



## Abbeville School District

400 Greenville Street  
Abbeville, SC 29620

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	3,533 Students	
<b>Superintendent</b>	Dr. Ivan Randolph	864-366-5427
<b>Board Chair</b>	James B. Tisdale, Jr.	864-366-9094

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Average
2004	Good	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

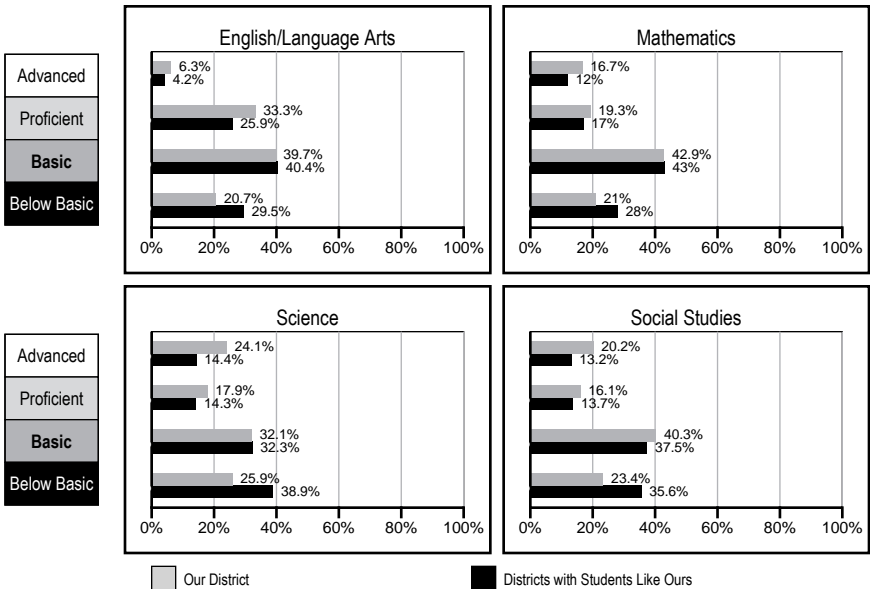
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	7	18	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

**High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student**

Percent	Our District			Districts with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed both subtests	76.3	82.7	79.9	73.8	75.4	78.1
Passed 1 subtest	7.8	10.1	11.2	12.0	13.8	11.2
Passed no subtests	16.0	7.3	8.9	14.2	10.8	10.6

**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	76.8	73.8
English 1	66.9	58.6
Physical Science	46.0	47.9
All Subjects	64.4	60.7

Abbreviations for Missing Data

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

## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=3,533)</b>				
First graders who attended full-day kindergarten	98.9%	Down from 100.0%	99.4%	98.9%
Retention rate	3.3%	Down from 3.4%	4.4%	4.0%
Attendance rate	95.6%	Up from 95.5%	95.5%	95.6%
Eligible for gifted and talented	9.1%	Down from 9.8%	11.7%	11.4%
With disabilities other than speech	10.7%	Up from 9.7%	11.3%	10.5%
Older than usual for grade	4.6%	Up from 2.8%	4.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.2%	0.7%	0.8%
Enrolled in AP/IB programs	9.0%	Up from 5.1%	9.0%	10.3%
Successful on AP/IB exams	50.0%	N/A	50.0%	56.0%
Eligible for LIFE Scholarship	28.0%	Down from 37.3%	29.9%	31.1%
Enrolled in adult education GED or diploma programs	26	Down from 46	50	48
Completions in adult education GED or diploma programs	25	Down from 34	25	27
Annual dropout rate	1.8%	Down from 2.7%	3.1%	3.8%
<b>Teachers (n=274)</b>				
Teachers with advanced degrees	52.6%	No Change	54.8%	54.8%
Continuing contract teachers	82.1%	Down from 84.2%	77.2%	73.9%
Teachers with emergency or provisional certificates	6.0%	Up from 2.9%	3.8%	5.0%
Teachers returning from previous year	90.8%	Down from 91.5%	88.5%	88.8%
Teacher attendance rate	95.7%	Up from 95.5%	94.6%	94.9%
Average teacher salary	\$45,521	Up 3.8%	\$44,873	\$45,107
Vacancies for more than nine weeks	0.0%	No Change	0.7%	0.5%
Professional development days/teacher	10.9 days	Down from 11.1 days	14.9 days	15.2 days
<b>District</b>				
Superintendent's years at district	3.0	Up from 2.0	5.0	3.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 19.7 to 1	19.4 to 1	20.2 to 1
Prime instructional time	90.4%	Up from 89.8%	88.5%	89.1%
Dollars spent per pupil*	\$8,604	Up 2.8%	\$8,666	\$8,666
Percent of expenditures for teacher salaries*	55.9%	Down from 57.4%	53.7%	53.1%
Percent of expenditures for instruction*	58.8%	Down from 59.3%	57.0%	56.5%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Parents attending conferences	98.8%	Down from 100.0%	98.8%	98.2%
Number of schools	10	No Change	10	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	2.5%	Down from 13.8%	2.1%	4.3%
Average age in years of school facilities	23 Years	Down from 24 Years	27 Years	26 Years
Number of schools with SACS accreditation	10.0	No Change	10.0	8.0
Average administrator salary	\$71,906	Up 6.4%	\$76,032	\$76,032

\* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	228	92.1%	765	63.7%	252	79.0%	Yes
<b>Gender</b>							
Male	115	93.0%	390	62.1%	132	80.3%	N/A
Female	113	91.2%	375	65.3%	120	77.5%	N/A
<b>Racial/Ethnic Group</b>							
White	137	96.4%	420	71.2%	152	77.6%	N/A
African American	88	85.2%	336	54.2%	96	81.3%	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
<b>Disability Status</b>							
Disabled	24	37.5%	86	39.5%	30	56.7%	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	13	53.8%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	129	88.4%	470	58.1%	141	73.8%	N/A

\* n=number of students on which percentage is calculated. t=number of tests taken.

**HSAP Passage Rate by Spring 2008**

	Our District	Districts with Students Like Ours
Percent	92.1%	93.2%

**On-Time Graduation Rate**

	Our District	Districts with Students Like Ours
Number of Students	252	357
Number of Diplomas	199	273
Rate	79.0%	77.9%

**College Admissions Tests**

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	477	462	504	502	464	455	982	964		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	15.9	17.4	19.0	19.4	17.3	18.2	18.5	18.4	17.8	18.5
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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

**School District Governance**

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	11.0 per board member
Percent New Trustees Completing Orientation	100.0%

**District Superintendent's Report**

The Abbeville County School District continues to make significant strides in providing a quality education for our students. Our system has a student population of approximately 3,505 students housed at ten school sites.

Recently, our district received District Wide accreditation by the Southern Association of Colleges and Schools/Council on Accreditation and School Improvement. In fact, we are one of only a few districts across the state to receive District Wide Accreditation, and we are proud of this accomplishment. Calhoun Falls High School and the Abbeville Career Center received the prestigious Palmetto Gold Award for academic achievement.

It is our goal to have every student, teacher, and staff member contribute in the improved instructional performance of our young people; and we are continually searching for effective ways to improve the instructional environment for the students of Abbeville County.

This year emphasis was placed on formative assessment. We used MAP (Measure of Academic Progress and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to provide teachers with specific information on students in grades 2-10 (MAP) and K5-2 (DIBELS). The EEDA (Education and Economic Development Act) has given us the opportunity to hire a Career Specialist who has provided our students with career guidance and education planning. As a district, we are making a conscious effort to maintain a balance between the academic, athletic, and fine arts programs.

With the support of our school board and the dedication of our teachers, administrators, support staff, students, and parents, Abbeville County School District hopes to continue to be a model of excellence in education.

Ivan Randolph, Ph.D.  
Superintendent

## No Child Left Behind

## District Adequate Yearly Progress

No

This district met 16 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

N/A

N/A

## Title I Schools' School Improvement Status

The Abbeville School District consists of 10 public schools with 0 of these schools, or 0%, 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. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

## Abbreviations for Missing Data

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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)**

All Students	1592	99.5	20.4	39.8	33.4	6.3	51.2	48.2	Yes	Yes
<b>Gender</b>										
Male	826	99.6	24.7	41.8	28.0	5.5	45.4	41.7	N/A	N/A
Female	766	99.4	15.9	37.8	39.1	7.3	57.5	55.0	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	948	99.6	14.4	36.0	40.9	8.7	62.4	60.0	Yes	Yes
African American	617	99.8	29.2	45.0	22.8	3.0	34.6	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	20	90.0	33.3	55.6	11.1	N/A	27.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
<b>Disability Status</b>										
Disabled	259	98.5	54.3	30.6	11.0	4.1	22.4	16.0	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>Limited English Proficient</b>										
Limited English	33	87.9	28.6	35.7	35.7	N/A	50.0	36.6	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	1047	99.4	26.0	42.5	28.4	3.1	43.2	34.0	Yes	Yes

**Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)**

All Students	1592	99.7	20.8	43.0	19.4	16.7	48.5	45.8	Yes	Yes
<b>Gender</b>										
Male	826	99.8	20.9	41.8	17.3	20.0	50.2	45.6	N/A	N/A
Female	766	99.6	20.8	44.4	21.6	13.3	46.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	948	99.6	13.0	40.6	23.4	23.0	59.3	59.0	Yes	Yes
African American	617	99.8	32.7	46.5	13.3	7.4	32.0	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	20	100.0	21.1	52.6	10.5	15.8	47.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>										
Disabled	259	98.5	54.7	31.0	10.2	4.1	20.8	17.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>Limited English Proficient</b>										
Limited English	33	97.0	13.8	41.4	24.1	20.7	51.7	38.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	1047	99.5	26.0	46.6	15.9	11.4	40.2	31.4	Yes	Yes

\* Adj - 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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
<b>Science</b>										
All Students	1067	99.8	25.8	32.2	17.9	24.1	42.1	35.7	96.2	96.1
<b>Gender</b>										
Male	544	99.8	24.8	30.6	17.6	27.1	44.7	37.4	96.1	96.0
Female	523	99.8	26.8	33.8	18.3	21.1	39.4	33.8	96.3	96.3
<b>Racial/Ethnic Group</b>										
White	643	99.8	16.1	27.8	21.8	34.3	56.1	49.2	96.0	96.0
African American	410	99.8	39.9	39.4	12.0	8.7	20.6	17.0	96.6	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	58.0	94.4	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	24.9	94.8	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.4	94.6
<b>Disability Status</b>										
Disabled	167	99.4	60.4	20.1	9.4	10.1	19.5	14.0	95.5	95.1
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
<b>Limited English Proficient</b>										
Limited English	23	100.0	38.1	23.8	23.8	14.3	38.1	24.4	96.0	96.8
<b>Socio-Economic Status</b>										
Subsided meals	689	99.7	33.8	34.3	15.2	16.6	31.8	21.1	96.0	95.6
<b>Social Studies</b>										
All Students	1055	99.3	23.1	40.5	16.1	20.3	36.4	34.0	96.2	96.1
<b>Gender</b>										
Male	556	99.6	20.8	39.6	15.7	24.0	39.6	36.6	96.1	96.0
Female	499	99.0	25.8	41.4	16.5	16.3	32.8	31.3	96.3	96.3
<b>Racial/Ethnic Group</b>										
White	635	99.7	19.1	35.6	17.3	27.9	45.2	44.5	96.0	96.0
African American	400	99.5	30.4	47.2	13.6	8.7	22.3	19.1	96.6	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.9	94.4	97.3
Hispanic	16	87.5	N/A	64.3	21.4	14.3	35.7	27.5	94.8	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.4	94.6
<b>Disability Status</b>										
Disabled	167	99.4	45.6	35.6	10.6	8.1	18.8	14.4	95.5	95.1
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
<b>Limited English Proficient</b>										
Limited English	22	86.4	11.1	55.6	16.7	16.7	33.3	27.3	96.0	96.8
<b>Socio-Economic Status</b>										
Subsided meals	694	99.3	28.9	43.6	14.9	12.6	27.5	21.0	96.0	95.6

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	279	99.3	9.7	29.9	48.9	11.6	60.4
	4	259	99.6	22.5	39.8	32.8	4.9	37.7
	5	254	99.2	24.7	41.4	31.4	2.5	33.9
	6	262	99.2	27.3	35.3	28.9	8.4	37.3
	7	265	99.6	32.1	40.9	23.0	4.0	27.0
<b>2008</b>	3	277	99.6	11.1	29.0	46.9	13.0	59.9
	4	268	99.6	15.1	37.8	42.9	4.2	47.1
	5	258	100.0	24.5	45.8	26.9	2.8	29.7
	6	251	100.0	16.4	42.0	34.0	7.6	41.6
	7	268	99.6	22.5	41.1	30.0	6.3	36.4
8	270	98.2	33.3	43.9	18.8	3.9	22.7	
<b>Mathematics</b>								
<b>2007</b>	3	279	100.0	15.6	53.3	23.3	7.8	31.1
	4	259	100.0	23.0	42.2	21.7	13.1	34.8
	5	254	99.2	15.9	45.6	20.5	18.0	38.5
	6	262	99.6	16.0	37.6	25.2	21.2	46.4
	7	265	99.6	19.8	51.6	14.7	13.9	28.6
<b>2008</b>	3	277	100.0	16.3	49.0	20.5	14.1	34.6
	4	268	100.0	13.1	47.1	19.7	20.1	39.8
	5	258	100.0	19.7	44.6	21.3	14.5	35.7
	6	251	100.0	17.2	32.8	23.9	26.1	50.0
	7	268	99.6	23.7	36.4	19.4	20.6	39.9
8	270	98.5	34.9	47.5	11.8	5.9	17.6	
<b>Science</b>								
<b>2007</b>	3	141	100.0	27.4	35.6	29.6	7.4	37.0
	4	259	99.6	33.3	32.5	14.0	20.2	34.2
	5	127	98.4	33.9	28.9	14.0	23.1	37.2
	6	132	99.2	25.2	28.5	22.8	23.6	46.3
	7	265	99.6	27.0	38.1	16.7	18.3	34.9
<b>2008</b>	3	139	100.0	20.9	32.1	32.1	14.9	47.0
	4	268	100.0	20.1	36.7	20.5	22.8	43.2
	5	132	100.0	35.7	25.4	11.1	27.8	38.9
	6	126	100.0	28.6	26.9	15.1	29.4	44.5
	7	267	99.6	22.6	31.0	16.3	30.2	46.4
8	135	99.3	36.2	36.9	10.8	16.2	26.9	
<b>Social Studies</b>								
<b>2007</b>	3	138	100.0	9.8	46.6	33.1	10.5	43.6
	4	259	99.6	30.5	42.0	18.1	9.5	27.6
	5	126	99.2	38.8	37.9	7.8	15.5	23.3
	6	131	99.2	19.2	51.2	16.8	12.8	29.6
	7	265	99.6	43.7	33.3	10.7	12.3	23.0
<b>2008</b>	3	137	98.5	25.4	50.8	17.2	6.6	23.8
	4	138	97.8	11.1	42.1	21.4	25.4	46.8
	5	268	99.6	17.4	43.6	20.1	18.9	39.0
	6	126	100.0	34.1	38.2	11.4	16.3	27.6
	7	125	100.0	12.6	32.8	26.1	28.6	54.6
8	267	99.6	32.9	36.1	8.7	22.2	31.0	
8	131	98.5	26.6	50.8	12.1	10.5	22.6	

Abbreviations for Missing Data

N/A--Not Applicable    NAV--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 and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)**

All Students	279	97.1	16.1	32.2	32.2	19.5	63.3	69.7	Yes	Yes
Male	139	95.7	23.7	30.5	34.4	11.5	58.0	64.6	N/A	N/A
Female	140	98.6	8.8	33.8	30.1	27.2	68.4	74.8	N/A	N/A
White	144	95.8	10.4	24.4	35.6	29.6	75.6	81.7	Yes	Yes
African American	132	98.5	22.5	40.3	29.5	7.8	50.4	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	37	91.9	60.6	24.2	12.1	3.0	27.3	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	168	97.6	21.6	38.3	29.6	10.5	51.9	55.1	No	Yes

**Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)**

All Students	279	97.1	12.4	30.7	37.8	19.1	68.2	67.2	Yes	Yes
Male	139	95.7	10.7	37.4	36.6	15.3	64.1	66.3	N/A	N/A
Female	140	98.6	14.0	24.3	39.0	22.8	72.1	68.0	N/A	N/A
White	144	95.8	9.6	22.2	40.7	27.4	78.5	79.6	Yes	Yes
African American	132	98.5	15.5	40.3	34.9	9.3	56.6	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	37	91.9	51.5	33.3	12.1	3.0	21.2	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	168	97.6	13.6	37.7	37.0	11.7	59.9	53.1	Yes	Yes

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

All Students	288	95.1	68.1	14.6	7.6	4.9	N/A	N/A	N/A	N/A
Male	148	93.2	69.6	10.8	6.1	6.8	N/A	N/A	N/A	N/A
Female	140	97.1	66.4	18.6	9.3	2.9	N/A	N/A	N/A	N/A
White	159	93.7	56.0	19.5	10.7	7.5	N/A	N/A	N/A	N/A
African American	127	96.9	84.3	8.7	3.1	0.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	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	35	97.1	82.9	11.4	N/A	2.9	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	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	180	95.0	76.1	10.6	6.1	2.2	N/A	N/A	N/A	N/A

\* Adj - 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 and Advanced*	State % Proficient and Advanced*
<b>English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)</b>									
All Students	2007	251	99.2	12.8	39.1	30.5	17.7	63.0	70.7
	2008	279	97.1	16.1	32.2	32.2	19.5	63.3	69.7

<b>Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)</b>									
All Students	2007	251	99.2	11.9	25.5	36.2	26.3	70.8	62.2
	2008	279	97.1	12.4	30.7	37.8	19.1	68.2	67.2

**Teacher Quality and Student Attendance**

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate, grades K-8	95.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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