



Georgetown School District

2018 Church Street
Georgetown, South

Grades	PK-12 District	
Enrollment	10,282 Students	
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000



THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
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

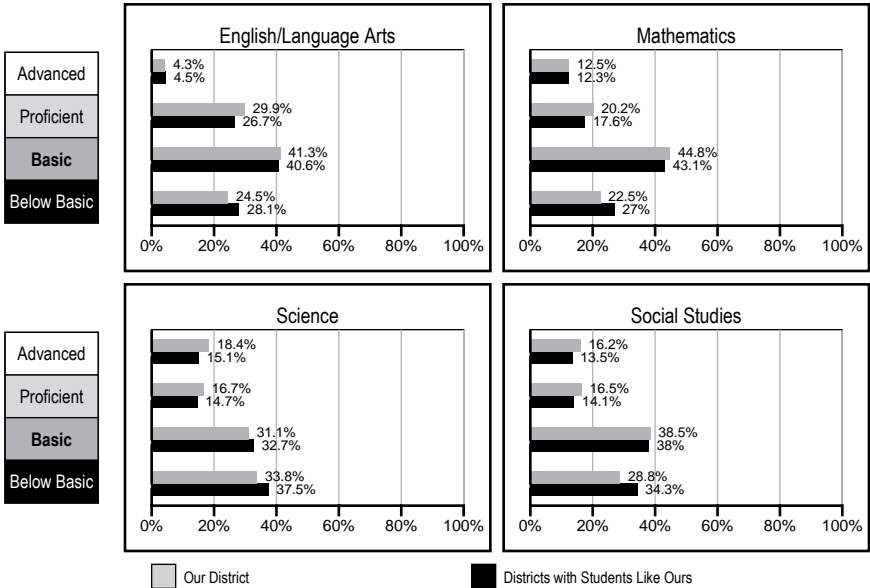
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	9	15	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	74.6	78.0	78.7	73.8	76.9	78.6
Passed 1 subtest	10.4	13.6	11.6	12.0	12.8	11.1
Passed no subtests	15.0	8.4	9.7	14.2	10.3	10.3

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	72.1	74.2
English 1	54.1	58.8
Physical Science	44.9	48.5
All Subjects	55.9	60.8

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=10,282)				
First graders who attended full-day kindergarten	99.9%	Up from 99.5%	99.0%	98.9%
Retention rate	4.5%	Down from 5.0%	4.4%	4.0%
Attendance rate	95.3%	No Change	95.5%	95.6%
Eligible for gifted and talented	19.5%	Up from 19.1%	11.7%	11.4%
With disabilities other than speech	10.4%	Down from 10.5%	11.0%	10.5%
Older than usual for grade	5.6%	Up from 3.2%	5.3%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Up from 0.7%	0.7%	0.8%
Enrolled in AP/IB programs	16.3%	Up from 15.3%	8.1%	10.3%
Successful on AP/IB exams	N/A	N/A	56.0%	56.0%
Eligible for LIFE Scholarship	29.9%	Down from 30.8%	30.1%	31.1%
Enrolled in adult education GED or diploma programs	100	Up from 77	46	48
Completions in adult education GED or diploma programs	59	Up from 50	27	27
Annual dropout rate	3.3%	Down from 3.5%	3.4%	3.8%
Teachers (n=757)				
Teachers with advanced degrees	58.0%	Up from 57.5%	55.0%	54.8%
Continuing contract teachers	76.0%	Down from 79.7%	77.4%	73.9%
Teachers with emergency or provisional certificates	6.2%	Up from 5.2%	3.9%	5.0%
Teachers returning from previous year	91.6%	Up from 91.4%	90.0%	88.8%
Teacher attendance rate	94.6%	Up from 94.5%	94.8%	94.9%
Average teacher salary	\$47,579	Up 2.7%	\$44,722	\$45,107
Vacancies for more than nine weeks	0.1%	No Change	0.7%	0.5%
Professional development days/teacher	14.8 days	Down from 15.5 days	15.0 days	15.2 days
District				
Superintendent's years at district	4.0	Up from 3.0	4.5	3.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.4 to 1	19.4 to 1	20.2 to 1
Prime instructional time	88.5%	Down from 88.6%	88.4%	89.1%
Dollars spent per pupil*	\$9,154	Up 0.6%	\$8,582	\$8,666
Percent of expenditures for teacher salaries*	53.9%	Up from 53.1%	54.2%	53.1%
Percent of expenditures for instruction*	57.8%	Up from 56.7%	57.6%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	98.2%	Down from 98.6%	98.7%	98.2%
Number of schools	17	No Change	10	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.2%	No Change	2.6%	4.3%
Average age in years of school facilities	15 Years	Down from 16 Years	27 Years	26 Years
Number of schools with SACS accreditation	17.0	No Change	9.0	8.0
Average administrator salary	\$79,716	Up 5.1%	\$75,254	\$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	619	93.1%	2433	64.2%	677	79.6%	Yes
Gender							
Male	282	89.7%	1274	63.7%	325	72.3%	N/A
Female	337	95.8%	1152	65.0%	349	86.2%	N/A
Racial/Ethnic Group							
White	297	97.3%	1122	77.6%	316	85.4%	N/A
African American	307	88.6%	1230	52.0%	339	74.3%	N/A
Asian/Pacific Islander	N/A	N/A	10	100.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	62	56.5%	12	75.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	73	49.3%	285	26.0%	87	31.0%	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	42	50.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	349	88.5%	1455	54.6%	370	73.2%	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	93.1%	93.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	677	321
Number of Diplomas	539	245
Rate	79.6%	77.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	467	464	483	483	448	456	950	947		
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	17.8	18.4	18.8	19.3	18.9	19.3	18.7	19.1	18.7	19.2
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

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School District Governance

Board Membership	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	13.9 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The 2007-08 school year had many successes for Georgetown County School District. Regarding academics, Waccamaw High School was named the Carolina First Palmetto's Finest high school. Georgetown County School District had several schools recognized for closing the achievement gap, including Plantersville, Pleasant Hill, and Sampit Elementary Schools.

All elementary schools added science teachers this year to enhance the science curriculum. Eight out of nine elementary schools achieved AYP. Waccamaw High achieved International Baccalaureate status. Andrews, Carvers Bay, and Georgetown High Schools were offered additional advanced placement courses, challenging their students. Carvers Bay High School successfully implemented the "High Schools That Work" Program, and was advanced to the state football championship for the second consecutive year.

Our middle schools showed significant improvement toward Federal AYP requirements. Much of this progress is due to the efforts of teachers, administrators, staff members, parents, students, and community members working together to make sustained improvements. With the support of parents and business partners, students and teachers are striving to meet the increasing demands of the state accountability system and the federal average yearly progress requirements.

Technology has been improved and expanded to enhance instruction by replacing older computers and adding promethean interactive boards. Georgetown County School District has added additional activity buses for all schools to provide safe transportation on field trips. Athletic trainers have been added to all high schools to provide medical assistance for all student athletes.

These are just a few of the many accomplishments for Georgetown County School District this year. Our goal is to continue to show marked progress in all areas. We are very proud of the many achievements of last year. We plan to continue to expand and increase our accomplishments this year. Thank you for your support and help in achieving our goals.

H. Randall Dozier, Ph.D.
Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 23 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
Andrews Elementary	RP	Carvers Bay Middle	R
Rosemary Middle	CA		

The Georgetown School District consists of 17 public schools with 3 of these schools, or 17.6%, 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	4466	99.8	24.4	41.4	30.0	4.3	46.0	48.2	Yes	Yes
Gender										
Male	2325	99.7	29.8	41.8	25.7	2.7	39.5	41.7	N/A	N/A
Female	2141	99.9	18.4	40.9	34.6	6.0	53.1	55.0	N/A	N/A
Racial/Ethnic Group										
White	2215	99.8	15.1	38.8	39.4	6.7	58.9	60.0	Yes	Yes
African American	2107	99.7	34.4	43.9	19.6	2.1	32.5	31.7	No	Yes
Asian/Pacific Islander	32	100.0	N/A	46.7	53.3	N/A	66.7	70.4	I/S	I/S
Hispanic	107	100.0	27.7	40.4	30.9	1.1	40.4	38.4	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	574	99.1	69.4	20.6	6.9	3.2	13.2	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	93	100.0	25.6	50.0	23.1	1.3	34.6	36.6	No	Yes
Socio-Economic Status										
Subsided meals	2795	99.7	31.9	43.4	22.9	1.8	35.1	34.0	No	Yes

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

All Students	4468	99.8	22.3	44.9	20.3	12.5	46.1	45.8	Yes	Yes
Gender										
Male	2327	99.7	24.7	43.3	19.0	13.0	45.4	45.6	N/A	N/A
Female	2141	99.9	19.7	46.7	21.6	11.9	47.0	45.9	N/A	N/A
Racial/Ethnic Group										
White	2216	99.6	12.6	41.9	26.1	19.5	60.3	59.0	Yes	Yes
African American	2108	99.9	32.8	48.3	13.8	5.0	30.9	26.9	No	Yes
Asian/Pacific Islander	32	100.0	3.3	30.0	40.0	26.7	76.7	71.3	I/S	I/S
Hispanic	107	100.0	23.4	45.7	19.1	11.7	43.6	38.1	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	576	99.3	64.1	25.0	8.3	2.6	15.3	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	94	100.0	24.1	43.0	25.3	7.6	43.0	38.1	Yes	Yes
Socio-Economic Status										
Subsided meals	2797	99.7	28.9	47.8	16.0	7.3	35.8	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	2980	99.8	33.7	31.2	16.7	18.4	35.1	35.7	95.9	96.1
Gender										
Male	1573	99.7	35.4	28.0	16.1	20.5	36.6	37.4	95.7	96.0
Female	1407	99.9	31.8	34.7	17.4	16.1	33.6	33.8	96.1	96.3
Racial/Ethnic Group										
White	1455	99.9	18.1	29.4	22.3	30.3	52.6	49.2	95.2	96.0
African American	1426	99.7	49.5	33.2	11.3	6.0	17.3	17.0	96.6	96.2
Asian/Pacific Islander	24	100.0	13.6	31.8	9.1	45.5	54.5	58.0	97.1	97.3
Hispanic	70	100.0	45.2	24.2	14.5	16.1	30.6	24.9	96.6	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.8	94.6
Disability Status										
Disabled	398	99.0	70.9	16.8	6.7	5.6	12.3	14.0	94.4	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	62	100.0	42.3	30.8	15.4	11.5	26.9	24.4	97.1	96.8
Socio-Economic Status										
Subsided meals	1881	99.6	43.3	33.8	13.4	9.5	22.9	21.1	95.7	95.6
Social Studies										
All Students	2992	99.7	28.6	38.5	16.6	16.3	32.9	34.0	95.9	96.1
Gender										
Male	1590	99.6	30.1	35.2	15.6	19.1	34.7	36.6	95.7	96.0
Female	1402	99.9	26.9	42.3	17.7	13.2	30.8	31.3	96.1	96.3
Racial/Ethnic Group										
White	1487	99.8	18.7	36.9	19.6	24.7	44.4	44.5	95.2	96.0
African American	1418	99.6	39.9	40.6	12.7	6.8	19.5	19.1	96.6	96.2
Asian/Pacific Islander	18	100.0	N/A	11.1	44.4	44.4	88.9	58.9	97.1	97.3
Hispanic	65	100.0	19.3	40.4	24.6	15.8	40.4	27.5	96.6	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.8	94.6
Disability Status										
Disabled	383	98.7	66.3	20.9	8.1	4.7	12.8	14.4	94.4	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	60	100.0	19.2	44.2	19.2	17.3	36.5	27.3	97.1	96.8
Socio-Economic Status										
Subsided meals	1889	99.5	37.3	40.6	13.9	8.2	22.1	21.0	95.7	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	759	99.7	12.1	33.7	46.9	7.3	54.2
	4	685	100.0	13.7	46.5	34.7	5.1	39.8
	5	758	99.5	23.6	44.7	29.7	2.1	31.8
	6	775	99.9	35.4	38.5	20.2	5.9	26.1
	7	799	100.0	34.0	42.7	20.9	2.5	23.4
	8	770	99.9	33.2	45.2	18.5	3.1	21.6
2008	3	754	100.0	10.9	30.0	49.0	10.1	59.1
	4	758	99.9	18.5	38.1	39.7	3.7	43.4
	5	686	100.0	19.6	49.3	28.2	2.9	31.1
	6	749	99.5	32.3	37.5	25.0	5.2	30.2
	7	747	99.5	30.8	46.4	21.1	1.7	22.8
	8	772	99.7	33.2	47.2	17.2	2.4	19.6
Mathematics								
2007	3	758	100.0	16.3	50.1	25.1	8.5	33.6
	4	685	100.0	17.6	38.2	25.9	18.3	44.2
	5	758	100.0	18.0	46.9	21.8	13.4	35.1
	6	775	100.0	23.3	40.0	23.1	13.6	36.7
	7	799	100.0	24.8	45.4	17.6	12.2	29.8
	8	771	99.9	35.0	49.3	11.4	4.3	15.7
2008	3	754	100.0	16.5	51.5	19.3	12.6	31.9
	4	758	99.9	17.8	41.0	22.6	18.6	41.2
	5	686	100.0	14.2	41.5	28.5	15.8	44.3
	6	749	99.7	28.2	33.6	21.9	16.3	38.2
	7	748	99.6	26.0	45.6	19.6	8.8	28.4
	8	773	99.5	30.2	56.0	10.6	3.2	13.8
Science								
2007	3	385	100.0	31.5	38.9	17.1	12.5	29.6
	4	684	99.9	30.8	34.1	18.6	16.5	35.2
	5	380	100.0	35.6	32.0	16.0	16.3	32.3
	6	394	99.2	42.0	30.6	13.8	13.6	27.4
	7	799	99.4	37.5	33.4	15.1	13.9	29.0
	8	392	99.7	34.1	40.3	14.1	11.5	25.6
2008	3	377	99.7	23.0	33.4	31.2	12.4	43.5
	4	758	99.9	28.2	32.8	18.6	20.4	39.0
	5	341	100.0	31.5	25.3	13.6	29.6	43.2
	6	372	100.0	48.2	22.6	11.3	17.9	29.2
	7	747	99.5	33.7	35.1	13.4	17.8	31.2
	8	385	99.7	42.5	31.7	13.6	12.2	25.7
Social Studies								
2007	3	381	100.0	13.0	45.2	30.7	11.1	41.8
	4	684	100.0	23.1	36.2	21.5	19.2	40.7
	5	383	100.0	34.0	37.0	16.3	12.7	29.0
	6	386	99.5	23.2	39.8	24.5	12.5	37.1
	7	798	99.5	46.7	34.5	8.9	9.9	18.8
	8	382	100.0	32.3	50.7	13.6	3.3	17.0
2008	3	377	100.0	11.8	37.0	25.5	25.8	51.3
	4	758	99.9	23.3	40.1	21.5	15.1	36.6
	5	345	100.0	28.6	35.4	14.2	21.8	36.0
	6	379	100.0	25.6	38.4	16.9	19.1	36.0
	7	747	99.1	42.7	33.0	9.3	15.0	24.3
	8	386	99.7	30.9	50.3	14.4	4.5	18.9

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	761	99.3	14.5	33.9	29.3	22.3	61.9	69.7	Yes	Yes
Male	370	99.5	20.2	35.1	27.1	17.7	56.1	64.6	N/A	N/A
Female	391	99.2	9.0	32.8	31.5	26.7	67.5	74.8	N/A	N/A
White	366	99.7	7.8	22.1	34.2	35.9	79.8	81.7	Yes	Yes
African American	376	98.9	21.1	45.8	24.4	8.8	43.8	53.6	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	14	100.0	14.3	35.7	28.6	21.4	64.3	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	104	100.0	56.4	29.7	6.9	6.9	20.8	25.2	No	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	422	99.3	22.2	41.2	27.1	9.5	47.8	55.1	No	Yes

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

All Students	761	99.2	16.4	33.8	30.9	18.9	62.1	67.2	Yes	Yes
Male	370	99.2	18.8	30.2	32.7	18.3	62.9	66.3	N/A	N/A
Female	391	99.2	14.0	37.3	29.1	19.6	61.4	68.0	N/A	N/A
White	366	99.7	7.3	24.1	39.8	28.9	77.9	79.6	Yes	Yes
African American	376	98.7	25.3	43.1	22.5	9.1	46.7	49.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	14	100.0	21.4	35.7	28.6	14.3	57.1	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	104	99.0	61.0	24.0	13.0	2.0	21.0	23.8	No	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	422	99.3	23.9	38.5	28.3	9.3	50.5	53.1	Yes	Yes

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

All Students	810	95.1	69.4	12.5	6.7	6.5	N/A	N/A	N/A	N/A
Male	429	94.4	67.8	12.6	6.8	7.2	N/A	N/A	N/A	N/A
Female	381	95.8	71.1	12.3	6.6	5.8	N/A	N/A	N/A	N/A
White	369	97.3	55.3	17.6	10.8	13.6	N/A	N/A	N/A	N/A
African American	417	93.8	82.0	7.9	3.4	0.5	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	20	85.0	70.0	10.0	N/A	5.0	N/A	N/A	N/A	N/A
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	81	93.8	91.4	2.5	N/A	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	13	84.6	69.2	7.7	N/A	7.7	N/A	N/A	N/A	N/A
Subsized meals	494	93.9	81.4	8.3	2.4	1.8	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	808	99.0	9.4	32.9	35.4	22.3	69.7	70.7
	2008	761	99.3	14.5	33.9	29.3	22.3	61.9	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	808	98.6	19.3	34.6	26.3	19.8	59.1	62.2
	2008	761	99.2	16.4	33.8	30.9	18.9	62.1	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate, grades K-8	95.3%	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