



Fairfield School District

1226 US Highway 321 By-
Winnsboro, South Carolina

| | |
|-----------------------|--|
| Grades | PK-12 District |
| Enrollment | 3,382 Students |
| Superintendent | Samantha J. Ingram, Ph.D. 803-635-4607 |
| Board Chair | Mrs. Catherine Kennedy 803-337-3522 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------------|
| 2009 | At-Risk | Below Average |
| 2008 | At-Risk | Average |
| 2007 | At-Risk | At-Risk |
| 2006 | At-Risk | At-Risk |
| 2005 | Below Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

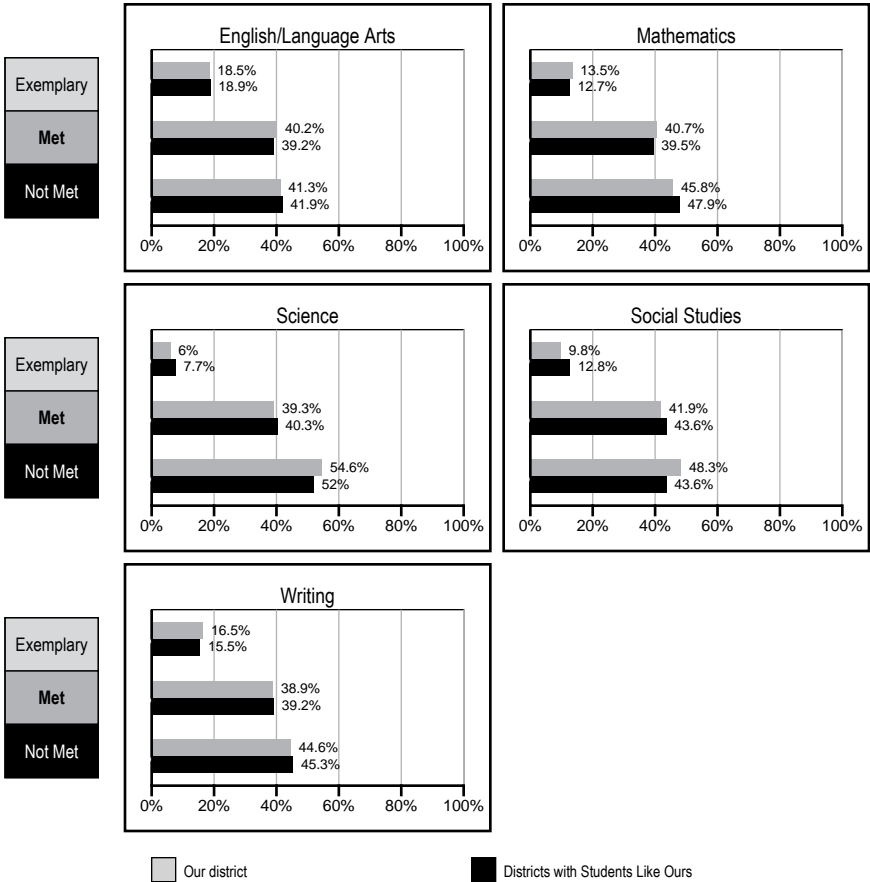
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

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

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

| Percent | Our District | | | Districts with Students Like Ours | | |
|----------------------|--------------|-------|-------|-----------------------------------|-------|-------|
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| Passed both subtests | 68.4% | 74.9% | 66.5% | 65.8% | 70.0% | 61.8% |
| Passed one subtest | 13.7% | 12.3% | 16.1% | 17.9% | 15.8% | 19.4% |
| Passed no subtests | 1.8% | 12.8% | 17.4% | 16.3% | 14.2% | 18.8% |

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 | 67.8% | 59.6% |
| English 1 | 54.7% | 48.4% |
| Physical Science | 26.0% | 33.6% |
| US History and the Constitution | 12.4% | 18.0% |
| All Subjects | 41.0% | 40.5% |

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=3,382) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 99.7% |
| Retention rate | 2.1% | Down from 3.2% | 4.0% | 3.1% |
| Attendance rate | 94.9% | Down from 95.2% | 95.3% | 95.7% |
| Eligible for gifted and talented | 7.3% | Down from 11.6% | 5.6% | 11.2% |
| With disabilities other than speech | 11.6% | Down from 12.5% | 11.4% | 10.6% |
| Older than usual for grade | 3.3% | Down from 4.1% | 5.9% | 4.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.9% | Down from 1.7% | 0.4% | 0.5% |
| Enrolled in AP/IB programs | 16.6% | Up from 12.3% | 6.4% | 10.5% |
| Successful on AP/IB exams | N/A | N/A | 44.4% | 51.2% |
| Eligible for LIFE Scholarship | 28.6% | Up from 9.0% | 29.3% | 30.8% |
| Enrolled in adult education GED or diploma programs | 164 | Up from 72 | 28 | 40 |
| Completions in adult education GED or diploma programs | 12 | Up from 8 | 15 | 30 |
| Annual dropout rate | 3.1% | Down from 3.5% | 3.6% | 3.4% |
| Teachers (n=290) | | | | |
| Teachers with advanced degrees | 55.5% | Up from 52.8% | 53.1% | 56.8% |
| Continuing contract teachers | 58.6% | Up from 54.7% | 66.4% | 76.7% |
| Teachers with emergency or provisional certificates | 13.4% | Down from 17.8% | 11.5% | 4.6% |
| Teachers returning from previous year | 79.6% | Down from 85.9% | 83.4% | 88.4% |
| Teacher attendance rate | 95.9% | Down from 97.9% | 95.0% | 95.0% |
| Average teacher salary* | \$46,345 | Up 3.0% | \$44,234 | \$46,992 |
| Vacancies for more than nine weeks | 1.0% | No Change | 1.7% | 0.4% |
| Professional development days/teacher | 13.1 days | Up from 12.1 days | 12.7 days | 13.1 days |
| District | | | | |
| Superintendent's years at district | 2.0 | Up from 1.0 | 3.3 | 3.0 |
| Student-teacher ratio in core subjects | 18.5 to 1 | Up from 16.5 to 1 | 19.1 to 1 | 20.5 to 1 |
| Prime instructional time | 88.9% | Down from 92.2% | 89.1% | 89.8% |
| Dollars spent per pupil** | \$12,564 | Up 3.3% | \$11,242 | \$9,279 |
| Percent of expenditures for teacher salaries** | 48.5% | Up from 47.9% | 48.1% | 52.7% |
| Percent of expenditures for instruction** | 52.5% | Up from 51.3% | 52.5% | 56.7% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| Number of schools | 8 | No Change | 5 | 9 |
| Number of magnet schools | 1 | No Change | 0 | 0 |
| Portable classrooms | 9.2% | Down from 13.6% | 3.0% | 3.5% |
| Average age in years of school facilities | 31 Years | Up from 30 Years | 32 Years | 28 Years |
| Number of schools with SACS accreditation | 8.0 | No Change | 4.0 | 8.0 |
| Parents attending conferences | 93.0% | N/A | 92.2% | 93.9% |
| Average administrator salary | \$79,110 | Up 3.1% | \$74,218 | \$79,261 |

* Includes current year teachers contracted for 185 or more days.

** 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 2009 | | End of Course Passage Rate | | Graduation Rate | | |
|------------------------------|----------------------------------|-------|----------------------------|-------|-----------------|-------|---------------------|
| | n | % | t | % | n | % | Met State Objective |
| All Students | 236 | 87.3% | 888 | 41.0% | 281 | 73.0% | Yes |
| Gender | | | | | | | |
| Male | 110 | 89.1% | 442 | 40.5% | 136 | 75.0% | N/A |
| Female | 126 | 85.7% | 446 | 41.5% | 145 | 71.0% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 21 | 90.5% | 82 | 57.3% | 27 | 48.1% | N/A |
| African American | 211 | 86.7% | 786 | 38.5% | 249 | 75.5% | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | 16 | 62.5% | 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 | 38 | 55.3% | 151 | 17.2% | 44 | 45.5% | 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 | 15 | 60.0% | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 186 | 85.5% | 669 | 38.1% | 216 | 71.8% | N/A |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

| | Our District | Districts with Students Like Ours |
|---------|--------------|-----------------------------------|
| Percent | 87.3% | 90.1% |

On-Time Graduation Rate

| | Our District | Districts with Students Like Ours |
|--------------------|--------------|-----------------------------------|
| Number of Students | 281 | 207 |
| Number of Diplomas | 205 | 144 |
| Rate | 73.0% | 69.9% |

College Admissions Tests

| SAT | Critical Reading | | Math | | Writing | | Total | | | |
|----------|------------------|------|------|------|---------|------|---------|------|-------|------|
| | 2008 | 2009 | 2008 | 2009 | 2008 | 2009 | 2008 | 2009 | | |
| District | 402 | 409 | 413 | 433 | 407 | 405 | 1222 | 1247 | | |
| State | 484 | 482 | 496 | 496 | 471 | 467 | 1451 | 1445 | | |
| Nation | 497 | 496 | 510 | 510 | 488 | 487 | 1495 | 1493 | | |
| ACT | English | | Math | | Reading | | Science | | Total | |
| | 2008 | 2009 | 2008 | 2009 | 2008 | 2009 | 2008 | 2009 | 2008 | 2009 |
| District | 14.2 | 13.9 | 16.5 | 16.4 | 15.3 | 14.9 | 16.0 | 16.4 | 15.6 | 15.5 |
| State | 18.9 | 18.9 | 20.1 | 19.9 | 19.7 | 19.7 | 19.6 | 19.7 | 19.7 | 19.7 |
| Nation | 20.6 | 20.6 | 21.0 | 21.0 | 21.4 | 21.4 | 20.8 | 20.9 | 21.1 | 21.1 |

Abbreviations for Missing Data

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

School District Governance

| | |
|--|---|
| Board Membership | 7 trustees elected to single-member seats |
| Fiscal Authority | District Board/County Council |
| Average Number of Hours of Training Annually | 35.4 per board member |
| Percent New Trustees Completing Orientation | N/A |

District Superintendent's Report

Fairfield County School District is located in a rural community and serves 3,320 students in nine schools. We are proud of the many accomplishments and new initiatives in Fairfield County, which have been supported by the Board of Trustees and community. Through the combined efforts of our principals, teachers, staff, students, parents, and stakeholders, we have made great strides in achieving our academic goals.

On the 2008 Palmetto Achievement Challenge Test (PACT), our district's highest percentage of students scoring Proficient or Advanced occurred in third and fourth grades in the area of English/Language Arts. The students in fourth and fifth grades were the top performers on the PACT in the area of mathematics. In science, the students in fourth grade had the highest percent of students scoring proficient or advanced, and in social studies, the students in sixth grade had the highest percent of students scoring proficient or advanced. Notable increases from the 2007 administration of PACT to the 2008 administration in regards to the percent of students scoring proficient or advanced are evident in the following areas: fifth grade English/Language Arts with a 5.1% increase; fifth grade mathematics with a 14.8% increase; seventh grade mathematics with a 7% increase; fifth grade science with an 11.6% increase; and seventh grade social studies with a 7.6% increase. On the High School Assessment Program (HSAP), the passage rate for both subtests increased 6.5%.

The strategic plan for the School District of Fairfield County focuses on teaching and learning, parental and community involvement, building leadership capacity, communication, and achieving beyond academics. In an effort to promote student achievement, we have implemented the following instructional programs: Reading First, embedded intervention in all schools, credit recovery, Making Middle Grades Work, High Schools that Work, Math Strategies, Activities Integrating Math and Science, and Skills Tutor. Students are assessed using Measures of Academic Progress (MAP) twice a year for formative purposes, and are administered benchmark assessments four times a year to measure progress on South Carolina state standards.

Teachers, principals, students, parents, and stakeholders are dedicated to the success of every child in Fairfield County. Through the continued vision and leadership provided by the administration, teachers, Board of Trustees, and the community, the School District of Fairfield County will provide a quality, standards-based education for all students

Marie Milam, Acting Superintendent, The School District of Fairfield County

No Child Left Behind

District Adequate Yearly Progress

No

This district met 14 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).

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Fairfield School District consists of 8 public schools with 0 of these schools, or 0%, 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| 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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PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | District % Met or Exemplary* | State % Met or Exemplary | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | |
|-----------------------------------|------|-------|------|------|------|------|------|-----|-----|
| All Students | 1396 | 99.5 | 40.8 | 40.7 | 18.5 | 71.7 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 688 | 99.7 | 47.9 | 36.6 | 15.5 | 66.4 | 79.3 | N/A | N/A |
| Female | 708 | 99.3 | 34.2 | 44.6 | 21.3 | 76.7 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 187 | 98.9 | 33.9 | 37.3 | 28.8 | 77.4 | 89.5 | Yes | Yes |
| African American | 1184 | 99.7 | 42.0 | 41.3 | 16.7 | 70.9 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | 92.3 | I/S | I/S |
| Hispanic | 25 | 96.0 | 31.3 | 37.5 | 31.3 | 68.8 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | |
| Disabled | 237 | 98.7 | 72.1 | 23.4 | 4.5 | 44.1 | 52.0 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | 66.1 | N/A | N/A |
| Limited English Proficient | | | | | | | | | |
| Limited English | 22 | 100.0 | 33.3 | 40.0 | 26.7 | 66.7 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | |
| Subsized meals | 1206 | 99.7 | 43.0 | 40.6 | 16.4 | 70.0 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | |
|-----------------------------------|------|-------|------|------|------|------|------|-----|-----|
| All Students | 1396 | 99.5 | 45.3 | 41.3 | 13.3 | 65.6 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 688 | 99.7 | 47.7 | 39.6 | 12.7 | 62.6 | 77.0 | N/A | N/A |
| Female | 708 | 99.3 | 43.1 | 43.0 | 13.9 | 68.3 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 187 | 98.9 | 39.0 | 41.2 | 19.8 | 73.4 | 87.2 | Yes | Yes |
| African American | 1184 | 99.7 | 46.4 | 41.3 | 12.3 | 64.3 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | 93.0 | I/S | I/S |
| Hispanic | 25 | 96.0 | 37.5 | 43.8 | 18.8 | 68.8 | 76.0 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | |
| Disabled | 237 | 98.7 | 74.8 | 22.5 | 2.7 | 31.1 | 45.5 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | 75.7 | N/A | N/A |
| Limited English Proficient | | | | | | | | | |
| Limited English | 22 | 100.0 | 40.0 | 46.7 | 13.3 | 66.7 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | |
| Subsized meals | 1206 | 99.7 | 47.3 | 41.0 | 11.7 | 64.0 | 70.2 | Yes | Yes |

* 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

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|-----------------------------------|----------------------------------|----------|-----------|-------|-------------|--------------------------------|-----------------------------|
| Science | | | | | | | |
| All Students | 933 | 99.5 | 53.5 | 40.5 | 6.0 | 46.5 | 67.5 |
| Gender | | | | | | | |
| Male | 468 | 99.4 | 55.7 | 38.1 | 6.2 | 44.3 | 67.0 |
| Female | 465 | 99.6 | 51.4 | 42.8 | 5.8 | 48.6 | 68.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 117 | 100.0 | 46.0 | 46.0 | 8.0 | 54.0 | 79.5 |
| African American | 800 | 99.4 | 54.5 | 39.8 | 5.7 | 45.5 | 50.3 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | 84.3 |
| Hispanic | 16 | 100.0 | 60.0 | 33.3 | 6.7 | 40.0 | 60.7 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | 71.2 |
| Disability Status | | | | | | | |
| Disabled | 162 | 97.5 | 84.0 | 14.7 | 1.3 | 16.0 | 35.6 |
| Migrant Status | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | 46.1 |
| Limited English Proficient | | | | | | | |
| Limited English | 16 | 100.0 | 60.0 | 33.3 | 6.7 | 40.0 | 59.6 |
| Socio-Economic Status | | | | | | | |
| Subsized meals | 799 | 99.4 | 56.3 | 39.1 | 4.6 | 43.7 | 55.1 |
| Social Studies | | | | | | | |
| All Students | 927 | 99.7 | 47.3 | 42.4 | 10.3 | 52.7 | 72.3 |
| Gender | | | | | | | |
| Male | 444 | 99.8 | 51.6 | 37.3 | 11.1 | 48.4 | 71.5 |
| Female | 483 | 99.6 | 43.5 | 46.9 | 9.6 | 56.5 | 73.2 |
| Racial/Ethnic Group | | | | | | | |
| White | 134 | 99.3 | 36.5 | 49.2 | 14.3 | 63.5 | 80.7 |
| African American | 776 | 99.7 | 49.9 | 41.0 | 9.0 | 50.1 | 60.0 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | 88.5 |
| Hispanic | 17 | 100.0 | 6.7 | 53.3 | 40.0 | 93.3 | 68.0 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | 72.2 |
| Disability Status | | | | | | | |
| Disabled | 153 | 98.0 | 70.8 | 25.0 | 4.2 | 29.2 | 43.5 |
| Migrant Status | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | 50.7 |
| Limited English Proficient | | | | | | | |
| Limited English | 15 | 100.0 | 7.1 | 57.1 | 35.7 | 92.9 | 67.9 |
| Socio-Economic Status | | | | | | | |
| Subsized meals | 815 | 99.6 | 50.4 | 40.1 | 9.5 | 49.6 | 62.1 |

Abbreviations for Missing Data

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

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | District % Met or Exemplary | State % Met or Exemplary | District Attendance Rate | State Attendance Rate |
|-----------------------------------|-------------------------------|----------|-----------|-------|-------------|-----------------------------|--------------------------|--------------------------|-----------------------|
| Writing | | | | | | | | | |
| All Students | 1400 | 98.3 | 43.7 | 37.9 | 18.4 | 56.3 | 70.2 | 95.6 | 96.1 |
| Gender | | | | | | | | | |
| Male | 690 | 98.0 | 51.8 | 34.1 | 14.1 | 48.2 | 63.2 | 95.3 | 96.0 |
| Female | 710 | 98.6 | 36.2 | 41.4 | 22.4 | 63.8 | 77.5 | 95.8 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | |
| White | 192 | 96.9 | 40.9 | 38.1 | 21.0 | 59.1 | 79.1 | 94.6 | 95.9 |
| African American | 1184 | 98.5 | 44.3 | 37.7 | 18.0 | 55.7 | 57.6 | 95.7 | 96.3 |
| Asian/Pacific Islander | N/A | N/AV | I/S | I/S | I/S | I/S | 86.2 | 98.6 | 97.3 |
| Hispanic | 24 | 100.0 | 31.3 | 50.0 | 18.8 | 68.8 | 62.6 | 95.6 | 96.5 |
| American Indian/Alaskan | N/A | N/AV | I/S | I/S | I/S | I/S | 68.7 | N/A | 94.9 |
| Disability Status | | | | | | | | | |
| Disabled | 245 | 95.5 | 80.7 | 16.2 | 3.1 | 19.3 | 26.1 | 94.4 | 95.2 |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/AV | I/S | I/S | I/S | I/S | 54.7 | N/A | 96.5 |
| Limited English Proficient | | | | | | | | | |
| Limited English | 21 | 100.0 | 35.7 | 50.0 | 14.3 | 64.3 | 61.2 | 95.5 | 96.8 |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 1212 | 98.5 | 45.7 | 38.0 | 16.3 | 54.3 | 58.9 | 95.5 | 95.6 |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 270 | 99.3 | 44.1 | 31.9 | 24.0 | 55.9 |
| | 4 | 227 | 99.6 | 40.2 | 40.7 | 19.2 | 59.8 |
| | 5 | 229 | 99.6 | 31.8 | 51.9 | 16.4 | 68.2 |
| | 6 | 218 | 98.6 | 42.4 | 38.6 | 19.0 | 57.6 |
| | 7 | 241 | 100.0 | 44.9 | 37.9 | 17.2 | 55.1 |
| | 8 | 211 | 100.0 | 40.5 | 45.5 | 14.0 | 59.5 |
| Mathematics | | | | | | | |
| 2009 | 3 | 270 | 99.3 | 57.5 | 29.1 | 13.4 | 42.5 |
| | 4 | 227 | 99.6 | 34.1 | 50.5 | 15.4 | 65.9 |
| | 5 | 229 | 99.6 | 42.1 | 49.1 | 8.9 | 57.9 |
| | 6 | 218 | 98.6 | 38.6 | 45.2 | 16.2 | 61.4 |
| | 7 | 241 | 100.0 | 52.4 | 35.7 | 11.9 | 47.6 |
| | 8 | 211 | 100.0 | 44.5 | 41.0 | 14.5 | 55.5 |
| Science | | | | | | | |
| 2009 | 3 | 135 | 98.5 | 64.3 | 31.0 | 4.8 | 35.7 |
| | 4 | 227 | 99.6 | 54.2 | 42.1 | 3.7 | 45.8 |
| | 5 | 114 | 100.0 | 49.5 | 46.7 | 3.7 | 50.5 |
| | 6 | 112 | 100.0 | 53.7 | 46.3 | N/A | 46.3 |
| | 7 | 241 | 99.6 | 53.2 | 34.2 | 12.6 | 46.8 |
| | 8 | 104 | 99.0 | 42.9 | 51.0 | 6.1 | 57.1 |
| Social Studies | | | | | | | |
| 2009 | 3 | 133 | 100.0 | 48.8 | 40.2 | 11.0 | 51.2 |
| | 4 | 227 | 99.6 | 40.7 | 54.7 | 4.7 | 59.3 |
| | 5 | 114 | 100.0 | 41.1 | 46.7 | 12.1 | 58.9 |
| | 6 | 105 | 100.0 | 37.5 | 51.9 | 10.6 | 62.5 |
| | 7 | 241 | 99.6 | 61.0 | 24.2 | 14.7 | 39.0 |
| | 8 | 107 | 99.1 | 44.6 | 46.5 | 8.9 | 55.4 |
| Writing | | | | | | | |
| 2009 | 3 | 270 | 97.8 | 48.4 | 31.1 | 20.5 | 51.6 |
| | 4 | 230 | 98.7 | 51.2 | 34.9 | 14.0 | 48.8 |
| | 5 | 230 | 97.0 | 40.2 | 42.5 | 17.3 | 59.8 |
| | 6 | 220 | 96.8 | 42.1 | 37.8 | 20.1 | 57.9 |
| | 7 | 240 | 99.6 | 39.0 | 42.1 | 18.9 | 61.0 |
| | 8 | 210 | 100.0 | 40.6 | 40.1 | 19.3 | 59.4 |

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 or Advanced* | State % Proficient or Advanced* | Performance Objective Met | Participation Objective Met |
|---|-------------------------------|----------|---------------|---------|--------------|------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced) | | | | | | | | | | |
| All Students | 244 | 98.0 | 22.3 | 43.8 | 22.7 | 11.2 | 48.9 | 61.8 | No | Yes |
| Male | 120 | 97.5 | 28.6 | 44.6 | 20.5 | 6.3 | 45.5 | 57.4 | N/A | N/A |
| Female | 124 | 98.4 | 16.5 | 43.0 | 24.8 | 15.7 | 52.1 | 66.1 | N/A | N/A |
| White | 30 | 90.0 | 3.8 | 38.5 | 34.6 | 23.1 | 73.1 | 74.3 | I/S | I/S |
| African American | 211 | 99.1 | 25.0 | 44.6 | 20.6 | 9.8 | 45.6 | 44.9 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 77.4 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 50.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 55.4 | I/S | I/S |
| Disabled | 43 | 93.0 | 77.5 | 12.5 | 5.0 | 5.0 | 15.0 | 19.4 | No | No |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | N/A | N/A |
| Limited English | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 38.5 | I/S | I/S |
| Subsized meals | 182 | 98.9 | 24.4 | 44.9 | 21.0 | 9.7 | 46.0 | 45.6 | No | Yes |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | |
|-------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 244 | 98.4 | 26.1 | 38.5 | 29.1 | 6.4 | 48.7 | 62.7 | No | Yes |
| Male | 120 | 98.3 | 31.0 | 36.3 | 29.2 | 3.5 | 50.4 | 61.8 | N/A | N/A |
| Female | 124 | 98.4 | 21.5 | 40.5 | 28.9 | 9.1 | 47.1 | 63.6 | N/A | N/A |
| White | 30 | 93.3 | 11.1 | 29.6 | 48.1 | 11.1 | 74.1 | 75.1 | I/S | I/S |
| African American | 211 | 99.1 | 28.4 | 40.2 | 25.5 | 5.9 | 44.6 | 45.1 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 83.8 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 58.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 59.2 | I/S | I/S |
| Disabled | 43 | 95.3 | 73.2 | 14.6 | 9.8 | 2.4 | 17.1 | 21.8 | Yes | Yes |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | N/A | N/A |
| Limited English | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 52.3 | I/S | I/S |
| Subsized meals | 182 | 98.9 | 27.8 | 38.6 | 27.3 | 6.3 | 46.6 | 47.9 | No | Yes |

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

| | | | | | | | | | | |
|-------------------------|-----|------|------|------|-----|-----|-----|-----|-----|-----|
| All Students | 240 | 90.8 | 74.6 | 12.9 | 3.3 | N/A | N/A | N/A | N/A | N/A |
| Male | 119 | 90.8 | 79.0 | 10.9 | 0.8 | N/A | N/A | N/A | N/A | N/A |
| Female | 121 | 90.9 | 70.2 | 14.9 | 5.8 | N/A | N/A | N/A | N/A | N/A |
| White | 29 | 89.7 | 62.1 | 20.7 | 6.9 | N/A | N/A | N/A | N/A | N/A |
| African American | 208 | 90.9 | 76.4 | 11.5 | 2.9 | 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 | 3 | 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 | 39 | 69.2 | 69.2 | 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 | 2 | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsized meals | 178 | 89.3 | 75.3 | 11.8 | 2.2 | N/A | N/A | N/A | N/A | N/A |

* 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 or Advanced* | State % Proficient or Advanced* |
|---|-------------|-------------------------------|----------|---------------|---------|--------------|------------|------------------------------------|---------------------------------|
| English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced) | | | | | | | | | |
| All Students | 2008 | 222 | 95.0 | 18.3 | 43.3 | 26.4 | 12.0 | 53.4 | 69.7 |
| | 2009 | 244 | 98.0 | 22.3 | 43.8 | 22.7 | 11.2 | 48.9 | 61.8 |
| Mathematics - State Performance Objective = 70.0% (Proficient or Advanced) | | | | | | | | | |
| All Students | 2008 | 222 | 94.6 | 18.8 | 32.2 | 36.5 | 12.5 | 63.9 | 67.2 |
| | 2009 | 244 | 98.4 | 26.1 | 38.5 | 29.1 | 6.4 | 48.7 | 62.7 |

Teacher Quality and Student Attendance

| | Our District | State | |
|---|--------------|-----------------|---------------------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.7% | |
| Classes in high poverty schools not taught by highly qualified teachers | 7.0% | 5.8% | |
| | Our District | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 6.4% | 0.0% | No |
| Student attendance rate, grades K-8 | 94.9% | 94.0%* | Yes |

* Or greater than last year

** 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