



Dorchester 4 School District

500 Ridge Street
St. George, SC 29477

Grades PK-12 District
Enrollment 2,286 Students
Superintendent Jerry Montjoy 843-563-4535
Board Chair Kenneth Jenkins, Ed.D 843-563-3228

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	Below Average	Excellent
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below 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 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 2008-09 whose 2007-08 test scores were located

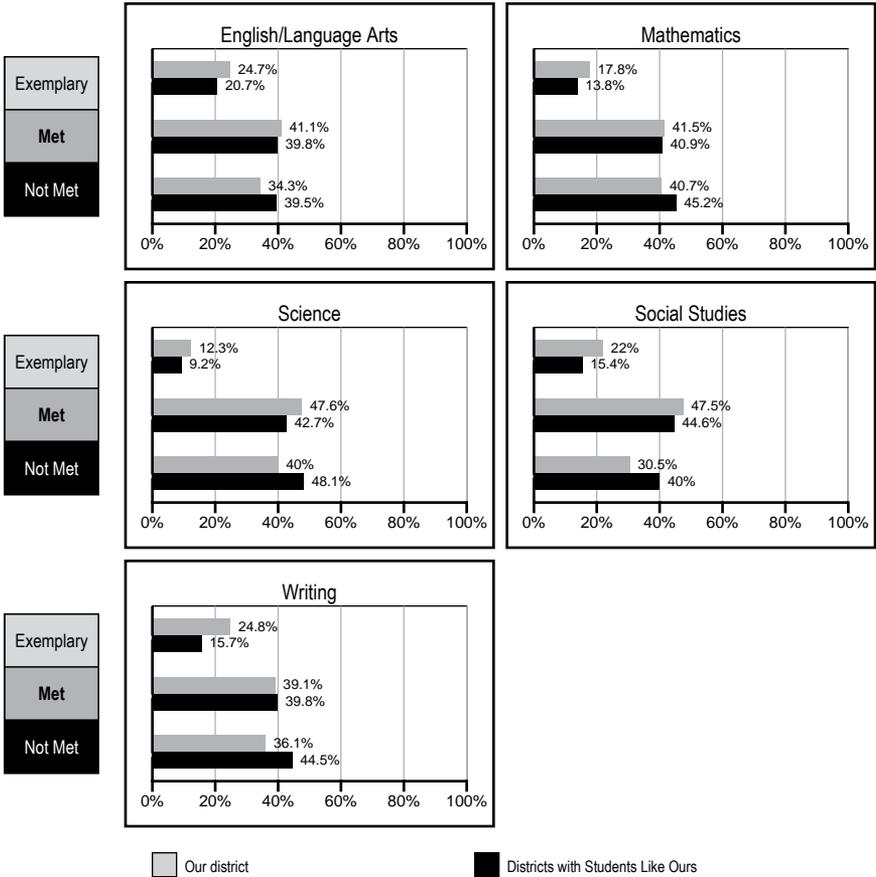
95.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	5	0

* Ratings are calculated with data available by 06/01/2010.

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		
	2007	2008	2009	2007	2008	2009
Passed both subtests	65.7%	64.0%	57.7%	68.6%	73.3%	66.3%
Passed one subtest	20.1%	20.8%	18.0%	15.8%	16.3%	15.9%
Passed no subtests	14.2%	15.2%	24.4%	15.7%	10.4%	17.8%

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	48.7%	63.8%
English 1	45.6%	54.6%
Physical Science	29.6%	37.8%
US History and the Constitution	15.9%	17.9%
All Subjects	34.8%	43.7%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=2,286)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	4.3%	Down from 5.7%	3.5%	3.1%
Attendance rate	94.5%	Down from 94.7%	95.2%	95.7%
Eligible for gifted and talented	4.0%	Down from 5.6%	7.3%	11.2%
With disabilities other than speech	9.3%	Up from 5.5%	11.6%	10.6%
Older than usual for grade	5.2%	Down from 5.7%	5.3%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.4%	0.9%	0.5%
Enrolled in AP/IB programs	1.1%	Down from 1.2%	7.4%	10.5%
Successful on AP/IB exams	60.0%	N/A	38.0%	51.2%
Eligible for LIFE Scholarship	13.0%	Down from 16.2%	28.9%	30.8%
Enrolled in adult education GED or diploma programs	14	Down from 21	40	40
Completions in adult education GED or diploma programs	14	Down from 20	23	30
Annual dropout rate	2.9%	Up from 2.0%	3.3%	3.4%
Teachers (n=172)				
Teachers with advanced degrees	62.2%	No Change	53.3%	56.8%
Continuing contract teachers	66.3%	Down from 66.9%	70.9%	76.7%
Teachers with emergency or provisional certificates	16.6%	Up from 15.8%	9.3%	4.6%
Teachers returning from previous year	83.5%	Up from 82.3%	83.5%	88.4%
Teacher attendance rate	94.7%	Up from 94.4%	95.0%	95.0%
Average teacher salary*	\$48,075	Up 3.3%	\$44,753	\$46,992
Vacancies for more than nine weeks	1.7%	Up from 0.6%	1.0%	0.4%
Professional development days/teacher	10.4 days	Down from 18.1 days	13.1 days	13.1 days
District				
Superintendent's years at district	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.5 to 1	18.9 to 1	20.5 to 1
Prime instructional time	87.8%	Up from 86.9%	88.9%	89.8%
Dollars spent per pupil**	\$11,357	Up 4.8%	\$9,780	\$9,279
Percent of expenditures for teacher salaries**	50.2%	Down from 50.3%	49.8%	52.7%
Percent of expenditures for instruction**	53.1%	Down from 53.4%	53.7%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	5	No Change	6	9
Number of magnet schools	5	Up from 0	0	0
Portable classrooms	33.1%	Up from 1.3%	2.9%	3.5%
Average age in years of school facilities	32 Years	Up from 31 Years	31 Years	28 Years
Number of schools with SACS accreditation	5.0	No Change	5.0	8.0
Parents attending conferences	85.0%	Up from 78.4%	92.1%	93.9%
Average administrator salary	\$80,198	Up 4.9%	\$75,319	\$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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	148	91.9%	808	34.8%	186	67.7%	No
Gender							
Male	79	91.1%	417	33.8%	100	61.0%	N/A
Female	69	92.8%	391	35.8%	85	76.5%	N/A
Racial/Ethnic Group							
White	31	96.8%	210	56.7%	37	64.9%	N/A
African American	113	90.3%	569	26.7%	144	68.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	40.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	18	27.8%	N/A	N/A	N/A
Disability Status							
Disabled	12	41.7%	76	13.2%	18	27.8%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	91	87.9%	595	32.3%	116	62.9%	N/A

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

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	91.9%	92.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	186	240
Number of Diplomas	126	166
Rate	67.7%	71.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	438	416	420	419	407	421	1265	1256		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	15.3	14.5	16.5	15.7	15.4	15.7	16.6	16.6	16.1	15.8
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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School District Governance

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	30.6 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The path to success for Dorchester District Four requires mutual interaction in a positive manner from all the stakeholders. "Pulling Together" is the driving force that will provide quality education to all students. The district must continue to recruit, retain and train quality teachers. Measuring student achievement through test results must be used to drive the implementation of our curriculum.

We were honored to celebrate many successes during the 2008-2009 school year:

Woodland High School received the 2008-2009 Palmetto Silver Award

Air Force Association recognized an elementary teacher as Air Force Association Teacher of the Year

A student from Woodland High School was selected to attend the South Carolina Governor's School for Science and Math

A student from Woodland High School was the first to be selected as a Congressional Page for Representative James Clyburn in Washington, DC

Seven teachers received National Board Certification

A student at Woodland High School received a Palmetto Fellow Award

Woodland High School seniors received approximately \$3,000,000 in scholarships

Parental involvement in our schools is the continuing ingredient necessary to strengthen the learning environment. Thank you parents, teachers, and staff for your ongoing support of Dorchester Four.

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 17 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

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
St. George Middle	R	Clay Hill Middle	CSI-DELAY
Williams Memorial Elementary	R		

The Dorchester 4 School District consists of 5 public schools with 3 of these schools, or 60%, 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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	986	99.5	34.1	41.2	24.7	77.1	82.8	Yes	Yes
Gender									
Male	507	99.6	38.5	41.0	20.6	71.7	79.3	N/A	N/A
Female	479	99.4	29.5	41.4	29.1	82.8	86.5	N/A	N/A
Racial/Ethnic Group									
White	312	99.7	22.8	36.7	40.5	83.7	89.5	Yes	Yes
African American	626	99.5	39.2	44.0	16.9	73.9	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	15	100.0	38.5	23.1	38.5	84.6	76.5	I/S	I/S
American Indian/Alaskan	21	100.0	47.6	38.1	14.3	71.4	82.5	I/S	I/S
Disability Status									
Disabled	121	99.2	76.1	15.0	8.8	36.3	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	8	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	777	99.6	36.7	41.4	21.8	75.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	986	99.5	40.9	41.5	17.6	70.6	78.9	Yes	Yes
Gender									
Male	507	99.6	43.7	38.9	17.5	65.9	77.0	N/A	N/A
Female	479	99.4	37.9	44.3	17.8	75.6	80.9	N/A	N/A
Racial/Ethnic Group									
White	312	99.7	23.9	45.3	30.8	82.4	87.2	Yes	Yes
African American	626	99.5	49.6	39.7	10.7	64.3	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	15	100.0	23.1	38.5	38.5	92.3	76.0	I/S	I/S
American Indian/Alaskan	21	100.0	42.9	47.6	9.5	71.4	79.5	I/S	I/S
Disability Status									
Disabled	121	99.2	75.2	19.5	5.3	34.5	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	8	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	777	99.6	44.0	41.0	15.0	68.8	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	658	99.1	39.7	48.4	11.9	60.3	67.5
Gender							
Male	327	99.1	41.4	45.0	13.6	58.6	67.0
Female	331	99.1	38.1	51.7	10.2	61.9	68.0
Racial/Ethnic Group							
White	214	99.1	21.3	55.3	23.4	78.7	79.5
African American	417	99.3	49.1	45.2	5.7	50.9	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	83	97.6	66.2	26.0	7.8	33.8	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	6	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	515	99.6	44.4	45.1	10.5	55.6	55.1
Social Studies							
All Students	647	99.4	30.3	47.8	21.9	69.7	72.3
Gender							
Male	343	99.4	29.7	48.6	21.7	70.3	71.5
Female	304	99.3	30.9	46.9	22.2	69.1	73.2
Racial/Ethnic Group							
White	191	99.5	20.0	45.7	34.3	80.0	80.7
African American	423	99.5	34.6	49.9	15.5	65.4	60.0
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	14	100.0	50.0	14.3	35.7	50.0	72.2
Disability Status							
Disabled	77	98.7	56.3	33.8	9.9	43.7	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	6	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	510	99.6	32.4	49.0	18.6	67.6	62.1

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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	984	98.4	35.6	37.7	26.7	64.4	70.2	95.0	96.1
Gender									
Male	509	97.5	42.9	35.6	21.5	57.1	63.2	94.9	96.0
Female	475	99.4	28.0	39.9	32.2	72.0	77.5	95.2	96.3
Racial/Ethnic Group									
White	307	99.4	25.3	39.4	35.3	74.7	79.1	94.1	95.9
African American	629	98.1	40.8	37.6	21.6	59.2	57.6	95.6	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.2	96.9	97.3
Hispanic	15	100.0	23.1	38.5	38.5	76.9	62.6	96.7	96.5
American Indian/Alaskan	21	90.5	47.4	15.8	36.8	52.6	68.7	93.1	94.9
Disability Status									
Disabled	121	90.1	83.5	16.5	N/A	16.5	26.1	93.3	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	8	I/S	I/S	I/S	I/S	I/S	61.2	97.1	96.8
Socio-Economic Status									
Subsided meals	778	98.2	38.1	37.0	25.0	61.9	58.9	94.9	95.6

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
English/Language Arts							
2009	3	166	100.0	27.5	38.1	34.4	72.5
	4	150	100.0	28.5	46.5	25.0	71.5
	5	172	99.4	21.5	49.1	29.4	78.5
	6	152	100.0	32.9	49.7	17.5	67.1
	7	166	97.6	37.7	37.1	25.2	62.3
	8	180	100.0	54.6	28.7	16.7	45.4
Mathematics							
2009	3	166	100.0	33.1	39.4	27.5	66.9
	4	150	100.0	27.1	47.2	25.7	72.9
	5	172	99.4	35.0	47.9	17.2	65.0
	6	152	100.0	40.6	46.2	13.3	59.4
	7	166	97.6	43.7	41.1	15.2	56.3
	8	180	100.0	62.6	29.3	8.0	37.4
Science							
2009	3	86	100.0	36.6	43.9	19.5	63.4
	4	149	100.0	32.9	60.1	7.0	67.1
	5	92	98.9	25.3	57.5	17.2	74.7
	6	74	100.0	47.9	43.8	8.2	52.1
	7	166	97.6	40.1	46.1	13.8	59.9
	8	91	98.9	60.9	32.2	6.9	39.1
Social Studies							
2009	3	80	100.0	19.2	46.2	34.6	80.8
	4	150	100.0	22.2	59.7	18.1	77.8
	5	84	100.0	27.2	40.7	32.1	72.8
	6	78	100.0	25.7	62.9	11.4	74.3
	7	166	97.6	40.8	39.5	19.7	59.2
	8	89	100.0	41.9	38.4	19.8	58.1
Writing							
2009	3	165	99.4	30.6	33.8	35.6	69.4
	4	150	98.7	32.2	44.1	23.8	67.8
	5	171	95.3	25.5	29.3	45.2	74.5
	6	151	100.0	39.3	40.0	20.7	60.7
	7	166	99.4	40.0	40.0	20.0	60.0
	8	181	97.8	45.6	39.6	14.8	54.4

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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	160	98.8	26.0	37.7	26.6	9.7	50.6	61.8	No	Yes
Male	74	100.0	35.2	39.4	22.5	2.8	36.6	57.4	N/A	N/A
Female	86	97.7	18.1	36.1	30.1	15.7	62.7	66.1	N/A	N/A
White	46	100.0	25.0	25.0	31.8	18.2	54.5	74.3	No	Yes
African American	110	98.2	27.4	41.5	25.5	5.7	49.1	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	20	100.0	63.2	26.3	N/A	10.5	26.3	19.4	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	38.5	I/S	I/S
Subsized meals	117	98.3	24.8	38.9	28.3	8.0	51.3	45.6	No	Yes

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

All Students	160	98.8	37.4	35.5	20.0	7.1	42.6	62.7	No	Yes
Male	74	100.0	49.3	31.0	16.9	2.8	31.0	61.8	N/A	N/A
Female	86	97.7	27.4	39.3	22.6	10.7	52.4	63.6	N/A	N/A
White	46	100.0	31.8	18.2	31.8	18.2	59.1	75.1	No	Yes
African American	110	98.2	40.2	43.0	15.0	1.9	35.5	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	20	100.0	68.4	21.1	10.5	N/A	15.8	21.8	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	52.3	I/S	I/S
Subsized meals	117	98.3	36.0	40.4	17.5	6.1	40.4	47.9	No	Yes

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

All Students	157	94.9	80.9	8.9	3.8	1.3	N/A	N/A	N/A	N/A
Male	72	94.4	86.1	6.9	N/A	1.4	N/A	N/A	N/A	N/A
Female	85	95.3	76.5	10.6	7.1	1.2	N/A	N/A	N/A	N/A
White	45	88.9	57.8	20.0	8.9	2.2	N/A	N/A	N/A	N/A
African American	108	97.2	90.7	4.6	1.9	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	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	17	94.1	94.1	N/A	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	114	96.5	87.7	4.4	3.5	0.9	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	2008	187	96.8	26.0	36.2	29.4	8.5	52.5	69.7
	2009	160	98.8	26.0	37.7	26.6	9.7	50.6	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	187	97.3	24.2	37.1	30.3	8.4	53.4	67.2
	2009	160	98.8	37.4	35.5	20.0	7.1	42.6	62.7

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	7.7%	5.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%	No
Student attendance rate, grades K-8	94.5%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data