



## Fairfield School District

1226 US Highway 321 By-  
Winnsboro, South Carolina

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	3,158 Students	
<b>Superintendent</b>	Dr. Patrice Robinson	803-635-4607
<b>Board Chair</b>	Mr. Ronald Smith	803-718-8076



# THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Excellent*</b>
2010	Below Average	Below Average
2009	At-Risk	Below Average
2008	At-Risk	Average
2007	At-Risk	At-Risk

\* The District's 2011 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

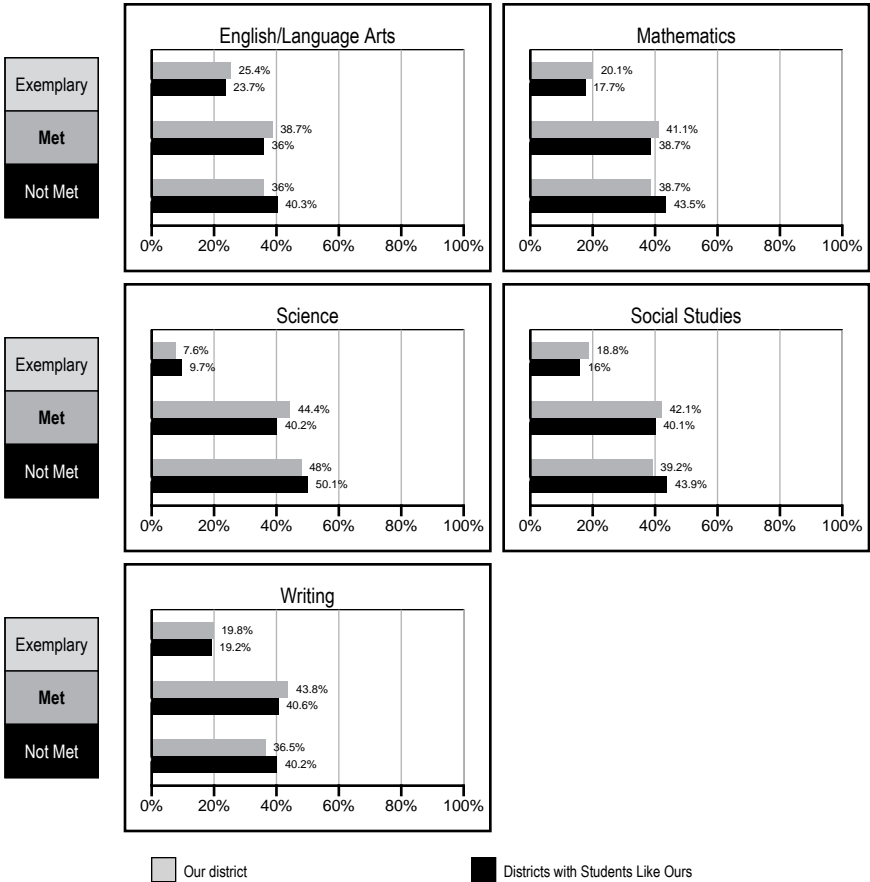
98.8%

**ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	3	8	3	8

\* Ratings are calculated with data available by 11/09/2011.

**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		
	2009	2010	2011	2009	2010	2011
Passed both subtests	66.5%	71.9%	68.6%	61.8%	64.1%	65.9%
Passed one subtest	16.1%	13.6%	17.9%	19.4%	17.7%	18.5%
Passed no subtests	17.4%	14.5%	13.5%	18.8%	18.2%	15.6%

## 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	61.6%	65.0%
English 1	48.5%	52.4%
Biology 1/Applied Biology 2	38.7%	45.4%
Physical Science	48.3%	39.4%
US History and the Constitution	25.6%	24.3%
All Subjects	44.3%	45.1%

## Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	268	244	219	203
Number of Graduates in Cohort	166	169	151	144
Rate	61.9%	69.3%	70.8%	72.7%

\*Used to calculate current AYP.

## Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	273	N/A	216
Number of Graduates in Cohort	N/A	166	N/A	153
Rate	N/A	60.8%	N/A	72.6%

Abbreviations for Missing Data

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

## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=3,158)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.6%
Retention rate	2.0%	Down from 2.2%	3.0%	2.3%
Attendance rate	97.5%	Up from 94.6%	96.0%	95.8%
Served by gifted and talented program	12.0%	Up from 5.6%	7.1%	14.0%
With disabilities other than speech	7.5%	Down from 10.6%	7.7%	7.4%
Older than usual for grade	2.2%	Down from 3.3%	4.2%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.9%	0.5%	0.5%
Enrolled in AP/IB programs	12.1%	Down from 12.9%	3.8%	12.2%
Successful on AP/IB exams	N/A	N/A	23.2%	52.9%
Eligible for LIFE Scholarship	27.9%	Down from 30.1%	27.7%	30.3%
Enrolled in adult education GED or diploma programs	106	Down from 175	50	66
Completions in adult education GED or diploma programs	34	Up from 10	29	35
Annual dropout rate	2.7%	Up from 1.4%	2.2%	2.8%
<b>Teachers (n=263)</b>				
Teachers with advanced degrees	57.0%	Up from 55.6%	58.9%	61.2%
Continuing contract teachers	73.8%	Up from 62.8%	76.7%	85.6%
Teachers returning from previous year	80.5%	Down from 80.7%	84.8%	90.3%
Teacher attendance rate	94.3%	Down from 94.6%	94.4%	95.2%
Average teacher salary*	\$44,836	Down 1.7%	\$43,564	\$46,166
Vacancies for more than nine weeks	0.0%	Down from 1.5%	0.8%	0.0%
Professional development days/teacher	12.5 days	Down from 13.1 days	12.5 days	12.2 days
<b>District</b>				
Superintendent's years at district	1.0	No Change	1.0	3.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 17.3 to 1	20.0 to 1	21.7 to 1
Prime instructional time	90.0%	Up from 87.9%	89.5%	90.1%
Dollars spent per pupil**	\$12,448	Down 5.0%	\$10,793	\$9,140
Percent of expenditures for teacher salaries**	49.9%	Up from 47.8%	48.4%	53.5%
Percent of expenditures for instruction**	52.4%	Up from 51.5%	52.1%	56.5%
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	3.6%	Down from 8.5%	1.6%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	8.0	No Change	5.0	8.0
Parents attending conferences	94.4%	Down from 100.0%	93.7%	96.6%
Average administrator salary	\$73,434	Down 7.2%	\$72,235	\$78,000

\* 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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	211	84.8%	1119	44.3%	268	61.9%	Yes
<b>Gender</b>							
Male	103	78.6%	555	45.0%	130	54.6%	N/A
Female	108	90.7%	557	44.0%	138	68.8%	N/A
<b>Racial/Ethnic Group</b>							
White	19	94.7%	120	60.8%	30	46.7%	N/A
African American	190	83.7%	967	41.4%	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	24	87.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	29	34.5%	119	19.3%	20	10.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	23	87.0%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	159	82.4%	902	41.7%	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 2011

	Our District	Districts with Students Like Ours
Percent	84.8%	86.0%

## College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	386	417	403	431	382	401	1171	1249		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	14.6	14.8	16.9	16.6	16.1	16.2	17.2	16.7	16.3	16.2
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

Abbreviations for Missing Data

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

**School District Governance**

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	30.0 per board member
Percent New Trustees Completing Orientation	N/A

**District Superintendent's Report**

The mission of The School District of Fairfield County in partnership with the total community is to ensure that each student has the skills to be responsible and successful in a constantly changing, global society by providing ongoing opportunities in an atmosphere of excellence. In 2010-11, this mission was met through a mutual cooperation of home, school and community. Our school district serves over 3,000 students with nine schools focusing on academic excellence. Our work is built around strategies focused on achieving a vision that resonates with parents, students, business and community members alike: every child will graduate from Fairfield County School District with the critical skills necessary to succeed in college and the 21st Century global economy.

Fairfield County School District is a fiscally responsible school district that proudly aims to be a good steward of the taxpayers' dollars. Expenditures are closely monitored to ensure that funds are allocated where they are most needed. McCrorey-Liston Elementary School was recently identified and funded as a Technology Magnet School to provide an IPOD Touch as an instructional resource tool to all students.

Kelly Miller Elementary School was recognized as both a Palmetto Gold and Silver Award recipient. Fairfield Central High School's Class of 2011 amassed over \$1.25 million in scholarships. Fairfield Magnet School features math and science with an integrated arts program while the Career and Technology Center allows students to cultivate and articulate key skills in various areas to include: Cosmetology, Culinary Arts, Auto Mechanics, Auto Body Repair, Health Science Technology, Masonry, Horticulture, Graphic Design, Business, etc... The school district also boasts a noteworthy Art Works program.

Continued academic support is given to pioneering programs and techniques such as Balanced Literacy and Mathematics, credit recovery, Response to Intervention, Making Middle Grades Work, High Schools that Work, and curricular focused professional development training for school, district and community constituents. Assessment tools such as Measures of Academic Progress (MAP), a formative assessment, Dominion, a progress-monitoring tool to measure literacy, and quarterly standards-based assessments are administered to monitor student mastery of South Carolina state standards. The district staff development program continues to provide training in a variety of professional areas.

Our Board of Trustees remains committed to academic excellence and fiscal responsibility. Better results, a clear focus on teaching, productive learning environments, with quality opportunities for students and parents were our goals last year. We plan to accelerate achievement even further and improve literacy rates this year with a strategic emphasis on technology, teacher quality, and extended educational opportunities for students.

To learn more about Fairfield County School District visit our website at [www.fairfield.k12.sc.us](http://www.fairfield.k12.sc.us).

Dr. Patrice Robinson, Superintendent

Abbreviations for Missing Data

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

## No Child Left Behind

## District Adequate Yearly Progress

No

This district met 20 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	CSI

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."

## 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	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>									
All Students	1332	99.1	35.7	39	25.3	75.4	82.4	No	Yes
<b>Gender</b>									
Male	686	98.7	42.1	36.6	21.3	70.1	78.7	N/A	N/A
Female	646	99.5	28.8	41.5	29.6	81.1	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	182	98.4	26.2	39	34.8	81.1	88.9	Yes	Yes
African American	1126	99.2	37.2	38.8	24	74.4	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	23	100	30.4	47.8	21.7	82.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>									
Disabled	219	98.2	64.9	23.7	11.4	47.9	48.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	20	100	30	40	30	80	78.3	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	1142	99.4	37.3	39.2	23.5	74.2	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>									
All Students	1332	99.1	38.6	41.5	19.8	74.2	81.9	Yes	Yes
<b>Gender</b>									
Male	686	98.7	40.3	40.6	19	72.5	79.9	N/A	N/A
Female	646	99.5	36.9	42.5	20.7	76	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	182	98.4	31.7	39.6	28.7	81.7	88.9	Yes	Yes
African American	1126	99.2	40.3	41.2	18.6	72.6	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	23	100	13	73.9	13	95.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>									
Disabled	219	98.2	64.9	22.7	12.3	47.4	47.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	20	100	N/AV	N/AV	N/AV	N/AV	81.4	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	1142	99.4	40.3	42.1	17.6	73.5	74.9	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
<b>Science</b>							
All Students	879	99	47.5	45.2	7.3	52.5	68.6
<b>Gender</b>							
Male	448	98.4	49	42.2	8.8	51	68.3
Female	431	99.5	46	48.2	5.8	54	68.9
<b>Racial/Ethnic Group</b>							
White	123	97.6	29.7	55	15.3	70.3	80.7
African American	740	99.2	50.8	43.1	6.1	49.2	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	15	100	26.7	66.7	6.7	73.3	61.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>							
Disabled	134	97	70.6	20.6	8.7	29.4	35.7
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
<b>Limited English Proficient</b>							
Limited English	13	100	30.8	61.5	7.7	69.2	60.7
<b>Socio-Economic Status</b>							
Subsidized meals	750	98.9	49.3	44	6.7	50.7	57.3
<b>Social Studies</b>							
All Students	894	98.7	38.5	43	18.5	61.5	72.5
<b>Gender</b>							
Male	474	97.9	39.9	40.3	19.8	60.1	72
Female	420	99.5	36.9	46	17.1	63.1	73.1
<b>Racial/Ethnic Group</b>							
White	120	97.5	28.3	46.2	25.5	71.7	81
African American	759	98.8	40.2	42.3	17.5	59.8	60
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	89
Hispanic	15	100	26.7	53.3	20	73.3	69.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>							
Disabled	156	96.8	60.1	27.7	12.2	39.9	40.5
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
<b>Limited English Proficient</b>							
Limited English	11	100	18.2	63.6	18.2	81.8	69.7
<b>Socio-Economic Status</b>							
Subsidized meals	775	98.8	40.1	42.8	17.1	59.9	62.9

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 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
<b>Writing</b>									
All Students	442	98	36.3	43.9	19.8	63.7	73.2	96.7	96.1
<b>Gender</b>									
Male	226	97.4	43.1	41.2	15.7	56.9	67.2	96.5	96.1
Female	216	98.6	29.3	46.6	24	70.7	79.4	96.9	96.2
<b>Racial/Ethnic Group</b>									
White	62	95.2	41.8	36.4	21.8	58.2	81.5	94.8	95.9
African American	372	98.4	35.5	44.9	19.7	64.5	61.3	97	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	99.3	97.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	66.7	96.4	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	97	95.1
<b>Disability Status</b>									
Disabled	85	90.6	76.6	20.8	2.6	23.4	26	95.1	95.2
<b>Migrant Status</b>									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	N/A	96.8
<b>Limited English Proficient</b>									
Limited English	8	I/S	I/S	I/S	I/S	I/S	65.7	96.3	96.9
<b>Socio-Economic Status</b>									
Subsidized meals	391	98.2	38.2	42.9	18.9	61.8	63.2	96.8	95.7

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	226	98.2	27.9	29.7	42.5	72.1
	4	219	98.2	32.5	49.1	18.4	67.5
	5	250	99.2	33.3	45.1	21.5	66.7
	6	227	99.6	37.2	39	23.9	62.8
	7	220	100	40	39.5	20.5	60
	8	190	99.5	45.3	29.3	25.4	54.7
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	226	98.2	43.8	27.4	28.8	56.2
	4	219	98.2	36.8	44.3	18.9	63.2
	5	250	99.2	39	39	22	61
	6	227	99.6	29.8	51.8	18.3	70.2
	7	220	100	45.2	39.5	15.2	54.8
	8	190	99.5	37	48.6	14.4	63
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	107	99.1	52.9	35.6	11.5	47.1
	4	219	98.2	48.6	47.6	3.8	51.4
	5	125	100	55.3	33.3	11.4	44.7
	6	116	99.1	41.6	53.1	5.3	58.4
	7	220	99.6	38.3	54.1	7.7	61.7
	8	92	97.8	57.5	35.6	6.9	42.5

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	117	96.6	43.8	42	14.3	56.3
	4	219	98.2	45.8	47.6	6.6	54.2
	5	124	99.2	36.6	42.3	21.1	63.4
	6	117	97.4	28.7	47.2	24.1	71.3
	7	220	100	34.3	38.1	27.6	65.7
	8	97	100	38.7	40.9	20.4	61.3
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	252	96.8	32.5	44	23.5	67.5
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	190	99.5	41.4	43.6	14.9	58.6

Abbreviations for Missing Data

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

## 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	208	98.1	15.2	34.8	34.3	15.7	56.6	68.0	No	Yes
Male	91	96.7	16.5	35.3	32.9	15.3	52.9	63.1	N/A	N/A
Female	117	99.1	14.2	34.5	35.4	15.9	59.3	73.1	N/A	N/A
White	24	91.7	5.0	35.0	45.0	15.0	60.0	79.4	I/S	I/S
African American	179	98.9	16.8	34.7	32.9	15.6	56.1	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	26	96.2	36.0	44.0	20.0	N/A	28.0	74.0	I/S	I/S
Migrant	0	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	45.1	I/S	I/S
Subsidized meals	164	97.6	17.4	36.8	32.9	12.9	52.9	54.7	No	Yes

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

All Students	208	98.1	28.8	38.9	23.2	9.1	48.0	62.3	No	Yes
Male	91	96.7	28.2	40.0	24.7	7.1	51.8	61.4	N/A	N/A
Female	117	99.1	29.2	38.1	22.1	10.6	45.1	63.2	N/A	N/A
White	24	95.8	5.0	55.0	35.0	5.0	65.0	75.3	I/S	I/S
African American	179	98.3	31.8	37.0	22.0	9.2	45.7	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	26	96.2	60.0	28.0	12.0	N/A	24.0	67.7	I/S	I/S
Migrant	0	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	47.1	I/S	I/S
Subsidized meals	164	97.6	32.3	40.0	20.0	7.7	41.3	48.5	No	Yes

## Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	208	97.6	82.8	9.9	3.4	3.9	N/A	N/A	N/A	N/A
Male	91	95.6	82.8	10.3	1.1	5.7	N/A	N/A	N/A	N/A
Female	117	99.1	82.8	9.5	5.2	2.6	N/A	N/A	N/A	N/A
White	24	100.0	83.3	4.2	8.3	4.2	N/A	N/A	N/A	N/A
African American	179	97.2	82.8	10.3	2.9	4.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	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	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	26	80.8	95.2	4.8	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	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	164	97.0	86.2	6.9	3.1	3.8	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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>									
All Students	2010	238	98.7	16.9	42.9	23.4	16.9	52.4	65.9
	2011	208	98.1	15.2	34.8	34.3	15.7	56.6	68.0
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>									
All Students	2010	238	98.3	23.9	38.3	25.2	12.6	49.1	62.3
	2011	208	98.1	28.8	38.9	23.2	9.1	48.0	62.3

## 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	5.3%	4.4%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.5%	0.0%	No
Student attendance rate, grades K-8	97.5%	94.0%**	Yes

\* Adjusted to account for natural variation in performance.

\*\* Or greater than last year

## Abbreviations for Missing Data

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