



Orangeburg 4 School District

3060 Slablanding Rd
Cope, South Carolina

Grades	PK-12 District	
Enrollment	4,059 Students	
Superintendent	Dr. Thomas Sparks	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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

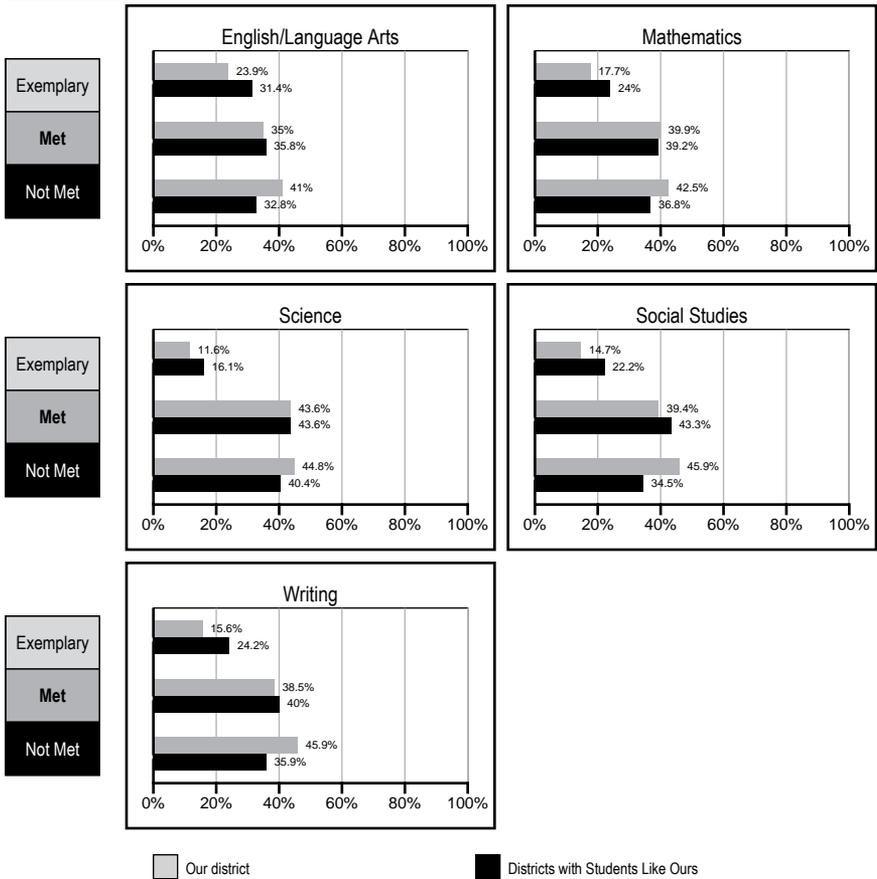
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	8	4	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	76.0%	66.8%	69.8%	75.7%	72.3%	70.8%
Passed one subtest	11.4%	16.4%	17.8%	12.7%	14.1%	15.4%
Passed no subtests	12.6%	16.8%	12.5%	11.5%	13.5%	13.8%

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	61.0%	72.7%
English 1	60.7%	66.8%
Physical Science	33.5%	47.1%
US History and the Constitution	34.8%	35.9%
All Subjects	48.1%	56.4%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=4,059)				
First graders who attended full-day kindergarten	100.0%	No Change	99.4%	99.5%
Retention rate	3.0%	Up from 2.6%	2.8%	2.3%
Attendance rate	95.2%	Down from 95.3%	95.7%	95.8%
Eligible for gifted and talented	5.4%	Down from 7.5%	8.9%	14.3%
With disabilities other than speech	7.5%	Up from 7.3%	11.4%	10.5%
Older than usual for grade	4.1%	Up from 4.0%	5.0%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Up from 0.8%	0.8%	0.7%
Enrolled in AP/IB programs	7.0%	Up from 5.5%	7.0%	12.1%
Successful on AP/IB exams	N/A	N/A	48.9%	50.0%
Eligible for LIFE Scholarship	35.4%	Up from 29.5%	30.1%	31.4%
Enrolled in adult education GED or diploma programs	29	Up from 19	29	47
Completions in adult education GED or diploma programs	13	Up from 12	19	29
Annual dropout rate	3.4%	Up from 2.9%	3.4%	3.1%
Teachers (n=270)				
Teachers with advanced degrees	64.4%	Up from 62.7%	57.9%	58.8%
Continuing contract teachers	74.8%	Up from 68.3%	79.6%	81.5%
Teachers with emergency or provisional certificates	3.6%	Down from 5.4%	5.0%	4.0%
Teachers returning from previous year	86.3%	Up from 85.2%	88.4%	89.3%
Teacher attendance rate	93.8%	Down from 94.8%	94.6%	95.3%
Average teacher salary*	\$47,449	Up 0.1%	\$45,503	\$46,618
Vacancies for more than nine weeks	0.4%	Down from 0.7%	0.3%	0.2%
Professional development days/teacher	14.7 days	Up from 14.5 days	13.2 days	12.6 days
District				
Superintendent's years at district	1.0	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 20.9 to 1	22.0 to 1	20.9 to 1
Prime instructional time	87.8%	Down from 89.5%	89.2%	89.9%
Dollars spent per pupil**	\$9,391	Up 2.0%	\$9,366	\$9,364
Percent of expenditures for teacher salaries**	53.1%	Down from 53.2%	51.2%	53.3%
Percent of expenditures for instruction**	55.8%	Down from 57.2%	54.6%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	8	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.5%	2.4%
Average age in years of school facilities	17 Years	Up from 16 Years	33 Years	27 Years
Number of schools with SACS accreditation	8.0	No Change	5.0	8.0
Parents attending conferences	99.1%	Up from 97.2%	95.2%	97.1%
Average administrator salary	\$80,920	No Change	\$80,920	\$79,261

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

** Prior year audited financial data are reported.

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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	287	88.2%	1216	48.1%	385	69.9%	N/A
Gender							
Male	134	87.3%	615	47.2%	185	66.5%	N/A
Female	153	88.9%	601	49.1%	200	73.0%	N/A
Racial/Ethnic Group							
White	130	90.8%	557	59.8%	176	70.5%	N/A
African American	152	86.2%	644	37.9%	199	69.8%	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	18	33.3%	81	19.8%	32	21.9%	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	190	86.8%	865	41.3%	257	68.1%	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
	88.2%	86.6%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	343	385	420	404
Number of Graduates in Cohort	259	269	313	287
Rate	75.5%	69.9%	74.8%	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	412	411	432	428	411	404	1255	1243		
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	17.2	17.6	18.1	16.3	17.2	17.7	18.4	17.0	17.8
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	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	14.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The Education Accountability Act of 1998 requires that each district in the state issue a report card indicating the performance of its students as well as other important indicators that directly impact student performance. This report card indicates a quality rating for both absolute performance (what students did this year as compared to state standards) and improvement performance (students' progress over time). This year's report card is for the 2009-2010 school year, and this narrative was written prior to the district receiving test data or ratings for the 2009-2010 school years.

Orangeburg Consolidated School District Four has many accomplishments of which to be proud and has made significant gains in student achievement. Our District graduation rate continues to be above the state rate for schools with demographics similar to ours. We also increased the number of students passing at least one subtest on the High School Assessment Program (HSAP) by 5%.

Many of our schools continue to make great strides in improving student achievement. Edisto Primary School earned an "Excellent" growth rating and an "Excellent" absolute rating. Lockett Elementary School received a "Good" growth rating and an "Average" absolute rating. Branchville High School earned a "Good" absolute rating. Carver Edisto Middle School earned an "Average" absolute rating and an "Average" growth rating, and Edisto Elementary School earned an "Average" growth rating. Along with Lockett Elementary School, we now have three more schools—Edisto Primary, Edisto Elementary, and Hunter-Kinard-Tyler School—that are recipients of the prestigious Red Carpet Award.

We continue to implement many tried and proven initiatives and have begun several new ones. Students at risk of dropping out have the opportunity to participate in afternoon and evening online courses. A pre-engineering program, Project Lead the Way, is available at the Cope Area Career Center. A Middle College program is available for juniors and seniors. Over 200 students received dual credit, which saved our parents \$90,000 in college tuition due to this program. We are one of the few districts in South Carolina that provides a full 4K Program for all students. The program is known as Child Development Education Pilot Program (CDEPP). In kindergarten through twelfth grade, there is focus on literacy, writing, and mathematics. In many of our schools, Compass Learning, Apex Learning, Accelerated Reader, Accelerated Math, Academy of Reading, and Academy of Math software is used to augment instruction. In high schools, virtual courses, credit recovery, and the career cluster concepts are available. The Positive Behavior Intervention Support program (PBIS) is used to address student behavior.

Teacher professional development focuses on data analysis, differentiated instruction, and flexible grouping to enhance instruction. We continue to use a standards-based curriculum. This coming school year our district initiatives are literacy and mathematics.

The Orangeburg Consolidated School District Four Board of Trustees, superintendent, administrators, faculty, and staff wish to extend our thanks to students, parents, business and higher education partners, and community members for helping to make this school year a success. We are especially proud of the care and concern shown for our students by all of the stakeholders. In Orangeburg Consolidated School District Four, we work together as a team in remembering our motto, "Our Kids-Our Future."

Please visit our web page at www.orangeburg4.com for additional information. Your comments and insights on our educational programs are welcomed.

Dr. Thomas A. Sparks, Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 18 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
Carver Edisto Middle	R	Edisto Elementary	R
Edisto Primary	R-DELAY	Hunter-Kinard-Tyler School	R

The Orangeburg 4 School District consists of 8 public schools with 4 of these schools, or 50%, 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	1760	99.7	41	35.5	23.6	74.6	83.5	Yes	Yes
Gender									
Male	928	99.7	42.8	34.3	22.9	72.6	80.1	N/A	N/A
Female	832	99.8	38.9	36.8	24.3	76.7	87	N/A	N/A
Racial/Ethnic Group									
White	885	99.7	31.6	35.7	32.7	81.9	89.6	Yes	Yes
African American	832	99.8	51.1	35.2	13.7	67.3	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	25	100	40	32	28	60	79.6	I/S	I/S
American Indian/Alaskan	13	100	41.7	41.7	16.7	66.7	85.1	I/S	I/S
Disability Status									
Disabled	197	98.5	71.3	22.1	6.6	42	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	17	100	38.9	38.9	22.2	61.1	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	1323	99.9	46.4	35.3	18.3	70.7	76.9	Yes	Yes

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

All Students	1760	99.7	42.4	40.2	17.4	72.4	80.4	Yes	Yes
Gender									
Male	928	99.7	41.9	39.2	18.9	72.2	78.4	N/A	N/A
Female	832	99.8	42.9	41.3	15.8	72.6	82.5	N/A	N/A
Racial/Ethnic Group									
White	885	99.7	30.6	43.9	25.6	81.6	87.8	Yes	Yes
African American	832	99.8	55.1	36.2	8.7	62.6	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	25	100	44	40	16	72	78.3	I/S	I/S
American Indian/Alaskan	13	100	41.7	33.3	25	66.7	83.2	I/S	I/S
Disability Status									
Disabled	197	98.5	76.8	13.3	9.9	33.7	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	17	100	44.4	38.9	16.7	72.2	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	1323	99.9	48	39.9	12.1	67.6	72.8	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	1172	99.5	44.5	44.1	11.4	55.5	67.3
Gender							
Male	605	99.2	40.6	45.3	14.2	59.4	66.9
Female	567	99.8	48.7	42.8	8.5	51.3	67.7
Racial/Ethnic Group							
White	601	99.8	32	51.5	16.4	68	79.6
African American	542	99.1	58.5	35.8	5.7	41.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	17	100	52.9	41.2	5.9	47.1	59.4
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	129	96.9	76.3	17.8	5.9	23.7	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	11	100	60	40	0	40	58.6
Socio-Economic Status							
Subsidized meals	883	99.7	51.5	41.3	7.2	48.5	55.4
Social Studies							
All Students	1178	99.4	45.4	40.1	14.4	54.6	70.9
Gender							
Male	630	99.1	42.2	40.8	17	57.8	70.1
Female	548	99.8	49.1	39.4	11.5	50.9	71.7
Racial/Ethnic Group							
White	583	99.7	34.3	44.2	21.4	65.7	79.2
African American	563	99.1	57.3	35.5	7.1	42.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	19	100	36.8	47.4	15.8	63.2	68
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	126	97.6	78.8	18.6	2.7	21.2	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	12	100	35.7	42.9	21.4	64.3	68
Socio-Economic Status							
Subsidized meals	873	99.3	52	38.3	9.7	48	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	1767	98.6	45.6	38.7	15.7	54.4	72.1	95.2	96.3
Gender									
Male	936	97.7	52	36.1	11.9	48	65.2	94.8	96.2
Female	831	99.8	38.5	41.7	19.9	61.5	79.2	95.6	96.4
Racial/Ethnic Group									
White	888	98.8	37.2	40.8	22	62.8	80.8	94.8	96.1
African American	834	98.4	54.5	36	9.4	45.5	59.7	95.6	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	93.7	97.5
Hispanic	27	100	51.9	44.4	3.7	48.1	64.6	95.9	96.6
American Indian/Alaskan	12	100	50	41.7	8.3	50	73.4	94.8	95
Disability Status									
Disabled	196	92.4	89.5	8.2	2.3	10.5	27.7	94.5	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	17	100	57.9	36.8	5.3	42.1	63.7	96.3	97
Socio-Economic Status									
Subsidized meals	1338	98.4	51.6	37.5	10.9	48.4	61.9	94.9	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	296	99.7	49.3	29.6	21.2	50.7
	4	316	99.7	42.1	38.4	19.5	57.9
	5	299	99.7	31.5	51.7	16.8	68.5
	6	308	100	37.4	41.3	21.3	62.6
	7	291	99.7	38.3	34.6	27.1	61.7
	8	298	99.7	38.8	42.4	18.7	61.2
2010	3	282	99.7	41.4	31.9	26.7	58.6
	4	298	100	41.1	36.1	22.8	58.9
	5	309	99.4	39.2	42.5	18.3	60.8
	6	318	99.7	41.5	36.9	21.6	58.5
	7	292	100	38.1	34.2	27.8	61.9
	8	261	99.6	45.2	29.8	25	54.8
Mathematics							
2009	3	296	99.7	56.2	29.2	14.6	43.8
	4	316	99.7	38.4	42.8	18.9	61.6
	5	299	99.7	40.9	43.4	15.7	59.1
	6	308	100	36.7	46.5	16.8	63.3
	7	291	100	35.7	47.2	17.1	64.3
	8	298	99.7	48.6	43.5	7.9	51.4
2010	3	282	99.7	48.4	27.8	23.8	51.6
	4	298	100	37.2	43.9	18.9	62.8
	5	309	99.4	49.5	33.2	17.3	50.5
	6	318	99.7	41.2	44.1	14.7	58.8
	7	292	100	37	47.3	15.7	63
	8	261	99.6	40.7	45.2	14.1	59.3
Science							
2009	3	145	99.3	64.7	33.1	2.2	35.3
	4	316	99.7	42.1	46.5	11.4	57.9
	5	151	98.7	37.8	54.5	7.7	62.2
	6	155	100	48.2	48.2	3.5	51.8
	7	291	99.7	35.3	44.6	20.1	64.7
	8	145	100	43.4	41.2	15.4	56.6
2010	3	142	100	63.5	27	9.5	36.5
	4	298	100	42.8	49.8	7.4	57.2
	5	153	98	62.3	29.5	8.2	37.7
	6	157	99.4	50.3	44.4	5.3	49.7
	7	292	100	31.3	51.2	17.4	68.7
	8	130	98.5	29.3	50.4	20.3	70.7

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	150	100	43.1	41.6	15.3	56.9
	4	314	99.7	40	47.8	12.2	60
	5	149	100	39.6	49.3	11.1	60.4
	6	153	100	26.9	57.9	15.2	73.1
	7	290	99.7	48.1	35.1	16.8	51.9
	8	152	100	39.4	43.7	16.9	60.6
2010	3	139	99.3	63	27.4	9.6	37
	4	298	100	44.9	44.6	10.5	55.1
	5	159	97.5	52.3	39.2	8.5	47.7
	6	160	100	25.3	62.3	12.3	74.7
	7	292	100	48.8	31	20.3	51.2
	8	130	98.5	36.4	38	25.6	63.6
Writing							
2009	3	300	98.3	61.2	23.8	15	38.8
	4	320	97.8	46.7	42.7	10.7	53.3
	5	302	97	41.5	44.3	14.2	58.5
	6	304	99.7	40.5	48.1	11.4	59.5
	7	294	98.6	34.2	37.5	28.3	65.8
	8	306	99	36.8	49.6	13.6	63.2
2010	3	281	99.6	57.6	27.5	14.9	42.4
	4	298	99.7	54.7	34	11.2	45.3
	5	313	96.5	44.1	38.4	17.5	55.9
	6	316	99.1	42.5	40.5	17	57.5
	7	294	98.3	41.1	42.9	16	58.9
	8	265	98.9	32.4	50	17.6	67.6

Abbreviations for Missing Data

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

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	283	99.3	17.3	36.8	29.4	16.5	55.5	65.9	No	Yes
Male	149	99.3	19.4	40.3	29.2	11.1	50	60.8	N/A	N/A
Female	134	99.3	14.8	32.8	29.7	22.7	61.7	71	N/A	N/A
White	130	99.2	8.7	31.7	34.9	24.6	65.9	77.5	No	Yes
African American	151	99.3	24.3	41.7	25	9	46.5	49.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	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	25	96	63.6	22.7	13.6	0	18.2	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	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	200	99	21.5	39.8	26.2	12.6	48.2	51.5	No	Yes

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

All Students	283	99.3	23.5	37.9	25.7	12.9	48.5	62.3	No	Yes
Male	149	99.3	25	39.6	26.4	9	47.9	61.7	N/A	N/A
Female	134	99.3	21.9	35.9	25	17.2	49.2	63	N/A	N/A
White	130	99.2	12.7	28.6	35.7	23	66.7	75	No	Yes
African American	151	99.3	33.3	45.8	17.4	3.5	32.6	44	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	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	25	96	72.7	13.6	13.6	0	18.2	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	1	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	200	99	27.2	46.1	20.4	6.3	38.7	48.1	No	Yes

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

All Students	282	93.3	80.6	10.6	6.8	1.9	N/A	N/A	N/A	N/A
Male	148	93.2	81.9	9.4	6.5	2.2	N/A	N/A	N/A	N/A
Female	134	93.3	79.2	12.0	7.2	1.6	N/A	N/A	N/A	N/A
White	130	93.1	70.2	14.9	10.7	4.1	N/A	N/A	N/A	N/A
African American	150	94.0	90.1	6.4	3.5	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	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	24	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	199	94.0	88.2	7.0	4.3	0.5	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	308	98.7	19	39.8	27	14.2	53.6	61.8
	2010	283	99.3	17.3	36.8	29.4	16.5	55.5	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	308	98.7	27.7	30.8	23.9	17.6	51.6	62.7
	2010	283	99.3	23.5	37.9	25.7	12.9	48.5	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	0.0%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.2%	0.0%	No
Student attendance rate, grades K-8	95.2%	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