



Edgefield School District

P.O. Box 608
Edgefield, SC 29824

Grades PK-12 District
Enrollment 4,014 Students
Superintendent Dr. Mary Rice-Crenshaw 803-275-4601
Board Chair Sallie B. Cooks 803-663-6539

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

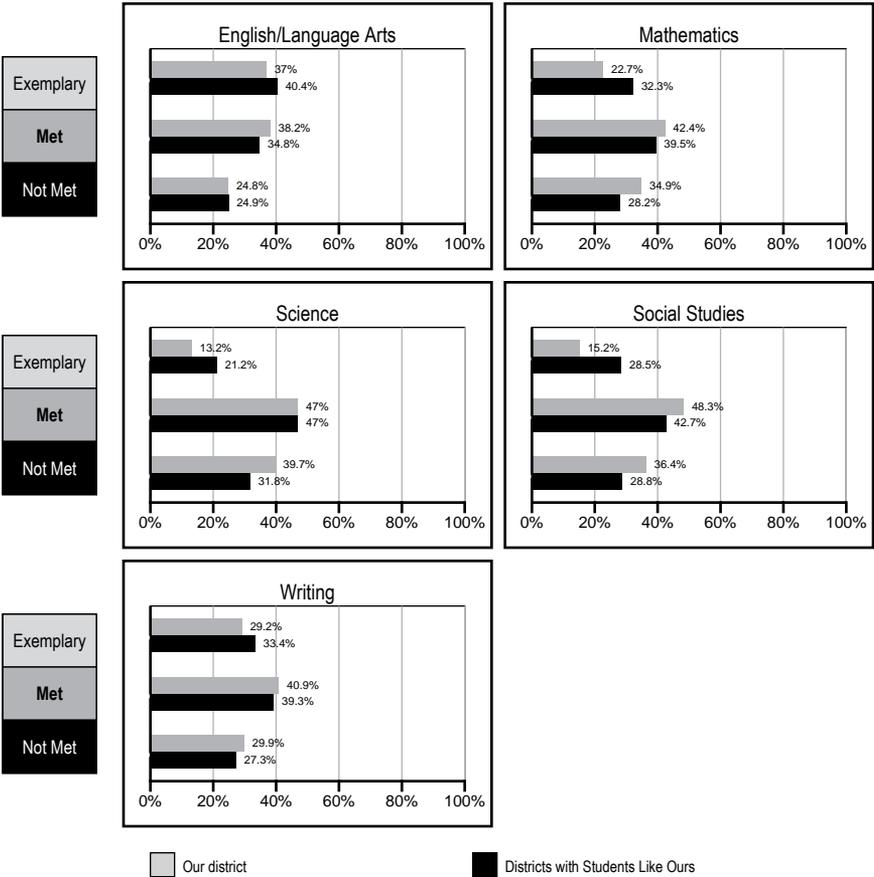
97.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	19	1	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	76.3%	77.2%	77.8%	80.1%	76.2%	79.1%
Passed one subtest	12.3%	7.5%	9.4%	10.6%	12.4%	11.5%
Passed no subtests	11.4%	15.4%	12.7%	9.3%	11.4%	9.4%

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	86.0%	80.3%
English 1	75.2%	73.8%
Physical Science	47.2%	58.5%
US History and the Constitution	25.4%	42.5%
All Subjects	59.5%	64.3%

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=4,014)				
First graders who attended full-day kindergarten	100.0%	No Change	99.0%	99.5%
Retention rate	2.9%	Down from 3.2%	1.8%	2.3%
Attendance rate	95.1%	Down from 96.5%	95.6%	95.8%
Eligible for gifted and talented	10.5%	Up from 8.9%	17.4%	14.3%
With disabilities other than speech	12.5%	No Change	10.6%	10.5%
Older than usual for grade	5.3%	Up from 5.1%	3.8%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Down from 2.4%	0.7%	0.7%
Enrolled in AP/IB programs	13.9%	Down from 14.1%	16.3%	12.1%
Successful on AP/IB exams	N/A	N/A	49.7%	50.0%
Eligible for LIFE Scholarship	54.1%	Up from 35.1%	35.4%	31.4%
Enrolled in adult education GED or diploma programs	38	Down from 50	45	47
Completions in adult education GED or diploma programs	28	Down from 50	35	29
Annual dropout rate	0.7%	Down from 1.8%	3.4%	3.1%
Teachers (n=275)				
Teachers with advanced degrees	58.2%	Up from 55.8%	60.2%	58.8%
Continuing contract teachers	85.1%	Up from 85.0%	84.6%	81.5%
Teachers with emergency or provisional certificates	3.6%	Down from 4.0%	3.2%	4.0%
Teachers returning from previous year	90.0%	Down from 91.0%	91.3%	89.3%
Teacher attendance rate	95.1%	Down from 95.8%	95.4%	95.3%
Average teacher salary*	\$45,794	Down 0.6%	\$47,611	\$46,618
Vacancies for more than nine weeks	1.8%	Up from 1.0%	0.1%	0.2%
Professional development days/teacher	11.7 days	Down from 12.2 days	12.7 days	12.6 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 18.6 to 1	21.5 to 1	20.9 to 1
Prime instructional time	89.1%	Down from 91.6%	89.9%	89.9%
Dollars spent per pupil**	\$8,790	Up 1.0%	\$9,057	\$9,364
Percent of expenditures for teacher salaries**	56.6%	Up from 54.9%	55.5%	53.3%
Percent of expenditures for instruction**	58.2%	Up from 56.9%	58.5%	56.3%
Opportunities in the arts	Fair	Down from Excellent	Excellent	Excellent
Number of schools	9	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.3%	Down from 5.2%	3.5%	2.4%
Average age in years of school facilities	27 Years	Up from 26 Years	25 Years	27 Years
Number of schools with SACS accreditation	8.0	No Change	13.0	8.0
Parents attending conferences	97.8%	Up from 90.8%	96.3%	97.1%
Average administrator salary	\$78,634	No Change	\$81,014	\$79,261

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

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Fox Creek High	Excellent	Excellent	Not Met

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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	191	91.6%	921	59.5%	236	72.0%	N/A
Gender							
Male	99	87.9%	470	57.7%	121	69.4%	N/A
Female	92	95.7%	448	61.4%	115	74.8%	N/A
Racial/Ethnic Group							
White	72	95.8%	377	74.5%	88	77.3%	N/A
African American	106	88.7%	509	47.9%	135	67.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	90.9%	32	65.6%	11	81.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	27	59.3%	116	25.9%	31	54.8%	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	12	66.7%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	104	87.5%	573	51.7%	134	61.9%	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
	91.6%	90.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	273	236	754	789
Number of Graduates in Cohort	180	170	545	562
Rate	65.9%	72.0%	75.5%	71.8%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	464	482	485	506	451	466	1400	1455		
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	18.5	18.2	19.8	19.9	19.0	19.6	19.3	19.4	19.2	19.4
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	7 trustees elected to single-member seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	42.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The 2009-2010 school year was again challenged with major struggles through additional budget deficits of nearly 1.5 million, that added to the already 2 million in revenues loss from the previous year. In the struggles of management of the school district, there was never a day that we did not find students academically achieving, teachers excelling, honors being bestowed upon schools, and students excelling in extracurricular activities. The doors of our schools revolved with an outpour of community support through business and industry activities and volunteers.

One of the brightest moments during the year was the announcement that two of our schools met all their objectives, giving them the status of having met Adequate Yearly Progress. Other district elementary and middle schools showed significant progress and fell just short of AYP, missing 1-4 objectives. The district as a whole reached six additional objectives, showing outstanding progress towards the AYP goal. Educators are commended for their efforts of producing the outstanding results we saw on PASS testing and in the objective areas of AYP. They have continued to step to the plate and hold fast to the number one priority in this district – our children and their success.

We were honored to recognize two schools named as Palmetto Gold and Palmetto Silver Award Winners. We also recognized two schools that were named Red Carpet Schools, and this is a first for our district. Students participating in extracurricular activities continue to bring standing ovations from musical productions, outstanding records in the sports areas, Mock Trial State competition, MathCounts competitions, Regional Spelling Bee Contest, and State Writing Programs, all of which make for a well-rounded student and future citizen. As true to tradition at Strom Thurmond High School, we again applaud the graduating class that totaled \$2,644,036 in scholarships, with ninety two students on tap for the Life Scholarship.

The formation of the Foundation for Edgefield County Public Schools has implemented Teacher Vision Grants to assist educators with special projects. The district has been fortunate in the progress through the PEACH Grant (Early Intervention) and an AmeriCorps Grant which has proven to tie our high school seniors and our communities together in a joint effort of service.

Through the efforts of all employees and the support of our communities and parents, The Edgefield County School District will continue to be among the leaders across this state in striving for academic success for all children, continue programs to mold well-rounded students, and continue to step higher each year to offer the children of Edgefield County the very best educational opportunities. Our quest to move from "Good to Great" is at the forefront of our labors.

Dr. Mary R. Crenshaw, Superintendent
Mrs. Sallie B. Cooks, Board Chair

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 21 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.

District Improvement Status

Continuing District Improvement

The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.

2

Title I Schools' School Improvement Status

School	Status	School	Status
Johnston Elementary	CSI	Merriwether Elementary	CSI

The Edgefield School District consists of 9 public schools with 2 of these schools, or 22.2%, 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	1818	99.3	24.6	38.5	36.9	83.9	83.5	Yes	Yes
Gender									
Male	945	99.3	28.3	36.8	34.9	80.7	80.1	N/A	N/A
Female	872	99.4	20.5	40.3	39.1	87.4	87	N/A	N/A
Racial/Ethnic Group									
White	955	99.2	15.9	35.2	48.9	90.3	89.6	Yes	Yes
African American	804	99.5	34.8	42.2	23.1	76.3	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	49	100	27.7	40.4	31.9	83	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	295	97	64.5	22.6	12.9	49.5	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	29	100	37	37	25.9	74.1	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	1137	99.1	32.5	41.4	26.1	77.6	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	1818	99.5	34.7	43.1	22.2	76.3	80.4	Yes	Yes
Gender									
Male	945	99.3	34.3	42.8	22.9	74.3	78.4	N/A	N/A
Female	872	99.7	35.1	43.4	21.5	78.4	82.5	N/A	N/A
Racial/Ethnic Group									
White	955	99.5	24.3	45.3	30.3	85.4	87.8	Yes	Yes
African American	804	99.4	46.6	40.9	12.6	65.8	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	49	100	46.8	36.2	17	68.1	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	295	97.6	72.4	21.5	6.1	39.1	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	29	100	59.3	33.3	7.4	59.3	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	1137	99.3	45.1	41.4	13.5	68.4	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	1208	98.9	38.7	47.8	13.5	61.3	67.3
Gender							
Male	617	98.9	37.6	46.3	16.2	62.4	66.9
Female	590	99	40	49.4	10.7	60	67.7
Racial/Ethnic Group							
White	631	99.4	27.6	52.5	19.9	72.4	79.6
African American	530	98.3	52.5	41.4	6.1	47.5	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	39	100	34.2	57.9	7.9	65.8	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	200	97.5	74.2	19.5	6.3	25.8	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	21	100	45	45	10	55	58.6
Socio-Economic Status							
Subsidized meals	756	98.4	49.4	43.7	6.9	50.6	55.4
Social Studies							
All Students	1203	98.9	35.6	49.7	14.7	64.4	70.9
Gender							
Male	642	99.4	35.8	46.9	17.3	64.2	70.1
Female	561	98.4	35.3	52.8	11.8	64.7	71.7
Racial/Ethnic Group							
White	636	99.2	25.7	53.3	21.1	74.3	79.2
African American	531	98.7	47.2	45.5	7.3	52.8	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	32	96.9	44.8	44.8	10.3	55.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	186	97.9	65.9	28.4	5.7	34.1	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	22	95.5	50	45	5	50	68
Socio-Economic Status							
Subsidized meals	753	98.7	46	45.8	8.2	54	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	1815	98.4	29.4	41.2	29.4	70.6	72.1	95.9	96.3
Gender									
Male	947	98.2	36.7	40.9	22.4	63.3	65.2	95.7	96.2
Female	866	98.6	21.5	41.5	37	78.5	79.2	96	96.4
Racial/Ethnic Group									
White	960	98.3	21	40	39	79	80.8	95.5	96.1
African American	797	98.5	39.1	43.4	17.5	60.9	59.7	96.3	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87	97	97.5
Hispanic	48	97.9	42.2	28.9	28.9	57.8	64.6	96.7	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.4	90.8	95
Disability Status									
Disabled	280	91.8	76.8	19.3	3.9	23.2	27.7	94.5	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	99.9	96
Limited English Proficient									
Limited English	29	96.6	53.8	26.9	19.2	46.2	63.7	97.4	97
Socio-Economic Status									
Subsidized meals	1133	98	39.8	41.3	18.8	60.2	61.9	95.5	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	304	100	18.8	44.6	36.6	81.2
	4	299	100	23.8	41.8	34.4	76.2
	5	300	99	16.5	51.8	31.7	83.5
	6	305	99.3	30.1	39	30.8	69.9
	7	295	99.3	25	44.8	30.2	75
	8	329	99.1	25.7	45	29.3	74.3
2010	3	319	99.7	20	31.5	48.5	80
	4	307	98.7	19	44.8	36.2	81
	5	298	99	20.1	47.5	32.4	79.9
	6	303	100	27.7	40.8	31.5	72.3
	7	291	100	29.1	30.2	40.7	70.9
	8	295	98.6	32.5	37.1	30.4	67.5
Mathematics							
2009	3	304	100	38.7	37.3	24	61.3
	4	298	100	20.6	55.2	24.2	79.4
	5	300	99	27	55.8	17.3	73
	6	305	99.3	30.1	44.9	25	69.9
	7	295	99.3	23.6	51.7	24.7	76.4
	8	329	99.1	34.4	41.2	24.4	65.6
2010	3	319	100	42	34.8	23.3	58
	4	307	99	26.2	51.7	22.1	73.8
	5	298	99	26.4	51.1	22.5	73.6
	6	303	100	37.7	44.6	17.6	62.3
	7	291	99.7	34.9	38	27.1	65.1
	8	295	99	41.2	38.4	20.4	58.8
Science							
2009	3	153	100	37.2	42.8	20	62.8
	4	295	100	30.9	53.6	15.5	69.1
	5	153	98.7	28.5	58.3	13.2	71.5
	6	155	98.7	39.9	50	10.1	60.1
	7	294	99.3	31.4	59.2	9.4	68.6
	8	163	99.4	42.3	39.7	17.9	57.7
2010	3	161	100	54.2	29	16.8	45.8
	4	305	100	37.2	54.1	8.6	62.8
	5	148	98.7	26.2	56	17.7	73.8
	6	152	95.4	50	43.5	6.5	50
	7	291	99.7	31.3	52.5	16.2	68.7
	8	146	99.3	42.1	42.9	15	57.9

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							
2009	3	151	100	32.4	52.4	15.2	67.6
	4	296	100	20.1	59.5	20.4	79.9
	5	145	98.6	20.7	49.6	29.6	79.3
	6	149	99.3	29.7	62.8	7.6	70.3
	7	295	99.3	49.3	38.9	11.8	50.7
	8	163	99.4	22.6	51	26.5	77.4
2010	3	160	99.4	35.8	49.7	14.6	64.2
	4	304	100	24.6	63	12.5	75.4
	5	149	98.7	34.8	52.5	12.8	65.2
	6	151	95.4	37.7	49.3	13	62.3
	7	291	99.7	46.5	38.4	15.1	53.5
	8	146	98.6	35.5	42.6	22	64.5
Writing							
2009	3	305	99.7	31	34.8	34.1	69
	4	301	96.7	23	52.5	24.5	77
	5	303	98	28.8	47.1	24.1	71.2
	6	305	98.7	29.8	40.1	30.1	70.2
	7	298	99	24.7	41.2	34	75.3
	8	331	96.7	21	43.5	35.5	79
2010	3	316	98.4	35.8	34.8	29.5	64.2
	4	306	99	29.1	38.1	32.9	70.9
	5	295	95.6	26.1	47.5	26.4	73.9
	6	307	99.4	25.3	46.4	28.3	74.7
	7	295	99.3	31.6	35.4	33	68.4
	8	296	98.3	28.5	45.5	26	71.5

Abbreviations for Missing Data

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

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	315	93.7	14	29.4	35	21.7	66.1	65.9	No	Yes
Male	164	94.5	19.5	31.5	30.2	18.8	57	60.8	N/A	N/A
Female	151	92.7	8	27	40.1	24.8	75.9	71	N/A	N/A
White	164	92.1	4.8	23.1	41.5	30.6	83	77.5	Yes	Yes
African American	144	96.5	23.9	35.8	28.4	11.9	48.5	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	46	82.6	60.5	31.6	2.6	5.3	13.2	21.3	I/S	No
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	5	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	179	93.3	21.5	35	28.8	14.7	53.4	51.5	No	Yes

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

All Students	315	94.3	18.1	34.4	23.3	24.3	57.6	62.3	No	Yes
Male	164	93.3	19	34.7	21.1	25.2	59.2	61.7	N/A	N/A
Female	151	95.4	17	34	25.5	23.4	56	63	N/A	N/A
White	164	93.9	9.3	31.3	23.3	36	70.7	75	Yes	Yes
African American	144	95.8	27.8	36.8	23.3	12	43.6	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	46	89.1	61	29.3	2.4	7.3	14.6	22.1	No	No
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	5	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	179	93.3	26.4	36.8	22.1	14.7	46.6	48.1	No	Yes

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

All Students	214	93.9	63.2	18.4	13.9	4.5	N/A	N/A	N/A	N/A
Male	112	92.0	60.2	20.4	13.6	5.8	N/A	N/A	N/A	N/A
Female	102	96.1	66.3	16.3	14.3	3.1	N/A	N/A	N/A	N/A
White	83	98.8	39.0	26.8	23.2	11.0	N/A	N/A	N/A	N/A
African American	126	91.3	80.9	12.2	7.0	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	33	69.7	95.7	N/A	4.3	N/A	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	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	145	91.7	74.4	15.0	9.0	1.5	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	306	98.4	15.7	37.5	26.4	20.4	57.9	61.8
	2010	315	93.7	14	29.4	35	21.7	66.1	65.9

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

All Students	2009	306	98.4	20.7	31.4	26.4	21.4	59.2	62.7
	2010	315	94.3	18.1	34.4	23.3	24.3	57.6	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.4%	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	4.0%	0.0%	No
Student attendance rate, grades K-8	95.1%	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