



Allendale School District

3249 Allendale FairfaxHwy
Fairfax, SC 29827

Grades PK-12 District
Enrollment 1,583 Students
Superintendent Terrance Alridge, PhD., interim 803-584-4603
Board Chair Mrs. Alexis Zeidan 803-584-2530

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	At-Risk
2009	At-Risk	Good
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	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 2009-10 whose 2008-09 test scores were located

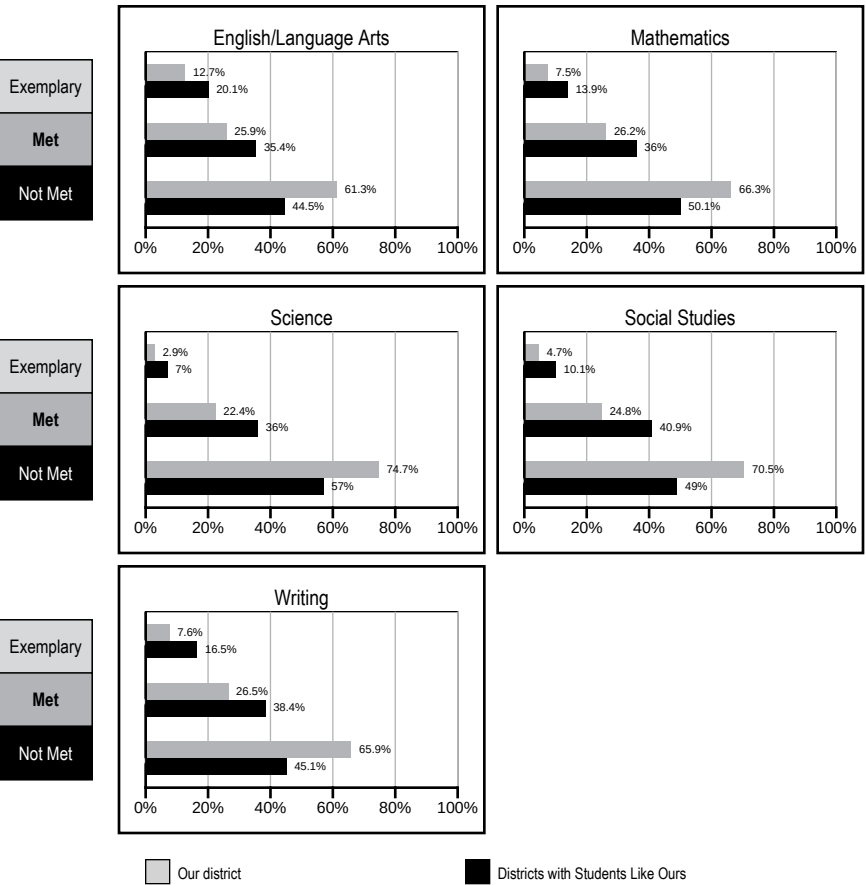
97.7%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	7	4

* Ratings are calculated with data available by 03/24/2011.

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	2008	2009	2010	2008	2009	2010
Passed both subtests	56.6%	41.5%	56.6%	70.3%	60.2%	62.4%
Passed one subtest	14.1%	28.5%	22.5%	15.2%	20.7%	17.0%
Passed no subtests	29.3%	30.1%	20.9%	14.5%	19.1%	20.6%

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	61.9%	61.0%
English 1	40.8%	51.9%
Physical Science	35.3%	36.5%
US History and the Constitution	25.9%	21.4%
All Subjects	40.9%	43.1%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,583)				
First graders who attended full-day kindergarten	78.8%	Down from 100.0%	100.0%	99.5%
Retention rate	5.6%	Up from 5.1%	3.2%	2.3%
Attendance rate	95.3%	Up from 94.4%	95.3%	95.8%
Eligible for gifted and talented	0.0%	Down from 0.2%	5.6%	14.3%
With disabilities other than speech	7.7%	Up from 7.3%	10.7%	10.5%
Older than usual for grade	9.4%	Up from 8.7%	6.1%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 0.3%	0.8%	0.7%
Enrolled in AP/IB programs	21.5%	Down from 26.1%	7.2%	12.1%
Successful on AP/IB exams	N/A	N/A	38.1%	50.0%
Eligible for LIFE Scholarship	24.7%	Down from 27.3%	28.9%	31.4%
Enrolled in adult education GED or diploma programs	53	Up from 30	27	47
Completions in adult education GED or diploma programs	29	Down from 30	10	29
Annual dropout rate	3.7%	Up from 0.9%	2.3%	3.1%
Teachers (n=127)				
Teachers with advanced degrees	44.1%	Down from 49.2%	54.8%	58.8%
Continuing contract teachers	48.0%	Down from 55.7%	68.2%	81.5%
Teachers with emergency or provisional certificates	26.0%	Up from 25.9%	15.1%	4.0%
Teachers returning from previous year	75.4%	Down from 75.7%	82.6%	89.3%
Teacher attendance rate	N/R	N/R	95.1%	95.3%
Average teacher salary*	\$40,196	Down 7.1%	\$42,683	\$46,618
Vacancies for more than nine weeks	3.1%	Up from 2.5%	1.6%	0.2%
Professional development days/teacher	11.4 days	Down from 13.3 days	11.6 days	12.6 days
District				
Superintendent's years at district	0.5	Down from 1.5	1.5	3.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 20.1 to 1	19.4 to 1	20.9 to 1
Prime instructional time	N/R	N/R	89.3%	89.9%
Dollars spent per pupil**	\$12,406	Down 1.6%	\$11,404	\$9,364
Percent of expenditures for teacher salaries**	45.0%	Down from 49.2%	47.0%	53.3%
Percent of expenditures for instruction**	53.4%	Up from 51.9%	51.4%	56.3%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	4	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.7%	Down from 0.8%	3.9%	2.4%
Average age in years of school facilities	44 Years	Up from 43 Years	34 Years	27 Years
Number of schools with SACS accreditation	2.0	No Change	4.0	8.0
Parents attending conferences	79.2%	Down from 93.9%	97.1%	97.1%
Average administrator salary	\$72,395	No Change	\$74,565	\$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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	91	70.3%	418	40.9%	124	56.5%	N/A
Gender							
Male	44	54.5%	216	39.8%	68	44.1%	N/A
Female	47	85.1%	202	42.1%	56	71.4%	N/A
Racial/Ethnic Group							
White	N/A	N/A	11	63.6%	N/A	N/A	N/A
African American	89	70.8%	392	40.3%	119	54.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	14	35.7%	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	13	38.5%	18	16.7%	16	12.5%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	76	73.7%	361	40.2%	98	61.2%	N/A

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

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	70.3%	85.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	112	124	179	180
Number of Graduates in Cohort	77	70	126	128
Rate	68.8%	56.5%	70.5%	72.5%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	396	348	405	375	367	375	1168	1098		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	13.9	12.7	16.1	15.6	14.6	13.9	16.2	15.5	15.3	14.6
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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School District Governance

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	28.3 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

This year has been one of tremendous growth and change for Allendale County Schools. We were the only District in South Carolina to make gains in AYP (Adequate Yearly Progress) for the 2009-2010 school year. Faculty and staff have been working with curriculum guides that are standards-based and data-driven. School-level project action plans have enhanced the quality of teaching and learning.

Instructional staff members throughout the school district constantly review the effectiveness of teaching strategies and persistently revise those strategies when needed, to assure the opportunity for success by our students. District and school administrators conduct classroom walkthroughs. School administrators are required to conduct ten walkthroughs a week and conference with teachers to provide feedback on teacher performance. As well, District and school administrators use the On-Course website to monitor and provide feedback to teachers on the effectiveness of lesson plans.

This year, the entire District implemented PBIS (Positive Behavior Intervention and Supports). We are changing the environment in which our students learn by creating a more positive approach to learning. Teachers, secretaries, bus drivers, lunch supervisors, custodians, and principals are all trying to catch students being good and are rewarding their appropriate behaviors.

Our Related Arts and Performing Arts have been expanded by adding the Steel Drum Band at Allendale Elementary, a Band program at Allendale-Fairfax Middle, and Chorus at Allendale-Fairfax High School.

Allendale County School District Board of Trustees and administration have been busy meeting and planning for the future growth and development of the school district. Many opportunities have been investigated and are being pursued to ensure that the resources needed to have a competitive program of instruction are secured for our students.

Terrance Alridge, Ph.D.
Interim Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 10 out of 17 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

School	Status	School	Status
Allendale Elementary	R	Allendale-Fairfax Middle	R
Fairfax Elementary	R		

The Allendale School District consists of 4 public schools with 3 of these schools, or 75%, 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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	674	99.1	61.3	26.1	12.6	53.5	83.5	No	Yes
Gender									
Male	374	99.2	66.7	22.5	10.8	48.7	80.1	N/A	N/A
Female	300	99	54.8	30.3	14.8	59.3	87	N/A	N/A
Racial/Ethnic Group									
White	16	93.8	27.3	54.5	18.2	81.8	89.6	I/S	I/S
African American	638	99.4	62.3	25.1	12.6	52.5	74.6	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	20	95	47.1	41.2	11.8	70.6	79.6	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	74	96	82.6	11.6	5.8	30.4	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	14	92.9	53.8	38.5	7.7	69.2	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	621	99.4	62.7	25.8	11.5	52.9	76.9	No	Yes

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

All Students	674	99.1	66.4	26.6	7	46.4	80.4	No	Yes
Gender									
Male	374	99.2	67.1	26.9	6	44.3	78.4	N/A	N/A
Female	300	99	65.5	26.2	8.3	49	82.5	N/A	N/A
Racial/Ethnic Group									
White	16	93.8	54.5	27.3	18.2	72.7	87.8	I/S	I/S
African American	638	99.2	67	26.3	6.7	45.8	69.3	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	20	100	52.9	35.3	11.8	52.9	78.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	74	96	85.5	14.5	0	24.6	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	14	100	61.5	30.8	7.7	46.2	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	621	99.4	67.7	26	6.3	45	72.8	No	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	459	99.8	74.7	22.9	2.5	25.3	67.3
Gender							
Male	268	100	72.8	24.5	2.7	27.2	66.9
Female	191	99.5	77.3	20.5	2.2	22.7	67.7
Racial/Ethnic Group							
White	8	I/S	I/S	I/S	I/S	I/S	79.6
African American	435	99.8	76	21.6	2.4	24	49.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	16	100	50	42.9	7.1	50	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	49	100	80.9	17	2.1	19.1	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	12	100	54.5	36.4	9.1	45.5	58.6
Socio-Economic Status							
Subsidized meals	425	99.8	75.1	22.9	1.9	24.9	55.4

Social Studies

All Students	460	98.9	70.5	24.9	4.6	29.5	70.9
Gender							
Male	246	98.4	72.8	22.8	4.4	27.2	70.1
Female	214	99.5	68	27.2	4.9	32	71.7
Racial/Ethnic Group							
White	13	100	50	40	10	50	79.2
African American	434	99.1	71.2	24.2	4.6	28.8	58.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	13	92.3	63.6	36.4	0	36.4	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	48	97.9	87	13	0	13	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	8	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	425	99.1	72	23.8	4.2	28	60.8

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	District Attendance Rate	State Attendance Rate
Writing									
All Students	680	97.5	65.5	26.8	7.7	34.5	72.1	95.4	96.3
Gender									
Male	377	97.1	72.5	22	5.5	27.5	65.2	95.4	96.2
Female	303	98	57.1	32.5	10.4	42.9	79.2	95.4	96.4
Racial/Ethnic Group									
White	16	93.8	45.5	36.4	18.2	54.5	80.8	94.2	96.1
African American	644	98	66	26.6	7.4	34	59.7	95.4	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	89.6	97.5
Hispanic	20	85	60	26.7	13.3	40	64.6	96.5	96.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	96.8	95
Disability Status									
Disabled	74	85.1	91.9	8.1	0	8.1	27.7	94.3	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	83.9	96
Limited English Proficient									
Limited English	14	78.6	72.7	9.1	18.2	27.3	63.7	95.8	97
Socio-Economic Status									
Subsidized meals	626	97.6	65.8	26.7	7.6	34.2	61.9	95.3	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	130	100	54.2	28.3	17.5	45.8
	4	113	99.1	60.6	29.8	9.6	39.4
	5	122	100	50	39.1	10.9	50
	6	120	100	65.1	29.4	5.5	34.9
	7	110	100	61	31	8	39
	8	88	100	55.7	34.2	10.1	44.3
2010	3	125	98.4	52.5	24.6	22.9	47.5
	4	138	100	56.2	29.2	14.6	43.8
	5	111	97.3	52.9	33.7	13.5	47.1
	6	99	100	68.8	24.7	6.5	31.2
	7	112	99.1	73.4	19.3	7.3	26.6
	8	89	100	67.8	24.1	8	32.2
Mathematics							
2009	3	130	100	65.8	28.3	5.8	34.2
	4	113	99.1	64.4	32.7	2.9	35.6
	5	122	100	70	25.5	4.5	30
	6	120	99.2	72.5	24.8	2.8	27.5
	7	110	100	64	31	5	36
	8	88	100	62	27.8	10.1	38
2010	3	125	98.4	70.3	22	7.6	29.7
	4	138	100	54.6	35.4	10	45.4
	5	111	97.3	59.6	28.8	11.5	40.4
	6	99	100	61.3	35.5	3.2	38.7
	7	112	100	81.7	17.4	0.9	18.3
	8	89	98.9	73.3	18.6	8.1	26.7
Science							
2009	3	66	100	70.5	19.7	9.8	29.5
	4	112	100	71.2	26	2.9	28.8
	5	61	100	75.9	22.2	1.9	24.1
	6	61	98.4	83.9	16.1	0	16.1
	7	110	100	70	30	0	30
	8	44	100	62.8	30.2	7	37.2
2010	3	61	100	88.1	10.2	1.7	11.9
	4	138	100	66.2	30	3.8	33.8
	5	55	98.2	77.4	20.8	1.9	22.6
	6	49	100	85.4	14.6	0	14.6
	7	112	100	75.2	23.9	0.9	24.8
	8	44	100	65.1	27.9	7	34.9

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	65	100	48.3	41.7	10	51.7
	4	113	99.1	57.7	38.5	3.8	42.3
	5	63	100	82.8	15.5	1.7	17.2
	6	58	100	50.9	47.2	1.9	49.1
	7	110	100	80	20	0	20
	8	44	100	72.2	25	2.8	27.8
2010	3	62	100	76.3	22	1.7	23.7
	4	136	99.3	60.9	34.4	4.7	39.1
	5	55	96.4	70	22	8	30
	6	50	100	62.2	33.3	4.4	37.8
	7	112	99.1	83.5	11.9	4.6	16.5
	8	45	97.8	67.4	27.9	4.7	32.6
Writing							
2009	3	130	97.7	62.4	28.2	9.4	37.6
	4	110	100	75	18.3	6.7	25
	5	119	94.1	68.6	23.8	7.6	31.4
	6	118	99.2	69.4	25.9	4.6	30.6
	7	110	99.1	61.8	34.3	3.9	38.2
	8	88	98.9	64.2	29.6	6.2	35.8
2010	3	124	98.4	62.4	28.2	9.4	37.6
	4	139	98.6	66.7	21.7	11.6	33.3
	5	112	92.9	48	37	15	52
	6	101	99	71	25.8	3.2	29
	7	114	98.3	74.5	22.7	2.7	25.5
	8	90	97.8	70.9	26.7	2.3	29.1

Abbreviations for Missing Data

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

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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	139	92.8	27.9	53.3	13.9	4.9	32.8	65.9	No	Yes
Male	65	89.2	31.6	47.4	19.3	1.8	35.1	60.8	N/A	N/A
Female	74	95.9	24.6	58.5	9.2	7.7	30.8	71	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	77.5	I/S	I/S
African American	132	92.4	27.6	53.4	13.8	5.2	32.8	49.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	21.3	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	3	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	121	94.2	30	54.5	13.6	1.8	28.2	51.5	No	Yes

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

All Students	139	92.1	35.5	46.3	14.9	3.3	28.9	62.3	No	Yes
Male	65	89.2	33.3	47.4	19.3	0	31.6	61.7	N/A	N/A
Female	74	94.6	37.5	45.3	10.9	6.3	26.6	63	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	75	I/S	I/S
African American	132	91.7	36.5	45.2	15.7	2.6	29.6	44	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	22.1	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	3	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	121	93.4	38.5	48.6	10.1	2.8	24.8	48.1	No	Yes

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

All Students	139	80.6	84.8	10.7	2.7	1.8	N/A	N/A	N/A	N/A
Male	65	81.5	86.8	9.4	3.8	N/A	N/A	N/A	N/A	N/A
Female	74	79.7	83.1	11.9	1.7	3.4	N/A	N/A	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	132	81.1	85.0	11.2	1.9	1.9	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	5	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	10	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	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	121	80.2	88.7	9.3	1.0	1.0	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	2009	126	96	30.2	50	14.7	5.2	31.9	61.8
	2010	139	92.8	27.9	53.3	13.9	4.9	32.8	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	126	98.4	55.5	32.8	9.2	2.5	22.7	62.7
	2010	139	92.1	35.5	46.3	14.9	3.3	28.9	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.0%	0.0%	No
Student attendance rate, grades K-8	95.3%	94.0%*	Yes

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