



Orangeburg 3 School District

Post Office Box 98
Holly Hill, South Carolina

Grades	PK-12 District	
Enrollment	3,254 Students	
Superintendent	David Longshore, Jr.	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

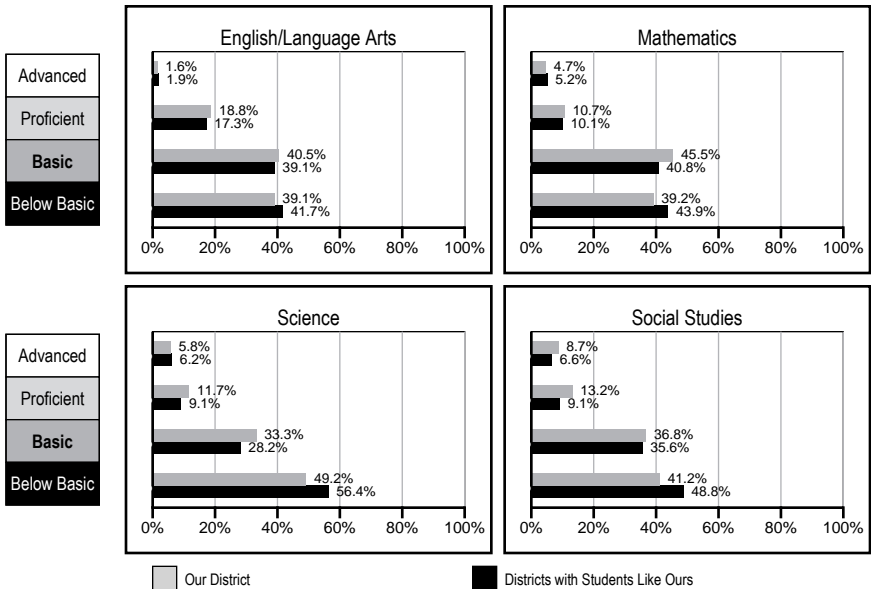
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	6	10

* 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	60.3	62.8	75.3	58.0	65.8	70.3
Passed 1 subtest	14.0	21.8	12.4	17.6	17.9	15.5
Passed no subtests	25.6	15.5	12.4	24.4	16.3	14.3

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	71.6	58.7
English 1	48.1	44.0
Physical Science	48.1	29.9
All Subjects	53.1	45.5

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=3,254)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	98.9%
Retention rate	4.4%	Down from 5.2%	5.2%	4.0%
Attendance rate	95.5%	Up from 95.4%	95.3%	95.6%
Eligible for gifted and talented	6.4%	Up from 4.7%	6.0%	11.4%
With disabilities other than speech	10.3%	Down from 10.6%	11.2%	10.5%
Older than usual for grade	3.6%	Up from 2.2%	6.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	No Change	1.1%	0.8%
Enrolled in AP/IB programs	7.8%	Down from 9.5%	6.6%	10.3%
Successful on AP/IB exams	13.2%	N/A	20.0%	56.0%
Eligible for LIFE Scholarship	19.5%	Down from 27.7%	26.4%	31.1%
Enrolled in adult education GED or diploma programs	11	Down from 18	37	48
Completions in adult education GED or diploma programs	11	Up from 9	13	27
Annual dropout rate	4.4%	Down from 6.2%	4.3%	3.8%
Teachers (n=257)				
Teachers with advanced degrees	58.4%	Down from 60.1%	53.0%	54.8%
Continuing contract teachers	65.4%	Down from 69.4%	61.3%	73.9%
Teachers with emergency or provisional certificates	8.6%	Up from 7.0%	14.3%	5.0%
Teachers returning from previous year	89.4%	Down from 90.3%	84.4%	88.8%
Teacher attendance rate	94.5%	Up from 94.2%	94.6%	94.9%
Average teacher salary	\$47,084	Up 2.6%	\$42,622	\$45,107
Vacancies for more than nine weeks	1.2%	Down from 2.0%	1.8%	0.5%
Professional development days/teacher	12.4 days	Down from 13.5 days	16.5 days	15.2 days
District				
Superintendent's years at district	20.0	Up from 19.0	2.0	3.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.3 to 1	18.7 to 1	20.2 to 1
Prime instructional time	88.6%	Up from 88.5%	87.9%	89.1%
Dollars spent per pupil*	\$10,078	Up 8.0%	\$9,684	\$8,666
Percent of expenditures for teacher salaries*	50.6%	Down from 51.5%	47.9%	53.1%
Percent of expenditures for instruction*	53.3%	Down from 55.7%	52.0%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	92.5%	Down from 93.8%	94.5%	98.2%
Number of schools	6	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	10.7%	Up from 0.0%	4.6%	4.3%
Average age in years of school facilities	19 Years	No Change	31 Years	26 Years
Number of schools with SACS accreditation	6.0	No Change	4.0	8.0
Average administrator salary	\$81,351	Up 7.7%	\$71,370	\$76,032

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	201	84.1%	753	57.5%	218	64.7%	Yes
Gender							
Male	84	78.6%	380	56.1%	96	52.1%	N/A
Female	117	88.0%	373	59.0%	122	74.6%	N/A
Racial/Ethnic Group							
White	22	86.4%	84	79.8%	22	45.5%	N/A
African American	177	83.6%	666	55.0%	196	66.8%	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
Disability Status							
Disabled	30	26.7%	47	23.4%	37	16.2%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	147	83.7%	506	54.5%	157	64.3%	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
	84.1%	88.8%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	218	179
Number of Diplomas	141	132
Rate	64.7%	73.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	454	417	443	417	450	398	897	834		
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	15.8	14.9	17.0	16.5	17.1	15.5	17.0	16.0	16.8	15.9
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

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	33.9 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Orangeburg County Consolidated School District Three is committed to ensuring that each student possesses the skills necessary to be a lifelong learner and a responsible, productive citizen in a global society.

The district is comprised of Holly Hill, Elloree, and their environs to include the townships of Eutawville, Vance, Providence, and Santee. Orangeburg County Consolidated School District Three is located in the lower southeastern part of South Carolina. The administrative office for the district is located near Holly Hill on Highways 45 and 310. This office is approximately 45 miles northwest of Charleston, and 75 miles southeast of Columbia. The district serves approximately 3,200 students in one high school, a technology center, one middle school, and four elementary schools.

Understanding that today's educators face an increasingly diverse student population in a society that is increasingly driven by technology, the district strives to offer professional development that is meaningful and engaging. With that in mind, professional development is designed to address the needs of educators, administrators, and support staff who are committed to continuous growth. There is a focus on relevance and rigor in the curriculum and the delivery of instruction is designed to ensure that every child has the opportunity for academic achievement.

The district's high school, Lake Marion High School and Technology Center is a state of the art facility near Santee. It was completed in 2005, consolidating Elloree High School and Holly Hill-Roberts High School. The school offers an array of courses and academic and social opportunities for traditional students and members of the community. A member of the High Schools That Work network, the school also participates in the College Summit and AVID programs during the school year. A partnership with Orangeburg-Calhoun Technical College has resulted in a number of initiatives including community technology centers, tutoring, dual credit courses, and virtual high school courses. Because of its convenient access, facilities, technology and other resources, Lake Marion High School and Technology Center serves as a focal point for the district's staff training and professional development.

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 11 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

School	Status	School	Status
Holly Hill-Roberts Middle	R	Vance-Providence Elementary	NI
Holly Hill Elementary	R	Ellore Elementary	CA

The Orangeburg 3 School District consists of 6 public schools with 4 of these schools, or 66.7%, 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	1334	98.7	38.8	40.7	18.9	1.6	29.5	48.2	No	Yes
Gender										
Male	690	98.0	45.1	39.5	15.1	0.3	22.8	41.7	N/A	N/A
Female	644	99.5	32.1	42.1	22.8	3.0	36.6	55.0	N/A	N/A
Racial/Ethnic Group										
White	138	97.8	23.9	49.6	21.4	5.1	38.5	60.0	No	Yes
African American	1185	98.8	40.5	39.7	18.5	1.3	28.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	237	98.7	79.2	15.4	3.6	1.8	7.7	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	7	I/S	I/S	I/S	I/S	I/S	I/S	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	1076	98.7	40.5	41.2	17.3	1.1	26.6	34.0	No	Yes

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

All Students	1334	98.9	39.0	45.7	10.7	4.7	25.0	45.8	No	Yes
Gender										
Male	690	98.1	39.7	45.8	10.0	4.4	24.3	45.6	N/A	N/A
Female	644	99.7	38.2	45.5	11.4	5.0	25.8	45.9	N/A	N/A
Racial/Ethnic Group										
White	138	97.8	22.2	57.3	12.8	7.7	35.0	59.0	No	Yes
African American	1185	99.0	40.8	44.4	10.5	4.3	23.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	237	99.2	75.2	18.9	4.5	1.4	10.4	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	7	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	1076	98.9	40.8	46.2	9.2	3.8	22.5	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	874	99.2	49.1	33.3	11.7	5.9	17.6	35.7	95.8	96.1
Gender										
Male	453	99.1	46.7	35.1	12.3	5.9	18.2	37.4	95.5	96.0
Female	421	99.3	51.8	31.4	11.1	5.8	16.8	33.8	96.0	96.3
Racial/Ethnic Group										
White	90	100.0	30.8	37.2	16.7	15.4	32.1	49.2	93.1	96.0
African American	776	99.1	50.9	33.1	11.3	4.8	16.1	17.0	96.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.0	N/A	97.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.8	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	37.4	91.5	94.6
Disability Status										
Disabled	148	100.0	77.7	16.5	0.7	5.0	5.8	14.0	94.9	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	5	I/S	I/S	I/S	I/S	I/S	I/S	23.9	98.0	96.8
Socio-Economic Status										
Subsided meals	715	99.4	51.9	31.3	11.7	5.2	16.9	21.1	95.8	95.6
Social Studies										
All Students	879	99.3	41.0	37.0	13.3	8.8	22.0	34.0	95.8	96.1
Gender										
Male	458	99.3	44.1	35.0	12.8	8.2	21.0	36.6	95.5	96.0
Female	421	99.3	37.7	39.2	13.7	9.4	23.2	31.3	96.0	96.3
Racial/Ethnic Group										
White	83	100.0	25.4	40.8	18.3	15.5	33.8	44.5	93.1	96.0
African American	790	99.2	42.7	36.6	12.8	7.9	20.7	19.1	96.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.8	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	32.7	91.5	94.6
Disability Status										
Disabled	158	98.7	62.6	29.3	6.1	2.0	8.2	14.4	94.9	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	3	I/S	I/S	I/S	I/S	I/S	I/S	26.8	98.0	96.8
Socio-Economic Status										
Subsided meals	699	99.6	40.6	38.8	13.1	7.5	20.7	21.0	95.8	95.6

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

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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	225	97.3	24.4	34.7	37.6	3.3	40.8
	4	220	98.2	28.7	47.5	21.3	2.5	23.8
	5	202	99.5	47.7	39.9	12.4	N/A	12.4
	6	216	98.6	55.5	31.0	13.0	0.5	13.5
	7	234	97.9	45.2	43.4	11.0	0.5	11.4
	8	266	99.6	47.8	43.9	7.1	1.2	8.3
2008	3	248	99.6	26.3	35.3	35.8	2.6	38.4
	4	215	99.5	33.7	39.5	25.4	1.5	26.8
	5	222	98.2	40.6	44.6	13.4	1.5	14.9
	6	203	98.5	46.0	38.0	15.0	1.1	16.0
	7	210	99.5	46.2	42.6	10.7	0.5	11.2
	8	236	97.0	42.4	44.7	10.6	2.3	12.9
Mathematics								
2007	3	225	98.2	27.4	50.7	13.0	8.8	21.9
	4	220	99.1	32.8	43.1	16.2	7.8	24.0
	5	202	100.0	39.2	44.3	13.4	3.1	16.5
	6	216	98.6	34.8	46.8	14.9	3.5	18.4
	7	234	97.9	33.8	52.1	10.0	4.1	14.2
	8	266	99.6	46.2	51.4	2.0	0.4	2.4
2008	3	248	100.0	34.8	42.1	15.5	7.7	23.2
	4	215	99.5	34.1	45.4	12.2	8.3	20.5
	5	222	98.7	40.4	43.8	11.8	3.9	15.8
	6	203	98.5	39.6	42.2	12.3	5.9	18.2
	7	210	99.1	36.7	53.6	7.7	2.0	9.7
	8	236	97.5	48.2	47.2	4.6	N/A	4.6
Science								
2007	3	114	98.3	47.7	29.9	15.9	6.5	22.4
	4	220	99.6	57.9	22.3	14.4	5.4	19.8
	5	100	100.0	65.6	20.8	6.3	7.3	13.5
	6	107	99.1	46.5	34.3	11.1	8.1	19.2
	7	234	97.9	46.1	35.6	12.8	5.5	18.3
	8	133	100.0	59.1	35.4	4.7	0.8	5.5
2008	3	123	100.0	33.9	38.1	22.9	5.1	28.0
	4	215	99.5	47.3	31.2	14.1	7.3	21.5
	5	110	99.1	47.5	37.6	7.9	6.9	14.9
	6	100	99.0	74.2	12.9	7.5	5.4	12.9
	7	210	99.5	44.7	43.1	6.6	5.6	12.2
	8	116	97.4	57.5	27.4	11.3	3.8	15.1
Social Studies								
2007	3	111	98.2	25.7	44.8	17.1	12.4	29.5
	4	220	99.1	40.8	41.8	13.9	3.5	17.4
	5	103	99.0	49.5	37.1	10.3	3.1	13.4
	6	108	98.2	39.6	45.5	13.9	1.0	14.9
	7	234	96.6	50.5	32.9	10.6	6.0	16.7
	8	132	99.2	43.2	52.8	3.2	0.8	4.0
2008	3	125	99.2	26.3	32.5	21.9	19.3	41.2
	4	215	99.5	30.7	42.9	18.0	8.3	26.3
	5	110	100.0	46.1	33.3	10.8	9.8	20.6
	6	102	99.0	37.2	35.1	18.1	9.6	27.7
	7	210	99.1	53.1	34.2	6.6	6.1	12.8
	8	117	99.2	52.3	40.5	5.4	1.8	7.2

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	262	98.9	16.3	38.5	32.5	12.7	55.6	69.7	Yes	Yes
Male	119	97.5	19.6	43.8	27.7	8.9	46.4	64.6	N/A	N/A
Female	143	100.0	13.6	34.3	36.4	15.7	62.9	74.8	N/A	N/A
White	17	100.0	11.8	5.9	52.9	29.4	82.4	81.7	I/S	I/S
African American	240	98.8	16.5	41.3	30.9	11.3	53.5	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.0	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	59.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	36	94.4	53.1	28.1	12.5	6.3	25.0	25.1	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	2	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	185	98.9	17.8	40.6	30.0	11.7	53.3	55.1	Yes	Yes

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

All Students	262	98.9	18.3	40.5	32.1	9.1	59.1	67.2	Yes	Yes
Male	119	97.5	17.0	42.9	30.4	9.8	57.1	66.3	N/A	N/A
Female	143	100.0	19.3	38.6	33.6	8.6	60.7	68.0	N/A	N/A
White	17	100.0	11.8	17.6	41.2	29.4	88.2	79.6	I/S	I/S
African American	240	98.8	18.7	42.2	31.7	7.4	57.4	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	4	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	36	94.4	62.5	28.1	9.4	N/A	25.0	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	2	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	185	98.9	20.0	41.1	31.1	7.8	58.3	53.1	Yes	Yes

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

All Students	303	88.4	61.4	17.5	5.9	3.6	N/A	N/A	N/A	N/A
Male	160	86.3	59.4	15.6	5.6	5.6	N/A	N/A	N/A	N/A
Female	143	90.9	63.6	19.6	6.3	1.4	N/A	N/A	N/A	N/A
White	30	76.7	36.7	26.7	10.0	3.3	N/A	N/A	N/A	N/A
African American	272	89.7	64.0	16.5	5.5	3.7	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	30	70.0	60.0	6.7	3.3	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	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	210	88.6	61.0	18.6	5.2	3.8	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	264	93.9	19.7	40.8	28.2	11.3	54.2	70.7
	2008	262	98.9	16.3	38.5	32.5	12.7	55.6	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	264	93.6	31.9	33.6	22.3	12.2	43.7	62.2
	2008	262	98.9	18.3	40.5	32.1	9.1	59.1	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	9.8%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.8%	0.0%	No
Student attendance rate, grades K-8	95.5%	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