



Orangeburg 3 School District

Post Office Box 98

Holly Hill, South Carolina

Grades	PK-12 District	
Enrollment	3,176 Students	
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

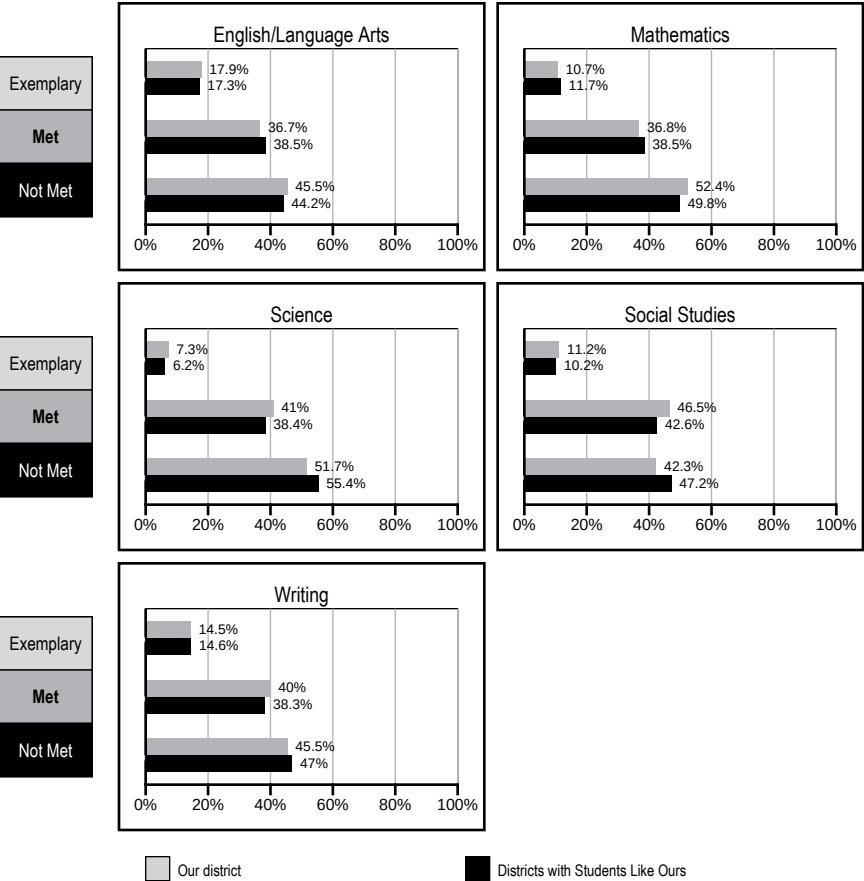
96.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	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

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	62.8%	75.3%	66.0%	65.8%	70.3%	60.8%
Passed one subtest	21.8%	12.4%	17.6%	17.9%	15.5%	20.4%
Passed no subtests	15.5%	12.4%	16.4%	16.3%	14.3%	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	68.2%	59.7%
English 1	55.3%	46.5%
Physical Science	43.5%	32.5%
US History and the Constitution	9.6%	18.1%
All Subjects	45.1%	39.9%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,176)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	5.4%	Up from 4.4%	3.8%	3.1%
Attendance rate	95.2%	Down from 95.5%	95.2%	95.7%
Eligible for gifted and talented	5.4%	Down from 6.4%	5.4%	11.2%
With disabilities other than speech	10.5%	Up from 10.3%	11.6%	10.6%
Older than usual for grade	3.2%	Down from 3.6%	5.8%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.5%	0.4%	0.5%
Enrolled in AP/IB programs	11.6%	Up from 7.8%	5.7%	10.5%
Successful on AP/IB exams	21.2%	Up from 13.2%	38.0%	51.2%
Eligible for LIFE Scholarship	23.4%	Up from 19.5%	28.9%	30.8%
Enrolled in adult education GED or diploma programs	19	Up from 11	19	40
Completions in adult education GED or diploma programs	15	Up from 11	11	30
Annual dropout rate	7.2%	Up from 4.4%	3.4%	3.4%
Teachers (n=246)				
Teachers with advanced degrees	62.2%	Up from 58.4%	53.8%	56.8%
Continuing contract teachers	72.0%	Up from 65.4%	61.2%	76.7%
Teachers with emergency or provisional certificates	7.4%	Down from 8.6%	11.9%	4.6%
Teachers returning from previous year	89.3%	Down from 89.4%	81.0%	88.4%
Teacher attendance rate	95.1%	Up from 94.5%	95.0%	95.0%
Average teacher salary*	\$49,199	Up 4.5%	\$44,158	\$46,992
Vacancies for more than nine weeks	0.8%	Down from 1.2%	2.1%	0.4%
Professional development days/teacher	12.1 days	Down from 12.4 days	13.1 days	13.1 days
District				
Superintendent's years at district	21.0	Up from 20.0	3.0	3.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 18.2 to 1	19.0 to 1	20.5 to 1
Prime instructional time	89.4%	Up from 88.6%	88.9%	89.8%
Dollars spent per pupil**	\$11,363	Up 12.8%	\$11,349	\$9,279
Percent of expenditures for teacher salaries**	50.7%	Up from 50.6%	47.3%	52.7%
Percent of expenditures for instruction**	53.8%	Up from 53.3%	52.1%	56.7%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	6	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	Down from 10.7%	5.3%	3.5%
Average age in years of school facilities	21 Years	Up from 20 Years	33 Years	28 Years
Number of schools with SACS accreditation	6.0	No Change	4.0	8.0
Parents attending conferences	85.6%	Down from 92.5%	91.5%	93.9%
Average administrator salary	\$83,781	Up 3.0%	\$74,796	\$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	203	85.7%	879	45.1%	256	62.5%	Yes
Gender							
Male	103	77.7%	402	44.5%	133	51.1%	N/A
Female	100	94.0%	477	45.5%	123	74.8%	N/A
Racial/Ethnic Group							
White	12	91.7%	100	62.0%	20	35.0%	N/A
African American	190	85.3%	767	43.0%	233	64.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	27.3%	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	29	17.2%	55	20.0%	42	14.3%	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	134	86.6%	678	44.1%	166	65.7%	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	85.7%	89.6%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	256	174
Number of Diplomas	160	123
Rate	62.5%	71.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	417	434	417	461	398	459	1232	1354		
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	14.9	15.0	16.5	16.9	15.5	15.7	16.0	17.8	15.9	16.5
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 Board/Referendum
Average Number of Hours of Training Annually	49.4 per board member
Percent New Trustees Completing Orientation	100.0%

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. With high student academic achievement as its primary goal, the district continues on a plan that focuses on improving teacher quality and strengthening teaching and learning. In addition to daily instruction, the district offers opportunities for student growth through numerous programs that include before and after school tutoring, homework centers, summer school, summer enrichment program, and extracurricular activities. Parental and community support is encouraged and embraced at each of the district's schools.

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 the intersection of Highways 45 and 310. This office is approximately 45 miles northwest of Charleston, South Carolina, and 75 miles southeast of Columbia, South Carolina. The district serves approximately 3,136 students in one high school and 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 in the district's schools 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.

The district's location in the state also provides many opportunities for higher education for its students and continuing education for faculty and staff. There are a number of colleges and universities in Charleston, Orangeburg, and Columbia; and all three cities have technical colleges.

David Longshore, Jr., 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	N/A
-----------------------------	-----

Number of students in their first year of US school.	0
--	---

Title I Schools' School Improvement Status

School	Status	School	Status
Holly Hill-Roberts Middle	R	Vance-Providence Elementary	CSI
Holly Hill Elementary	R	Elloree Elementary	RP

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. 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."

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	1335	99.6	45.0	37.1	17.8	69.9	82.8	Yes	Yes
Gender									
Male	675	99.6	50.1	34.2	15.7	66.6	79.3	N/A	N/A
Female	660	99.6	39.9	40.1	20.0	73.1	86.5	N/A	N/A
Racial/Ethnic Group									
White	130	97.7	28.3	47.8	23.9	82.3	89.5	Yes	Yes
African American	1179	99.8	46.8	35.9	17.3	68.5	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	20	100.0	47.1	35.3	17.6	70.6	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	244	99.2	74.2	19.0	6.8	40.7	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	12	100.0	50.0	33.3	16.7	66.7	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	1215	99.5	45.6	38.3	16.2	69.2	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	1335	99.6	52.0	37.4	10.6	60.9	78.9	Yes	Yes
Gender									
Male	675	99.6	54.4	36.6	9.0	57.1	77.0	N/A	N/A
Female	660	99.6	49.6	38.2	12.2	64.7	80.9	N/A	N/A
Racial/Ethnic Group									
White	130	97.7	36.3	39.8	23.9	77.0	87.2	Yes	Yes
African American	1179	99.8	53.6	37.2	9.2	59.2	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	20	100.0	52.9	35.3	11.8	58.8	76.0	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	244	99.2	85.5	11.3	3.2	23.1	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	12	100.0	50.0	33.3	16.7	58.3	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	1215	99.5	53.5	37.6	8.8	59.5	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	895	98.3	50.7	42.0	7.3	49.3	67.5
Gender							
Male	446	97.5	48.9	42.6	8.5	51.1	67.0
Female	449	99.1	52.4	41.5	6.1	47.6	68.0
Racial/Ethnic Group							
White	88	94.3	29.9	49.4	20.8	70.1	79.5
African American	790	98.7	52.7	41.5	5.8	47.3	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	14	100.0	66.7	25.0	8.3	33.3	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	158	96.2	80.0	14.3	5.7	20.0	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	9	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	814	98.4	52.4	41.5	6.0	47.6	55.1

Social Studies

All Students	893	98.4	41.9	46.9	11.3	58.1	72.3
Gender							
Male	455	98.2	45.0	42.6	12.4	55.0	71.5
Female	438	98.6	38.7	51.2	10.0	61.3	73.2
Racial/Ethnic Group							
White	82	95.1	32.9	45.7	21.4	67.1	80.7
African American	795	98.9	43.0	47.1	9.9	57.0	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	13	92.3	30.0	40.0	30.0	70.0	68.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	171	95.9	67.1	27.0	5.9	32.9	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	8	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	816	98.5	43.2	46.6	10.2	56.8	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	1339	98.4	45.0	38.7	16.3	55.0	70.2	95.4	96.1
Gender									
Male	682	97.8	51.1	37.1	11.8	48.9	63.2	94.9	96.0
Female	657	99.1	39.0	40.3	20.8	61.0	77.5	95.9	96.3
Racial/Ethnic Group									
White	132	99.2	30.7	47.4	21.9	69.3	79.1	92.8	95.9
African American	1183	98.3	46.6	37.5	15.9	53.4	57.6	95.8	96.3
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.2	98.5	97.3
Hispanic	20	100.0	41.2	47.1	11.8	58.8	62.6	95.4	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.7	95.5	94.9
Disability Status									
Disabled	241	95.9	84.0	11.3	4.7	16.0	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	12	100.0	33.3	50.0	16.7	66.7	61.2	97.1	96.8
Socio-Economic Status									
Subsidized meals	1227	98.5	46.1	39.2	14.6	53.9	58.9	95.4	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	249	99.6	46.0	28.1	25.9	54.0
	4	243	99.6	39.3	39.7	21.0	60.7
	5	217	99.5	31.2	48.8	20.0	68.8
	6	207	100.0	48.2	36.9	14.9	51.8
	7	212	99.1	52.8	33.7	13.5	47.2
	8	207	99.5	54.0	35.9	10.1	46.0
Mathematics							
2009	3	249	99.6	58.9	30.8	10.3	41.1
	4	243	99.6	44.1	39.7	16.2	55.9
	5	217	99.5	43.9	45.9	10.2	56.1
	6	207	100.0	42.1	45.1	12.8	57.9
	7	212	99.1	54.4	35.8	9.8	45.6
	8	207	99.5	69.2	27.3	3.5	30.8
Science							
2009	3	126	96.8	53.1	37.2	9.7	46.9
	4	243	98.8	46.9	46.5	6.6	53.1
	5	108	97.2	38.6	52.5	8.9	61.4
	6	104	98.1	55.6	36.4	8.1	44.4
	7	211	99.1	47.7	44.6	7.8	52.3
	8	103	99.0	69.3	27.7	3.0	30.7
Social Studies							
2009	3	122	98.4	41.8	44.5	13.6	58.2
	4	243	99.2	29.3	53.7	17.0	70.7
	5	108	99.1	36.3	56.9	6.9	63.7
	6	103	98.1	24.0	68.8	7.3	76.0
	7	212	98.6	62.5	29.7	7.8	37.5
	8	105	96.2	54.6	35.1	10.3	45.4
Writing							
2009	3	248	99.2	49.5	28.4	22.1	50.5
	4	245	99.6	40.7	41.6	17.7	59.3
	5	219	97.3	41.6	40.6	17.8	58.4
	6	209	98.6	42.3	41.8	15.8	57.7
	7	211	98.1	40.8	41.4	17.8	59.2
	8	207	97.6	55.1	39.3	5.6	44.9

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient 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	251	99.6	17.2	48.4	24.2	10.2	48.8	61.8	No	Yes
Male	132	99.2	20.0	49.6	20.8	9.6	44.8	57.4	N/A	N/A
Female	119	100.0	14.3	47.1	27.7	10.9	52.9	66.1	N/A	N/A
White	24	100.0	N/A	50.0	31.8	18.2	68.2	74.3	I/S	I/S
African American	226	99.6	19.0	48.4	23.5	9.0	46.6	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	28	96.4	45.8	29.2	12.5	12.5	33.3	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	190	99.5	16.8	48.6	25.4	9.2	49.7	45.6	No	Yes

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

All Students	251	99.2	30.5	34.6	22.2	12.8	51.4	62.7	No	Yes
Male	132	99.2	29.6	36.0	18.4	16.0	51.2	61.8	N/A	N/A
Female	119	99.2	31.4	33.1	26.3	9.3	51.7	63.6	N/A	N/A
White	24	100.0	9.1	36.4	22.7	31.8	72.7	75.1	I/S	I/S
African American	226	99.1	32.7	34.5	22.3	10.5	49.1	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	28	92.9	73.9	4.3	8.7	13.0	21.7	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	190	99.5	29.7	35.7	21.6	13.0	52.4	47.9	No	Yes

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

All Students	245	93.1	62.4	18.8	7.3	4.5	N/A	N/A	N/A	N/A
Male	126	88.1	58.7	15.9	6.3	7.1	N/A	N/A	N/A	N/A
Female	119	98.3	66.4	21.8	8.4	1.7	N/A	N/A	N/A	N/A
White	24	91.7	45.8	25.0	16.7	4.2	N/A	N/A	N/A	N/A
African American	220	93.6	64.5	18.2	6.4	4.5	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	22	63.6	59.1	4.5	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	184	92.4	60.9	20.1	6.5	4.9	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	262	98.9	16.3	38.5	32.5	12.7	55.6	69.7
	2009	251	99.6	17.2	48.4	24.2	10.2	48.8	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	262	98.9	18.3	40.5	32.1	9.1	59.1	67.2
	2009	251	99.2	30.5	34.6	22.2	12.8	51.4	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	9.2%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.2%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.