



Kershaw County School District

1301 Dubose Court
Camden, SC 29020

Grades	PK-12 District	
Enrollment	10,471 Students	
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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

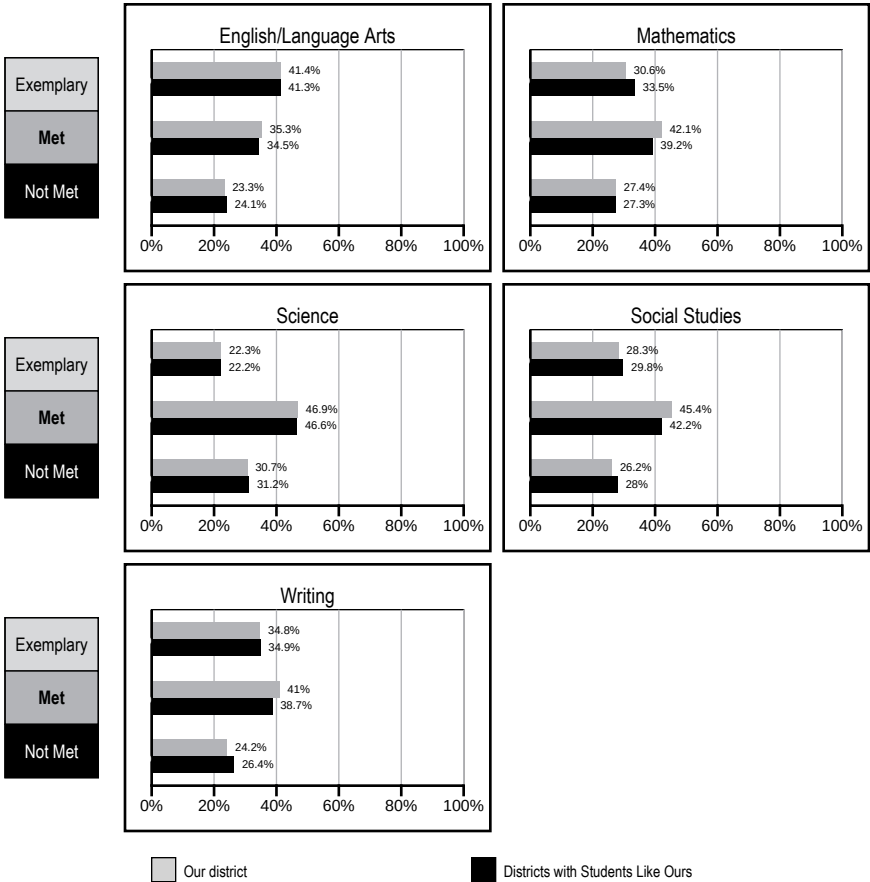
97.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	6	13	1	0

* 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	82.5%	75.7%	77.0%	83.7%	78.0%	80.1%
Passed one subtest	10.5%	14.4%	13.7%	9.2%	11.8%	10.7%
Passed no subtests	7.1%	9.9%	9.4%	7.6%	10.2%	9.2%

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	75.1%	80.0%
English 1	75.8%	75.2%
Physical Science	56.2%	59.4%
US History and the Constitution	42.3%	44.9%
All Subjects	63.8%	65.7%

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=10,471)				
First graders who attended full-day kindergarten	98.9%	Up from 98.6%	98.2%	99.5%
Retention rate	2.7%	Down from 3.5%	1.8%	2.3%
Attendance rate	95.9%	Up from 95.7%	95.9%	95.8%
Eligible for gifted and talented	22.5%	Up from 21.4%	16.5%	14.3%
With disabilities other than speech	8.7%	Up from 8.6%	9.9%	10.5%
Older than usual for grade	4.0%	Up from 3.3%	3.4%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.1%	Up from 1.1%	0.7%	0.7%
Enrolled in AP/IB programs	16.5%	Up from 14.2%	16.5%	12.1%
Successful on AP/IB exams	N/A	N/A	49.7%	50.0%
Eligible for LIFE Scholarship	35.3%	Up from 32.7%	38.6%	31.4%
Enrolled in adult education GED or diploma programs	45	Down from 71	38	47
Completions in adult education GED or diploma programs	33	Down from 61	35	29
Annual dropout rate	2.6%	Down from 3.3%	3.0%	3.1%
Teachers (n=673)				
Teachers with advanced degrees	66.3%	Up from 64.9%	59.8%	58.8%
Continuing contract teachers	86.8%	Up from 84.8%	84.5%	81.5%
Teachers with emergency or provisional certificates	2.9%	Down from 4.2%	2.9%	4.0%
Teachers returning from previous year	92.0%	Up from 91.7%	91.3%	89.3%
Teacher attendance rate	96.6%	Up from 96.5%	95.7%	95.3%
Average teacher salary*	\$48,320	Down 1.2%	\$47,806	\$46,618
Vacancies for more than nine weeks	0.0%	No Change	0.1%	0.2%
Professional development days/teacher	8.8 days	Down from 11.0 days	11.7 days	12.6 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 22.0 to 1	21.7 to 1	20.9 to 1
Prime instructional time	92.1%	Up from 91.6%	90.8%	89.9%
Dollars spent per pupil**	\$9,217	Up 8.4%	\$8,793	\$9,364
Percent of expenditures for teacher salaries**	53.2%	Down from 54.0%	56.3%	53.3%
Percent of expenditures for instruction**	60.2%	Up from 59.7%	58.6%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	19	No Change	12	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	3.5%	Down from 4.0%	3.7%	2.4%
Average age in years of school facilities	21 Years	No Change	24 Years	27 Years
Number of schools with SACS accreditation	19.0	No Change	12.0	8.0
Parents attending conferences	99.1%	Up from 95.1%	96.3%	97.1%
Average administrator salary	\$81,910	No Change	\$79,295	\$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	675	91.4%	3145	63.8%	814	73.1%	N/A
Gender							
Male	333	90.1%	1541	62.6%	418	67.5%	N/A
Female	342	92.7%	1604	65.0%	396	79.0%	N/A
Racial/Ethnic Group							
White	455	94.7%	2020	70.6%	543	74.8%	N/A
African American	209	84.2%	1027	50.0%	252	70.6%	N/A
Asian/Pacific Islander	N/A	N/A	15	86.7%	N/A	N/A	N/A
Hispanic	10	90.0%	76	63.2%	16	62.5%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	48	52.1%	236	33.1%	64	43.8%	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	35	51.4%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	280	86.8%	1567	55.8%	349	62.2%	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	91.4%	91.2%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	815	814	927	906
Number of Graduates in Cohort	609	595	662	633
Rate	74.7%	73.1%	75.0%	71.9%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	476	486	497	506	463	461	1436	1453		
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	18.4	19.0	19.7	19.8	19.1	20.4	19.2	20.4	19.3	20.0
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

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	9 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	1.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

This has been another school year of great student achievement and academic excellence. Kershaw County School District (KCS D) averages were higher than the state averages in 19 of the 24 possible 2009 PASS categories. Five schools—Blaney Elementary, Lugoff Elementary, Camden High, Lugoff-Elgin High, and North Central High—were recognized by the State Board of Education in the Palmetto Gold and Silver program for closing the achievement gap for at least one historically underachieving student group, while North Central High was also recognized for the second straight year for high levels of academic achievement and high rates of student academic improvement. None of the district's schools received an At Risk rating on the state-issued school report cards. Twenty-one more Kershaw County teachers earned National Board certification (the highest credential available in the teaching profession), while one teacher earned his recertification. This brings the total number of district teachers who are National Board certified to 153, or 17 percent of the teaching staff, compared to only 14 percent statewide who have the certification.

All of the district's teachers and high school students received laptops to use, while a K-8 technology initiative supplied interactive whiteboards for every elementary and middle school classroom and laptops on carts for use by those students.

Three projects were completed in Phase One of the \$102.2 million facilities-equalization program: a new LEED-certified facility for Jackson School, a six-classroom wing at Blaney Elementary, and a spring sports complex at Camden High.

The district's performance has received statewide and national recognition at all levels. Lugoff-Elgin Middle was the first middle school in the state to earn recertification as a "School to Watch." Five schools—Baron DeKalb Elementary, Blaney Elementary, Doby's Mill Elementary, Leslie M. Stover Middle, and Lugoff Elementary—were named Red Carpet Schools, bringing the total number of Kershaw County schools who currently hold this honor to 13. Lugoff-Elgin High math teacher Robert Ondere was named a Milken National Educator and received a \$25,000 award. District Teacher of the Year Melody Johnson was named one of the five honor roll teachers in the South Carolina Teacher of the Year Program. Jackson School students finished third in a regional FIRST Lego League contest and participated in the state finals. Doby's Mill Elementary was named a SC Green Steps School for its environmental efforts. ATEC nursing and health science students won 29 medals in the Health Occupations Students of America (HOSA) state competition. Blaney Elementary's archery team finished third in the Department of Natural Resources' state competition and advanced to the national finals. Lugoff-Elgin High's wrestling and baseball teams were AAA state champions. Student body presidents from Camden High and Lugoff-Elgin High helped organize the first-ever joint fundraising project for the United Way of Kershaw County. Together, the schools raised \$12,988. Seventy percent of the 605 Class of 2010 high school graduates went on to postsecondary education; they earned \$6,661,646 in college scholarships.

Frank E. Morgan, Ed.D., Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 27 out of 29 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.

5

Title I Schools' School Improvement Status

School	Status	School	Status
Midway Elementary	CSI-DELAY	Pine Tree Hill Elementary	CA-DELAY

The Kershaw County School District consists of 19 public schools with 2 of these schools, or 10.5%, 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."

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	4783	99.7	23.4	35.4	41.2	85.9	83.5	Yes	Yes
Gender									
Male	2488	99.5	26.3	34.5	39.3	83.5	80.1	N/A	N/A
Female	2294	99.8	20.3	36.4	43.3	88.5	87	N/A	N/A
Racial/Ethnic Group									
White	3156	99.7	17.3	34	48.7	89.7	89.6	Yes	Yes
African American	1386	99.6	37.2	38.7	24.2	77	74.6	Yes	Yes
Asian/Pacific Islander	29	100	6.9	31	62.1	93.1	92.7	I/S	I/S
Hispanic	182	98.9	29.8	35.1	35.1	86	79.6	Yes	Yes
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	582	98.3	61.4	24.2	14.3	52.9	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	120	99.2	33.3	37.3	29.4	84.1	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	2544	99.7	32.8	37.4	29.7	79.5	76.9	Yes	Yes

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

All Students	4783	99.8	27.5	42.2	30.3	82.5	80.4	Yes	Yes
Gender									
Male	2488	99.6	29.1	39.2	31.7	80.5	78.4	N/A	N/A
Female	2294	99.9	25.8	45.4	28.8	84.7	82.5	N/A	N/A
Racial/Ethnic Group									
White	3156	99.8	20.7	42.3	37.1	87.2	87.8	Yes	Yes
African American	1386	99.7	42.9	41.9	15.2	71.4	69.3	Yes	Yes
Asian/Pacific Islander	29	100	6.9	34.5	58.6	96.6	93.5	I/S	I/S
Hispanic	182	99.5	35.1	42.7	22.2	81.3	78.3	Yes	Yes
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	582	98.8	65	23.7	11.3	48.3	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	120	100	40.5	40.5	19	77.8	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	2544	99.8	37.7	42	20.3	75.3	72.8	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	3168	99.5	30.5	47.3	22.2	69.5	67.3
Gender							
Male	1638	99.2	30.6	44	25.3	69.4	66.9
Female	1529	99.8	30.4	50.8	18.9	69.6	67.7
Racial/Ethnic Group							
White	2087	99.5	21.9	50.8	27.3	78.1	79.6
African American	915	99.5	49.1	39.6	11.4	50.9	49.7
Asian/Pacific Islander	20	100	15	55	30	85	84.4
Hispanic	129	99.2	42.4	43.2	14.4	57.6	59.4
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	377	96.8	65.4	27.7	7	34.6	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	86	100	49.5	39.6	11	50.5	58.6
Socio-Economic Status							
Subsidized meals	1709	99.4	42.4	44.3	13.3	57.6	55.4

Social Studies

All Students	3146	99.6	26.1	45.8	28.1	73.9	70.9
Gender							
Male	1640	99.3	25.8	41.8	32.4	74.2	70.1
Female	1505	99.9	26.4	50.2	23.4	73.6	71.7
Racial/Ethnic Group							
White	2083	99.5	20.7	45.3	34	79.3	79.2
African American	908	99.8	38.8	46	15.2	61.2	58.4
Asian/Pacific Islander	16	100	6.3	62.5	31.3	93.8	86.8
Hispanic	115	99.1	29.5	51.4	19	70.5	68
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	377	97.6	60	30	10	40	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	80	98.8	33.3	50	16.7	66.7	68
Socio-Economic Status							
Subsidized meals	1614	99.3	35.8	46.3	17.9	64.2	60.8

Abbreviations for Missing Data

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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	4785	98.6	23.8	41.2	35	76.2	72.1	95.5	96.3
Gender									
Male	2483	98.2	30.4	41.1	28.5	69.6	65.2	95.4	96.2
Female	2301	99	16.8	41.4	41.8	83.2	79.2	95.6	96.4
Racial/Ethnic Group									
White	3155	98.8	19	39.7	41.4	81	80.8	95.2	96.1
African American	1386	98.1	35	44.3	20.7	65	59.7	96	96.4
Asian/Pacific Islander	30	100	6.9	41.4	51.7	93.1	87	96.4	97.5
Hispanic	183	98.9	27.2	43.2	29.6	72.8	64.6	96.1	96.6
American Indian/Alaskan	13	100	I/S	I/S	I/S	I/S	73.4	88.6	95
Disability Status									
Disabled	579	91.7	71.1	22.6	6.3	28.9	27.7	94.7	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	120	99.2	32.5	43.7	23.8	67.5	63.7	96.5	97
Socio-Economic Status									
Subsidized meals	2555	98.3	33.1	42.9	24.1	66.9	61.9	95	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	777	99.9	18.9	33.7	47.5	81.1
	4	813	100	21.7	42.8	35.5	78.3
	5	830	99.8	17.9	48.4	33.7	82.1
	6	760	99.9	21.1	43.1	35.7	78.9
	7	795	99.8	25.7	38.2	36.2	74.3
	8	758	99.5	28.9	35.9	35.2	71.1
2010	3	799	99.6	19.3	26.8	53.8	80.7
	4	783	99.7	21.7	38.8	39.5	78.3
	5	817	99.9	22.1	43.9	34.1	77.9
	6	820	99.8	24.6	38.1	37.3	75.4
	7	762	99.6	22.7	34.5	42.8	77.3
	8	802	99.4	29.8	30.2	40.1	70.2
Mathematics							
2009	3	777	100	28.4	36.5	35.1	71.6
	4	813	100	21.1	50.1	28.8	78.9
	5	830	99.8	24.8	51.7	23.5	75.2
	6	760	99.7	25.3	48.6	26	74.7
	7	795	99.8	27.6	47.4	25	72.4
	8	758	99.5	32	41.7	26.2	68
2010	3	799	100	28.1	33.9	38	71.9
	4	783	99.7	18.2	43.1	38.7	81.8
	5	817	99.9	28.6	42.5	29	71.4
	6	820	99.8	30	45	25	70
	7	762	99.7	28.9	46.5	24.6	71.1
	8	802	99.4	30.8	42.3	26.9	69.2
Science							
2009	3	383	100	41.8	43.4	14.8	58.2
	4	813	100	31	57.5	11.5	69
	5	414	99.8	32.5	54.9	12.6	67.5
	6	378	100	25.7	54.1	20.2	74.3
	7	794	99.8	20.5	47.4	32.1	79.5
	8	380	100	32.1	41	26.9	67.9
2010	3	402	99	45.2	35.7	19.1	54.8
	4	780	99.9	27.9	60.5	11.5	72.1
	5	407	98.8	41.1	47	11.8	58.9
	6	414	99.5	36.3	46.5	17.3	63.8
	7	758	99.9	19.2	46.6	34.2	80.8
	8	407	99	25.6	36.1	38.4	74.4

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	394	99.2	20	48.5	31.5	80
	4	813	99.6	19.3	60.5	20.2	80.7
	5	415	100	36.1	42.7	21.2	63.9
	6	384	99	11.8	63.8	24.4	88.2
	7	794	99.8	39	35.1	25.9	61
	8	374	100	26.7	43.3	30	73.3
2010	3	397	99	28.3	44.4	27.2	71.7
	4	781	100	20.7	51.9	27.3	79.3
	5	413	99.3	36.3	46.8	16.9	63.7
	6	404	99.8	15.4	56.4	28.2	84.6
	7	760	99.5	31.7	38.7	29.6	68.3
	8	391	99.7	24.1	37.2	38.7	75.9
Writing							
2009	3	782	98.6	23	27.6	49.4	77
	4	810	98.5	27.1	41	31.8	72.9
	5	832	98.2	23.6	38.6	37.8	76.4
	6	764	99	23	41.4	35.6	77
	7	798	99.4	25.8	40.4	33.9	74.2
	8	760	99.2	23.4	44.4	32.2	76.6
2010	3	802	98.9	28.4	36.2	35.3	71.6
	4	781	98.7	17.7	45.3	37	82.3
	5	812	97.9	26.1	39.4	34.5	73.9
	6	817	98.9	22.8	43.1	34.1	77.2
	7	766	98.8	22.1	43.5	34.4	77.9
	8	807	98.4	25.3	40.1	34.6	74.7

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	774	99	11.7	34.2	29.2	24.9	65.9	65.9	No	Yes
Male	405	98.5	14.7	36.4	25.9	23	61.5	60.8	N/A	N/A
Female	369	99.5	8.5	31.8	32.7	27	70.7	71	N/A	N/A
White	500	98.6	7.6	28.8	30.9	32.8	74.8	77.5	Yes	Yes
African American	244	99.6	19.7	45.1	24.9	10.3	48.9	49.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	24	100	14.3	42.9	33.3	9.5	52.4	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	84	97.6	48.7	42.3	6.4	2.6	17.9	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	10	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	380	98.7	18.8	44	25.2	12	49.9	51.5	No	Yes

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

All Students	773	99.2	19.1	32.2	29.2	19.6	59	62.3	No	Yes
Male	404	99	21.7	30.6	29.3	18.3	57.9	61.7	N/A	N/A
Female	369	99.5	16.2	33.8	29	21	60.2	63	N/A	N/A
White	499	98.8	14.3	28.2	31.3	26.3	68.7	75	No	Yes
African American	244	100	28.8	39.9	25.3	6	39.9	44	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	24	100	19	38.1	23.8	19	47.6	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	83	97.6	57.1	31.2	10.4	1.3	18.2	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	10	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	379	98.9	28.1	38.8	25.6	7.6	42.4	48.1	No	Yes

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

All Students	774	91.5	62.4	19.9	10.2	7.5	N/A	N/A	N/A	N/A
Male	404	90.3	61.6	20.0	9.6	8.8	N/A	N/A	N/A	N/A
Female	370	92.7	63.3	19.8	10.8	6.1	N/A	N/A	N/A	N/A
White	500	92.6	55.5	22.0	13.0	9.5	N/A	N/A	N/A	N/A
African American	244	89.8	76.3	15.5	5.0	3.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	24	83.3	70.0	20.0	N/A	10.0	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	83	83.1	94.2	4.3	1.4	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	14	78.6	90.9	9.1	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	379	86.8	74.5	15.2	6.1	4.3	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	793	98.6	13	34.3	31.3	21.4	62.9	61.8
	2010	774	99	11.7	34.2	29.2	24.9	65.9	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	793	99.1	20.5	31.5	25.2	22.7	58.8	62.7
	2010	773	99.2	19.1	32.2	29.2	19.6	59	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No
Student attendance rate, grades K-8	95.9%	94.0%*	Yes

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