.0%	Down from 95.2%	94.7%	94.9%
Average teacher salary	\$42,494	Up 6.6%	\$43,147	\$45,107
Vacancies for more than nine weeks	4.1%	Up from 1.4%	0.9%	0.5%
Professional development days/teacher	18.0 days	Down from 18.1 days	16.9 days	15.2 days
<b>District</b>				
Superintendent's years at district	4.5	Up from 4.0	2.8	3.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.3 to 1	18.5 to 1	20.2 to 1
Prime instructional time	87.9%	Down from 89.6%	87.8%	89.1%
Dollars spent per pupil*	\$11,500	Up 9.0%	\$9,263	\$8,666
Percent of expenditures for teacher salaries*	44.4%	Down from 46.3%	49.5%	53.1%
Percent of expenditures for instruction*	47.8%	Down from 49.9%	53.4%	56.5%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Parents attending conferences	91.5%	Down from 92.2%	94.5%	98.2%
Number of schools	3	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	4.3%	4.3%
Average age in years of school facilities	21 Years	No Change	29 Years	26 Years
Number of schools with SACS accreditation	2.0	No Change	5.0	8.0
Average administrator salary	\$66,210	Up 12.2%	\$73,111	\$76,032

\* 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

## Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	67	92.5%	169	39.1%	74	86.5%	Yes
<b>Gender</b>							
Male	29	89.7%	88	27.3%	32	84.4%	N/A
Female	38	94.7%	76	52.6%	42	88.1%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	16	43.8%	N/A	N/A	N/A
African American	62	93.5%	153	38.6%	69	87.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	15	N/A	12	66.7%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	53	92.5%	136	39.0%	58	86.2%	N/A

\* n=number of students on which percentage is calculated. t=number of tests taken.

## HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	92.5%	90.6%

## On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	74	199
Number of Diplomas	64	144
Rate	86.5%	74.4%

## College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	446	390	429	403	433	407	876	793		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	15.4	14.8	17.2	16.2	17.2	17.4	17.6	16.2	16.9	16.2
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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

**School District Governance**

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	35.0 per board member
Percent New Trustees Completing Orientation	100.0%

**District Superintendent's Report**

During the 07-08 school year, we made many strides to enhance teaching and learning for students and staff. We have implemented Measures of Academic Progress (MAP), testing fully across the district. Staff are receiving training using EDI (Explicit Direct Instruction) and we have expanded the curriculum through virtual schools.

Early release days are an on-going part of professional development, which allows schools to tailor plans specific for their school and staff. The Strategic Plan was updated and changes were made. The district is in the third year of implementation of the Plan. We are working towards the interim performance goals set by the planning teams for the year three implementation phase. We will use this plan to guide the district as we work to improve teaching and learning.

The school board is working on plans for building a new high school. This was part of strategy number 4 which addressed the educational park. Passage of Act 388 has provided funds that are above what the district has received in the past. Funds are to be used to address needs identified in the district. This funding will be used to build the high school. An architectural firm named McGarity Gilmore Forrester has been contracted to work with a design team to draft a plan for the high school. Building a new high school is Phase 2 of the plan to complete an educational park at the MES/MMS site on Hwy 28 South. The board is working with the law firm of McGuire Woods to develop the structure for the funding. The community is informed of the progress through the local newspapers and through monthly updates at the school board meetings.

We are dedicated to continue working to improve teaching and learning for students, faculty, and staff members. One of the beliefs developed during our strategic planning session states, "We believe that we can influence the future. Indeed we can."

Dr. Sandra Calliham, Superintendent

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## No Child Left Behind

## District Adequate Yearly Progress

No

This district met 13 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.

## District Improvement Status

N/A

N/A

## Title I Schools' School Improvement Status

School	Status	School	Status
Mccormick Middle	R	Mccormick Elementary	NI

The McCormick School District consists of 3 public schools with 2 of these schools, or 66.7%, in 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. Sanction: Implement the restructuring plan.
DELAY	<b>The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."</b>
HOLD	<b>The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."</b>

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	406	100.0	34.6	41.8	21.5	2.1	34.4	48.2	No	Yes
<b>Gender</b>										
Male	218	100.0	39.5	39.0	20.5	1.0	33.8	41.7	N/A	N/A
Female	188	100.0	28.9	45.0	22.8	3.3	35.0	55.0	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	71	100.0	24.6	40.0	32.3	3.1	43.1	60.0	No	Yes
African American	332	100.0	37.0	42.5	18.9	1.6	32.0	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
<b>Disability Status</b>										
Disabled	52	100.0	71.2	23.1	3.8	1.9	7.7	16.0	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>Limited English Proficient</b>										
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.6	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	327	100.0	39.2	39.2	19.6	1.9	29.7	34.0	No	Yes

## Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	406	100.0	36.4	43.8	11.5	8.2	29.5	45.8	No	Yes
<b>Gender</b>										
Male	218	100.0	38.6	41.0	11.9	8.6	29.5	45.6	N/A	N/A
Female	188	100.0	33.9	47.2	11.1	7.8	29.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	71	100.0	18.5	47.7	21.5	12.3	47.7	59.0	No	Yes
African American	332	100.0	40.4	43.5	9.6	6.5	25.2	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>										
Disabled	52	100.0	65.4	26.9	5.8	1.9	13.5	17.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>Limited English Proficient</b>										
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	327	100.0	40.8	44.3	9.2	5.7	23.7	31.4	No	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
<b>Science</b>										
All Students	280	99.3	43.6	32.3	15.0	9.0	24.1	35.7	95.5	96.1
<b>Gender</b>										
Male	155	99.4	47.6	26.5	15.6	10.2	25.9	37.4	94.9	96.0
Female	125	99.2	38.7	39.5	14.3	7.6	21.8	33.8	96.1	96.3
<b>Racial/Ethnic Group</b>										
White	47	97.9	31.0	28.6	19.0	21.4	40.5	49.2	93.8	96.0
African American	231	99.6	46.4	33.3	14.0	6.3	20.3	17.0	95.9	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.0	99.2	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.9	99.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
<b>Disability Status</b>										
Disabled	36	97.2	74.3	11.4	14.3	N/A	14.3	14.0	95.7	95.1
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
<b>Limited English Proficient</b>										
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	96.8
<b>Socio-Economic Status</b>										
Subsided meals	226	99.1	47.7	32.9	13.4	6.0	19.4	21.1	95.4	95.6
<b>Social Studies</b>										
All Students	280	100.0	46.5	34.2	11.5	7.8	19.3	34.0	95.5	96.1
<b>Gender</b>										
Male	147	100.0	46.8	29.8	14.2	9.2	23.4	36.6	94.9	96.0
Female	133	100.0	46.1	39.1	8.6	6.3	14.8	31.3	96.1	96.3
<b>Racial/Ethnic Group</b>										
White	49	100.0	34.0	36.2	19.1	10.6	29.8	44.5	93.8	96.0
African American	229	100.0	49.5	34.1	10.0	6.4	16.4	19.1	95.9	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.2	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.5	99.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
<b>Disability Status</b>										
Disabled	31	100.0	74.2	19.4	N/A	6.5	6.5	14.4	95.7	95.1
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
<b>Limited English Proficient</b>										
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	96.8
<b>Socio-Economic Status</b>										
Subsided meals	225	100.0	50.5	34.9	8.3	6.4	14.7	21.0	95.4	95.6

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	79	100.0	18.4	44.7	35.5	1.3	36.8
	4	59	100.0	17.9	51.8	30.4	N/A	30.4
	5	66	98.5	42.6	39.3	18.0	N/A	18.0
	6	72	100.0	36.8	50.0	10.3	2.9	13.2
	7	83	100.0	45.1	35.4	15.9	3.7	19.5
	8	65	100.0	41.4	44.8	13.8	N/A	13.8
<b>2008</b>	3	58	100.0	18.2	32.7	43.6	5.5	49.1
	4	76	100.0	41.1	41.1	17.8	N/A	17.8
	5	56	100.0	23.6	50.9	23.6	1.8	25.5
	6	68	100.0	50.7	37.3	11.9	N/A	11.9
	7	79	100.0	37.8	47.3	12.2	2.7	14.9
	8	69	100.0	30.3	40.9	25.8	3.0	28.8
<b>Mathematics</b>								
<b>2007</b>	3	79	100.0	36.8	48.7	9.2	5.3	14.5
	4	59	100.0	25.0	46.4	17.9	10.7	28.6
	5	66	98.5	36.1	47.5	11.5	4.9	16.4
	6	72	100.0	20.6	55.9	17.6	5.9	23.5
	7	83	100.0	45.1	41.5	9.8	3.7	13.4
	8	65	100.0	39.7	53.4	6.9	N/A	6.9
<b>2008</b>	3	58	100.0	27.3	47.3	7.3	18.2	25.5
	4	76	100.0	49.3	37.0	11.0	2.7	13.7
	5	56	100.0	27.3	30.9	32.7	9.1	41.8
	6	68	100.0	40.3	34.3	10.4	14.9	25.4
	7	79	100.0	36.5	54.1	5.4	4.1	9.5
	8	69	100.0	33.3	57.6	6.1	3.0	9.1
<b>Science</b>								
<b>2007</b>	3	40	100.0	35.1	32.4	21.6	10.8	32.4
	4	59	100.0	21.4	46.4	26.8	5.4	32.1
	5	34	100.0	61.3	22.6	6.5	9.7	16.1
	6	36	100.0	59.4	25.0	9.4	6.3	15.6
	7	83	100.0	39.2	35.4	15.2	10.1	25.3
	8	33	100.0	36.7	46.7	13.3	3.3	16.7
<b>2008</b>	3	29	100.0	21.4	42.9	21.4	14.3	35.7
	4	76	100.0	49.3	30.1	11.0	9.6	20.5
	5	29	100.0	35.7	35.7	25.0	3.6	28.6
	6	33	100.0	62.5	15.6	6.3	15.6	21.9
	7	78	98.7	29.2	43.1	20.8	6.9	27.8
	8	35	97.1	69.7	18.2	6.1	6.1	12.1
<b>Social Studies</b>								
<b>2007</b>	3	39	100.0	12.8	43.6	41.0	2.6	43.6
	4	59	100.0	23.2	42.9	21.4	12.5	33.9
	5	32	96.9	46.7	33.3	10.0	10.0	20.0
	6	37	100.0	20.0	65.7	14.3	N/A	14.3
	7	83	100.0	62.0	26.6	7.6	3.8	11.4
	8	32	100.0	32.1	53.6	14.3	N/A	14.3
<b>2008</b>	3	29	100.0	14.8	33.3	29.6	22.2	51.9
	4	76	100.0	53.4	31.5	11.0	4.1	15.1
	5	27	100.0	33.3	25.9	14.8	25.9	40.7
	6	35	100.0	48.6	34.3	11.4	5.7	17.1
	7	79	100.0	63.5	28.4	4.1	4.1	8.1
	8	34	100.0	27.3	60.6	12.1	N/A	12.1

Abbreviations for Missing Data

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

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	61	91.8	11.1	35.2	38.9	14.8	66.7	69.7	Yes	Yes
Male	33	87.9	14.3	35.7	42.9	7.1	64.3	64.6	N/A	N/A
Female	28	96.4	7.7	34.6	34.6	23.1	69.2	74.8	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	81.7	I/S	I/S
African American	53	96.2	12.0	36.0	38.0	14.0	64.0	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	47	97.9	13.6	36.4	34.1	15.9	63.6	55.1	Yes	Yes

## Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	61	91.8	16.7	38.9	35.2	9.3	57.4	67.2	Yes	Yes
Male	33	87.9	17.9	42.9	35.7	3.6	50.0	66.3	N/A	N/A
Female	28	96.4	15.4	34.6	34.6	15.4	65.4	68.0	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
African American	53	96.2	18.0	38.0	34.0	10.0	54.0	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	47	97.9	20.5	38.6	29.5	11.4	52.3	53.1	Yes	Yes

## Physical Science (End-of-Course Performance by Group)

All Students	66	97.0	93.9	3.0	N/A	N/A	N/A	N/A	N/A	N/A
Male	36	94.4	88.9	5.6	N/A	N/A	N/A	N/A	N/A	N/A
Female	30	100.0	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
White	11	100.0	81.8	18.2	N/A	N/A	N/A	N/A	N/A	N/A
African American	55	96.4	96.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	49	98.0	95.9	2.0	N/A	N/A	N/A	N/A	N/A	N/A

\* Adj - 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

## Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
<b>English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)</b>									
All Students	2007	82	93.9	6.8	40.5	41.9	10.8	60.8	70.7
	2008	61	91.8	11.1	35.2	38.9	14.8	66.7	69.7
<b>Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)</b>									
All Students	2007	82	96.3	31.6	36.8	15.8	15.8	42.1	62.2
	2008	61	91.8	16.7	38.9	35.2	9.3	57.4	67.2

## Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.5%	0.0%	No
Student attendance rate, grades K-8	94.5%	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