



Orangeburg 4 School District

3060 Slablanding Rd
Cope, South Carolina

Grades	PK-12 District	
Enrollment	4,180 Students	
Superintendent	Dr. Darrell Johnson	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

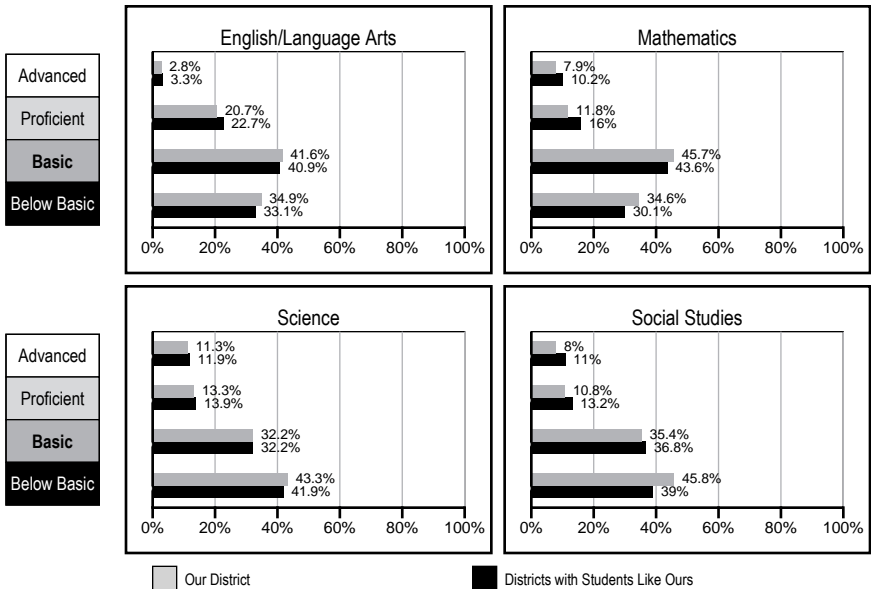
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	11	1

* 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	61.9	67.3	76.0	71.5	74.4	75.7
Passed 1 subtest	18.4	19.3	11.4	14.2	14.0	12.7
Passed no subtests	19.7	13.4	12.6	14.3	11.6	11.5

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	57.7	69.3
English 1	38.9	55.6
Physical Science	80.4	49.2
All Subjects	51.4	58.5

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=4,180)				
First graders who attended full-day kindergarten	100.0%	Up from 99.4%	99.8%	98.9%
Retention rate	3.8%	Down from 5.1%	4.0%	4.0%
Attendance rate	95.1%	Down from 95.8%	95.3%	95.6%
Eligible for gifted and talented	7.7%	Up from 7.5%	9.8%	11.4%
With disabilities other than speech	7.0%	Down from 7.3%	10.6%	10.5%
Older than usual for grade	4.4%	Up from 2.9%	4.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.9%	Up from 2.0%	1.0%	0.8%
Enrolled in AP/IB programs	8.4%	Down from 9.3%	8.2%	10.3%
Successful on AP/IB exams	N/A	N/A	41.7%	56.0%
Eligible for LIFE Scholarship	32.8%	Up from 29.5%	29.4%	31.1%
Enrolled in adult education GED or diploma programs	15	Up from 13	23	48
Completions in adult education GED or diploma programs	15	Up from 9	12	27
Annual dropout rate	2.7%	Down from 3.6%	3.1%	3.8%
Teachers (n=290)				
Teachers with advanced degrees	67.6%	Up from 64.3%	54.2%	54.8%
Continuing contract teachers	68.6%	Down from 82.8%	74.0%	73.9%
Teachers with emergency or provisional certificates	5.6%	Up from 3.4%	5.7%	5.0%
Teachers returning from previous year	87.6%	Down from 89.0%	87.7%	88.8%
Teacher attendance rate	95.4%	Up from 94.4%	94.9%	94.9%
Average teacher salary	\$46,574	Up 1.9%	\$44,529	\$45,107
Vacancies for more than nine weeks	1.0%	Down from 2.0%	1.0%	0.5%
Professional development days/teacher	17.8 days	Down from 19.8 days	17.3 days	15.2 days
District				
Superintendent's years at district	3.0	Up from 2.0	4.5	3.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 22.2 to 1	20.3 to 1	20.2 to 1
Prime instructional time	89.1%	Up from 88.8%	88.8%	89.1%
Dollars spent per pupil*	\$8,425	Up 1.0%	\$8,496	\$8,666
Percent of expenditures for teacher salaries*	54.2%	Up from 51.1%	51.4%	53.1%
Percent of expenditures for instruction*	58.4%	Up from 54.6%	54.8%	56.5%
Opportunities in the arts	Fair	No Change	Excellent	Excellent
Parents attending conferences	90.8%	Up from 80.0%	98.4%	98.2%
Number of schools	8	No Change	7	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	2.7%	4.3%
Average age in years of school facilities	14 Years	No Change	27 Years	26 Years
Number of schools with SACS accreditation	8.0	Up from 7.0	6.0	8.0
Average administrator salary	\$80,578	Down 0%	\$78,983	\$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	238	92.0%	618	58.6%	276	80.8%	Yes
Gender							
Male	109	90.8%	268	49.3%	131	78.6%	N/A
Female	128	93.0%	350	65.7%	145	82.8%	N/A
Racial/Ethnic Group							
White	112	92.9%	304	69.1%	128	81.3%	N/A
African American	123	91.1%	303	48.2%	143	80.4%	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	23	52.2%	34	17.6%	29	48.3%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	157	89.2%	390	49.7%	181	77.3%	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	92.0%	92.8%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	276	367
Number of Diplomas	223	282
Rate	80.8%	78.9%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	414	428	435	439	418	427	849	867		
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	17.3	17.3	18.1	18.0	18.0	18.4	18.3	18.7	18.1	18.2
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	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	26.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

It is with pleasure that I present to you the 2006–07 annual report on the state of our schools. Our District is on the move with steady academic improvement and athletic excellence. Orangeburg Consolidated School District 4 was one of only six school districts in the state with a "GOOD" Improvement Rating.

One reason for the positive results is Orangeburg Consolidated School District Four's 4 by 4 Plan for Academic Success. The plan is comprised of four strategies which provides us with a guide for systemic school improvement at every school in the District. These include a rigorous, relevant curriculum, professional development, safe, secure, caring schools, and stronger links with parents, families, and communities.

The 2006-07 school year started with a 4K preschool at every primary school for all four year olds in the district. Also, in 2007, our seniors earned over \$3,586,000 in scholarships. OCSD 4 had the highest number of graduates since consolidation in 1997. Our District's PACT scores showed an increase in the number of "Advanced" students in every subject, at every grade level, from the 2006 PACT scores. We must continue to increase the number of students in "Proficient" and "Advanced" levels and the number of students graduating from our high schools.

All of our schools are safer than ever. Security cameras have been installed on all campuses with enhanced lighting in the parking lots. Discipline referrals in our District are down from last year. Safety incidents have been reduced at all levels because of the impact of innovative programs like Positive Behavioral Interventions and Support (PBIS), Jump Start to High School (JSHS), and Middle Grades Matter (MGM).

It is my pleasure to serve as superintendent of a district with committed school board members, district and school administrators, school faculty and staff, parents and community members, and students. Remember our theme, "Hand in Hand, We Can!" We expect great things for our students and our District in 2008.

Dr. Darrell M. Johnson, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 13 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

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
Carver Edisto Middle	R	Edisto Elementary	R
Edisto Primary	R	Hunter-Kinard-Tyler Elementary	R
Lockett Elementary	RP		

The Orangeburg 4 School District consists of 8 public schools with 5 of these schools, or 62.5%, 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

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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	1802	99.5	34.6	41.8	20.8	2.8	34.2	48.2	No	Yes
Gender										
Male	959	99.1	41.2	41.5	15.4	1.9	27.0	41.7	N/A	N/A
Female	843	99.9	27.2	42.2	26.8	3.9	42.3	55.0	N/A	N/A
Racial/Ethnic Group										
White	892	99.7	27.1	40.6	28.0	4.3	44.9	60.0	Yes	Yes
African American	874	99.4	42.3	42.7	13.5	1.5	23.4	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	95.0	37.5	43.8	18.8	N/A	37.5	38.4	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	199	96.5	70.2	21.3	3.9	4.5	11.8	16.0	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	18	94.4	42.9	28.6	28.6	N/A	35.7	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	1233	99.4	41.4	41.0	16.1	1.5	26.9	34.0	No	Yes

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

All Students	1802	99.7	34.4	45.8	11.8	8.0	31.2	45.8	No	Yes
Gender										
Male	959	99.5	36.3	43.3	12.7	7.7	30.4	45.6	N/A	N/A
Female	843	100.0	32.3	48.6	10.9	8.3	32.2	45.9	N/A	N/A
Racial/Ethnic Group										
White	892	99.9	23.6	45.5	16.5	14.5	45.0	59.0	Yes	Yes
African American	874	99.5	45.8	45.6	7.2	1.5	17.4	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	23.5	58.8	11.8	5.9	23.5	38.1	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	199	98.0	69.1	24.3	3.3	3.3	11.0	17.1	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	18	100.0	21.4	64.3	7.1	7.1	21.4	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	1233	99.7	41.8	46.0	8.1	4.1	22.7	31.4	No	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
Science										
All Students	1205	99.8	43.2	32.2	13.3	11.3	24.6	35.7	95.5	96.1
Gender										
Male	647	99.5	43.7	30.3	13.4	12.6	26.0	37.4	95.2	96.0
Female	558	100.0	42.6	34.3	13.2	9.8	23.0	33.8	95.8	96.3
Racial/Ethnic Group										
White	587	100.0	31.1	31.7	17.7	19.5	37.2	49.2	95.0	96.0
African American	593	99.7	55.8	32.5	8.7	3.1	11.7	17.0	95.9	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	58.0	92.2	97.3
Hispanic	14	100.0	33.3	50.0	16.7	N/A	16.7	24.9	94.8	96.5
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.9	94.6
Disability Status										
Disabled	130	98.5	79.5	11.1	5.1	4.3	9.4	14.0	95.1	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	96.2	96.4
Limited English Proficient										
Limited English	11	100.0	22.2	55.6	22.2	N/A	22.2	24.4	94.8	96.8
Socio-Economic Status										
Subsided meals	824	99.8	50.6	30.4	11.9	7.1	19.0	21.1	95.2	95.6
Social Studies										
All Students	1198	99.8	45.6	35.5	10.9	8.0	18.9	34.0	95.5	96.1
Gender										
Male	642	99.5	45.5	34.3	11.2	9.0	20.2	36.6	95.2	96.0
Female	556	100.0	45.8	36.8	10.5	6.9	17.4	31.3	95.8	96.3
Racial/Ethnic Group										
White	590	99.8	35.1	38.5	13.1	13.3	26.4	44.5	95.0	96.0
African American	586	99.7	56.0	32.1	8.8	3.1	11.8	19.1	95.9	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	58.9	92.2	97.3
Hispanic	12	100.0	60.0	30.0	10.0	N/A	10.0	27.5	94.8	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.9	94.6
Disability Status										
Disabled	127	98.4	69.5	22.0	5.1	3.4	8.5	14.4	95.1	95.1
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	22.6	96.2	96.4
Limited English Proficient										
Limited English	12	100.0	55.6	33.3	11.1	N/A	11.1	27.3	94.8	96.8
Socio-Economic Status										
Subsided meals	830	99.6	53.7	34.1	7.9	4.2	12.1	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	312	97.8	27.1	41.9	27.8	3.1	30.9
	4	303	100.0	26.5	45.6	27.2	0.7	27.9
	5	299	97.7	37.9	45.4	16.4	0.4	16.8
	6	318	100.0	44.4	38.1	15.9	1.7	17.5
	7	306	100.0	39.8	45.3	14.5	0.3	14.9
8	328	99.7	49.8	36.7	11.5	1.9	13.4	
2008	3	317	98.7	29.9	37.1	29.9	3.1	33.0
	4	299	98.7	32.3	43.0	23.3	1.4	24.7
	5	305	99.3	34.2	47.3	17.5	1.0	18.5
	6	283	100.0	34.3	34.3	25.0	6.3	31.3
	7	304	100.0	36.9	45.6	14.6	2.8	17.4
8	294	100.0	39.9	43.1	14.5	2.5	17.0	
Mathematics								
2007	3	312	99.4	38.9	45.9	12.2	3.0	15.2
	4	303	100.0	34.1	38.0	18.1	9.8	27.9
	5	299	98.7	35.5	46.1	11.7	6.7	18.4
	6	318	100.0	46.7	37.7	11.3	4.3	15.6
	7	306	100.0	45.7	35.6	12.8	5.9	18.7
8	328	100.0	52.4	39.6	6.4	1.6	8.0	
2008	3	317	99.4	35.6	47.6	9.9	6.8	16.8
	4	299	99.7	27.7	48.9	12.4	11.0	23.4
	5	305	99.3	33.2	46.2	14.0	6.5	20.5
	6	283	100.0	31.0	39.2	15.3	14.6	29.9
	7	304	100.0	30.0	52.3	10.5	7.3	17.8
8	294	100.0	49.3	39.9	9.1	1.8	10.9	
Science								
2007	3	157	100.0	58.5	34.7	4.8	2.0	6.8
	4	303	100.0	45.6	32.3	13.3	8.8	22.1
	5	148	98.0	49.3	32.1	7.5	11.2	18.7
	6	159	100.0	56.1	25.7	11.5	6.8	18.2
	7	306	100.0	45.0	36.3	10.0	8.7	18.7
8	163	100.0	52.5	32.3	8.2	7.0	15.2	
2008	3	158	99.4	48.6	30.1	17.1	4.1	21.2
	4	299	99.7	34.8	36.5	15.6	13.1	28.7
	5	152	99.3	45.2	32.2	10.3	12.3	22.6
	6	142	100.0	56.8	18.2	10.6	14.4	25.0
	7	304	100.0	34.8	39.0	12.2	13.9	26.1
8	150	100.0	56.7	24.8	12.8	5.7	18.4	
Social Studies								
2007	3	153	100.0	27.2	54.4	16.3	2.0	18.4
	4	303	100.0	35.4	44.6	11.2	8.8	20.0
	5	152	100.0	50.0	36.4	5.7	7.9	13.6
	6	159	98.7	45.1	44.4	8.5	2.0	10.5
	7	306	100.0	64.4	26.0	4.8	4.8	9.7
8	164	100.0	58.1	38.7	2.6	0.6	3.2	
2008	3	157	100.0	38.4	39.0	12.3	10.3	22.6
	4	299	99.7	33.3	41.1	15.2	10.3	25.5
	5	153	100.0	46.9	29.3	12.9	10.9	23.8
	6	142	99.3	38.2	36.0	15.4	10.3	25.7
	7	303	100.0	65.7	26.2	3.8	4.2	8.0
8	144	99.3	42.5	45.5	8.2	3.7	11.9	

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	332	99.1	16.0	36.4	32.0	15.7	61.1	69.7	Yes	Yes
Male	160	98.8	15.8	42.8	29.6	11.8	58.6	64.6	N/A	N/A
Female	172	99.4	16.2	30.5	34.1	19.2	63.5	74.8	N/A	N/A
White	153	98.7	14.6	27.1	32.6	25.7	66.7	81.7	Yes	Yes
African American	173	99.4	17.5	43.9	31.0	7.6	56.1	53.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	3	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	34	97.1	63.6	21.2	9.1	6.1	18.2	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	3	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	209	99.0	23.0	39.5	28.0	9.5	52.0	55.1	No	Yes

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

All Students	332	99.1	18.8	38.6	34.2	8.5	56.1	67.2	Yes	Yes
Male	160	98.8	17.8	38.2	37.5	6.6	55.9	66.3	N/A	N/A
Female	172	99.4	19.8	38.9	31.1	10.2	56.3	68.0	N/A	N/A
White	153	98.0	14.7	25.9	45.5	14.0	67.1	79.6	Yes	Yes
African American	173	100.0	22.7	48.8	25.0	3.5	47.1	49.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	3	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	34	97.1	72.7	18.2	9.1	N/A	15.2	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	3	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	209	99.0	25.0	44.5	26.0	4.5	47.0	53.1	Yes	Yes

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

All Students	48	93.8	52.1	27.1	12.5	2.1	N/A	N/A	N/A	N/A
Male	18	88.9	38.9	33.3	11.1	5.6	N/A	N/A	N/A	N/A
Female	30	96.7	60.0	23.3	13.3	N/A	N/A	N/A	N/A	N/A
White	35	97.1	54.3	25.7	14.3	2.9	N/A	N/A	N/A	N/A
African American	13	84.6	46.2	30.8	7.7	N/A	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	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	21	90.5	42.9	38.1	9.5	N/A	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	323	98.8	14.5	40.5	31.3	13.8	59.9	70.7
	2008	332	99.1	16.0	36.4	32.0	15.7	61.1	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	323	99.4	29.5	30.8	25.9	13.8	50.5	62.2
	2008	332	99.1	18.8	38.6	34.2	8.5	56.1	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	12.8%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.8%	0.0%	No
Student attendance rate, grades K-8	95.1%	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