



Colleton School District

213 Jeffries Boulevard
Walterboro, SC 29488

Grades	PK-12 District	
Enrollment	6,375 Students	
Superintendent	Charles W. Gale Jr.	843-782-4510
Board Chair	P. A. Pournelle	843-549-5715



THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	Below Average
2004	Average	Average

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

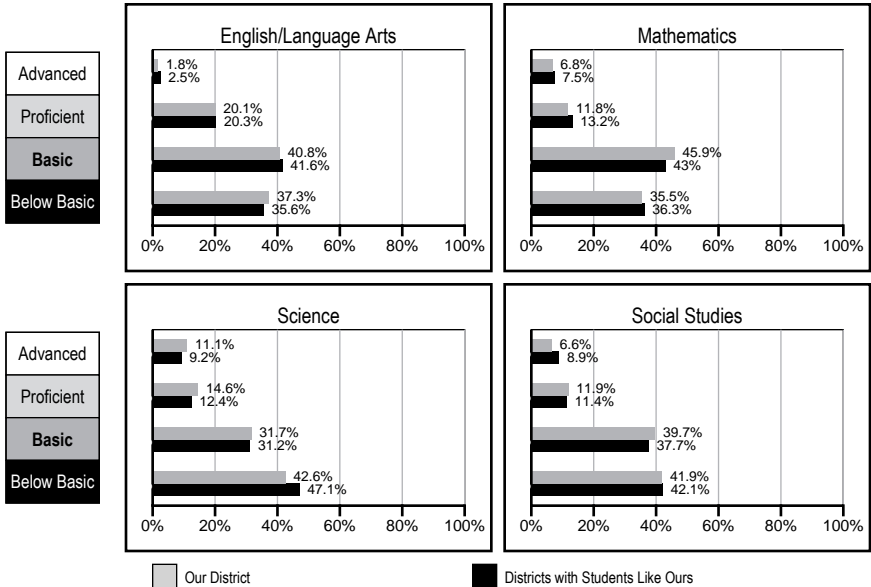
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	4	4

* 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	62.7	59.6	71.7	65.6	69.1	73.3
Passed 1 subtest	16.6	20.9	16.3	15.9	15.6	16.3
Passed no subtests	20.7	19.5	11.9	18.5	15.3	10.4

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	67.3	62.4
English 1	56.0	48.8
Physical Science	35.9	40.4
All Subjects	57.4	52.0

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=6,375)				
First graders who attended full-day kindergarten	99.1%	Up from 98.3%	100.0%	98.9%
Retention rate	8.3%	Down from 9.7%	5.0%	4.0%
Attendance rate	96.0%	Down from 96.1%	95.0%	95.6%
Eligible for gifted and talented	8.0%	Down from 8.6%	7.9%	11.4%
With disabilities other than speech	10.9%	Up from 9.6%	11.2%	10.5%
Older than usual for grade	11.1%	Up from 5.3%	5.7%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Down from 3.2%	1.4%	0.8%
Enrolled in AP/IB programs	6.3%	Up from 4.3%	5.2%	10.3%
Successful on AP/IB exams	63.0%	N/A	39.5%	56.0%
Eligible for LIFE Scholarship	25.3%	Up from 20.6%	29.7%	31.1%
Enrolled in adult education GED or diploma programs	82	Up from 62	43	48
Completions in adult education GED or diploma programs	75	Up from 58	27	27
Annual dropout rate	10.1%	Down from 10.9%	3.8%	3.8%
Teachers (n=446)				
Teachers with advanced degrees	47.5%	Up from 46.7%	54.1%	54.8%
Continuing contract teachers	65.9%	Down from 74.7%	66.9%	73.9%
Teachers with emergency or provisional certificates	13.5%	Up from 11.1%	11.0%	5.0%
Teachers returning from previous year	84.5%	Down from 85.4%	85.9%	88.8%
Teacher attendance rate	95.2%	Up from 94.6%	94.8%	94.9%
Average teacher salary	\$43,817	Up 2.8%	\$43,194	\$45,107
Vacancies for more than nine weeks	0.7%	Down from 2.2%	0.7%	0.5%
Professional development days/teacher	17.5 days	Down from 17.7 days	16.2 days	15.2 days
District				
Superintendent's years at district	5.0	No Change	4.5	3.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.6 to 1	18.7 to 1	20.2 to 1
Prime instructional time	88.9%	Up from 87.6%	87.9%	89.1%
Dollars spent per pupil*	\$8,890	Up 10.8%	\$9,097	\$8,666
Percent of expenditures for teacher salaries*	51.8%	Down from 52.5%	50.3%	53.1%
Percent of expenditures for instruction*	56.1%	Up from 56.0%	54.3%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	No Change	96.2%	98.2%
Number of schools	12	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	14.4%	Up from 6.0%	1.3%	4.3%
Average age in years of school facilities	29 Years	Down from 32 Years	29 Years	26 Years
Number of schools with SACS accreditation	2.0	Down from 3.0	4.0	8.0
Average administrator salary	\$66,030	Up 4.1%	\$71,502	\$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	359	84.7%	1632	57.5%	420	54.5%	No
Gender							
Male	178	80.3%	808	57.3%	215	47.9%	N/A
Female	181	89.0%	818	58.1%	205	61.5%	N/A
Racial/Ethnic Group							
White	155	92.3%	659	63.9%	174	60.9%	N/A
African American	190	78.4%	909	52.3%	233	50.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	34	61.8%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	12	66.7%	N/A	N/A	N/A
Disability Status							
Disabled	54	37.0%	104	26.0%	61	27.9%	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	28	60.7%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	197	78.2%	1141	53.5%	248	47.2%	N/A

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

HSAP Passage Rate by Spring 2008

Percent	Our District	Districts with Students Like Ours
	84.7%	90.3%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	420	221
Number of Diplomas	229	158
Rate	54.5%	75.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	461	444	468	434	450	431	929	878		
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	15.4	17.1	17.2	18.4	17.4	17.9	17.1	18.4	16.9	18.1
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	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	2.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The Mission of the Colleton County School District is to ensure that all students meet or exceed state standards in preparation for becoming productive citizens. The district's strategic plan is focused on improving student achievement, teacher quality, parental involvement and character education.

Our schools have implemented a variety of school improvement initiatives such as school-wide Title I programs, Reading First, America's Choice school reform model, Explicit Direct Instruction, Reading Renaissance and Accelerated Reading and math.

Colleton County School District is a great place for teachers to teach and students to learn. The district has implemented an excellent standards-based curriculum for the core curriculum in grades Pre-K - 8. We are committed to becoming a data-driven instructional system, focused on results and utilizing best instructional practices to meet the needs of all our students. As we strive for excellence, we are committed to improving instruction, student achievement, parental involvement, and student behavior.

Colleton County School District values its employees and understands that they comprise our greatest strength. We believe that the greatest gift we can provide our students is a highly qualified and motivated teacher who experiences a high degree of job satisfaction and professional growth day in and day out. We will not rest until we achieve that goal!

Colleton County School District is comprised of seven elementary schools, three middle schools, one high school, and one career and technology center, serving approximately 6000 students. We are proud to be a student-centered school system focused on maximizing student achievement by utilizing research-based best practices. We believe that our students' achievement will improve as we focus instruction and staff development on a highly rigorous standards-based curriculum. We invite the community to join us in a collaborative partnership to develop the leaders of tomorrow, today.

Charles W. Gale Jr.
Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 19 out of 29 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).

Title I Schools' School Improvement Status

School	Status	School	Status
Colleton Middle	R	Forest Hills Elementary	CSI
Bells Elementary	R	Ruffin Middle	CSI
Black St Elementary	R	Northside Elementary	RP
Forest Circle Middle	RP	Hendersonville Elementary	CSI
Cottageville Elementary	CSI		

The Colleton School District consists of 12 public schools with 9 of these schools, or 75%, 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."

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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	2785	99.5	37.1	41.0	20.2	1.8	33.0	48.2	No	Yes
Gender										
Male	1388	99.4	46.0	36.3	16.4	1.3	26.9	41.7	N/A	N/A
Female	1397	99.6	28.5	45.5	23.8	2.3	38.8	55.0	N/A	N/A
Racial/Ethnic Group										
White	1125	99.6	24.8	41.9	30.0	3.2	45.5	60.0	Yes	Yes
African American	1543	99.5	46.6	39.8	12.8	0.7	23.3	31.7	No	Yes
Asian/Pacific Islander	23	95.7	N/A	50.0	45.0	5.0	75.0	70.4	I/S	I/S
Hispanic	52	100.0	39.6	33.3	22.9	4.2	33.3	38.4	Yes	Yes
American Indian/Alaskan	27	100.0	15.4	61.5	23.1	N/A	53.8	47.0	I/S	I/S
Disability Status										
Disabled	405	99.3	76.5	15.9	6.5	1.1	8.9	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	54	100.0	32.7	30.6	30.6	6.1	42.9	36.6	Yes	Yes
Socio-Economic Status										
Subsided meals	2136	99.4	42.5	40.6	15.9	1.0	27.3	34.0	No	Yes

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

All Students	2785	99.6	35.4	46.0	11.8	6.8	29.4	45.8	No	Yes
Gender										
Male	1388	99.5	38.1	42.6	12.3	7.0	29.5	45.6	N/A	N/A
Female	1397	99.8	32.7	49.3	11.3	6.6	29.4	45.9	N/A	N/A
Racial/Ethnic Group										
White	1125	99.8	22.4	47.4	17.2	13.0	42.9	59.0	Yes	Yes
African American	1543	99.6	45.7	44.4	7.5	2.3	18.8	26.9	No	Yes
Asian/Pacific Islander	23	95.7	N/A	40.0	30.0	30.0	75.0	71.3	I/S	I/S
Hispanic	52	100.0	22.9	56.3	12.5	8.3	31.3	38.1	No	Yes
American Indian/Alaskan	27	100.0	19.2	61.5	19.2	N/A	46.2	46.2	I/S	I/S
Disability Status										
Disabled	405	99.5	67.7	25.9	3.8	2.7	9.7	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	54	100.0	16.3	53.1	14.3	16.3	42.9	38.1	Yes	Yes
Socio-Economic Status										
Subsided meals	2136	99.6	41.4	44.7	9.7	4.2	23.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
Science										
All Students	1860	99.5	42.4	31.8	14.7	11.1	25.8	35.7	94.6	96.1
Gender										
Male	924	99.5	42.7	29.1	15.3	13.0	28.2	37.4	94.1	96.0
Female	936	99.6	42.1	34.4	14.1	9.3	23.5	33.8	95.2	96.3
Racial/Ethnic Group										
White	775	99.6	27.2	30.9	21.3	20.6	41.9	49.2	93.8	96.0
African American	1005	99.4	54.6	32.4	9.3	3.7	13.0	17.0	95.2	96.2
Asian/Pacific Islander	17	100.0	12.5	43.8	12.5	31.3	43.8	58.0	96.0	97.3
Hispanic	35	100.0	37.5	25.0	18.8	18.8	37.5	24.9	95.3	96.5
American Indian/Alaskan	18	100.0	35.3	29.4	29.4	5.9	35.3	37.4	91.2	94.6
Disability Status										
Disabled	262	98.9	76.8	13.7	8.7	0.8	9.5	14.0	93.6	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	97.0	96.4
Limited English Proficient										
Limited English	38	100.0	34.3	31.4	17.1	17.1	34.3	24.4	95.8	96.8
Socio-Economic Status										
Subsided meals	1425	99.4	49.3	33.1	11.1	6.4	17.6	21.1	94.3	95.6
Social Studies										
All Students	1862	99.3	41.5	39.9	12.0	6.6	18.6	34.0	94.6	96.1
Gender										
Male	915	98.8	42.0	37.1	12.3	8.6	20.8	36.6	94.1	96.0
Female	947	99.7	41.0	42.6	11.6	4.8	16.5	31.3	95.2	96.3
Racial/Ethnic Group										
White	741	99.9	31.4	40.2	15.9	12.4	28.3	44.5	93.8	96.0
African American	1043	99.0	49.1	39.1	9.2	2.6	11.8	19.1	95.2	96.2
Asian/Pacific Islander	14	100.0	7.7	53.8	23.1	15.4	38.5	58.9	96.0	97.3
Hispanic	32	93.8	34.5	48.3	13.8	3.4	17.2	27.5	95.3	96.5
American Indian/Alaskan	20	100.0	42.1	47.4	5.3	5.3	10.5	32.7	91.2	94.6
Disability Status										
Disabled	267	97.0	73.8	21.9	4.2	N/A	4.2	14.4	93.6	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	97.0	96.4
Limited English Proficient										
Limited English	30	93.3	26.9	50.0	15.4	7.7	23.1	27.3	95.8	96.8
Socio-Economic Status										
Subsided meals	1438	99.0	46.9	39.8	9.9	3.4	13.3	21.0	94.3	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	467	99.6	23.8	39.2	33.9	3.1	37.0
	4	478	99.4	30.5	41.9	26.2	1.4	27.6
	5	446	98.7	41.5	43.4	14.6	0.5	15.1
	6	490	99.8	50.1	36.3	12.0	1.5	13.5
	7	497	99.6	45.8	39.7	13.6	0.9	14.5
2008	3	457	99.3	20.9	38.7	38.0	2.4	40.4
	4	451	100.0	27.5	41.1	29.4	1.9	31.3
	5	479	100.0	40.8	41.3	16.6	1.3	17.9
	6	444	98.9	45.4	37.9	15.2	1.5	16.7
	7	497	99.2	40.9	45.1	12.0	2.0	14.0
8	457	99.8	46.5	41.2	10.7	1.6	12.3	
Mathematics								
2007	3	467	99.6	37.5	50.0	8.4	4.1	12.5
	4	478	99.6	40.9	35.4	15.8	7.9	23.7
	5	446	98.7	38.0	44.9	11.0	6.1	17.1
	6	490	99.8	33.8	45.4	15.3	5.6	20.9
	7	497	99.4	34.1	49.2	11.4	5.2	16.6
2008	3	457	99.8	30.3	49.4	12.1	8.3	20.3
	4	451	100.0	32.1	39.0	19.6	9.3	28.9
	5	479	100.0	37.1	43.9	13.0	6.0	19.0
	6	444	99.1	37.7	39.9	13.7	8.7	22.4
	7	497	99.2	36.5	50.5	6.3	6.6	12.9
8	457	99.8	38.4	52.6	6.7	2.3	9.1	
Science								
2007	3	237	99.6	52.6	32.5	11.5	3.3	14.8
	4	478	99.6	47.5	29.0	12.4	11.1	23.5
	5	225	98.7	55.0	25.7	8.9	10.4	19.3
	6	249	99.6	49.3	26.2	11.1	13.3	24.4
	7	495	99.2	47.3	31.8	11.5	9.4	20.9
2008	3	225	99.1	42.0	34.6	20.5	2.9	23.4
	4	450	100.0	39.1	30.9	16.5	13.4	30.0
	5	243	100.0	47.0	29.1	13.9	10.0	23.9
	6	217	100.0	48.7	21.5	11.8	17.9	29.7
	7	497	99.2	38.9	37.4	12.7	10.9	23.6
8	228	98.7	46.0	31.0	13.1	9.9	23.0	
Social Studies								
2007	3	232	99.1	22.0	52.7	17.1	8.3	25.4
	4	478	99.6	39.6	42.3	12.9	5.2	18.1
	5	225	98.2	52.7	30.4	8.7	8.2	16.9
	6	245	100.0	36.9	44.5	14.0	4.7	18.6
	7	496	99.4	54.0	34.3	6.3	5.4	11.7
2008	3	230	99.6	26.0	47.9	19.1	7.0	26.0
	4	450	99.6	33.5	44.6	13.5	8.4	21.9
	5	236	97.9	56.0	27.5	8.7	7.8	16.5
	6	224	100.0	31.4	40.6	20.3	7.7	28.0
	7	495	99.2	57.8	31.9	5.1	5.3	10.3
8	227	99.1	32.9	52.1	11.7	3.3	15.0	

Abbreviations for Missing Data

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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	464	98.3	16.7	36.4	32.5	14.4	57.0	69.7	Yes	Yes
Male	232	98.3	22.2	36.7	29.9	11.3	50.7	64.6	N/A	N/A
Female	232	98.3	11.1	36.1	35.2	17.6	63.4	74.8	N/A	N/A
White	183	98.9	11.1	31.6	35.7	21.6	66.7	81.7	Yes	Yes
African American	261	98.1	21.0	40.7	29.4	8.9	49.6	53.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	52	98.1	60.4	27.1	6.3	6.3	20.8	25.2	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	9	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	313	98.1	21.1	38.8	31.6	8.5	51.0	55.1	No	Yes

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

All Students	464	97.4	21.2	39.9	27.4	11.5	52.3	67.2	Yes	Yes
Male	232	97.0	22.5	34.9	31.2	11.5	57.3	66.3	N/A	N/A
Female	232	97.8	19.9	44.9	23.6	11.6	47.2	68.0	N/A	N/A
White	183	98.4	14.7	35.9	33.5	15.9	66.5	79.6	Yes	Yes
African American	261	96.9	26.0	43.5	23.2	7.3	41.5	49.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	52	94.2	67.4	19.6	10.9	2.2	19.6	23.8	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	9	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	313	96.8	25.4	42.6	24.7	7.2	44.0	53.1	No	Yes

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

All Students	353	92.1	76.8	10.2	4.2	0.8	N/A	N/A	N/A	N/A
Male	186	89.8	69.4	13.4	6.5	0.5	N/A	N/A	N/A	N/A
Female	167	94.6	85.0	6.6	1.8	1.2	N/A	N/A	N/A	N/A
White	131	92.4	68.7	15.3	6.9	1.5	N/A	N/A	N/A	N/A
African American	209	91.4	81.3	6.7	2.9	0.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	27	92.6	77.8	11.1	3.7	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	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	249	90.8	79.1	7.6	3.2	0.8	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*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	439	97.0	20.5	34.7	32.4	12.4	54.5	70.7
	2008	464	98.3	16.7	36.4	32.5	14.4	57.0	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	439	97.3	36.8	35.6	17.8	9.9	36.0	62.2
	2008	464	97.4	21.2	39.9	27.4	11.5	52.3	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	24.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.2%	0.0%	No
Student attendance rate, grades K-8	96.0%	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