



## Orangeburg 5 School District

578 Ellis Avenue  
Orangeburg, SC 29115

**Grades** PK-12 District  
**Enrollment** 6,792 Students  
**Superintendent** Cynthia Wilson 803-534-5454  
**Board Chair** Mr. Julius Page 803-534-5454

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	<b>Below Average</b>	<b>At-Risk</b>
2009	Below Average	At-Risk
2008	Below Average	Excellent
2007	At-Risk	At-Risk
2006	Below Average	Below Average

## 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**

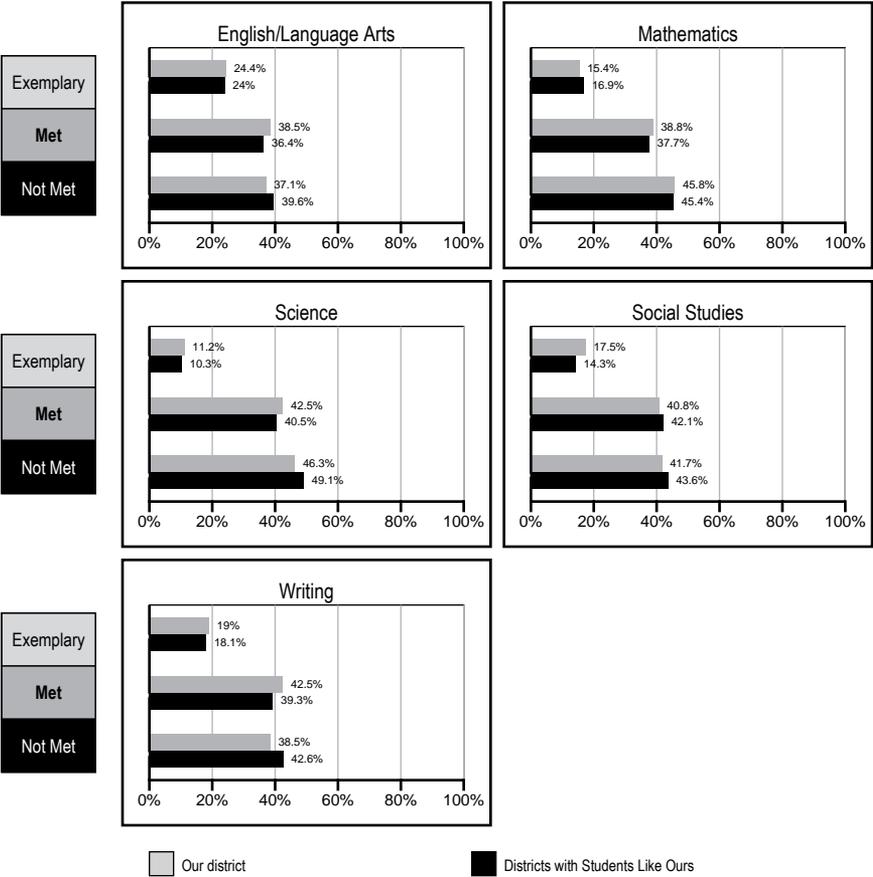
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

**ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	8	6	3

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

**Palmetto Assessment of State Standards (PASS)**



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

**Definition of Critical Terms**

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

**Abbreviations for Missing Data**

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

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

Percent	Our District			Districts with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed both subtests	71.0%	70.2%	75.2%	72.3%	64.8%	65.1%
Passed one subtest	15.7%	15.6%	12.4%	15.6%	17.7%	17.7%
Passed no subtests	13.3%	14.3%	12.4%	12.1%	17.6%	17.1%

## 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	65.3%	66.2%
English 1	61.6%	59.4%
Physical Science	34.5%	39.7%
US History and the Constitution	37.7%	23.2%
All Subjects	50.4%	47.9%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=6,792)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	5.2%	Down from 5.4%	2.9%	2.3%
Attendance rate	94.8%	Down from 94.9%	95.1%	95.8%
Eligible for gifted and talented	3.3%	Down from 3.5%	5.6%	14.3%
With disabilities other than speech	10.5%	Down from 12.0%	10.6%	10.5%
Older than usual for grade	7.1%	No Change	6.2%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.3%	Up from 1.3%	0.6%	0.7%
Enrolled in AP/IB programs	11.4%	Up from 7.7%	7.2%	12.1%
Successful on AP/IB exams	N/A	N/A	38.1%	50.0%
Eligible for LIFE Scholarship	25.3%	Up from 22.4%	26.8%	31.4%
Enrolled in adult education GED or diploma programs	86	Up from 83	42	47
Completions in adult education GED or diploma programs	45	Down from 50	17	29
Annual dropout rate	7.4%	Up from 4.0%	3.6%	3.1%
<b>Teachers (n=487)</b>				
Teachers with advanced degrees	72.9%	Up from 70.4%	56.2%	58.8%
Continuing contract teachers	82.3%	Up from 76.5%	76.4%	81.5%
Teachers with emergency or provisional certificates	6.7%	Down from 7.8%	7.9%	4.0%
Teachers returning from previous year	88.0%	Up from 87.6%	86.2%	89.3%
Teacher attendance rate	94.7%	Down from 95.0%	94.7%	95.3%
Average teacher salary*	\$48,886	Up 1.0%	\$44,308	\$46,618
Vacancies for more than nine weeks	0.4%	Down from 0.6%	0.5%	0.2%
Professional development days/teacher	19.5 days	Up from 17.0 days	13.2 days	12.6 days
<b>District</b>				
Superintendent's years at district	0.0	Down from 9.5	4.0	3.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 16.4 to 1	19.5 to 1	20.9 to 1
Prime instructional time	88.0%	Down from 88.4%	88.6%	89.9%
Dollars spent per pupil**	\$11,466	Down 0.5%	\$10,545	\$9,364
Percent of expenditures for teacher salaries**	50.7%	Down from 52.0%	49.7%	53.3%
Percent of expenditures for instruction**	52.6%	Down from 55.2%	52.6%	56.3%
Opportunities in the arts	Poor	Down from Excellent	Good	Excellent
Number of schools	14	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.3%	Down from 0.4%	0.3%	2.4%
Average age in years of school facilities	26 Years	Up from 25 Years	32 Years	27 Years
Number of schools with SACS accreditation	14.0	No Change	4.0	8.0
Parents attending conferences	100.0%	Up from 99.7%	96.0%	97.1%
Average administrator salary	\$75,319	No Change	\$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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	428	82.5%	1923	50.4%	558	65.1%	N/A
<b>Gender</b>							
Male	193	76.2%	935	47.4%	262	57.6%	N/A
Female	235	87.7%	988	53.2%	296	71.6%	N/A
<b>Racial/Ethnic Group</b>							
White	14	92.9%	122	74.6%	25	60.0%	N/A
African American	409	82.2%	1782	48.5%	527	65.1%	N/A
Asian/Pacific Islander	N/A	N/A	10	100.0%	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
<b>Disability Status</b>							
Disabled	45	40.0%	191	22.5%	69	26.1%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	342	81.9%	1545	47.7%	438	63.5%	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
	82.5%	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	534	558	222	224
Number of Graduates in Cohort	376	363	154	155
Rate	70.4%	65.1%	70.3%	71.7%

\*Used to calculate current AYP.

**College Admissions Tests**

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	417	415	425	427	417	418	1259	1260		
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	15.4	15.0	17.0	17.0	16.1	15.7	16.8	17.1	16.4	16.3
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

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School District Governance

Board Membership	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	0.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Orangeburg Consolidated District Five continued moving closer to making its academic goals a reality during the 2009-2010 school year. The new "Unified Curriculum" strengthened the quality of the instruction provided to our students and helped teachers across the district with grade-level standards and enhanced students' ability to grasp the standards for their particular grade level and core subject area. We also improved our comprehensive professional development activities for teachers and support staff. Additionally, the district also continued to intensify our recruiting efforts to attract, hire, and retain the most capable teachers, administrators, and support staff available. These efforts are exemplified in the 33 Palmetto Gold and Silver Awards won by our schools since the program began, a Blue Ribbon Lighthouse school winner (The Technology Center), a school honored twice by U.S. News and World Report as one of the best high schools in the nation also being named a Blue Ribbon School of Excellence (Bethune-Bowman High), 67 Palmetto Fellows qualifiers (minimum 1200 SAT score and 3.5 GPA) since the program began, the 121 junior scholars and 24 Duke TIP students over the past few years, the almost \$60 million in scholarships awarded to district students over the past few years, and the potpourri of international, national, and state awards art students from the district have earned over the past few years. Taking these and many other awards and recognitions into consideration, it becomes glaringly obvious that we are well on our way to molding well-rounded students and good citizens.

Several of our programs have been used as national and state models, which lets us know we are on track with the implementation of our programs and their delivery to our students and this community. Even budget cuts on the local, state and national levels, and the ever-changing mandates of federal "No Child Left Behind" legislation, haven't kept us from realizing the successes we have enjoyed or hindered us from making measurable gains in student academic achievement. The Orangeburg community has a lot to be proud of when looking at this district and what it has accomplished. We work hard to make sure our students have the necessary tools to make them competitive not just locally but nationally as well. We have taken great care in making sure we provide our students the most technologically advanced learning environments available. The district always works to stay on the cutting edge of technology, in hopes of fueling our students desire to learn and preparing them for anything they may face as they grow into the future leaders that will keep this community viable in the 21st Century. We have and will continue to make sure our programs and the instruction we provide to our students are the best they can be, and that they assist all of our students, from those in need of academic nurturing to our most academically-talented students in the International Baccalaureate, Magnet, Honors, and Advanced Placement Programs. Involving all stakeholders — parents/guardians, students, teachers, support staff, and the community — in the educational process continues to be of utmost importance to the district because we fully understand that we can't achieve our goals without the assistance of each and every entity named above. There must be a partnership among the district, parents/guardians, and the community. In the total scheme of things, there is truly nothing more important than educating the most important resource in the Orangeburg County community—our children.

Melvin Smoak, 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.

2

Title I Schools' School Improvement Status

School	Status	School	Status
Robert E Howard Middle	R	Whittaker Elementary	NI-DELAY

The Orangeburg 5 School District consists of 14 public schools with 2 of these schools, or 14.3%, 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	2968	99.2	37.5	38.4	24.1	76.4	83.5	Yes	Yes
<b>Gender</b>									
Male	1533	99	40.6	37.4	22	73.2	80.1	N/A	N/A
Female	1435	99.4	34.2	39.4	26.4	79.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	266	97.7	27.9	41	31.1	82	89.6	Yes	Yes
African American	2639	99.3	38.9	38.1	23	75.6	74.6	Yes	Yes
Asian/Pacific Islander	27	100	N/AV	N/AV	N/AV	N/AV	92.7	I/S	I/S
Hispanic	33	100	34.6	46.2	19.2	76.9	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>									
Disabled	518	97.1	64	24.9	11.1	48.9	51.7	No	Yes
<b>Migrant Status</b>									
Migrant	2	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	28	100	16.7	54.2	29.2	91.7	79	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	2548	99.1	40.5	38.6	20.9	74.3	76.9	Yes	Yes

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

All Students	2968	99.7	45.9	39.1	15	68.4	80.4	Yes	Yes
<b>Gender</b>									
Male	1533	99.5	48	37.2	14.8	66	78.4	N/A	N/A
Female	1435	99.9	43.6	41.1	15.3	71.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	266	98.5	40.6	38.9	20.5	75.8	87.8	Yes	Yes
African American	2639	99.8	46.9	39.1	14	67.3	69.3	Yes	Yes
Asian/Pacific Islander	27	100	N/AV	N/AV	N/AV	N/AV	93.5	I/S	I/S
Hispanic	33	100	42.3	46.2	11.5	73.1	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>									
Disabled	518	99.8	74.6	19.1	6.4	38.2	46.1	No	Yes
<b>Migrant Status</b>									
Migrant	2	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	28	100	29.2	45.8	25	87.5	78.9	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	2548	99.7	48.8	38.7	12.5	65.9	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
<b>Science</b>							
All Students	1995	99.4	46.2	43	10.8	53.8	67.3
<b>Gender</b>							
Male	1023	99	46.2	41.9	11.9	53.8	66.9
Female	972	99.8	46.2	44.2	9.6	53.8	67.7
<b>Racial/Ethnic Group</b>							
White	177	100	27.2	52.5	20.4	72.8	79.6
African American	1773	99.3	48.2	42.3	9.5	51.8	49.7
Asian/Pacific Islander	17	100	18.8	31.3	50	81.3	84.4
Hispanic	26	100	52.2	39.1	8.7	47.8	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>							
Disabled	351	97.4	76.3	17.7	6	23.7	33.8
<b>Migrant Status</b>							
Migrant	1	I/S	I/S	I/S	I/S	I/S	36.5
<b>Limited English Proficient</b>							
Limited English	22	100	47.6	38.1	14.3	52.4	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	1706	99.3	50	41.4	8.7	50	55.4
<b>Social Studies</b>							
All Students	1992	99.7	41.8	41.1	17.1	58.2	70.9
<b>Gender</b>							
Male	1036	99.7	43.1	39.1	17.9	56.9	70.1
Female	956	99.7	40.4	43.4	16.2	59.6	71.7
<b>Racial/Ethnic Group</b>							
White	175	100	37.4	38.7	23.9	62.6	79.2
African American	1778	99.7	42.4	41.6	16	57.6	58.4
Asian/Pacific Islander	18	100	5.6	33.3	61.1	94.4	86.8
Hispanic	19	94.7	60	33.3	6.7	40	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	345	99.1	64.7	27.8	7.5	35.3	39.3
<b>Migrant Status</b>							
Migrant	2	I/S	I/S	I/S	I/S	I/S	55
<b>Limited English Proficient</b>							
Limited English	14	100	38.5	38.5	23.1	61.5	68
<b>Socio-Economic Status</b>							
Subsidized meals	1704	99.8	44.9	40.8	14.3	55.1	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
<b>Writing</b>									
All Students	2972	98	38.3	42.7	19	61.7	72.1	95.5	96.3
<b>Gender</b>									
Male	1533	97.5	45	39.7	15.3	55	65.2	95.2	96.2
Female	1439	98.5	31.1	45.9	23	68.9	79.2	95.8	96.4
<b>Racial/Ethnic Group</b>									
White	271	97.1	36.4	40.9	22.7	63.6	80.8	94.1	96.1
African American	2635	98	38.7	43	18.3	61.3	59.7	95.6	96.4
Asian/Pacific Islander	28	100	7.4	22.2	70.4	92.6	87	96.9	97.5
Hispanic	34	97.1	42.3	50	7.7	57.7	64.6	95	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	73.4	91.4	95
<b>Disability Status</b>									
Disabled	521	91.8	76.2	19.5	4.3	23.8	27.7	95.3	95.4
<b>Migrant Status</b>									
Migrant	2	I/S	I/S	I/S	I/S	I/S	63.5	93.3	96
<b>Limited English Proficient</b>									
Limited English	29	100	24	48	28	76	63.7	95.9	97
<b>Socio-Economic Status</b>									
Subsidized meals	2542	98	41.5	43.1	15.5	58.5	61.9	95.2	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
<b>English/Language Arts</b>							
<b>2009</b>	3	536	99.8	25.5	42.2	32.3	74.5
	4	532	99.6	31.1	47.5	21.4	68.9
	5	456	99.3	28	51.5	20.5	72
	6	498	99.4	40.8	41.2	18	59.2
	7	471	100	52.4	31.7	16	47.6
	8	473	98.9	46.7	37.2	16	53.3
<b>2010</b>	3	521	98.3	29.7	34.1	36.3	70.3
	4	522	97.9	31.3	40.3	28.3	68.7
	5	528	100	33.2	46.4	20.4	66.8
	6	454	99.8	38.4	40.4	21.2	61.6
	7	511	100	42.7	35.1	22.2	57.3
	8	432	99.3	52.6	33.2	14.2	47.4
<b>Mathematics</b>							
<b>2009</b>	3	536	99.8	50.2	34.9	14.9	49.8
	4	532	99.6	41	47.3	11.7	59
	5	456	99.3	42.9	46.6	10.5	57.1
	6	498	99.8	40	44.5	15.6	60
	7	471	100	47	44.3	8.8	53
	8	473	98.9	58.4	30.9	10.7	41.6
<b>2010</b>	3	521	99.6	44.3	34.1	21.6	55.7
	4	522	99.4	36.3	46.5	17.2	63.7
	5	528	100	47.6	42.7	9.7	52.4
	6	454	99.8	43.4	41.6	15.1	56.6
	7	511	99.8	50	36.2	13.8	50
	8	432	99.3	55	32.7	12.3	45
<b>Science</b>							
<b>2009</b>	3	274	99.6	51.4	41	7.6	48.6
	4	531	99.6	46	46	8.1	54
	5	231	99.1	42.6	50.5	6.9	57.4
	6	256	99.6	43.7	45	11.3	56.3
	7	470	100	47.2	45.4	7.4	52.8
	8	232	100	55.8	36.7	7.4	44.2
<b>2010</b>	3	262	99.6	64	28	8	36
	4	518	99.6	45.6	45.2	9.2	54.4
	5	270	98.2	47	44.7	8.3	53
	6	224	98.7	43.9	51.9	4.2	56.1
	7	509	100	38.1	46.4	15.5	61.9
	8	212	99.5	46.3	36.9	16.7	53.7

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
<b>Social Studies</b>							
<b>2009</b>	3	267	98.9	29	46.7	24.3	71
	4	530	99.6	26.8	58.2	15	73.2
	5	225	100	48.1	38.3	13.6	51.9
	6	245	99.2	25.7	58.4	15.9	74.3
	7	470	100	56.2	28.5	15.3	43.8
	8	237	100	46.5	39.5	14	53.5
<b>2010</b>	3	258	98.8	33.2	45.7	21.1	66.8
	4	517	100	26.9	50.9	22.2	73.1
	5	260	99.2	55	35.7	9.2	45
	6	230	99.6	29.9	52.5	17.6	70.1
	7	510	100	54.1	30.2	15.6	45.9
	8	217	100	55.7	32.1	12.3	44.3
<b>Writing</b>							
<b>2009</b>	3	534	97.9	33.9	35.2	30.9	66.1
	4	527	96.8	35.9	44.4	19.7	64.1
	5	454	98.9	34.5	41.5	24	65.5
	6	498	97.6	43.4	38.6	18	56.6
	7	466	98.9	44.9	40.6	14.4	55.1
	8	471	98.5	41.8	45.3	12.9	58.2
<b>2010</b>	3	521	98.1	38.5	37.1	24.3	61.5
	4	525	97.5	30.2	43.3	26.4	69.8
	5	530	96.6	35.8	42.3	21.9	64.2
	6	458	98.7	39.6	43.5	16.9	60.4
	7	508	98	42	46.6	11.5	58
	8	430	99.1	44.8	43.8	11.4	55.2

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	436	97.9	14	33.6	30.1	22.3	64	65.9	No	Yes
Male	228	96.9	19.4	36	28	16.6	55.9	60.8	N/A	N/A
Female	208	99	8.1	31	32.5	28.4	72.6	71	N/A	N/A
White	31	93.5	7.7	34.6	26.9	30.8	76.9	77.5	I/S	I/S
African American	396	98.5	13.9	34	30.5	21.7	63.4	49.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	4	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	61	98.4	58.3	31.7	5	5	13.3	21.3	No	Yes
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	344	98	16.6	35.6	29.4	18.4	59.8	51.5	No	Yes

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

All Students	436	97.5	21.9	29.7	31.4	17	59	62.3	No	Yes
Male	228	96.5	27.1	28.1	29.5	15.2	53.8	61.7	N/A	N/A
Female	208	98.6	16.2	31.5	33.5	18.8	64.5	63	N/A	N/A
White	31	93.5	11.5	23.1	34.6	30.8	73.1	75	I/S	I/S
African American	396	98	22.5	30.3	31.4	15.8	57.6	44	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	4	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	61	98.4	63.3	21.7	11.7	3.3	18.3	22.1	No	Yes
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	344	97.4	25.2	30.5	31.1	13.2	53.8	48.1	No	Yes

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

All Students	433	88.0	76.4	12.9	5.5	5.2	N/A	N/A	N/A	N/A
Male	226	83.2	79.8	9.0	5.3	5.9	N/A	N/A	N/A	N/A
Female	207	93.2	73.1	16.6	5.7	4.7	N/A	N/A	N/A	N/A
White	31	80.6	56.0	12.0	12.0	20.0	N/A	N/A	N/A	N/A
African American	393	89.3	78.3	12.8	4.8	4.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	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	58	48.3	92.9	3.6	3.6	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	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	343	87.2	79.3	12.0	5.4	3.3	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>									
All Students	2009	476	98.7	16.4	41.7	30.7	11.2	53.9	61.8
	2010	436	97.9	14	33.6	30.1	22.3	64	65.9

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>									
All Students	2009	476	97.9	24.9	33.1	24.3	17.7	52.5	62.7
	2010	436	97.5	21.9	29.7	31.4	17	59	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	4.6%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate, grades K-8	94.8%	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