



Orangeburg 5 School District

578 Ellis Avenue
Orangeburg, SC 29115

Grades	PK-12 District	
Enrollment	6,894 Students	
Superintendent	Mr. Melvin Smoak	803-534-5454
Board Chair	Dr. Kalu Kalu	803-534-5454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

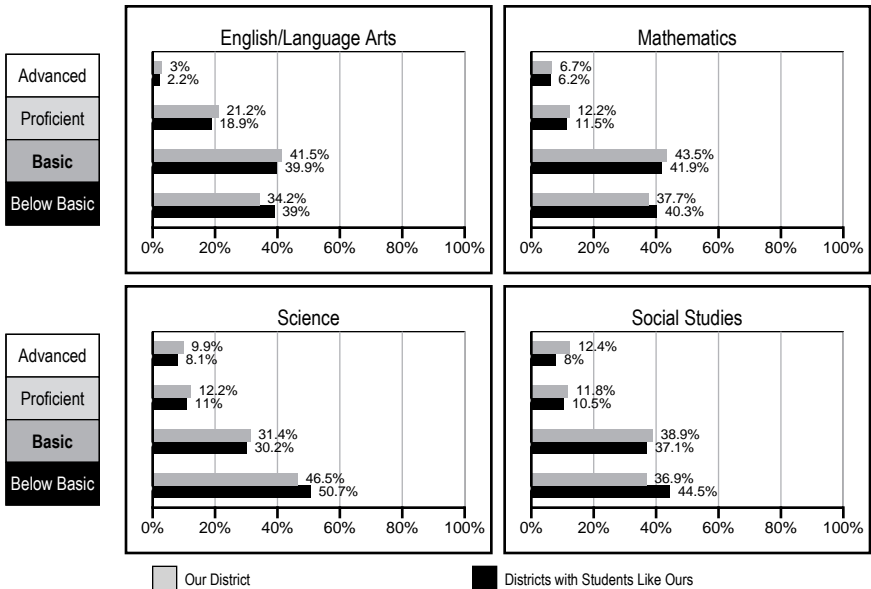
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	7	7

* 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	68.6	68.7	71.0	62.1	66.1	72.3
Passed 1 subtest	12.8	18.6	15.7	17.0	17.6	15.6
Passed no subtests	18.7	12.6	13.3	21.0	16.3	12.1

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	53.7	62.1
English 1	50.6	47.4
Physical Science	48.1	35.4
All Subjects	53.1	49.5

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=6,894)				
First graders who attended full-day kindergarten	79.2%	Down from 99.5%	100.0%	98.9%
Retention rate	8.6%	Up from 5.8%	5.2%	4.0%
Attendance rate	94.8%	Down from 95.3%	95.3%	95.6%
Eligible for gifted and talented	3.8%	Up from 3.5%	7.2%	11.4%
With disabilities other than speech	10.2%	Down from 11.2%	11.5%	10.5%
Older than usual for grade	7.2%	Up from 3.5%	6.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 4.0%	0.9%	0.8%
Enrolled in AP/IB programs	10.3%	Up from 9.9%	6.0%	10.3%
Successful on AP/IB exams	N/A	N/A	27.3%	56.0%
Eligible for LIFE Scholarship	30.2%	Up from 1.0%	26.7%	31.1%
Enrolled in adult education GED or diploma programs	35	Down from 68	42	48
Completions in adult education GED or diploma programs	35	Down from 43	17	27
Annual dropout rate	7.1%	Up from 5.3%	4.4%	3.8%
Teachers (n=570)				
Teachers with advanced degrees	68.1%	Up from 64.6%	53.2%	54.8%
Continuing contract teachers	74.0%	Down from 75.6%	66.4%	73.9%
Teachers with emergency or provisional certificates	9.7%	Down from 10.0%	11.2%	5.0%
Teachers returning from previous year	90.0%	Down from 90.8%	85.4%	88.8%
Teacher attendance rate	94.8%	Down from 95.3%	94.7%	94.9%
Average teacher salary	\$46,862	Up 4.1%	\$43,147	\$45,107
Vacancies for more than nine weeks	0.9%	Up from 0.7%	0.9%	0.5%
Professional development days/teacher	14.1 days	Down from 15.9 days	16.9 days	15.2 days
District				
Superintendent's years at district	8.5	Up from 7.5	2.8	3.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 17.6 to 1	18.5 to 1	20.2 to 1
Prime instructional time	87.7%	Down from 88.7%	87.8%	89.1%
Dollars spent per pupil*	\$10,808	Up 7.3%	\$9,263	\$8,666
Percent of expenditures for teacher salaries*	51.1%	Down from 52.2%	49.5%	53.1%
Percent of expenditures for instruction*	55.0%	Down from 55.5%	53.4%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	No Change	94.5%	98.2%
Number of schools	14	No Change	6	9
Number of magnet schools	13	Up from 0	0	0
Portable classrooms	0.4%	Up from 0.0%	4.3%	4.3%
Average age in years of school facilities	24 Years	Up from 23 Years	29 Years	26 Years
Number of schools with SACS accreditation	14.0	No Change	5.0	8.0
Average administrator salary	\$74,643	Up 2.3%	\$73,111	\$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	400	92.5%	1189	58.7%	474	82.1%	Yes
Gender							
Male	188	89.4%	550	57.5%	231	77.5%	N/A
Female	212	95.3%	636	59.7%	243	86.4%	N/A
Racial/Ethnic Group							
White	30	100.0%	70	71.4%	38	84.2%	N/A
African American	361	91.7%	1105	57.7%	424	81.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	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	35	48.6%	121	23.1%	50	58.0%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	301	91.0%	893	57.9%	358	79.6%	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
	92.5%	90.6%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	474	199
Number of Diplomas	389	144
Rate	82.1%	74.4%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	467	435	479	454	450	436	946	889		
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	15.5	15.6	17.7	17.3	16.5	16.6	16.8	16.8	16.7	16.7
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	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	5.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Orangeburg Consolidated District Five has continued moving closer to making its academic goals a reality during the 2007-2008 school year, and the success the district realized is a result of the team concept used by our students, teachers, support personnel, administrators, the Board of Trustees, parents/guardians, and the community. This team ensured that every student in the district is the recipient of a high-quality education --- an education that not only enhances academic performance, but also molds good character, which, in turn, builds a strong foundation for their future success. The new "Unified Curriculum" strengthened the quality of the instruction provided to our students and enhanced students' ability to grasp the standards for their particular grade level and core subject area. We also improved our comprehensive professional development activities for teachers and support staff. Additionally, the district continued to intensify its recruiting efforts to attract, hire, and retain the most capable teachers, administrators, and support staff available. These efforts are working and are exemplified in the in the 27 times our schools have been designated Palmetto Silver or Gold, the National Blue Ribbon School of Excellence winner and school nominated for the Blue Ribbon Award for the coming year, the school honored by U.S. News and World Report as one of the best high schools in the nation, the 59 Palmetto Fellows qualifiers (minimum 1200 SAT score and 3.5 GPA) we have had since the program began, the 95 junior scholars and 17 Duke TIP students we have had over the past few years, and the \$30 million-plus in scholarships our students have earned over the past few years. Add to this the art students who have earned more international, national, and state awards and honors than any other school district in the state, including the Governor's School of the Arts, and it becomes glaringly obvious that we are shaping well-rounded students and good citizens. Furthermore, several of our programs have been used as national and state models; this lets us know we are on track with the implementation of our programs and their delivery to our students.

The Orangeburg community has a lot to be proud of when looking at this district and its accomplishments, for we work hard to ensure that students have the necessary tools to make them competitive. The district has taken great care to stay on the cutting edge of technology in hopes of fueling our students' desire to learn and preparing them for anything they may face as they grow into the future leaders who will keep this community viable in the 21st Century. We will continue to make sure our programs and the instruction we provide to our students are the best, and that they assist ALL of our students. Involving all stakeholders --- parents/guardians, students, teachers, support staff, and the community --- in the educational process continues to be of utmost importance to the district because we fully understand that we cannot achieve our goals without the assistance of each and every entity named above. The philosophy of this district is that "All children can learn and can be academically successful in spite of their socioeconomic status." For this to come into fruition, there must be partnership among the District, parents/guardians, and the community. Success can continue to be a part of our everyday existence with everyone's involvement and support. In the total scheme of things, there is truly nothing more important than educating the most important resource in the Orangeburg County community --- our children.

Melvin Smoak, Superintendent

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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
Bethune-Bowman Elementary	NI-HOLD	Brookdale Elementary	NI
Robert E Howard Middle	RP	Rivelon Elementary	CSI

The Orangeburg 5 School District consists of 14 public schools with 4 of these schools, or 28.6%, 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."

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	2962	99.7	34.1	41.6	21.3	3.0	35.0	48.2	No	Yes
Gender										
Male	1515	99.7	42.0	37.5	18.5	2.0	29.1	41.7	N/A	N/A
Female	1447	99.7	25.7	46.0	24.2	4.1	41.3	55.0	N/A	N/A
Racial/Ethnic Group										
White	281	98.9	28.6	39.1	25.4	6.9	46.0	60.0	No	Yes
African American	2629	99.9	34.6	42.3	20.6	2.6	33.6	31.7	No	Yes
Asian/Pacific Islander	20	100.0	11.8	11.8	64.7	11.8	76.5	70.4	I/S	I/S
Hispanic	29	96.6	54.5	22.7	18.2	4.5	36.4	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	476	99.6	66.8	23.3	6.3	3.6	12.9	16.0	No	Yes
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	20	95.0	57.1	14.3	21.4	7.1	35.7	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	2471	99.7	37.6	41.9	18.3	2.1	30.7	34.0	No	Yes

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

All Students	2962	99.7	37.5	43.6	12.2	6.7	29.0	45.8	No	Yes
Gender										
Male	1515	99.7	40.3	42.2	11.5	5.9	27.4	45.6	N/A	N/A
Female	1447	99.7	34.5	45.0	13.0	7.5	30.8	45.9	N/A	N/A
Racial/Ethnic Group										
White	281	98.6	31.6	37.2	19.4	11.7	43.3	59.0	No	Yes
African American	2629	99.9	38.2	44.3	11.5	5.9	27.4	26.9	No	Yes
Asian/Pacific Islander	20	100.0	5.9	35.3	17.6	41.2	58.8	71.3	I/S	I/S
Hispanic	29	96.6	45.5	36.4	4.5	13.6	27.3	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	476	99.4	67.4	24.9	3.4	4.3	13.1	17.1	No	Yes
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	20	95.0	50.0	28.6	N/A	21.4	21.4	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	2471	99.7	40.7	43.9	10.6	4.8	25.4	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	1963	99.7	46.5	31.5	12.3	9.7	22.0	35.7	96.0	96.1
Gender										
Male	999	99.6	45.6	30.9	13.1	10.3	23.5	37.4	95.8	96.0
Female	964	99.8	47.4	32.1	11.4	9.1	20.5	33.8	96.2	96.3
Racial/Ethnic Group										
White	187	98.9	31.1	32.3	15.5	21.1	36.6	49.2	94.6	96.0
African American	1742	99.8	48.2	31.7	11.9	8.2	20.1	17.0	96.2	96.2
Asian/Pacific Islander	13	100.0	16.7	16.7	8.3	58.3	66.7	58.0	95.6	97.3
Hispanic	20	95.0	53.3	6.7	20.0	20.0	40.0	24.9	93.2	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	84.6	94.6
Disability Status										
Disabled	331	99.1	74.6	17.3	3.9	4.2	8.1	14.0	95.3	95.1
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	21.9	92.8	96.4
Limited English Proficient										
Limited English	16	93.8	63.6	N/A	9.1	27.3	36.4	24.4	94.0	96.8
Socio-Economic Status										
Subsided meals	1638	99.6	50.4	30.9	11.1	7.6	18.7	21.1	95.8	95.6
Social Studies										
All Students	1945	99.7	36.8	39.1	11.7	12.4	24.2	34.0	96.0	96.1
Gender										
Male	1001	99.5	38.7	35.5	12.6	13.2	25.8	36.6	95.8	96.0
Female	944	100.0	34.8	42.8	10.8	11.6	22.4	31.3	96.2	96.3
Racial/Ethnic Group										
White	183	97.8	31.1	38.3	12.6	18.0	30.5	44.5	94.6	96.0
African American	1727	99.9	37.2	39.3	11.7	11.7	23.5	19.1	96.2	96.2
Asian/Pacific Islander	15	100.0	8.3	33.3	16.7	41.7	58.3	58.9	95.6	97.3
Hispanic	17	100.0	78.6	21.4	N/A	N/A	N/A	27.5	93.2	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	32.7	84.6	94.6
Disability Status										
Disabled	307	99.4	68.6	21.6	5.2	4.5	9.8	14.4	95.3	95.1
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	22.6	92.8	96.4
Limited English Proficient										
Limited English	10	I/S	I/S	I/S	I/S	I/S	I/S	27.3	94.0	96.8
Socio-Economic Status										
Subsided meals	1622	99.8	40.0	39.1	10.8	10.0	20.9	21.0	95.8	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	489	98.0	18.1	40.0	37.3	4.6	41.9
	4	513	99.0	28.9	43.2	26.6	1.3	27.9
	5	479	99.6	36.6	47.0	15.8	0.7	16.5
	6	507	99.8	45.9	38.6	12.3	3.1	15.4
	7	471	99.4	44.2	40.0	14.5	1.3	15.8
8	519	98.8	41.1	41.7	15.7	1.4	17.2	
2008	3	557	99.5	20.4	39.0	32.9	7.7	40.6
	4	472	99.6	26.6	41.7	30.5	1.1	31.7
	5	495	99.8	35.5	48.7	15.2	0.7	15.9
	6	489	100.0	39.1	41.7	16.4	2.8	19.2
	7	481	99.8	43.7	40.8	13.7	1.8	15.5
8	468	99.8	41.5	37.8	17.5	3.3	20.7	
Mathematics								
2007	3	489	98.6	29.3	50.7	15.0	5.0	20.0
	4	513	99.0	40.7	39.8	13.8	5.7	19.5
	5	479	99.6	38.8	47.0	10.2	4.1	14.2
	6	507	99.6	34.9	42.1	17.6	5.4	23.0
	7	471	99.6	31.9	49.3	10.3	8.5	18.8
8	519	99.4	45.5	44.9	7.1	2.4	9.6	
2008	3	557	99.5	37.1	42.9	9.4	10.6	20.0
	4	472	99.6	39.0	42.9	13.3	4.8	18.1
	5	495	99.8	37.2	43.8	13.2	5.7	18.9
	6	489	100.0	35.8	36.5	18.6	9.2	27.7
	7	481	99.8	36.1	49.0	8.6	6.2	14.9
8	468	99.6	40.0	46.7	10.5	2.8	13.3	
Science								
2007	3	248	98.4	50.2	35.3	10.4	4.1	14.5
	4	513	99.0	52.2	30.5	12.7	4.6	17.3
	5	243	99.6	52.2	33.0	8.5	6.3	14.7
	6	250	99.2	57.2	31.4	6.4	5.1	11.4
	7	471	99.4	45.6	34.0	13.0	7.4	20.4
8	259	99.6	48.6	42.1	6.5	2.8	9.3	
2008	3	282	99.7	39.5	31.9	12.2	16.3	28.5
	4	471	99.6	41.8	33.3	13.8	11.0	24.8
	5	248	99.6	49.3	26.2	12.9	11.6	24.4
	6	245	100.0	62.8	18.1	11.9	7.1	19.0
	7	480	99.6	41.0	39.6	12.9	6.5	19.4
8	237	100.0	55.5	29.8	7.8	6.9	14.7	
Social Studies								
2007	3	242	99.2	14.7	41.9	28.6	14.7	43.3
	4	513	99.0	35.3	44.7	12.5	7.5	20.0
	5	234	100.0	42.5	46.6	7.3	3.7	11.0
	6	262	99.6	30.1	47.5	15.7	6.8	22.5
	7	471	99.4	53.2	37.1	5.6	4.0	9.6
8	258	99.6	39.3	51.2	7.4	2.1	9.5	
2008	3	274	100.0	13.6	41.9	19.4	25.2	44.6
	4	471	99.4	28.5	37.2	17.5	16.8	34.3
	5	247	100.0	47.2	31.4	11.8	9.6	21.4
	6	244	100.0	31.0	47.4	8.6	12.9	21.6
	7	479	99.8	52.8	33.4	6.5	7.3	13.8
8	230	99.6	43.3	50.5	5.2	1.0	6.2	

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	507	97.4	15.0	36.7	34.4	13.8	59.7	69.7	Yes	Yes
Male	230	95.2	22.7	37.0	28.9	11.4	54.5	64.6	N/A	N/A
Female	277	99.3	9.0	36.6	38.8	15.7	63.8	74.8	N/A	N/A
White	24	100.0	9.5	28.6	33.3	28.6	76.2	81.7	I/S	I/S
African American	476	97.5	15.5	37.4	34.5	12.6	58.6	53.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	1	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	76	92.1	56.1	31.8	9.1	3.0	19.7	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	402	97.8	17.2	38.0	33.3	11.5	56.0	55.1	Yes	Yes

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

All Students	507	97.2	23.6	34.7	28.7	13.0	53.8	67.2	Yes	Yes
Male	230	95.2	29.4	31.8	26.1	12.8	46.0	66.3	N/A	N/A
Female	277	98.9	19.1	37.1	30.7	13.1	59.9	68.0	N/A	N/A
White	24	100.0	4.8	33.3	38.1	23.8	81.0	79.6	I/S	I/S
African American	476	97.3	24.6	35.3	28.2	12.0	52.1	49.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	1	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	76	90.8	61.5	27.7	7.7	3.1	20.0	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	402	97.5	27.2	33.7	28.7	10.4	50.9	53.1	Yes	Yes

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

All Students	179	83.8	64.8	11.7	6.7	0.6	N/A	N/A	N/A	N/A
Male	82	69.5	51.2	6.1	11.0	1.2	N/A	N/A	N/A	N/A
Female	97	95.9	76.3	16.5	3.1	N/A	N/A	N/A	N/A	N/A
White	13	92.3	61.5	7.7	23.1	N/A	N/A	N/A	N/A	N/A
African American	163	82.8	64.4	12.3	5.5	0.6	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	2	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	14	78.6	78.6	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	119	81.5	63.9	10.9	5.9	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	546	94.9	15.0	40.9	31.8	12.3	61.1	70.7
	2008	507	97.4	15.0	36.7	34.4	13.8	59.7	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	545	95.2	26.7	31.5	28.5	13.3	51.9	62.2
	2008	507	97.2	23.6	34.7	28.7	13.0	53.8	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	5.3%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate, grades K-8	94.8%	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