



Florence 4 School District

220 North Pinckney Street
Timmonsville, South

Grades	PK-12 District	
Enrollment	895 Students	
Superintendent	Dr. Bertha W. McCants	843-346-5391
Board Chair	Mrs. Rose Bacot	843-346-5391

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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

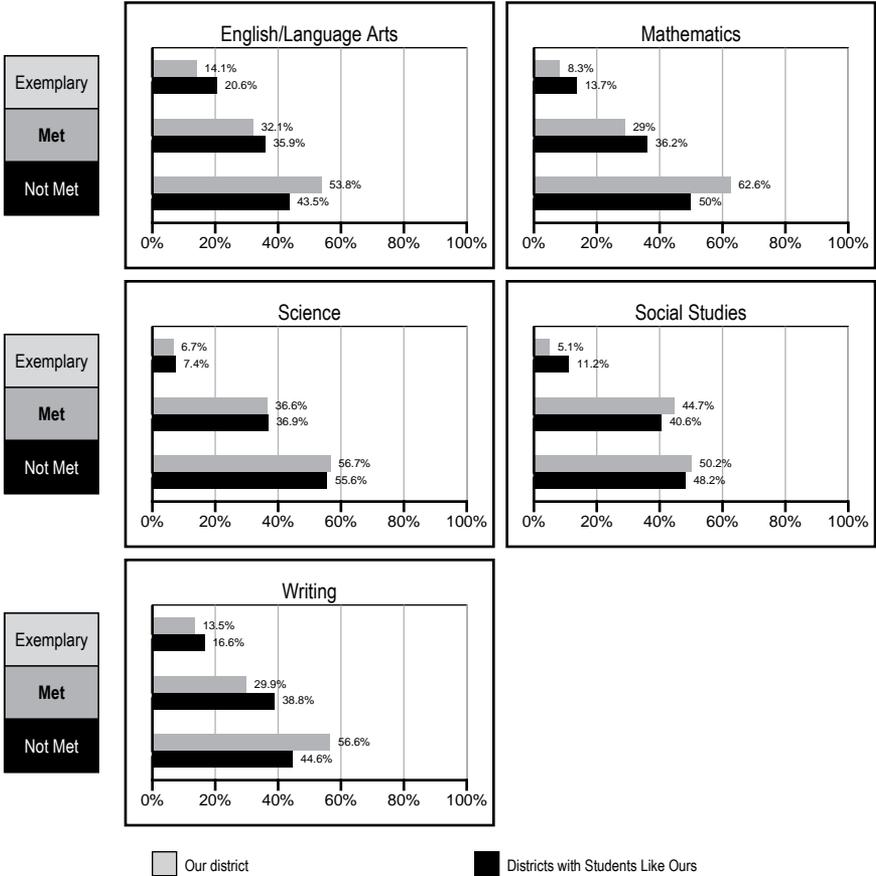
97.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	5	8	5

* 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	73.3%	66.7%	52.0%	70.8%	61.6%	62.9%
Passed one subtest	13.3%	21.7%	18.7%	15.3%	20.1%	17.2%
Passed no subtests	13.3%	11.6%	29.3%	14.0%	18.4%	19.9%

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	68.5%	61.3%
English 1	50.7%	53.1%
Physical Science	44.3%	36.4%
US History and the Constitution	22.0%	21.8%
All Subjects	47.5%	43.6%

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
Students (n=895)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	1.6%	Down from 3.1%	3.3%	2.3%
Attendance rate	96.8%	Up from 96.3%	95.4%	95.8%
Eligible for gifted and talented	2.9%	Down from 3.5%	5.3%	14.3%
With disabilities other than speech	7.5%	Down from 14.2%	10.6%	10.5%
Older than usual for grade	6.1%	Down from 6.3%	6.2%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.9%	0.7%
Enrolled in AP/IB programs	0.0%	No Change	7.5%	12.1%
Successful on AP/IB exams	N/A	N/A	38.1%	50.0%
Eligible for LIFE Scholarship	19.0%	Down from 30.8%	28.4%	31.4%
Enrolled in adult education GED or diploma programs	7	Down from 8	40	47
Completions in adult education GED or diploma programs	3	Down from 4	11	29
Annual dropout rate	3.6%	Down from 4.2%	2.4%	3.1%
Teachers (n=67)				
Teachers with advanced degrees	53.7%	Up from 49.4%	55.2%	58.8%
Continuing contract teachers	73.1%	Up from 69.6%	67.1%	81.5%
Teachers with emergency or provisional certificates	13.8%	Up from 11.6%	13.4%	4.0%
Teachers returning from previous year	73.7%	No Change	82.6%	89.3%
Teacher attendance rate	84.7%	Down from 94.1%	95.0%	95.3%
Average teacher salary*	\$45,666	Down 3.2%	\$43,952	\$46,618
Vacancies for more than nine weeks	3.0%	Down from 5.1%	1.5%	0.2%
Professional development days/teacher	52.3 days	Up from 15.2 days	12.4 days	12.6 days
District				
Superintendent's years at district	4.0	Up from 3.0	1.0	3.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 16.8 to 1	19.5 to 1	20.9 to 1
Prime instructional time	71.3%	Down from 87.9%	89.2%	89.9%
Dollars spent per pupil**	\$12,113	Up 5.1%	\$11,435	\$9,364
Percent of expenditures for teacher salaries**	49.7%	Up from 46.9%	47.4%	53.3%
Percent of expenditures for instruction**	51.0%	Down from 52.4%	51.5%	56.3%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	3	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	3.9%	Down from 5.3%	3.5%	2.4%
Average age in years of school facilities	14 Years	Up from 13 Years	33 Years	27 Years
Number of schools with SACS accreditation	1.0	Up from 0.0	4.0	8.0
Parents attending conferences	56.3%	Down from 61.2%	96.9%	97.1%
Average administrator salary	\$76,069	No Change	\$74,681	\$79,261

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

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	45	82.2%	278	47.5%	51	82.4%	N/A
Gender							
Male	18	77.8%	142	46.5%	22	77.3%	N/A
Female	27	85.2%	136	48.5%	29	86.2%	N/A
Racial/Ethnic Group							
White	N/A	N/A	26	69.2%	N/A	N/A	N/A
African American	37	83.8%	246	43.9%	42	85.7%	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	N/A	N/A	N/A	N/A	N/A	N/A	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	32	78.1%	257	45.1%	37	78.4%	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
	82.2%	84.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	60	51	188	199
Number of Graduates in Cohort	45	42	133	139
Rate	75.0%	82.4%	71.1%	71.6%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	376	376	408	396	378	347	1162	1119		
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	11.6	12.8	15.2	16.8	13.4	15.1	13.9	16.5	13.7	15.5
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

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	District Board/Referendum
Average Number of Hours of Training Annually	15.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The Board of Trustees and the staff of Florence County School District Four are pleased to share that we are making continuous progress toward our goal of becoming the fastest improving school district in South Carolina.

We are relentlessly implementing a systematic plan for improving student achievement, which includes, parent and community involvement, instructional process, data analysis, and professional development for all staff. Our team of dedicated employees is committed to providing a high-quality education for our students.

Bertha W. McCants, Ed.D, Superintendent

Abbreviations for Missing Data

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

No Child Left Behind

District Adequate Yearly Progress

No

This district met 9 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

Newly Identified

The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Timmonsville High	CSI	Brockington Elementary	R
Johnson Middle	CSI		

The Florence 4 School District consists of 3 public schools with 3 of these schools, or 100%, 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."

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	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	373	95.2	54.1	31.9	14	60.5	83.5	Yes	Yes
Gender									
Male	184	93.5	61.3	31.2	7.5	53.8	80.1	N/A	N/A
Female	186	96.8	46.7	32.5	20.7	67.5	87	N/A	N/A
Racial/Ethnic Group									
White	44	93.2	46.3	24.4	29.3	68.3	89.6	Yes	Yes
African American	316	95.6	55.2	34.1	10.7	59.7	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	6	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	53	81.1	87.5	8.3	4.2	20.8	51.7	No	No
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	5	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	350	94.9	55.2	31.2	13.6	59.3	76.9	Yes	Yes

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

All Students	373	97.6	61.9	29.9	8.2	54.3	80.4	No	Yes
Gender									
Male	184	97.8	68	25.6	6.4	52.3	78.4	N/A	N/A
Female	186	97.3	55.6	34.3	10.1	56.2	82.5	N/A	N/A
Racial/Ethnic Group									
White	44	97.7	51.2	31.7	17.1	58.5	87.8	Yes	Yes
African American	316	97.5	63.7	29.4	6.9	54	69.3	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	6	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	53	90.6	83	17	0	23.4	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	5	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	350	97.4	63.5	29.4	7.1	52.9	72.8	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	247	100	55.8	37.7	6.5	44.2	67.3
Gender							
Male	122	100	58.1	36.8	5.1	41.9	66.9
Female	124	100	53.5	38.6	7.9	46.5	67.7
Racial/Ethnic Group							
White	20	100	47.4	36.8	15.8	52.6	79.6
African American	219	100	56.3	38.3	5.3	43.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	4	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	31	100	90	10	0	10	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	229	100	57.6	36.9	5.5	42.4	55.4
Social Studies							
All Students	244	99.6	48.7	46.1	5.2	51.3	70.9
Gender							
Male	124	99.2	53	43.6	3.4	47	70.1
Female	118	100	44.2	48.7	7.1	55.8	71.7
Racial/Ethnic Group							
White	32	96.9	44.8	37.9	17.2	55.2	79.2
African American	205	100	50	46.9	3.1	50	58.4
Asian/Pacific Islander	3	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	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	36	97.2	80	17.1	2.9	20	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	3	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	232	99.6	48.6	46.8	4.5	51.4	60.8

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	379	95.5	55.1	30.9	14	44.9	72.1	96.5	96.3
Gender									
Male	189	95.2	63.8	31	5.2	36.2	65.2	96.1	96.2
Female	186	96.8	46.2	30.8	23.1	53.8	79.2	97	96.4
Racial/Ethnic Group									
White	47	93.6	54.8	26.2	19	45.2	80.8	95.2	96.1
African American	320	96.3	55.3	32.6	12	44.7	59.7	96.7	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87	98.7	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.6	95.8	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.4	95.8	95
Disability Status									
Disabled	47	89.4	85.7	11.9	2.4	14.3	27.7	95.5	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	5	I/S	I/S	I/S	I/S	I/S	63.7	97	97
Socio-Economic Status									
Subsidized meals	359	95.3	56	31.4	12.6	44	61.9	96.5	95.8

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	71	98.6	44.9	30.4	24.6	55.1
	4	65	98.5	46.7	36.7	16.7	53.3
	5	73	98.6	54.5	34.8	10.6	45.5
	6	63	100	55	33.3	11.7	45
	7	51	100	38.8	38.8	22.4	61.2
	8	69	100	53.2	33.9	12.9	46.8
2010	3	63	92.1	50	32.3	17.7	50
	4	66	90.9	42.9	41.3	15.9	57.1
	5	63	95.2	57.4	31.5	11.1	42.6
	6	69	95.7	54.2	32.2	13.6	45.8
	7	62	100	65.5	24.1	10.3	34.5
	8	50	98	56.5	28.3	15.2	43.5
Mathematics							
2009	3	71	98.6	68.1	20.3	11.6	31.9
	4	65	98.5	41.7	53.3	5	58.3
	5	73	98.6	81.8	16.7	1.5	18.2
	6	63	100	53.3	35	11.7	46.7
	7	51	100	26.5	57.1	16.3	73.5
	8	69	100	54.8	32.3	12.9	45.2
2010	3	63	100	71	27.4	1.6	29
	4	66	98.5	50.8	33.3	15.9	49.2
	5	63	95.2	85.2	14.8	0	14.8
	6	69	94.2	53.4	43.1	3.4	46.6
	7	62	100	63.8	22.4	13.8	36.2
	8	50	98	45.7	39.1	15.2	54.3
Science							
2009	3	34	97.1	53.1	37.5	9.4	46.9
	4	64	98.4	45.8	44.1	10.2	54.2
	5	36	100	56.3	40.6	3.1	43.8
	6	31	100	65.5	31	3.4	34.5
	7	51	100	40.8	57.1	2	59.2
	8	34	100	54.8	38.7	6.5	45.2
2010	3	32	100	71	22.6	6.5	29
	4	65	100	42.9	46	11.1	57.1
	5	31	100	64.3	35.7	0	35.7
	6	34	100	66.7	30	3.3	33.3
	7	62	100	53.4	39.7	6.9	46.6
	8	23	100	52.4	42.9	4.8	47.6

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	37	100	45.9	48.6	5.4	54.1
	4	65	98.5	26.7	56.7	16.7	73.3
	5	36	97.2	51.5	39.4	9.1	48.5
	6	32	100	45.2	51.6	3.2	54.8
	7	51	100	55.1	38.8	6.1	44.9
	8	35	100	45.2	41.9	12.9	54.8
2010	3	31	100	51.6	45.2	3.2	48.4
	4	64	100	29	61.3	9.7	71
	5	29	96.6	56	36	8	44
	6	32	100	34.5	65.5	0	65.5
	7	62	100	72.4	25.9	1.7	27.6
	8	26	100	48	44	8	52
Writing							
2009	3	70	97.1	48.5	23.5	27.9	51.5
	4	64	93.8	43.9	42.1	14	56.1
	5	72	97.2	67.2	21.9	10.9	32.8
	6	65	100	54.8	37.1	8.1	45.2
	7	51	100	51	36.7	12.2	49
	8	67	100	38.7	53.2	8.1	61.3
2010	3	63	96.8	53.3	26.7	20	46.7
	4	66	98.5	46.8	32.3	21	53.2
	5	64	90.6	60	32.7	7.3	40
	6	73	91.8	63.9	21.3	14.8	36.1
	7	62	100	66.1	28.8	5.1	33.9
	8	51	96.1	37	47.8	15.2	63

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
--	-------------------------------	----------	---------------	---------	--------------	------------	------------------------------------	---------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	79	94.9	45.2	37	12.3	5.5	28.8	65.9	No	Yes
Male	40	92.5	57.1	31.4	5.7	5.7	20	60.8	N/A	N/A
Female	39	97.4	34.2	42.1	18.4	5.3	36.8	71	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	77.5	I/S	I/S
African American	71	97.2	45.6	38.2	13.2	2.9	27.9	49.7	No	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	2	I/S	I/S	I/S	I/S	I/S	I/S	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	75	88.9	11.1	0	0	11.1	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	72	94.4	48.5	34.8	13.6	3	28.8	51.5	No	Yes

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

All Students	79	94.9	34.2	41.1	17.8	6.8	39.7	62.3	No	Yes
Male	40	92.5	34.3	37.1	25.7	2.9	42.9	61.7	N/A	N/A
Female	39	97.4	34.2	44.7	10.5	10.5	36.8	63	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	75	I/S	I/S
African American	71	97.2	33.8	44.1	17.6	4.4	38.2	44	No	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	2	I/S	I/S	I/S	I/S	I/S	I/S	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	75	66.7	33.3	0	0	11.1	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	72	94.4	34.8	43.9	15.2	6.1	37.9	48.1	No	Yes

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

All Students	79	96.2	86.8	7.9	3.9	1.3	N/A	N/A	N/A	N/A
Male	40	95.0	81.6	7.9	7.9	2.6	N/A	N/A	N/A	N/A
Female	39	97.4	92.1	7.9	N/A	N/A	N/A	N/A	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	71	98.6	90.0	8.6	1.4	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	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	12	83.3	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	72	97.2	87.1	8.6	2.9	1.4	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	69	98.6	19.4	47.8	22.4	10.4	44.8	61.8
	2010	79	94.9	45.2	37	12.3	5.5	28.8	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	69	100	22.4	38.8	20.9	17.9	58.2	62.7
	2010	79	94.9	34.2	41.1	17.8	6.8	39.7	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	30.7%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	30.7%	0.0%	No
Student attendance rate, grades K-8	96.8%	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