



Bamberg 2 School District

62 Holly Avenue
Denmark, SC 29042.00

Grades PK-12 District
Enrollment 835 Students
Superintendent Dr. Thelma F. Sojourner 803-793-3346
Board Chair Larry D. Bias 803-793-5929

THE STATE OF SOUTH CAROLINA 2012 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Below Average	Good*
2011	Below Average	Good
2010	At-Risk	Average
2009	At-Risk	Below Average
2008	At-Risk	At-Risk

* The District's 2012 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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

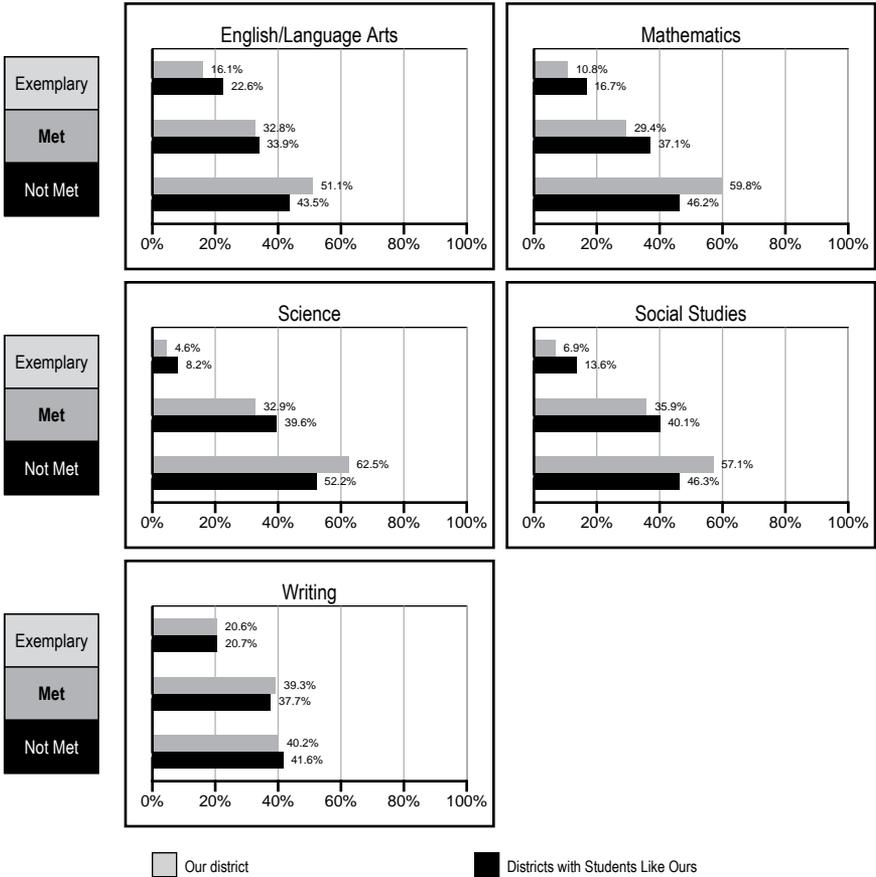
95.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	4	3	4

* Ratings are calculated with data available by 11/07/2012.

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		
	2010	2011	2012	2010	2011	2012
Passed both subtests	60.3%	60.6%	69.4%	61.9%	63.5%	64.8%
Passed one subtest	15.9%	21.2%	18.1%	17.2%	18.6%	18.6%
Passed no subtests	23.8%	18.2%	12.5%	20.9%	17.9%	16.6%

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	77.6%	58.4%
English 1	83.3%	52.2%
Biology 1/Applied Biology 2	54.7%	52.3%
US History and the Constitution	24.6%	24.4%
All Subjects	55.4%	46.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	66	61	157	161
Number of Graduates in Cohort	46	44	109	118
Rate	69.7%	72.1%	72.1%	75.6%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	79	66	159	160
Number of Graduates in Cohort	58	46	115	120
Rate	73.4%	69.7%	73.3%	77.3%

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=835)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.3%
Retention rate	3.2%	Down from 4.4%	2.4%	2.0%
Attendance rate	98.3%	Up from 97.8%	96.1%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 3.0%	0.6%	0.6%
Enrolled in AP/IB programs	16.6%	Up from 0.0%	2.5%	13.5%
Successful on AP/IB exams	N/A	N/A	62.9%	49.9%
Eligible for LIFE Scholarship	28.8%	Up from 25.9%	28.6%	30.3%
Enrolled in adult education GED or diploma programs	5	Down from 10	28	59
Completions in adult education GED or diploma programs	4	Down from 5	17	31
Annual dropout rate	3.8%	Up from 1.5%	2.0%	2.7%
Teachers (n=67)				
Teachers with advanced degrees	64.2%	Up from 62.9%	58.5%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	79.4%	Up from 77.0%	87.1%	91.1%
Teacher attendance rate	94.2%	Down from 94.7%	94.9%	95.1%
Average teacher salary*	\$41,197	Down 3.3%	\$42,505	\$46,595
Vacancies for more than nine weeks	0.0%	No Change	0.3%	0.1%
Professional development days/teacher	2.8 days	Down from 12.8 days	11.7 days	12.4 days
District				
Superintendent's years at district	1.0	Up from 0.0	1.5	3.0
Student-teacher ratio in core subjects	8.4 to 1	Down from 17.5 to 1	18.8 to 1	21.7 to 1
Prime instructional time	91.7%	Up from 91.3%	90.0%	89.9%
Dollars spent per pupil**	\$11,108	Down 3.5%	\$10,913	\$8,866
Percent of expenditures for teacher salaries**	51.1%	Up from 43.1%	48.2%	53.1%
Percent of expenditures for instruction**	53.7%	Up from 47.7%	51.4%	55.9%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	3	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	Down from 25.7%	2.3%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	3.0	No Change	4.0	8.0
Parents attending conferences	27.5%	Down from 93.0%	96.6%	99.5%
Average administrator salary	\$80,854	Up 5.5%	\$71,406	\$77,744

* 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 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	55	81.8%	186	55.4%	61	72.1%
Gender						
Male	20	75.0%	102	54.9%	25	60.0%
Female	35	85.7%	84	56.0%	36	80.6%
Racial/Ethnic Group						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	54	81.5%	177	53.7%	59	72.9%
Asian/Pacific Islander	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
American Indian/Alaskan	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
Migrant Status						
Migrant	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
Socio-Economic Status						
Subsidized meals	51	80.4%	159	52.2%	53	71.7%

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

HSAP Passage Rate by Spring 2012

	Our District	Districts with Students Like Ours
Percent	81.8%	85.2%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2011	2012	2011	2012	2011	2012	2011	2012		
District	375	391	390	373	375	398	1140	1161		
State	479	477	489	487	459	458	1427	1422		
Nation	493	491	506	505	482	481	1481	1477		
ACT	English		Math		Reading		Science		Total	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
District	12.1	13.7	15.6	15.5	13.8	15.2	14.6	15.0	14.2	15.0
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	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/Referendum
Average Number of Hours of Training Annually	29.4 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

As we prepare for the 2012-2013 school year, we recognize that setting clear standards, reporting test scores, graduation rate, and all other data on school performances are critical steps of accountability. Over the past year, the district enacted and continued the use of several reforms and programs that affect student learning. To be effective, accountability cannot stand alone. Structure and a willingness to meaningfully intervene in the total developmental program for students and achievement are highly necessary. Effective systems and measurable goals that better support students and education in the challenging area of accountability are also very critical. When students are accountable to teachers, teachers to principals, principals to directors and superintendent, and superintendent to school board, accountability changes what we do.

We recognize that our report clearly stands on its own merit. The district has provided professional development and support for the entire faculty and staff. Expectations for the new year are equally as high as they have been for the previous year. Much diligence and dedication have demonstrated that team work has been implemented with fidelity in our schools. Significant changes in core areas have been particularly noticeable and differences are being made to improve. We approach the new school year with tremendous enthusiasm that we will consistently exceed our previous performances in student achievement, accountability and attendance. We continue to be committed to excellence and a supportive work environment. We cannot and will not under estimate the value of our human capital: our teachers, students, support staff, administrators, and school board, and their contributions to the overall success of the district.

We have come to depend on insightful observations, analysis of data, sustained professional development and the willingness to spend long hours in charting the course for improvement as we expect to demonstrate success in all areas of achievement. The new year is yet another opportunity to increase. We embrace the future with a renewed commitment to make a difference in the lives of our students and we believe that academic excellence is achievable.

Dr. Thelma F. Sojourner, Superintendent

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ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	57.3
Overall Grade Conversion	F
Points Total - Elementary Grades	27.4
Points Total - Middle Grades	90.3
Points Total - High School Grades	44.6

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

The Bamberg 2 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School	Status
Denmark-Olar Elementary	Priority

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	624.6	602.7	583.0	601.6	95.3	98.5
Male	610.8	594.0	577.9	594.2	95.0	99.4
Female	639.6	612.5	589.0	609.0	95.5	97.7
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	623.8	601.9	582.4	602.0	95.4	98.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	83.3	83.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	N/A	N/A	N/A	N/A	77.8	98.2
Limited English Proficient	N/A	N/A	N/A	N/A	50.0	50.0
Subsidized meals	623.7	600.7	581.7	600.2	94.9	98.4
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	618.5	618.7	589.4	597.7	95.3	98.5
Male	614.3	615.3	591.8	596.8	95.0	99.4
Female	621.8	621.4	587.5	598.4	95.5	97.7
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	618.1	618.0	588.9	597.4	95.4	98.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	83.3	83.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	N/A	N/A	N/A	N/A	77.8	98.2
Limited English Proficient	N/A	N/A	N/A	N/A	50.0	50.0
Subsidized meals	617.3	618.0	588.9	597.4	94.9	98.4
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
Grades 9-12						
All Students	223	216	65	62	100.0	100.0
Male	221	214	66	63	100.0	100.0
Female	226	219	65	62	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	223	216	65	62	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	206	208	N/A	66	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	198	192	58	64	100.0	100.0
Limited English Proficient	206	208	N/A	66	100.0	100.0
Subsidized meals	222	216	64	62	100.0	100.0
Annual Measurable Objective (AMO)	223	220	76	71	95	95

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							
2011	3	62	98.4	49.2	31.1	19.7	50.8
	4	58	93.1	34.6	44.2	21.2	65.4
	5	66	98.5	44.4	39.7	15.9	55.6
	6	61	96.7	55.2	34.5	10.3	44.8
	7	59	96.6	64.3	25	10.7	35.7
	8	52	94.2	53.2	38.3	8.5	46.8
2012	3	54	88.9	58.7	23.9	17.4	41.3
	4	56	89.3	53.1	38.8	8.2	46.9
	5	50	98	35.4	41.7	22.9	64.6
	6	59	98.3	53.6	30.4	16.1	46.4
	7	58	100	40	38.2	21.8	60
	8	63	96.8	53.6	35.7	10.7	46.4
Mathematics							
2011	3	62	98.4	82	16.4	1.6	18
	4	58	98.3	59.3	35.2	5.6	40.7
	5	66	98.5	52.4	44.4	3.2	47.6
	6	61	96.7	70.7	24.1	5.2	29.3
	7	59	96.6	76.8	19.6	3.6	23.2
	8	52	94.2	48.9	42.6	8.5	51.1
2012	3	54	98.2	84.3	7.8	7.8	15.7
	4	56	100	65.5	25.5	9.1	34.5
	5	50	98	58.3	33.3	8.3	41.7
	6	59	98.3	51.8	35.7	12.5	48.2
	7	58	100	40	38.2	21.8	60
	8	63	96.8	64.3	30.4	5.4	35.7
Science							
2011	3	29	96.6	92.9	7.1	0	7.1
	4	58	98.3	64.8	33.3	1.9	35.2
	5	34	97.1	51.6	48.4	0	48.4
	6	30	96.7	65.5	34.5	0	34.5
	7	59	96.6	73.2	23.2	3.6	26.8
	8	25	100	66.7	33.3	0	33.3
2012	3	26	96.2	83.3	16.7	0	16.7
	4	56	100	65.5	34.5	0	34.5
	5	24	100	41.7	54.2	4.2	58.3
	6	29	96.6	57.1	39.3	3.6	42.9
	7	57	98.3	56.6	30.2	13.2	43.4
	8	30	96.7	66.7	29.6	3.7	33.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	32	100	62.5	37.5	0	37.5
	4	58	98.3	46.3	51.9	1.9	53.7
	5	33	100	63.6	24.2	12.1	36.4
	6	29	86.2	66.7	29.2	4.2	33.3
	7	59	96.6	78.6	21.4	0	21.4
	8	26	92.3	65.2	21.7	13	34.8
2012	3	27	100	80.8	15.4	3.8	19.2
	4	56	100	49.1	49.1	1.8	50.9
	5	26	96.2	41.7	37.5	20.8	58.3
	6	30	96.7	40.7	59.3	0	59.3
	7	57	100	61.1	29.6	9.3	38.9
	8	31	100	71.4	21.4	7.1	28.6
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	66	93.9	26.7	36.7	36.7	73.3
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	51	98	44.9	40.8	14.3	55.1
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	51	96.1	42.9	32.7	24.5	57.1
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	61	95.1	34.5	47.3	18.2	65.5

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	97.1	16.1	37.5	33.9	12.5	57.1
	2012	73	97.3	10.4	50.7	29.9	9.0	53.7
Mathematics								
All Students	2011	N/A	97.1	30.4	44.6	19.6	5.4	30.4
	2012	73	98.6	27.9	32.4	36.8	2.9	44.1

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%	
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.1%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.2%	0.0%	No
Student attendance rate, grades K-8	98.3%	94.0%*	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

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