



Bamberg 1 School District

3830 Faust St.
Bamberg, SC 29003

Grades	PK-12 District	
Enrollment	1,502 Students	
Superintendent	Phyllis K. Schwarting	803-245-3053
Board Chair	Dr. R. Dale Padgett	803-245-2433

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average*
2009	Below Average	At-Risk
2008	Below Average	Good
2007	Below Average	At-Risk
2006	Average	Average

* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

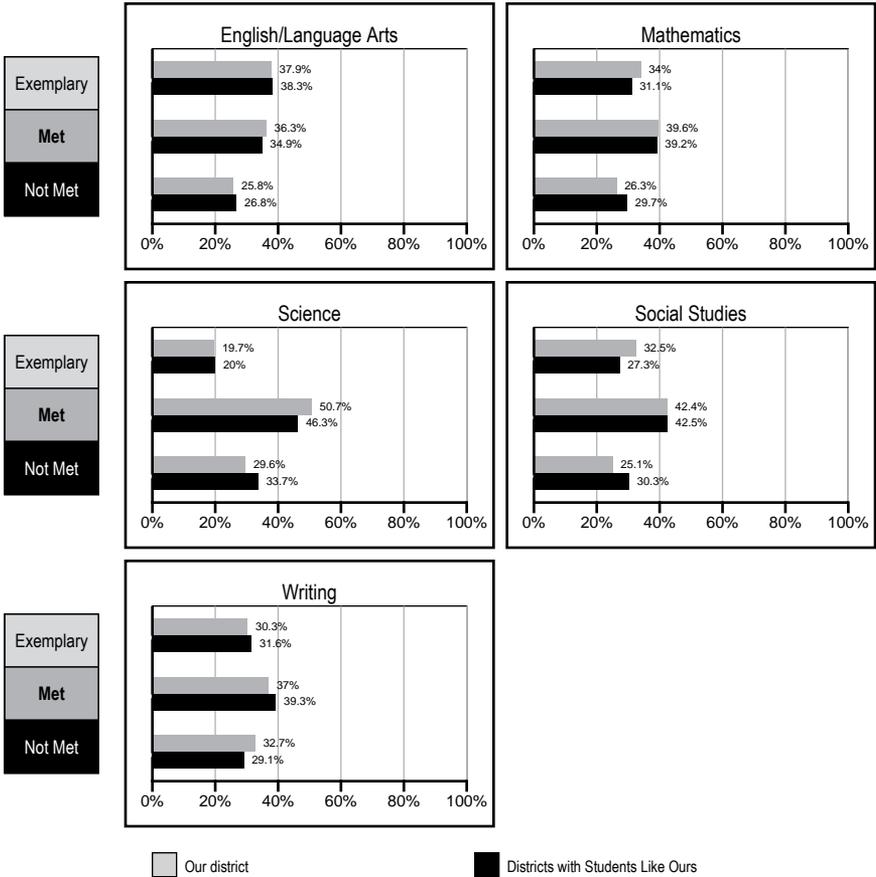
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	22	2	0

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* 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

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

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

Percent	Our District			Districts with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed both subtests	71.1%	60.5%	75.4%	78.5%	74.5%	77.7%
Passed one subtest	17.2%	24.2%	18.4%	11.2%	13.4%	11.6%
Passed no subtests	11.7%	15.3%	6.1%	10.3%	12.1%	10.6%

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	80.0%	82.7%
English 1	65.4%	69.8%
Physical Science	59.1%	54.9%
US History and the Constitution	10.2%	39.9%
All Subjects	52.3%	62.3%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,502)				
First graders who attended full-day kindergarten	100.0%	No Change	99.9%	99.5%
Retention rate	2.6%	Down from 2.9%	2.4%	2.3%
Attendance rate	94.6%	Down from 95.6%	95.4%	95.8%
Eligible for gifted and talented	18.3%	Up from 11.9%	15.5%	14.3%
With disabilities other than speech	11.0%	Down from 11.1%	10.9%	10.5%
Older than usual for grade	5.0%	Up from 3.7%	4.3%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.8%	0.7%	0.7%
Enrolled in AP/IB programs	5.1%	Up from 4.5%	11.7%	12.1%
Successful on AP/IB exams	N/A	N/A	48.1%	50.0%
Eligible for LIFE Scholarship	29.6%	Up from 29.4%	32.7%	31.4%
Enrolled in adult education GED or diploma programs	9	Down from 22	80	47
Completions in adult education GED or diploma programs	7	Down from 19	39	29
Annual dropout rate	4.1%	Down from 4.5%	3.3%	3.1%
Teachers (n=94)				
Teachers with advanced degrees	66.0%	Up from 63.4%	60.2%	58.8%
Continuing contract teachers	86.2%	Down from 87.5%	84.2%	81.5%
Teachers with emergency or provisional certificates	7.6%	Up from 5.8%	3.2%	4.0%
Teachers returning from previous year	87.3%	Up from 87.1%	90.0%	89.3%
Teacher attendance rate	95.6%	No Change	95.2%	95.3%
Average teacher salary*	\$44,573	Up 0.6%	\$47,374	\$46,618
Vacancies for more than nine weeks	1.1%	Down from 2.7%	0.0%	0.2%
Professional development days/teacher	9.8 days	Down from 13.4 days	12.8 days	12.6 days
District				
Superintendent's years at district	10.0	No Change	2.5	3.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 17.6 to 1	20.7 to 1	20.9 to 1
Prime instructional time	89.4%	Down from 89.8%	89.6%	89.9%
Dollars spent per pupil**	\$10,305	Up 8.3%	\$9,339	\$9,364
Percent of expenditures for teacher salaries**	54.9%	Down from 55.8%	54.0%	53.3%
Percent of expenditures for instruction**	59.9%	Up from 59.3%	56.3%	56.3%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	4	No Change	11	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	5.2%	Up from 4.8%	1.6%	2.4%
Average age in years of school facilities	47 Years	No Change	27 Years	27 Years
Number of schools with SACS accreditation	0.0	No Change	11.0	8.0
Parents attending conferences	95.5%	Down from 97.3%	97.6%	97.1%
Average administrator salary	\$69,697	No Change	\$79,295	\$79,261

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	118	89.0%	488	52.3%	140	65.7%	N/A
Gender							
Male	54	87.0%	280	53.9%	66	57.6%	N/A
Female	64	90.6%	208	50.0%	74	73.0%	N/A
Racial/Ethnic Group							
White	45	93.3%	207	64.3%	51	72.5%	N/A
African American	71	85.9%	279	43.0%	86	62.8%	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
Disability Status							
Disabled	17	64.7%	55	27.3%	21	42.9%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	69	85.5%	260	44.6%	77	64.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

Percent	Our District	Districts with Students Like Ours
	89.0%	90.6%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	121	140	570	631
Number of Graduates in Cohort	97	92	417	453
Rate	80.2%	65.7%	75.2%	73.2%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	442	425	459	457	427	391	1328	1273		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	15.8	17.3	17.7	19.0	16.5	19.2	17.0	19.4	16.8	18.8
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

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School District Governance

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	19.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The 2009-2010 school year has been very challenging for the public schools of South Carolina in general and Bamberg School District One in particular. Excessive cuts throughout the past fiscal year, combined with continued unfunded mandates from the state, have brought small, rural districts like ours to the brink of despair. However, despite these obstacles, Bamberg School District One is proud of the fact that three of its four schools – Richard Carroll Primary, Richard Carroll Elementary, and Bamberg-Ehrhardt Middle – made AYP for the 2009 school year. I believe that this achievement proves that our awesome faculty and staff are dedicated, committed, and determined to see Bamberg School District One continue to grow despite the negative fiscal climate that has affected all public entities in our state.

The Reading First Initiative at Richard Carroll Primary School ended its sixth and final year with great success. Innovative strategies and methods implemented through this intense program have been absorbed by the administration and faculty so that these proven techniques have become everyday teaching strategies in most classrooms. More children are reading at or above grade level than ever before. Richard Carroll Elementary School continues to thrive due to the strength of collaboration between each team of teachers – ELA/ Social Studies and Math/Science at each grade level. This school received the Silver Award from the SDE because of academic achievement and for 'closing the gap' between ethnic groups on PASS testing. Bamberg-Ehrhardt Middle School has made significant strides in raising test scores on the PASS tests as well as End-of-Course (EOC) tests in Algebra I and Honors English. In fact, of the 17 students taking the Algebra I EOC test, 10 made a perfect score of 100%! Bamberg-Ehrhardt High School continues to follow the guidelines of the High Schools That Work model. All students are expected to participate in rigorous coursework, work experiences, and service activities. For the second time in six years, the JROTC unit was ranked as EXCELLENT, and high school athletics once again brought much success to our young people. The high school was also recognized for being one of the first schools in the state to have 100% completion of the Individual Graduation Plans (IGPs).

Our Office of Exceptional Children has consistently been recognized by the SDE for providing timely and accurate data for all collection points throughout the year. Collaboration between the regular education and special education teachers has brought much academic and behavioral success to our students. Response to Intervention (RtI) has been implemented as a vehicle to ensure that only those students whose academic, behavioral, and emotional issues cannot be serviced inside the realm of regular education are evaluated for placement in the special education program. RtI will be pursued more intensely as we move forward into the next school term.

Our citizens passed a \$29M Bond Referendum for the purpose of building a new 4K-Grade 6 school, as well as to make critical renovations to the high school and middle school. This has generated much excitement and increased morale within our school family. The 2009-2010 school year was indeed a 'very good year.' We look forward to many more!

Phyllis K. Schwarting, Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 20 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

CDI-H

CDI-H

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Bamberg 1 School District consists of 4 public schools with 0 of these schools, or 0%, 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. 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."

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	650	99.7	26	36.3	37.7	81.9	83.5	Yes	Yes
Gender									
Male	353	99.7	31.8	33.2	35	77.4	80.1	N/A	N/A
Female	297	99.7	19.2	39.9	40.9	87.1	87	N/A	N/A
Racial/Ethnic Group									
White	290	99.7	15.6	35.5	48.9	90.6	89.6	Yes	Yes
African American	345	99.7	35.1	37.2	27.7	74.1	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	97	97.9	69.6	17.4	13	44.6	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	3	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	398	100	33.2	40.5	26.2	76.9	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	650	99.7	26.3	40.1	33.5	81.9	80.4	Yes	Yes
Gender									
Male	353	99.7	30	34.7	35.3	78.9	78.4	N/A	N/A
Female	297	99.7	22	46.5	31.5	85.3	82.5	N/A	N/A
Racial/Ethnic Group									
White	290	99.7	18.5	34.4	47.1	89.9	87.8	Yes	Yes
African American	345	99.7	33.6	44.9	21.4	74.7	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	97	97.9	69.6	19.6	10.9	42.4	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	3	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	398	100	33.8	45.2	21	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	435	99.5	29.6	50.6	19.8	70.4	67.3
Gender							
Male	233	100	30.5	46.6	22.9	69.5	66.9
Female	202	99	28.6	55.2	16.1	71.4	67.7
Racial/Ethnic Group							
White	192	100	18.7	48.4	33	81.3	79.6
African American	232	99.1	39.7	52.7	7.6	60.3	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	69	97.1	62.5	26.6	10.9	37.5	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	3	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status							
Subsidized meals	271	99.6	37.4	53.1	9.5	62.6	55.4
Social Studies							
All Students	428	99.8	24.8	43.2	32	75.2	70.9
Gender							
Male	243	99.6	25.5	40.7	33.8	74.5	70.1
Female	185	100	23.8	46.4	29.8	76.2	71.7
Racial/Ethnic Group							
White	186	100	16.7	40	43.3	83.3	79.2
African American	232	99.6	32	45.8	22.2	68	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	60	100	48.3	43.1	8.6	51.7	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	2	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	271	100	32.2	46.4	21.5	67.8	60.8

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	653	98.5	32.5	37.1	30.4	67.5	72.1	95.5	96.3
Gender									
Male	354	98.3	40	34.9	25.1	60	65.2	95.4	96.2
Female	299	98.7	23.7	39.7	36.6	76.3	79.2	95.7	96.4
Racial/Ethnic Group									
White	288	99.3	21.7	36.5	41.9	78.3	80.8	95	96.1
African American	349	98.3	42	37.8	20.2	58	59.7	96	96.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87	97	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	64.6	90.1	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.4	89.4	95
Disability Status									
Disabled	95	94.7	79.3	14.9	5.7	20.7	27.7	94.9	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	3	I/S	I/S	I/S	I/S	I/S	63.7	94.9	97
Socio-Economic Status									
Subsidized meals	403	98	42.3	39.2	18.4	57.7	61.9	95.3	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	127	100	23.3	35.3	41.4	76.7
	4	123	100	14.2	48.3	37.5	85.8
	5	90	100	17.2	49.4	33.3	82.8
	6	95	100	30.4	37	32.6	69.6
	7	103	100	36.4	33.3	30.3	63.6
	8	104	100	31.6	33.7	34.7	68.4
2010	3	111	99.1	26.7	24.8	48.6	73.3
	4	119	100	24.1	45.7	30.2	75.9
	5	124	100	11.6	45.5	43	88.4
	6	88	100	26.7	32.6	40.7	73.3
	7	96	99	33.3	32.2	34.4	66.7
	8	112	100	37.1	33.3	29.5	62.9
Mathematics							
2009	3	127	100	36.2	39.7	24.1	63.8
	4	123	100	18.3	39.2	42.5	81.7
	5	90	100	20.7	59.8	19.5	79.3
	6	95	100	28.3	42.4	29.3	71.7
	7	103	100	25.3	40.4	34.3	74.7
	8	104	100	30.6	33.7	35.7	69.4
2010	3	111	99.1	28.6	27.6	43.8	71.4
	4	119	100	20.7	52.6	26.7	79.3
	5	124	100	22.3	38	39.7	77.7
	6	88	100	24.4	46.5	29.1	75.6
	7	96	99	28.9	36.7	34.4	71.1
	8	112	100	34.3	39	26.7	65.7
Science							
2009	3	63	100	44.6	41.1	14.3	55.4
	4	123	100	20.8	52.5	26.7	79.2
	5	45	100	20.9	65.1	14	79.1
	6	48	100	43.8	43.8	12.5	56.3
	7	103	100	26	56	18	74
	8	52	100	31.3	45.8	22.9	68.8
2010	3	55	100	46.2	38.5	15.4	53.8
	4	119	100	25	62.1	12.9	75
	5	63	100	24.6	47.5	27.9	75.4
	6	45	97.8	30.2	65.1	4.7	69.8
	7	96	99	28.9	46.7	24.4	71.1
	8	57	100	30.2	35.8	34	69.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	64	100	21.7	51.7	26.7	78.3
	4	123	100	7.5	48.3	44.2	92.5
	5	45	100	18.2	31.8	50	81.8
	6	47	100	15.9	68.2	15.9	84.1
	7	103	100	49.5	28.3	22.2	50.5
	8	52	100	18	40	42	82
2010	3	55	100	30.2	30.2	39.6	69.8
	4	119	100	12.1	56	31.9	87.9
	5	61	100	21.7	51.7	26.7	78.3
	6	43	100	28.6	50	21.4	71.4
	7	95	100	30	31.1	38.9	70
	8	55	98.2	39.2	33.3	27.5	60.8
Writing							
2009	3	125	98.4	47.4	31.6	21.1	52.6
	4	125	99.2	31.4	37.2	31.4	68.6
	5	91	97.8	31.8	36.5	31.8	68.2
	6	95	100	40.2	38	21.7	59.8
	7	104	98.1	40.4	37.4	22.2	59.6
	8	105	96.2	29.9	37.1	33	70.1
2010	3	113	97.4	35.8	34.9	29.2	64.2
	4	117	98.3	42.1	36.8	21.1	57.9
	5	125	99.2	19.8	42.1	38	80.2
	6	88	98.9	35.3	43.5	21.2	64.7
	7	97	97.9	35.6	31.1	33.3	64.4
	8	113	99.1	28.3	34	37.7	71.7

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	114	99.1	16.4	36.4	32.7	14.5	57.3	65.9	Yes	Yes
Male	62	98.4	16.9	40.7	27.1	15.3	54.2	60.8	N/A	N/A
Female	52	100	15.7	31.4	39.2	13.7	60.8	71	N/A	N/A
White	56	98.2	15.4	28.8	42.3	13.5	71.2	77.5	Yes	Yes
African American	58	100	17.2	43.1	24.1	15.5	44.8	49.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	12	100	33.3	50	8.3	8.3	25	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.3	I/S	I/S
Subsidized meals	64	100	21.9	42.2	25	10.9	43.8	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	114	100	14.4	45	24.3	16.2	56.8	62.3	Yes	Yes
Male	62	100	18.3	41.7	26.7	13.3	56.7	61.7	N/A	N/A
Female	52	100	9.8	49	21.6	19.6	56.9	63	N/A	N/A
White	56	100	5.7	45.3	24.5	24.5	67.9	75	Yes	Yes
African American	58	100	22.4	44.8	24.1	8.6	46.6	44	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	12	100	41.7	41.7	8.3	8.3	33.3	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.6	I/S	I/S
Subsidized meals	64	100	20.3	46.9	25	7.8	45.3	48.1	Yes	Yes

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

All Students	113	94.7	65.4	15.9	12.1	6.5	N/A	N/A	N/A	N/A
Male	61	90.2	60.0	16.4	20.0	3.6	N/A	N/A	N/A	N/A
Female	52	100.0	71.2	15.4	3.8	9.6	N/A	N/A	N/A	N/A
White	56	94.6	58.5	17.0	15.1	9.4	N/A	N/A	N/A	N/A
African American	57	94.7	72.2	14.8	9.3	3.7	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	11	90.9	N/AV	N/AV	N/AV	N/AV	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
Subsidized meals	63	95.2	75.0	15.0	6.7	3.3	N/A	N/A	N/A	N/A

* 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 or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	128	98.4	23	40.2	23.8	13.1	45.9	61.8
	2010	114	99.1	16.4	36.4	32.7	14.5	57.3	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	128	98.4	31.1	45.9	13.1	9.8	36.1	62.7
	2010	114	100	14.4	45	24.3	16.2	56.8	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate, grades K-8	94.6%	94.0%*	Yes

* Or greater than last year

** 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