



Fairfield School District

1226 US Highway 321 By-
Winnsboro, South Carolina

Grades	PK-12 District	
Enrollment	3,260 Students	
Superintendent	Dr. Patrice Robinson	803-635-4607
Board Chair	Ms. Annie McDaniel	803-635-6894

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average*
2009	At-Risk	Below Average
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk

* The District's 2010 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 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

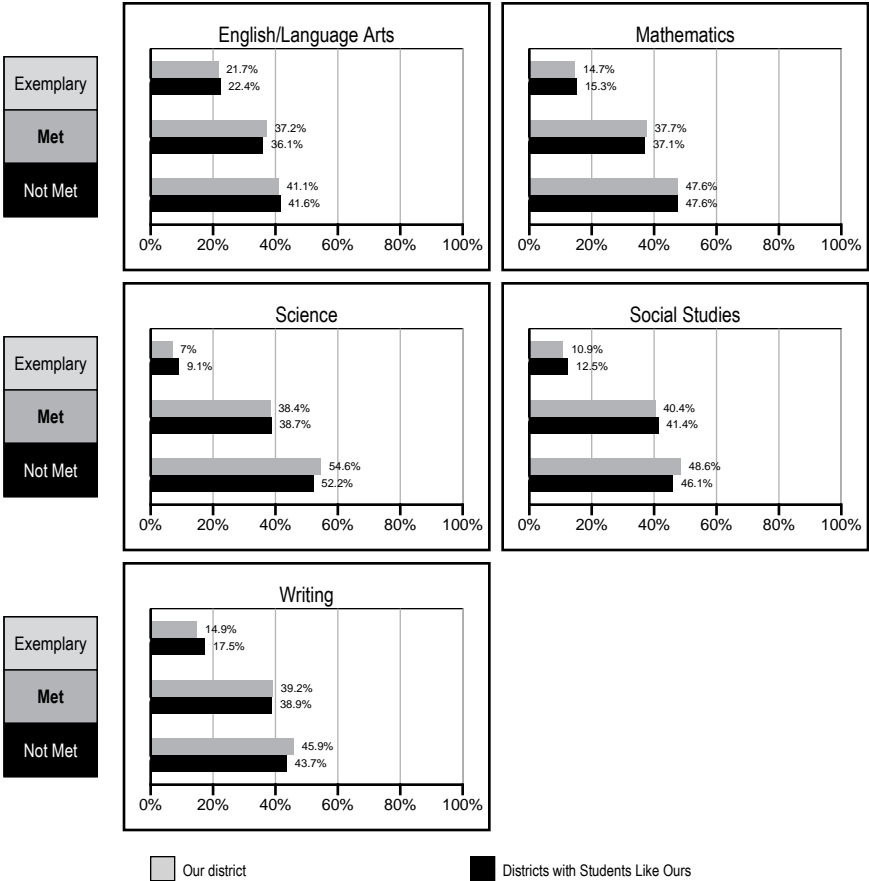
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	8	6

* 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

Percent	Our District			Districts with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed both subtests	74.9%	66.5%	71.9%	70.0%	61.8%	64.1%
Passed one subtest	12.3%	16.1%	13.6%	15.8%	19.4%	17.7%
Passed no subtests	12.8%	17.4%	14.5%	14.2%	18.8%	18.2%

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	69.2%	62.5%
English 1	58.3%	56.2%
Physical Science	32.1%	37.9%
US History and the Constitution	14.8%	22.1%
All Subjects	44.1%	45.4%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,260)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	2.2%	Up from 2.1%	3.3%	2.3%
Attendance rate	94.6%	Down from 94.9%	95.4%	95.8%
Eligible for gifted and talented	5.6%	Down from 7.3%	5.6%	14.3%
With disabilities other than speech	10.6%	Down from 11.6%	10.6%	10.5%
Older than usual for grade	3.3%	No Change	6.3%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	No Change	0.8%	0.7%
Enrolled in AP/IB programs	12.9%	Down from 16.6%	7.8%	12.1%
Successful on AP/IB exams	N/A	N/A	38.1%	50.0%
Eligible for LIFE Scholarship	30.1%	Up from 28.6%	27.8%	31.4%
Enrolled in adult education GED or diploma programs	175	Up from 164	43	47
Completions in adult education GED or diploma programs	10	Down from 12	17	29
Annual dropout rate	1.4%	Down from 3.1%	2.6%	3.1%
Teachers (n=261)				
Teachers with advanced degrees	55.6%	Up from 55.5%	55.6%	58.8%
Continuing contract teachers	62.8%	Up from 58.6%	72.6%	81.5%
Teachers with emergency or provisional certificates	15.1%	Up from 13.4%	10.5%	4.0%
Teachers returning from previous year	80.7%	Up from 79.6%	82.7%	89.3%
Teacher attendance rate	94.6%	Down from 95.9%	94.9%	95.3%
Average teacher salary*	\$45,610	Down 1.6%	\$43,865	\$46,618
Vacancies for more than nine weeks	1.5%	Up from 1.0%	1.5%	0.2%
Professional development days/teacher	13.1 days	No Change	12.4 days	12.6 days
District				
Superintendent's years at district	1.0	Down from 2.0	1.5	3.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 18.5 to 1	19.6 to 1	20.9 to 1
Prime instructional time	87.9%	Down from 88.9%	89.2%	89.9%
Dollars spent per pupil**	\$13,099	Up 4.3%	\$11,339	\$9,364
Percent of expenditures for teacher salaries**	47.8%	Down from 48.5%	48.0%	53.3%
Percent of expenditures for instruction**	51.5%	Down from 52.5%	52.3%	56.3%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	8	No Change	5	9
Number of magnet schools	1	No Change	0	0
Portable classrooms	8.5%	Down from 9.2%	2.3%	2.4%
Average age in years of school facilities	32 Years	Up from 31 Years	32 Years	27 Years
Number of schools with SACS accreditation	8.0	No Change	4.0	8.0
Parents attending conferences	100.0%	Up from 93.0%	96.2%	97.1%
Average administrator salary	\$79,110	No Change	\$73,870	\$79,261

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	198	87.9%	878	44.1%	268	61.9%	N/A
Gender							
Male	94	84.0%	407	39.1%	130	54.6%	N/A
Female	104	91.3%	471	48.4%	138	68.8%	N/A
Racial/Ethnic Group							
White	12	91.7%	94	57.4%	30	46.7%	N/A
African American	183	87.4%	770	41.9%	232	65.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	75.0%	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	15	33.3%	119	20.2%	20	10.0%	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	14	71.4%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	155	87.1%	710	43.8%	202	64.4%	N/A

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

HSAP Passage Rate by Spring 2010

Percent	Our District	Districts with Students Like Ours
	87.9%	84.8%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	281	268	207	219
Number of Graduates in Cohort	205	166	144	151
Rate	73.0%	61.9%	69.9%	70.8%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	409	385	433	406	405	379	1247	1170		
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	14.6	16.4	16.9	14.9	16.1	16.4	17.2	15.5	16.3
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

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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	32.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Fairfield County School District is a county-wide school district that serves over 3,000 students within nine schools. As we continue our diligent work towards closing the achievement gap, we have achieved various accomplishments. Fairfield Central High School was named one of the "Best High Schools in America" by US News and World Report Magazine and was selected as a Bronze School for 2009. Fairfield Central High School was one of only 22 schools in South Carolina to make this national list. Fairfield Middle School, a Palmetto Priority School, improved from meeting 15 of 21 objectives in 2008 to meeting 19 out of 21 objectives in 2009. In addition, four schools made adequate yearly progress (AYP), as compared to 1 school during the 2008-2009 school year. Fairfield Magnet School for Math and Science (formerly Fairfield Intermediate School) met AYP for the first time since 2006. Also, the district achieved nearly a ten point increase in the district's graduation rate from the previous year.

An important component of enhanced student achievement is ensuring the connection between students and learning. In Fairfield County, a thriving elementary magnet school, a promising Art Works program, and a flourishing Career and Technology Center help students realize and articulate their innate gifts. For students who need enhanced academic assistance, the District offers afterschool and alternative programs for students to achieve standards mastery. In addition, STAR academy was implemented to offer a unique instructional setting for overaged middle school students to accelerate learning and graduate with peers. Continuous academic support is given through the implementation and monitoring of such innovative programs and techniques as Balanced Literacy and Mathematics, embedded intervention in all schools, credit recovery, Making Middle Grades Work, High Schools that Work, and Best-Practice Professional Development Training for teachers and parents, as well as various instructional activities integrating Mathematics and Science. Our district utilizes Measures of Academic Progress (MAP) twice annually for formative purposes; Dominie is utilized as a progress-monitoring tool to measure literacy; quarterly standards-based assessments are administered to appraise student achievement and academic growth on our South Carolina state standards.

The decision-making process for Fairfield County School District is based upon our district strategic plan, with a focus on teaching and learning, parental and community involvement, building leadership capacity, effective communication, and achievement beyond academics. All stakeholders are committed to our goal and vision of successfully educating each child within our district. We will continue to work towards our goal through the continued growth within the areas of educational leadership, student achievement, and stakeholder commitment.

Together with the community, we will continue our progress, close the achievement gap, and bring the vision of "Excellence by Example" to life for every child in Fairfield County.

Dr. Patrice Robinson, Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 16 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

School	Status
Fairfield Elementary	NI

The Fairfield School District consists of 8 public schools with 1 of these schools, or 12.5%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. 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."

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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	1375	99.6	41.3	37.2	21.5	73.4	83.5	Yes	Yes
Gender									
Male	707	99.4	45.7	35.1	19.2	69.7	80.1	N/A	N/A
Female	668	99.7	36.7	39.4	23.9	77.4	87	N/A	N/A
Racial/Ethnic Group									
White	190	100	32.6	35.4	32	81.1	89.6	Yes	Yes
African American	1158	99.5	42.9	37.3	19.8	72.2	74.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	25	100	31.8	45.5	22.7	72.7	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	232	99.1	68	21.8	10.2	47.1	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	24	100	33.3	47.6	19	71.4	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	1201	99.6	42.3	36.9	20.7	72.5	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	1375	99.6	47.9	37.9	14.2	65.7	80.4	Yes	Yes
Gender									
Male	707	99.6	50.1	33.7	16.1	63.3	78.4	N/A	N/A
Female	668	99.7	45.6	42.3	12.1	68.2	82.5	N/A	N/A
Racial/Ethnic Group									
White	190	100	40.6	37.1	22.3	74.3	87.8	Yes	Yes
African American	1158	99.6	49.2	37.9	12.9	64.2	69.3	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	25	100	40.9	45.5	13.6	72.7	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	232	99.6	77.8	14.7	7.6	35.1	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	24	100	42.9	47.6	9.5	71.4	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	1201	99.7	49.1	37.8	13.2	64.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science							
All Students	919	97.2	53.7	39.4	6.9	46.3	67.3
Gender							
Male	491	96.5	54.8	37.9	7.3	45.2	66.9
Female	428	97.9	52.5	41.1	6.4	47.5	67.7
Racial/Ethnic Group							
White	128	95.3	36	48.2	15.8	64	79.6
African American	775	97.6	56.6	38.1	5.3	43.4	49.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	14	92.9	45.5	36.4	18.2	54.5	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	161	98.1	80.9	15.1	3.9	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	14	92.9	45.5	36.4	18.2	54.5	58.6
Socio-Economic Status							
Subsidized meals	809	97.3	55	39.4	5.6	45	55.4
Social Studies							
All Students	930	98.4	47.8	41.4	10.8	52.2	70.9
Gender							
Male	465	98.1	50.6	36.9	12.5	49.4	70.1
Female	465	98.7	45.1	45.7	9.2	54.9	71.7
Racial/Ethnic Group							
White	122	98.4	37.5	40.2	22.3	62.5	79.2
African American	787	98.4	49.5	41.5	9	50.5	58.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	20	100	38.9	44.4	16.7	61.1	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	159	98.1	71.5	25.8	2.6	28.5	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	19	100	41.2	47.1	11.8	58.8	68
Socio-Economic Status							
Subsidized meals	823	98.4	48.3	42	9.7	51.7	60.8

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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	1367	98.1	45.6	39.4	15	54.4	72.1	95.1	96.3
Gender									
Male	706	97.7	53	35.6	11.3	47	65.2	94.8	96.2
Female	661	98.5	37.8	43.3	18.9	62.2	79.2	95.4	96.4
Racial/Ethnic Group									
White	189	97.9	44.4	36.3	19.3	55.6	80.8	94	96.1
African American	1151	98.1	45.7	40	14.3	54.3	59.7	95.3	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	99.9	97.5
Hispanic	25	100	50	31.8	18.2	50	64.6	94.7	96.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	N/A	95
Disability Status									
Disabled	231	91.8	85	13.6	1.5	15	27.7	93.9	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	23	100	52.4	33.3	14.3	47.6	63.7	95.2	97
Socio-Economic Status									
Subsidized meals	1195	98.2	46.6	39.5	13.8	53.4	61.9	95	95.8

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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	270	99.3	44.1	31.9	24	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	57.6
	7	241	100	44.9	37.9	17.2	55.1
	8	211	100	40.5	45.5	14	59.5
2010	3	224	99.6	38.6	32.6	28.8	61.4
	4	267	99.3	41.6	36.9	21.6	58.4
	5	225	100	33.2	48.2	18.6	66.8
	6	233	99.1	40	41.8	18.2	60
	7	212	100	42.6	29.9	27.5	57.4
	8	214	99.5	53	32.7	14.4	47
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	52.4	35.7	11.9	47.6
	8	211	100	44.5	41	14.5	55.5
2010	3	224	100	57.7	27	15.3	42.3
	4	267	99.3	36.5	42.7	20.8	63.5
	5	225	100	46.8	45.5	7.7	53.2
	6	233	99.1	36.4	46.7	16.9	63.6
	7	212	100	51.5	33.3	15.2	48.5
	8	214	99.5	62.4	30.2	7.4	37.6
Science							
2009	3	135	98.5	64.3	31	4.8	35.7
	4	227	99.6	54.2	42.1	3.7	45.8
	5	114	100	49.5	46.7	3.7	50.5
	6	112	100	53.7	46.3	0	46.3
	7	241	99.6	53.2	34.2	12.6	46.8
	8	104	99	42.9	51	6.1	57.1
2010	3	110	98.2	79	15.2	5.7	21
	4	263	100	47.8	47	5.1	52.2
	5	113	92.9	49.5	40.8	9.7	50.5
	6	115	97.4	61.5	34.9	3.7	38.5
	7	212	100	43.6	46.1	10.3	56.4
	8	106	87.7	59.3	34.9	5.8	40.7

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
Social Studies							
2009	3	133	100	48.8	40.2	11	51.2
	4	227	99.6	40.7	54.7	4.7	59.3
	5	114	100	41.1	46.7	12.1	58.9
	6	105	100	37.5	51.9	10.6	62.5
	7	241	99.6	61	24.2	14.7	39
	8	107	99.1	44.6	46.5	8.9	55.4
2010	3	114	100	63.3	29.4	7.3	36.7
	4	265	99.6	42.9	50.8	6.3	57.1
	5	112	94.6	51	42.3	6.7	49
	6	120	97.5	27	58.3	14.8	73
	7	212	100	51	30.9	18.1	49
	8	107	95.3	57.6	31.3	11.1	42.4
Writing							
2009	3	270	97.8	48.4	31.1	20.5	51.6
	4	230	98.7	51.2	34.9	14	48.8
	5	230	97	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	42.1	18.9	61
	8	210	100	40.6	40.1	19.3	59.4
2010	3	222	100	51.9	33.2	15	48.1
	4	268	97.8	47.6	39.2	13.2	52.4
	5	224	97.3	41.6	41.1	17.3	58.4
	6	230	94.4	44.6	42.7	12.7	55.4
	7	210	100	40.6	37.6	21.8	59.4
	8	213	99.5	46.6	42.6	10.8	53.4

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	238	98.7	16.9	42.9	23.4	16.9	52.4	65.9	No	Yes
Male	120	99.2	22.6	41.7	20.9	14.8	46.1	60.8	N/A	N/A
Female	118	98.3	11.2	44	25.9	19	58.6	71	N/A	N/A
White	16	93.8	6.7	33.3	33.3	26.7	66.7	77.5	I/S	I/S
African American	216	99.1	18.1	43.3	22.9	15.7	50.5	49.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	4	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	53	96.2	51	38.8	8.2	2	16.3	21.3	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	5	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	193	99	18.1	43.6	24.5	13.8	50	51.5	No	Yes

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

All Students	238	98.3	23.9	38.3	25.2	12.6	49.1	62.3	No	Yes
Male	120	98.3	25.4	40.4	21.1	13.2	47.4	61.7	N/A	N/A
Female	118	98.3	22.4	36.2	29.3	12.1	50.9	63	N/A	N/A
White	16	93.8	6.7	33.3	26.7	33.3	66.7	75	I/S	I/S
African American	216	98.6	25.8	38.8	23.9	11.5	46.9	44	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	4	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	53	96.2	63.3	28.6	8.2	0	16.3	22.1	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	5	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	193	98.4	25.1	38	25.1	11.8	48.1	48.1	No	Yes

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

All Students	238	92.9	81.9	13.1	3.6	1.4	N/A	N/A	N/A	N/A
Male	120	90.8	80.7	11.0	6.4	1.8	N/A	N/A	N/A	N/A
Female	118	94.9	83.0	15.2	0.9	0.9	N/A	N/A	N/A	N/A
White	16	87.5	71.4	21.4	N/A	7.1	N/A	N/A	N/A	N/A
African American	216	93.1	82.6	12.4	4.0	1.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	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	53	75.5	95.0	5.0	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	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	193	91.7	83.6	11.3	4.5	0.6	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	244	98	22.3	43.8	22.7	11.2	48.9	61.8
	2010	238	98.7	16.9	42.9	23.4	16.9	52.4	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	244	98.4	26.1	38.5	29.1	6.4	48.7	62.7
	2010	238	98.3	23.9	38.3	25.2	12.6	49.1	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	7.1%	5.6%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No
Student attendance rate, grades K-8	94.6%	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