

ALLENDALE COUNTY SCHOOLS School District

3249 Allendale Fairfax Hwy
Fairfax, SC 29827

Grades	PK-12 District	
Enrollment	1,303 Students	
Superintendent	Dr. Walter L. Tobin	803-584-4603
Board Chair	Ms. Wilda Robinson	803-584-3289

THE STATE OF SOUTH CAROLINA 2014 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Below Average	Average
2013	Below Average	Good
2012	At-Risk	Good
2011	At-Risk	Excellent
2010	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good - District performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average - District performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk - District 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

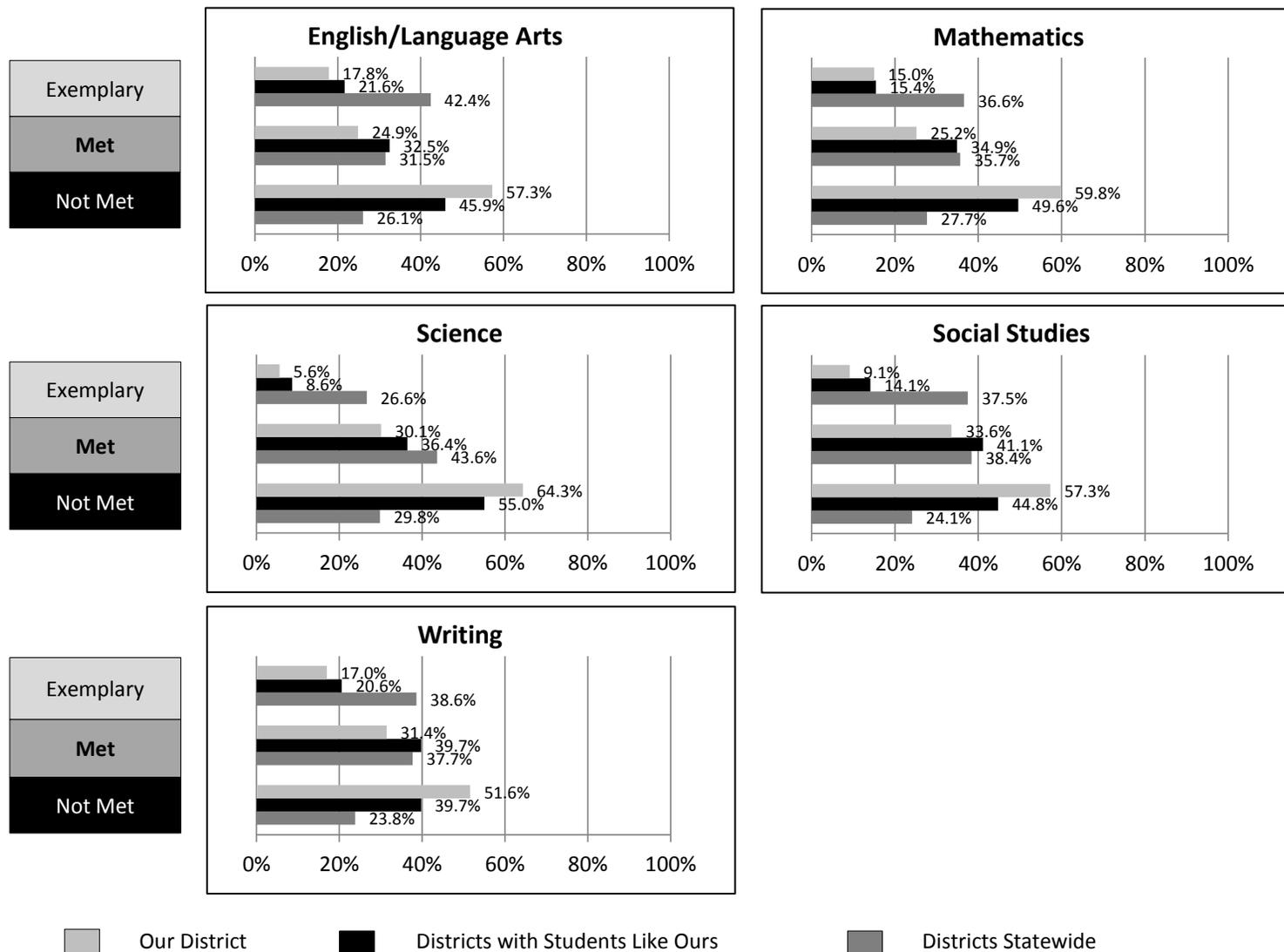
Percent of students tested in 2013-14 whose 2012-13 test scores were located 97.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	9	4	1

NOTE: Ratings are calculated with data available by 04/27/2015.

South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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		
	2012	2013	2014	2012	2013	2014
Passed both subtests	53.3%	50.7%	56.3%	63.9%	64.3%	60.4%
Passed one subtest	20.7%	22.1%	23.0%	19.2%	18.2%	22.5%
Passed no subtests	26.1%	27.3%	20.7%	17.0%	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	66.7%	69.7%
English 1	37.2%	53.9%
Biology 1/Applied Biology 2	27.6%	59.1%
US History and the Constitution	24.4%	37.3%
All Subjects	35.9%	55.8%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2013	2014	2013	2014
Number of Students in Four-Year Cohort	85	100	170	162
Number of Graduates in Cohort	65	76	133	126
Rate	76.5%	76.0%	77.7%	76.7%

Five-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2013	2014	2013	2014
Number of Students in Cohort	126	86	184	181
Number of Graduates in Cohort	93	67	143	142
Rate	73.8%	77.9%	79.3%	78.7%

Abbreviations for Missing Data

N/A-Not Applicable

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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 = 1,303)				
1st graders who attended full-day kindergarten	100.0%	Up from 65.7%	99.8%	99.5%
Retention Rate	4.2%	Down from 4.8%	3.1%	2.1%
Attendance Rate	95.7%	Up from 95.2%	95.7%	96.2%
Served by gifted and talented program	1.9%	No change	5.8%	11.5%
With disabilities	11.2%	Down from 12.0%	13.4%	13.1%
Older than usual for grade	9.9%	Down from 12.2%	6.0%	4.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	1.0%	0.7%
Dual Enrollment Student Count	22	N/A	16	55
Enrolled in AP/IB programs	10.0%	Up from 8.8%	7.0%	15.7%
Successful on AP/IB exams	N/A	N/A	29.2%	51.6%
Eligible for LIFE Scholarship	27.8%	Up from 20.0%	29.6%	31.1%
Enrolled in adult education GED or diploma programs	31	Up from 6	37	115
Completions in adult education GED or diploma programs	6	No change	24	31
Annual dropout rate	5.2%	Down from 5.3%	2.6%	2.3%
Dropout Recovery Rate	0.0%	N/A	9.0%	4.0%
Teachers (n = 99)				
Teachers with advanced degrees	48.5%	Down from 48.6%	58.5%	60.4%
Continuing contract teachers	66.7%	Up from 57.8%	66.7%	79.6%
Teachers returning from previous year	75.6%	Up from 75.5%	85.2%	90.1%
Teacher attendance rate	92.9%	Down from 96.8%	94.8%	95.2%
Average teacher salary*	\$43,968	Up 10.4%	\$43,946	\$47,169
Vacancies for more than nine weeks	0.0%	Down from 1.8%	0.6%	0.1%
Professional development days/teacher	6.0 days	Up from 4.8 days	8.4 days	11.1 days
District				
Superintendent's years at district	1.5	Up from 1.0	3.0	5.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 23.0 to 1	18.1 to 1	20.7 to 1
Prime instructional time	87.8%	Down from 90.9%	89.1%	90.0%
Dollars spent per pupil**	\$14,400	Up 6.7%	\$11,221	\$9,403
Percent expenditures for teacher salaries**	42.4%	Down from 45.0%	46.4%	52.6%
Percent of expenditures for instruction**	45.0%	Down from 48.0%	51.4%	55.6%
Opportunities in the arts	Good	No change	Excellent	Excellent
Number of schools	4	No change	6	9
Number of magnet schools	0	No change	0	0
Portable classrooms	0.8%	No change	1.3%	0.8%
Average age of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	2.0	No change	6.0	9.0
Parents attending conferences	93.8%	Down from 100.0%	99.9%	100.0%
Average administrator salary	\$69,807	Up 4.7%	\$73,790	\$79,777
Dual Enrollment Courses	N/AV	N/AV	N/AV	N/AV

* 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 2014		End of Course Tests Passage Rate		On-time Graduation Rate, 2014	
	n	%	t	%	n	%
All Students	85	76.5%	298	35.9%	100	76.0%
Gender						
Male	42	76.2%	153	29.4%	52	75.0%
Female	43	76.7%	145	42.8%	48	77.1%
Racial/Ethnic Group						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	84	77.4%	284	35.6%	95	77.9%
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	10	70.0%	28	17.9%	12	58.3%
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	76	76.3%	277	35.4%	83	78.3%

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

HSAP Passage Rate by Spring 2014

Percent	Our District 76.5%	District with Students Like Ours 85.3%
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College Admissions Tests

SAT	Critical Reading		Math		Writing		Total	
	2013	2014	2013	2014	2013	2014	2013	2014
District	359	351	365	370	346	351	1069	1071
State	479	483	484	487	460	459	1423	1429
Nation	491	492	503	501	480	478	1474	1471

ACT	English		Math		Reading		Science	
	2013	2014	2013	2014	2013	2014	2013	2014
District	12.9	12.6	15.7	15.0	14.3	14.3	15.4	15.3
State	19.3	19.2	20.1	20.1	20.5	20.6	20.1	20.2
Nation	20.2	20.3	20.9	20.9	21.1	21.3	20.7	20.8

ACT	Total	
	2013	2014
District	14.7	14.4
State	20.1	20.2
Nation	20.9	21.0

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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	N/A
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

It is with tremendous honor and gratitude that I serve as Interim Superintendent of the Allendale County Schools. The district has established a special legacy of service to its students. Many Allendale County graduates have distinguished themselves in their professions and service to this community and throughout the state and nation.

Despite some of the recent political and economic circumstances, the district can view with pride the accomplishments of many of its alumni. The Allendale County School District has a commitment to and is making impressive progress towards a return to historical levels of success. To this end, the adoption of the following theme speaks to that commitment.

“Why Not Allendale!!! It Begins with Me...Come See the Change”

Allendale County School District continues to build the capacity to deliver a high level of service to our students to enhance their achievement. Allendale County School District expects to see continued growth in student performance due to increased focus on analysis of data to improve instructional delivery. Reading and Math MAP data from 2013-2014 indicate that significantly more students continue to reach their growth targets than in the previous four years.

There is a district-wide triple focus on: literacy strategies to achieve South Carolina Standards, differentiated intervention strategies, and instructional technology to develop emphasis around an emerging STEM (Science, Technology Engineering and Mathematics) program in grades 6 through 12. Teachers have received extensive and intensive professional development.

Teachers along with instructional coaches in both literacy and mathematics have collaboratively developed curriculum and pacing guides. The intent of our collaborative efforts are to increase teacher input to ensure that students continue to increase their knowledge as well as analyze and apply what they have learned.

The district is beginning to see indicators of a shift towards higher levels of instruction, increased student ownership of their learning and a greater emphasis on assessment and the data it provides. To continue our momentum, it will take a commitment from all district stakeholders:

- The citizens of the Allendale-Fairfax community must make available, within its capabilities, appropriate resources and support to the community’s children.
- The board of trustees has the fiduciary responsibility to ensure that resources are used appropriately and make policy decisions that establish parameters for program implementation.
- The district and school administration is charged with creating a welcome environment of high expectations, increased performance, and effective accountability.
- Teachers must be prepared to deliver high quality instruction to All students, every day that is rigorous, engaging, and relevant.
- Students must take the responsibility to arrive at school as prepared and willing learners.
- Parents must take the responsibility to be engaged in their child’s learning process and participate in open, two-way communication with the school.

Every employee in the district has a specific role in inspiring students to take advantage of the best access and opportunity for learning and life beyond their current circumstance, and maximizing the development of each child’s potential for productive employment, active citizenship, and community service.

When all facets of the school community are working collaboratively on behalf of our children, “Why Not Allendale?!” can result in “Surely Allendale!!!”

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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	48.3
Overall Grade Conversion	F
Points Total - Elementary Grades	60.7
Points Total - Middle Grades	29.2
Points Total - High School Grades	70.5

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 states' expectations.

Accountability Indicator (Title I Schools)

One ALLENDALE COUNTY SCHOOLS schools were identified as Title 1 Reward Schools.

School	Status
FAIRFAX ELEMENTARY	Priority

Accountability Indicator Definitions

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

Title I Reward 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.

Abbreviations for Missing Data

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Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3-5								
All Students	607.0	608.2	584.9	606.7	99.7	99.3	99.0	N/A
Male	602.4	607.3	583.9	606.9	99.3	98.6	99.0	N/A
Female	611.6	609.1	585.9	606.6	100.0	100.0	99.0	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	603.2	604.1	580.8	604.4	99.6	99.3	98.9	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	575.2	566.8	N/A	N/A	100.0	97.8	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	606.8	607.8	584.9	606.4	99.7	99.7	99.0	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6-8								
All Students	582.5	594.3	588.8	588.9	99.0	99.0	99.5	N/A
Male	572.4	588.1	584.4	587.6	98.8	98.8	99.1	N/A
Female	594.8	601.9	594.3	590.3	99.3	99.3	100.0	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	581.3	593.5	588.3	588.3	99.0	99.0	99.5	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	N/A	N/A	N/A	N/A	91.2	91.2	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	579.7	592.6	586.5	587.6	99.0	99.0	99.4	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9-12								
All Students	210.8	206.1	64.2	63.2	95.6	95.6	100.0	76.0
Male	208.4	203.8	62.2	62.7	96.0	96.0	100.0	75.0
Female	213.8	209.0	66.5	63.8	95.1	95.1	100.0	77.1
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	211.3	206.6	64.1	63.6	97.7	97.7	100.0	77.9
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58.3
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	210.9	206.3	63.9	63.1	95.3	95.3	100.0	78.3
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

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Two Year Elementary and Middle School Grades Trend Data

2013	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	96	626.4	99.3	96	611.0	100.0
4	119	599.3	99.2	119	598.3	99.2	
5	104	609.0	100.0	104	604.7	100.0	
6	95	588.3	100.0	95	585.5	100.0	
7	115	583.2	99.1	115	591.3	99.1	
8	83	589.5	100.0	83	595.5	100.0	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
3	49	591.4	100.0	48	620.9	100.0	
4	119	583.9	100.0	119	610.6	100.0	
5	52	587.9	100.0	52	596.0	96.2	
6	46	578.0	100.0	49	608.3	98.0	
7	115	575.0	99.1	115	580.3	99.1	
8	42	569.7	100.0	41	614.5	100.0	

2014	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	89	595.3	100.0	89	594.2	100.0
4	92	618.6	98.9	92	623.5	98.9	
5	111	606.4	100.0	110	606.3	99.1	
6	99	589.4	100.0	99	598.2	100.0	
7	91	581.8	100.0	91	586.8	98.9	
8	108	576.6	97.3	108	596.8	97.3	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
3	45	570.4	97.8	42	595.7	97.7	
4	92	593.9	98.9	91	623.3	98.9	
5	57	581.2	100.0	54	588.5	100.0	
6	49	584.0	100.0	50	605.8	100.0	
7	91	593.8	98.9	90	584.5	98.9	
8	52	584.9	98.1	55	579.8	94.8	

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.
 NOTE: Results include the SC-ALT test.

Two-Year High School Grades Trend Data

2013	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
	9	12	192.8	92.3	12	186.3	92.3
	10	63	215.5	97.0	63	204.6	97.0
	11	0	I/S	I/S	0	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	0	I/S	I/S	3	I/S	100.0
	10	0	I/S	I/S	26	63.8	100.0
	11	0	I/S	I/S	42	60.2	100.0
	12	0	I/S	I/S	2	I/S	100.0

2014	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
	9	7	I/S	I/S	7	I/S	I/S
	10	77	211.8	100.0	77	207.4	100.0
	11	0	I/S	I/S	0	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	11	55.1	100.0	8	I/S	100.0
	10	74	65.7	100.0	35	64.5	100.0
	11	2	I/S	100.0	37	63.5	100.0
	12	0	I/S	I/S	2	I/S	100.0

NOTE: ELA and Math N-counts are based on number of students. Science and History N-counts are based on number of End-of-Course Biology 1 and US History and the Constitution tests administered. Results include the SC-ALT test.

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	3.2%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	7.3%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.4%	0.0%	No
Student attendance rate, grades K-8	95.7%	94.0%*	Yes

	State
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)	61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials	0.0%

* Or greater than last year.

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Performance by Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

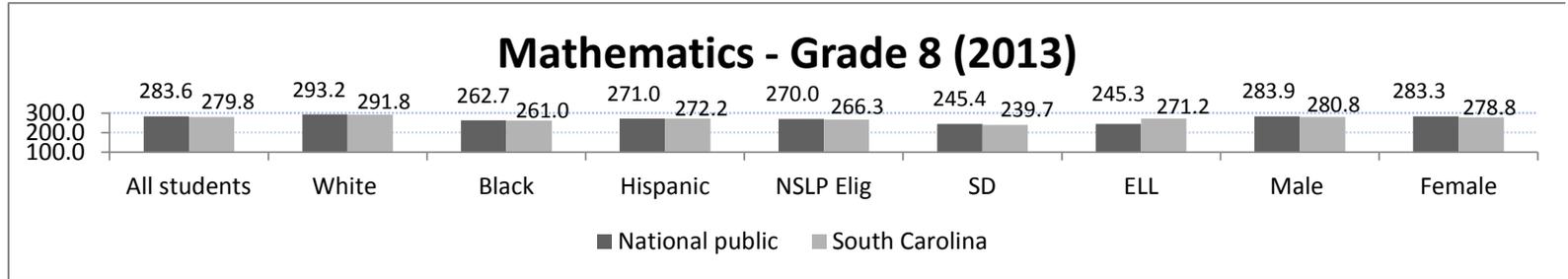
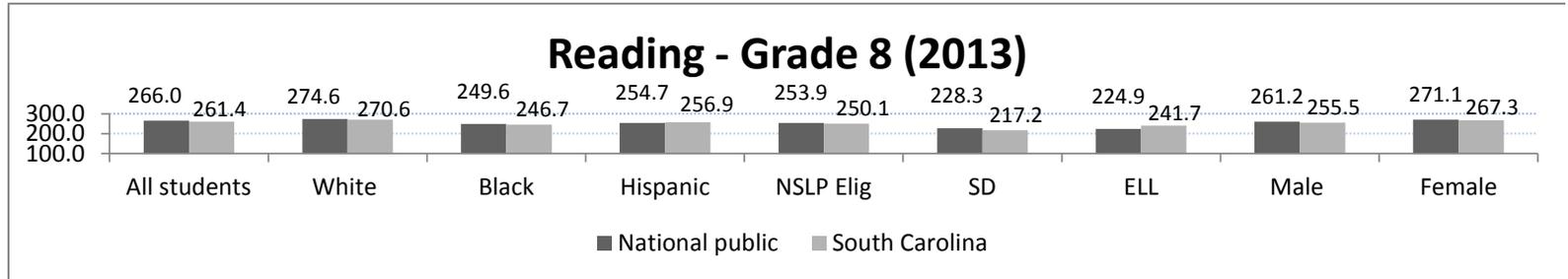
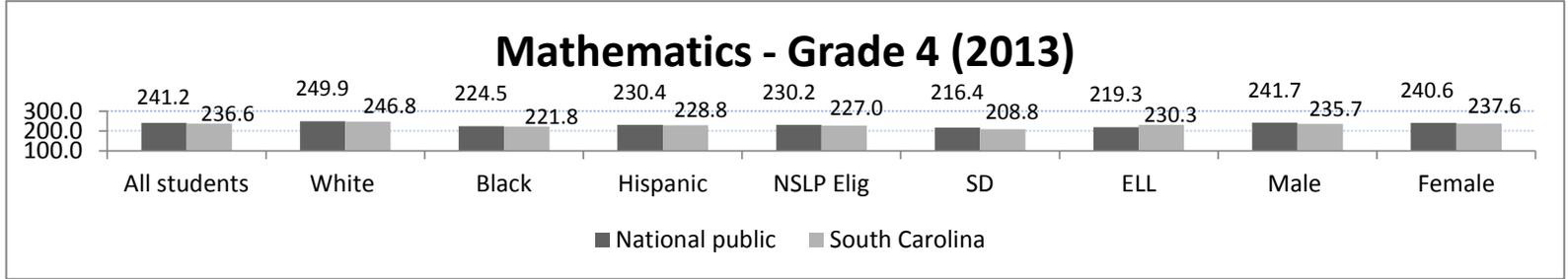
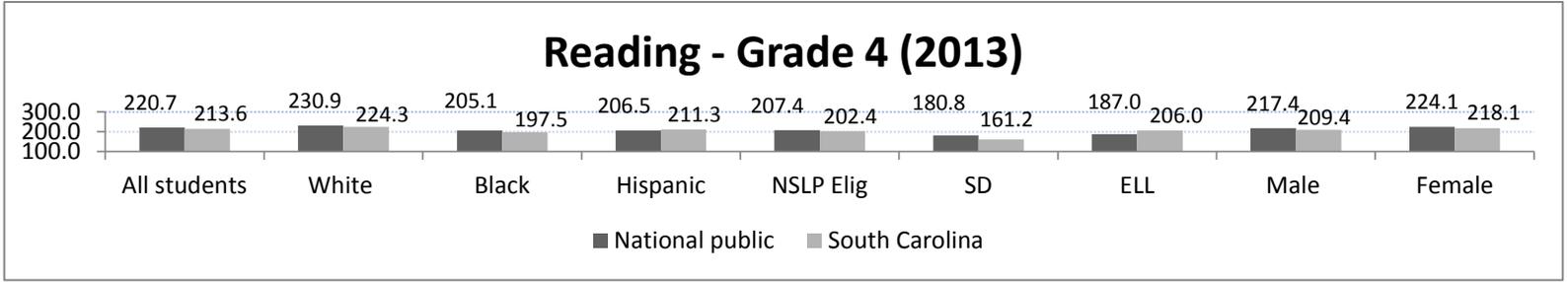
N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

NAEP* Average Scale Scores - ESEA/Federal Accountability

**Performance reported for SC and nation, data not available at school level.*



Key	
NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	1

Abbreviations for Missing Data

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