



Kershaw County School District

1301 Dubose Court
Camden, SC 29020

Grades	PK-12 District	
Enrollment	10,534 Students	
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Average
2006	Average	Below Average
2005	Good	Below Average
2004	Good	Average

* The District's 2008 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 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

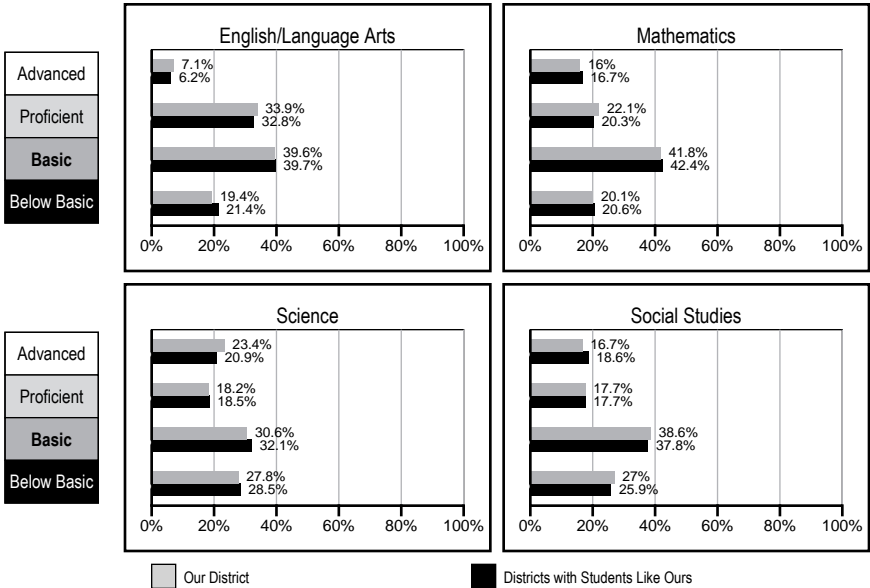
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	12	2	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	75.9	79.5	82.5	76.8	81.0	83.7
Passed 1 subtest	13.4	12.8	10.5	10.8	10.8	9.2
Passed no subtests	10.7	7.8	7.1	12.4	8.3	7.6

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	73.5	75.4
English 1	63.0	66.9
Physical Science	47.6	56.0
All Subjects	61.7	66.6

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=10,534)				
First graders who attended full-day kindergarten	98.4%	Down from 98.9%	98.9%	98.9%
Retention rate	4.0%	Down from 4.4%	3.2%	4.0%
Attendance rate	95.7%	Down from 96.4%	95.8%	95.6%
Eligible for gifted and talented	21.7%	Up from 20.6%	15.6%	11.4%
With disabilities other than speech	9.0%	Up from 8.3%	9.6%	10.5%
Older than usual for grade	3.5%	Up from 2.3%	3.1%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Up from 1.0%	0.9%	0.8%
Enrolled in AP/IB programs	13.5%	Up from 9.7%	15.5%	10.3%
Successful on AP/IB exams	N/A	N/A	43.1%	56.0%
Eligible for LIFE Scholarship	29.2%	Up from 15.4%	36.7%	31.1%
Enrolled in adult education GED or diploma programs	60	Up from 44	47	48
Completions in adult education GED or diploma programs	51	Up from 43	37	27
Annual dropout rate	1.5%	Down from 3.7%	2.8%	3.8%
Teachers (n=693)				
Teachers with advanced degrees	62.3%	Down from 63.2%	56.8%	54.8%
Continuing contract teachers	78.5%	Down from 80.0%	78.2%	73.9%
Teachers with emergency or provisional certificates	4.3%	Down from 5.3%	3.4%	5.0%
Teachers returning from previous year	90.8%	Up from 89.8%	90.1%	88.8%
Teacher attendance rate	95.4%	Down from 95.5%	95.2%	94.9%
Average teacher salary	\$46,924	Up 5.1%	\$46,496	\$45,107
Vacancies for more than nine weeks	0.3%	No Change	0.3%	0.5%
Professional development days/teacher	15.6 days	Up from 14.1 days	14.3 days	15.2 days
District				
Superintendent's years at district	1.0	Down from 4.0	4.8	3.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 22.3 to 1	20.8 to 1	20.2 to 1
Prime instructional time	89.0%	Down from 90.1%	89.5%	89.1%
Dollars spent per pupil*	\$8,128	Up 7.1%	\$8,154	\$8,666
Percent of expenditures for teacher salaries*	53.5%	Down from 55.3%	53.6%	53.1%
Percent of expenditures for instruction*	59.0%	Down from 59.5%	57.3%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	No Change	98.8%	98.2%
Number of schools	19	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	6.9%	Down from 13.8%	5.8%	4.3%
Average age in years of school facilities	25 Years	No Change	23 Years	26 Years
Number of schools with SACS accreditation	19.0	No Change	13.0	8.0
Average administrator salary	\$75,846	Up 8.1%	\$75,973	\$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	566	93.3%	2777	67.0%	662	73.3%	Yes
Gender							
Male	289	93.8%	1431	67.1%	340	69.7%	N/A
Female	277	92.8%	1326	67.3%	317	76.7%	N/A
Racial/Ethnic Group							
White	355	96.9%	1849	72.6%	401	76.1%	N/A
African American	197	87.3%	859	54.7%	241	67.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	12	83.3%	62	71.0%	12	83.3%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	49	59.2%	226	34.1%	61	39.3%	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	23	65.2%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	250	88.4%	1233	56.3%	291	64.3%	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	93.3%	94.3%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	662	800
Number of Diplomas	485	590
Rate	73.3%	76.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	502	499	511	503	496	486	1013	1002		
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	18.8	18.9	19.2	19.6	19.7	20.2	19.4	19.5	19.4	19.7
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 single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	12.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

In 2007-2008, Kershaw County School District averages were higher than the state averages in 20 of the 24 possible 2007 PACT categories. The district's average SAT score was the 13th best in the state, making it 29 points above the state average.

Kershaw County seniors improved their average composite score on the ACT college entrance exam by six-tenths of a point. Four of the district's schools—Baron DeKalb Elementary, Blaney Elementary, Lugoff Elementary, and Mt. Pisgah Elementary—were recognized by the Education Oversight Committee for reducing the achievement gap for at least one historically underachieving student group in 2008. Five schools—ATEC, Blaney Elementary, Lugoff-Elgin Middle, Midway Elementary, and Pine Tree Hill Elementary—were recognized by the State Board of Education in the Palmetto Gold and Silver program for high levels of academic achievement and high rates of student academic improvement. Eighteen more Kershaw County teachers earned National Board certification this year.

Under the i-CAN program, all of the district's high school students received laptops, high school teachers also received laptops and staff development in computer-based instruction. The program will continue through the 2008-09 school year along with increased technology for kindergarten through eighth grade students and teachers.

The school board broke ground on seven construction projects in 2007-08 as part of Phase One of the \$102.2 million facilities equalization program. All construction projects have been on or ahead of schedule, and extra cost savings from these projects will allow the school district to build a new elementary school in Camden and address facility needs to serve approximately 500 more elementary students in the West Wateree area in the next ten years.

The district's extraordinary performance has received statewide and national recognition at all levels. Lugoff-Elgin Middle was one of two middle school finalists in the Carolina First Palmetto's Finest Award program. Doby's Mill Elementary received the Blue Ribbon Lighthouse Award and its Media Specialist was chosen as "Media Specialist of the Year" by the South Carolina Association of School Librarians. Four schools—Camden Elementary, Jackson, Lugoff-Elgin High and Mt. Pisgah Elementary—were named Red Carpet Schools, bringing the total number of Kershaw County schools who currently hold this honor up to 12. Baron DeKalb Elementary's PTO was one of 24 individuals and organizations to be recognized by the State Board of Education for outstanding contributions to South Carolina's public education system. Camden Elementary received honorable mention in the Dick and Tunky Riley School Improvement Award. The school district's Distance Education Learning Center was honored as the "DELIC of the Year."

Frank E. Morgan, Ed.D., 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

Continuing District Improvement

The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Title I Schools' School Improvement Status

School	Status	School	Status
Jackson Elementary	CSI	Pine Tree Hill Elementary	CSI
Midway Elementary	NI		

The Kershaw County School District consists of 19 public schools with 3 of these schools, or 15.8%, 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	4734	99.7	19.1	39.7	34.0	7.1	53.0	48.2	Yes	Yes
Gender										
Male	2423	99.8	24.1	40.8	30.2	4.9	46.4	41.7	N/A	N/A
Female	2311	99.7	14.0	38.6	37.9	9.5	59.9	55.0	N/A	N/A
Racial/Ethnic Group										
White	3160	99.7	14.1	37.3	39.1	9.5	61.0	60.0	Yes	Yes
African American	1382	99.8	29.9	45.5	22.4	2.2	35.3	31.7	No	Yes
Asian/Pacific Islander	19	100.0	5.6	16.7	72.2	5.6	88.9	70.4	I/S	I/S
Hispanic	155	100.0	31.3	39.6	27.1	2.1	40.3	38.4	No	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	600	99.8	56.1	30.8	9.6	3.4	19.4	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	109	100.0	37.5	41.3	19.2	1.9	29.8	36.6	No	Yes
Socio-Economic Status										
Subsided meals	2357	99.5	28.7	44.0	24.1	3.2	37.9	34.0	No	Yes

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

All Students	4733	99.8	19.9	41.9	22.2	16.0	50.4	45.8	Yes	Yes
Gender										
Male	2423	99.7	21.7	39.8	22.1	16.4	50.6	45.6	N/A	N/A
Female	2310	99.8	18.1	44.1	22.2	15.6	50.2	45.9	N/A	N/A
Racial/Ethnic Group										
White	3159	99.7	13.8	39.7	25.4	21.1	59.0	59.0	Yes	Yes
African American	1382	99.9	33.5	46.5	15.7	4.3	31.3	26.9	No	Yes
Asian/Pacific Islander	19	100.0	5.6	33.3	22.2	38.9	66.7	71.3	I/S	I/S
Hispanic	155	100.0	29.2	46.5	13.2	11.1	39.6	38.1	No	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	600	100.0	52.8	33.1	8.9	5.2	21.2	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	109	100.0	35.6	44.2	12.5	7.7	32.7	38.1	No	Yes
Socio-Economic Status										
Subsided meals	2357	99.6	29.9	45.7	16.5	7.8	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	3153	99.8	27.7	30.7	18.2	23.4	41.7	35.7	95.8	96.1
Gender										
Male	1610	99.8	28.3	26.7	18.7	26.3	45.0	37.4	95.6	96.0
Female	1543	99.8	27.1	34.8	17.7	20.5	38.2	33.8	95.9	96.3
Racial/Ethnic Group										
White	2097	99.8	20.0	29.3	20.4	30.3	50.7	49.2	95.5	96.0
African American	922	99.9	44.0	33.3	13.5	9.2	22.7	17.0	96.3	96.2
Asian/Pacific Islander	15	100.0	7.1	28.6	42.9	21.4	64.3	58.0	96.8	97.3
Hispanic	108	100.0	42.2	34.3	12.7	10.8	23.5	24.9	96.2	96.5
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	37.4	91.2	94.6
Disability Status										
Disabled	380	99.7	56.9	23.5	9.9	9.6	19.5	14.0	94.7	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	76	98.7	56.3	28.2	8.5	7.0	15.5	24.4	96.7	96.8
Socio-Economic Status										
Subsided meals	1552	99.7	39.4	33.8	14.5	12.3	26.8	21.1	95.2	95.6
Social Studies										
All Students	3156	99.6	26.7	38.8	17.7	16.7	34.5	34.0	95.8	96.1
Gender										
Male	1604	99.5	26.4	35.3	18.9	19.3	38.2	36.6	95.6	96.0
Female	1552	99.7	27.1	42.3	16.5	14.1	30.6	31.3	95.9	96.3
Racial/Ethnic Group										
White	2093	99.7	21.3	37.3	20.6	20.8	41.4	44.5	95.5	96.0
African American	942	99.7	38.4	41.9	11.5	8.2	19.8	19.1	96.3	96.2
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.8	97.3
Hispanic	99	100.0	36.7	42.2	13.3	7.8	21.1	27.5	96.2	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	32.7	91.2	94.6
Disability Status										
Disabled	398	99.5	55.7	31.2	6.4	6.7	13.1	14.4	94.7	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	67	97.0	40.3	46.8	9.7	3.2	12.9	27.3	96.7	96.8
Socio-Economic Status										
Subsided meals	1600	99.5	37.7	41.9	12.9	7.6	20.4	21.0	95.2	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	804	100.0	11.9	30.6	49.3	8.2	57.5
	4	766	99.6	13.7	40.7	42.2	3.4	45.7
	5	760	99.9	21.4	46.3	30.5	1.8	32.3
	6	771	99.6	26.0	39.4	27.1	7.5	34.6
	7	788	99.5	24.0	46.6	25.5	3.9	29.4
	8	848	99.5	24.7	43.9	27.5	3.9	31.4
2008	3	809	99.9	12.0	30.6	47.0	10.3	57.4
	4	816	99.9	13.9	37.4	42.7	6.0	48.8
	5	765	100.0	19.7	50.9	26.8	2.6	29.4
	6	789	99.9	22.2	35.9	30.8	11.1	41.9
	7	771	99.1	25.2	42.6	27.1	5.1	32.2
	8	784	99.6	22.5	41.6	28.4	7.5	35.9
Mathematics								
2007	3	804	100.0	16.0	50.9	20.8	12.3	33.1
	4	766	99.9	21.0	37.8	23.1	18.0	41.1
	5	760	99.9	22.2	46.2	18.2	13.5	31.6
	6	771	99.6	17.9	41.0	25.0	16.0	41.0
	7	788	99.5	17.8	44.9	20.0	17.4	37.4
	8	848	99.3	26.3	47.1	17.8	8.8	26.6
2008	3	809	99.9	19.7	42.7	21.3	16.3	37.6
	4	816	100.0	17.3	38.5	25.5	18.7	44.2
	5	765	100.0	20.5	42.0	25.2	12.2	37.4
	6	789	99.9	19.8	34.3	23.8	22.2	45.9
	7	770	99.5	18.6	44.5	18.4	18.4	36.9
	8	784	99.4	23.7	49.7	18.6	8.0	26.6
Science								
2007	3	403	99.8	33.4	39.6	16.3	10.7	27.0
	4	766	99.7	31.7	31.2	22.5	14.6	37.1
	5	383	99.7	33.3	30.0	16.1	20.6	36.7
	6	385	99.2	28.8	27.7	17.9	25.5	43.4
	7	788	99.2	23.5	34.1	21.4	21.0	42.5
	8	430	99.5	26.7	34.4	20.4	18.5	38.9
2008	3	402	100.0	29.1	33.8	24.9	12.3	37.2
	4	814	99.9	27.8	33.5	17.4	21.4	38.7
	5	381	100.0	39.5	28.8	11.8	20.0	31.8
	6	396	100.0	29.6	21.4	16.9	32.0	48.9
	7	769	99.4	23.1	32.3	17.8	26.8	44.6
	8	391	99.7	21.4	29.7	21.7	27.3	48.9
Social Studies								
2007	3	405	100.0	16.3	49.6	23.5	10.7	34.1
	4	766	99.6	25.6	45.8	17.0	11.6	28.6
	5	381	99.5	41.4	34.6	11.5	12.4	23.9
	6	387	99.5	21.9	38.9	19.7	19.5	39.2
	7	787	99.2	37.6	39.1	11.7	11.6	23.3
	8	419	99.3	29.3	51.3	14.8	4.6	19.4
2008	3	407	99.5	18.5	44.9	25.9	10.8	36.7
	4	814	99.9	22.3	39.1	19.6	19.0	38.6
	5	384	100.0	40.3	34.3	11.6	13.8	25.4
	6	392	100.0	17.3	32.3	26.1	24.3	50.4
	7	769	99.2	35.9	34.5	9.6	20.0	29.6
	8	390	99.2	22.8	50.9	19.0	7.2	26.3

Abbreviations for Missing Data

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

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	774	98.8	10.4	29.6	35.3	24.6	71.8	69.7	Yes	Yes
Male	387	97.9	13.8	31.1	34.3	20.8	68.6	64.6	N/A	N/A
Female	387	99.7	7.2	28.1	36.3	28.4	74.8	74.8	N/A	N/A
White	528	98.9	7.5	23.4	37.9	31.2	78.4	81.7	Yes	Yes
African American	231	99.1	16.0	44.4	28.9	10.7	56.9	53.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	12	91.7	40.0	20.0	30.0	10.0	60.0	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	75	92.0	55.9	33.8	8.8	1.5	16.2	25.2	No	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	6	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	318	98.7	17.0	39.2	32.7	11.1	57.8	55.1	Yes	Yes

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

All Students	773	98.8	13.9	31.0	34.7	20.4	66.8	67.2	Yes	Yes
Male	386	98.2	14.3	32.7	31.1	21.9	65.4	66.3	N/A	N/A
Female	387	99.5	13.6	29.3	38.3	18.9	68.1	68.0	N/A	N/A
White	527	99.1	9.4	27.3	37.3	25.9	73.7	79.6	Yes	Yes
African American	231	98.7	24.6	38.8	28.1	8.5	51.3	49.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	12	91.7	10.0	50.0	40.0	N/A	50.0	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	75	92.0	67.6	23.5	4.4	4.4	10.3	23.8	No	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	6	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	317	99.1	22.9	37.3	31.0	8.8	53.6	53.1	Yes	Yes

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

All Students	947	94.7	67.9	13.1	7.7	6.0	N/A	N/A	N/A	N/A
Male	494	93.1	62.6	16.6	7.9	6.1	N/A	N/A	N/A	N/A
Female	453	96.5	73.7	9.3	7.5	6.0	N/A	N/A	N/A	N/A
White	619	94.7	62.4	14.9	9.9	7.6	N/A	N/A	N/A	N/A
African American	308	94.5	78.2	9.1	3.9	3.2	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	19	100.0	78.9	21.1	N/A	N/A	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	90	88.9	83.3	3.3	2.2	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	8	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	438	93.4	77.6	7.5	5.5	2.7	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	822	97.2	9.3	30.4	33.4	26.9	72.3	70.7
	2008	774	98.8	10.4	29.6	35.3	24.6	71.8	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	822	97.3	17.9	29.6	30.1	22.4	62.8	62.2
	2008	773	98.8	13.9	31.0	34.7	20.4	66.8	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate, grades K-8	95.7%	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