



ORANGEBURG CONSOLIDATED 5 School District

578 Ellis Avenue
Orangeburg, SC 29115

Grades PK-12 District
Enrollment 6,874 Students
Superintendent Cynthia Wilson
Board Chair Mary Ulmer

803-534-5454
803-533-7927



THE STATE OF SOUTH CAROLINA 2014 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Average	At-Risk
2013	Average	Good
2012	Average	Average
2011	Average	Excellent
2010	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good - District performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average - District performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk - District 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://www.eoc.sc.gov>

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

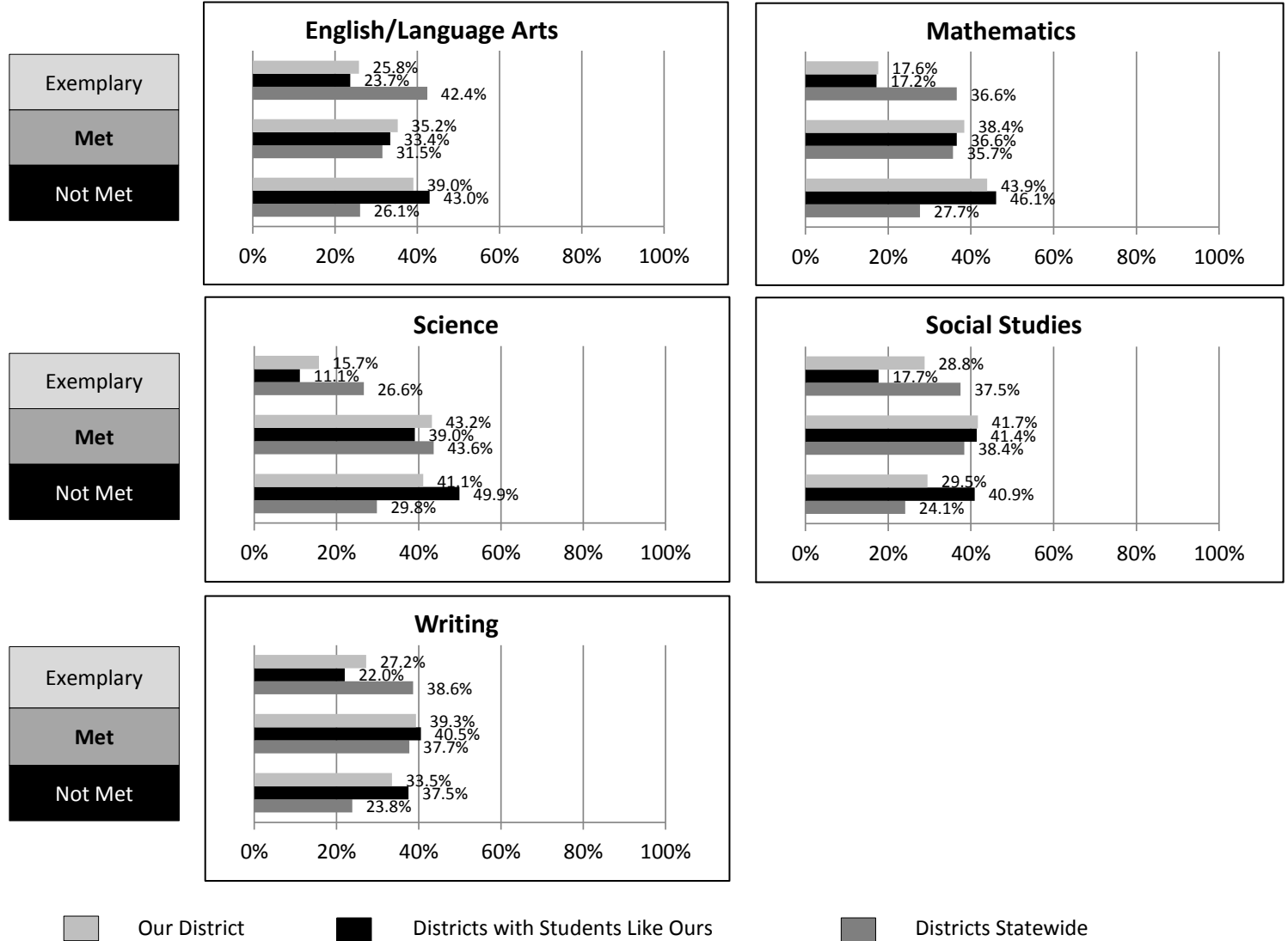
Percent of students tested in 2013-14 whose 2012-13 test scores were located 98.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	1	11	3	2

NOTE: Ratings are calculated with data available by 04/27/2015.

South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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		
	2012	2013	2014	2012	2013	2014
Passed both subtests	74.0%	71.8%	67.4%	65.9%	67.1%	61.2%
Passed one subtest	15.1%	16.9%	19.0%	18.4%	18.1%	23.0%
Passed no subtests	11.0%	11.3%	13.5%	15.7%	14.7%	15.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	76.7%	70.9%
English 1	68.8%	55.4%
Biology 1/Applied Biology 2	57.2%	61.7%
US History and the Constitution	45.4%	36.3%
All Subjects	61.5%	56.8%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2013	2014	2013	2014
Number of Students in Four-Year Cohort	456	440	206	193
Number of Graduates in Cohort	327	317	153	148
Rate	71.7%	72.0%	76.6%	76.1%

Five-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2013	2014	2013	2014
Number of Students in Cohort	480	456	213	212
Number of Graduates in Cohort	358	332	166	164
Rate	74.6%	72.8%	80.0%	78.5%

Abbreviations for Missing Data

N/A-Not Applicable

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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 = 6,874)				
1st graders who attended full-day kindergarten	97.5%	Up from 92.1%	99.5%	99.5%
Retention Rate	3.0%	Up from 2.5%	3.0%	2.1%
Attendance Rate	94.4%	Up from 94.0%	96.1%	96.2%
Served by gifted and talented program	4.6%	Up from 4.5%	6.8%	11.5%
With disabilities	11.7%	Down from 12.7%	13.8%	13.1%
Older than usual for grade	6.7%	Down from 7.0%	6.0%	4.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.6%	Up from 0.6%	1.1%	0.7%
Dual Enrollment Student Count	88	N/A	27	55
Enrolled in AP/IB programs	21.5%	Up from 11.8%	6.6%	15.7%
Successful on AP/IB exams	18.1%	N/A	23.6%	51.6%
Eligible for LIFE Scholarship	26.9%	Down from 29.1%	28.6%	31.1%
Enrolled in adult education GED or diploma programs	45	Down from 47	45	115
Completions in adult education GED or diploma programs	28	Down from 47	31	31
Annual dropout rate	1.8%	Down from 2.2%	2.8%	2.3%
Dropout Recovery Rate	3.3%	N/A	10.0%	4.0%
Teachers (n = 468)				
Teachers with advanced degrees	69.2%	Down from 71.3%	59.1%	60.4%
Continuing contract teachers	71.8%	Down from 73.8%	69.6%	79.6%
Teachers returning from previous year	84.8%	Up from 84.3%	86.0%	90.1%
Teacher attendance rate	95.9%	Up from 95.6%	95.0%	95.2%
Average teacher salary*	\$48,095	Up 0.4%	\$44,246	\$47,169
Vacancies for more than nine weeks	0.9%	Up from 0.4%	1.2%	0.1%
Professional development days/teacher	14.8 days	Up from 13.4 days	8.1 days	11.1 days
District				
Superintendent's years at district	4.0	Up from 3.0	3.3	5.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.5 to 1	19.7 to 1	20.7 to 1
Prime instructional time	88.1%	Up from 86.4%	89.6%	90.0%
Dollars spent per pupil**	\$11,559	Up 5.3%	\$10,454	\$9,403
Percent expenditures for teacher salaries**	46.3%	Down from 48.0%	47.0%	52.6%
Percent of expenditures for instruction**	49.8%	Down from 51.0%	51.0%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Number of schools	17	No change	7	9
Number of magnet schools	3	Up from 2.0%	0	0
Portable classrooms	0.2%	Up from 0.0%	0.2%	0.8%
Average age of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	17.0	Down from 18.0	6.0	9.0
Parents attending conferences	100.0%	No change	100.0%	100.0%
Average administrator salary	\$81,091	Up 2.0%	\$74,424	\$79,777
Dual Enrollment Courses	N/AV	N/AV	N/AV	N/AV

* 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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I/S-Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2014		End of Course Tests Passage Rate		On-time Graduation Rate, 2014	
	n	%	t	%	n	%
All Students	376	85.6%	1,470	61.5%	440	72.0%
Gender						
Male	169	81.7%	739	59.5%	204	63.2%
Female	207	88.9%	731	63.5%	236	79.7%
Racial/Ethnic Group						
White	27	100.0%	114	65.8%	33	75.8%
African American	347	84.4%	1,320	60.5%	403	72.5%
Asian/Pacific Islander	N/A	N/A	16	87.5%	N/A	N/A
Hispanic	N/A	N/A	18	77.8%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	33	39.4%	99	35.4%	41	26.8%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	11	63.6%	N/A	N/A
Socio-Economic Status						
Subsidized meals	304	83.2%	1,199	57.1%	356	71.3%

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

HSAP Passage Rate by Spring 2014

	Our District	District with Students Like Ours
Percent	85.6%	85.5%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total	
	2013	2014	2013	2014	2013	2014	2013	2014
District	415	401	412	404	403	385	1230	1190
State	479	483	484	487	460	459	1423	1429
Nation	491	492	503	501	480	478	1474	1471

ACT	English		Math		Reading		Science	
	2013	2014	2013	2014	2013	2014	2013	2014
District	15.5	14.2	17.2	16.3	16.9	15.8	17.0	15.8
State	19.3	19.2	20.1	20.1	20.5	20.6	20.1	20.2
Nation	20.2	20.3	20.9	20.9	21.1	21.3	20.7	20.8

ACT	Total	
	2013	2014
District	16.8	15.6
State	20.1	20.2
Nation	20.9	21.0

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School District Governance

Board Membership	4 trustees elected to single-member seats, 3 trustees elected to a
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	N/A
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Orangeburg Consolidated School District Five exists to increase learning opportunities for boys and girls in our community. Our primary goal remains the same, which is to build a world-class school system the entire community can be proud of. We remain steadfast in our belief that it is important to build a system that improves student outcomes and helps children reach their full potential. While our state test scores reflect we are headed in the right direction academically; we acknowledge and understand we have not reached our goals yet.

Of critical importance is our vision to create and nurture a World-Class culture of teaching and learning. Everyone working in the district has to have an unwavering commitment to its development and execution of this goal. Our world-class culture of teaching and learning is guided by five Teaching and learning Domains, known as the Five I’s: Instruct, Inform, Intervene, Improve and Include. Across the District, we want to explore better ways of assisting students with grasping concepts and understanding instruction. The Instruct Domain encompasses curriculum, planning, instruction, assessment and classroom environment. We must ensure that we know the expected outcome of any task that is approached or any assignment that is given. Rigorous instruction will go a long way toward creating student leadership in our classrooms and toward preparing our students for success on the next level.

Inform, the second major domain, demands that instruction is driven by the data retrieved. Educators must know and make determinations on the two types of data we rely on – quantitative, which is numeric and measurable, and qualitative, which is individual and situational. When educators make use of the varied data sources, it allows them to know whether students grasped the instruction received and provides unique opportunities for educators to Intervene on a student’s behalf. The Intervene Domain enables us to determine who needs intervention and who will provide it; the resources available to us, and which are needed; what do we expect from the intervention; and who will determine and monitor the success of the intervention. One of the most important determinations of an intervention is what we do when a student has been successful. It is critical for us as educators to devise plans for our high achieving students, so they may continue to master the skills taught.

The Improve Domain takes on the challenge of and commitment to continuous improvement as a school district, which includes acceleration of student mastery, building on human capital, progress monitoring, providing state of the art resources, and ensuring that every student is safe. Improvement is not a one-time destination, but a constant and never ending journey by district personnel along with all stakeholders. The final domain, Include, begs for involvement from all stakeholders in the district. For our students to be global, productive citizens, the involvement and engagement of all OCSD5 constituencies is absolutely essential. OCSD5 is committed to creating opportunities for community members to share their wisdom and experiences because our collective knowledge is by far more powerful than any one person’s. As a district we will open our doors to the community at large, so together we can Build a World-Class School System of which we are all proud.

Cynthia Wilson, Superintendent

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ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	69.4
Overall Grade Conversion	D
Points Total - Elementary Grades	73.5
Points Total - Middle Grades	64.6
Points Total - High School Grades	70.6

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

Accountability Indicator (Title I Schools)

Three ORANGEBURG CONSOLIDATED 5 schools were identified as Title 1 Reward Schools.

School	Status
MARSHALL ELEMENTARY	Focus
RIVELON ELEMENTARY	Priority
DOVER ELEMENTARY	Reward-Performance

Accountability Indicator Definitions

Title I Reward for Performance are among the highest performing Title I schools in a given year.

Title I Reward for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

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Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3-5								
All Students	622.1	617.1	611.1	632.5	99.7	100.0	99.6	N/A
Male	614.6	612.1	607.6	627.8	99.6	100.0	99.8	N/A
Female	630.4	622.6	614.9	637.6	99.9	100.0	99.4	N/A
White	641.5	633.4	631.3	642.5	98.5	100.0	98.9	N/A
African American	620.2	614.0	608.2	631.0	99.8	100.0	99.7	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	617.6	628.9	N/A	N/A	100.0	100.0	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	585.4	575.7	570.2	597.0	98.3	100.0	99.3	N/A
Limited English Proficient	624.6	658.0	633.8	N/A	100.0	100.0	100.0	N/A
Subsidized Meals	619.3	613.9	608.6	630.1	99.7	100.0	99.6	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6-8								
All Students	608.9	608.3	616.5	629.3	99.6	99.6	99.7	N/A
Male	602.2	605.8	615.1	629.2	99.6	99.4	99.6	N/A
Female	615.4	610.7	617.8	629.4	99.6	99.7	99.8	N/A
White	626.6	616.9	633.8	640.7	99.2	100.0	100.0	N/A
African American	606.3	605.9	613.5	626.6	99.8	99.8	99.8	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	574.8	584.8	585.9	594.4	99.4	99.4	99.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	604.4	604.4	612.3	623.2	99.7	99.8	99.9	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9-12								
All Students	221.6	212.2	73.0	70.2	98.1	98.4	100.0	72.0
Male	218.5	211.6	73.0	70.4	97.4	97.8	100.0	63.2
Female	225.1	212.8	73.0	70.0	99.0	99.0	100.0	79.7
White	214.9	204.8	N/A	N/A	97.2	97.2	N/A	75.8
African American	222.1	212.2	72.9	70.0	98.4	98.7	100.0	72.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	200.9	193.6	63.7	N/A	96.2	98.1	100.0	26.8
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	219.3	209.5	71.7	69.2	97.7	98.0	100.0	71.3
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

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Two Year Elementary and Middle School Grades Trend Data

2013	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	510	629.9	100.0	510	612.9	99.6
4	502	623.7	99.2	502	625.8	99.6	
5	467	629.6	100.0	467	620.9	100.0	
6	473	617.2	99.8	473	605.2	99.8	
7	538	615.2	99.6	538	611.4	99.6	
8	447	614.2	100.0	447	616.9	100.0	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	252	599.0	100.0	262	630.1	99.6
	4	502	623.9	99.4	501	643.5	99.4
	5	238	614.0	100.0	230	617.2	100.0
	6	241	609.0	100.0	236	638.9	99.6
	7	535	623.2	99.6	536	625.5	99.6
	8	224	602.9	100.0	223	634.5	99.6

2014	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	522	625.6	99.8	523	607.4	100.0
4	488	616.3	99.4	491	615.9	99.8	
5	490	624.3	100.0	490	629.2	100.0	
6	434	611.0	99.8	434	604.6	99.8	
7	463	605.6	99.6	463	606.7	99.6	
8	502	610.0	99.4	502	612.9	99.2	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	261	599.9	99.2	257	633.3	98.5
	4	490	612.3	99.8	491	638.8	99.8
	5	247	621.1	99.2	237	619.9	98.3
	6	214	618.3	100.0	219	630.6	98.6
	7	461	616.9	99.6	463	625.7	99.6
	8	255	614.1	99.6	247	634.8	99.2

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.
 NOTE: Results include the SC-ALT test.

Two-Year High School Grades Trend Data

2013	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
	9	63	210.8	91.0	64	199.6	91.0
10	371	223.2	99.2	372	218.1	99.5	
11	2	I/S	I/S	2	I/S	I/S	
12	0	I/S	I/S	0	I/S	I/S	
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
9	47	65.1	100.0	21	60.2	100.0	
10	168	80.8	100.0	55	64.1	100.0	
11	11	80.8	100.0	207	68.7	100.0	
12	4	I/S	100.0	43	66.8	100.0	

2014	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
	9	38	210.1	87.3	39	197.5	88.9
10	362	222.9	99.7	362	213.8	99.7	
11	2	I/S	I/S	2	I/S	I/S	
12	0	I/S	I/S	0	I/S	I/S	
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
9	47	66.8	100.0	7	I/S	100.0	
10	286	74.1	100.0	44	63.6	100.0	
11	17	72.7	100.0	264	71.9	100.0	
12	10	71.9	100.0	86	68.8	100.0	

NOTE: ELA and Math N-counts are based on number of students. Science and History N-counts are based on number of End-of-Course Biology 1 and US History and the Constitution tests administered. Results include the SC-ALT test.

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	3.2%	
Classes in high poverty schools not taught by highly qualified teachers	4.0%	7.3%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate, grades K-8	94.4%	94.0%*	Yes
		State	
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)		61.9%	
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials		0.0%	

* Or greater than last year.

Abbreviations for Missing Data

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Performance by Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

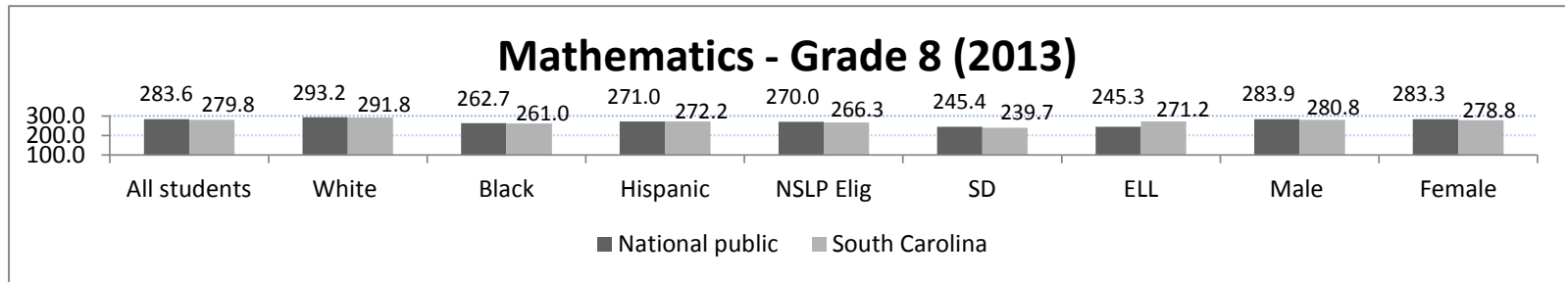
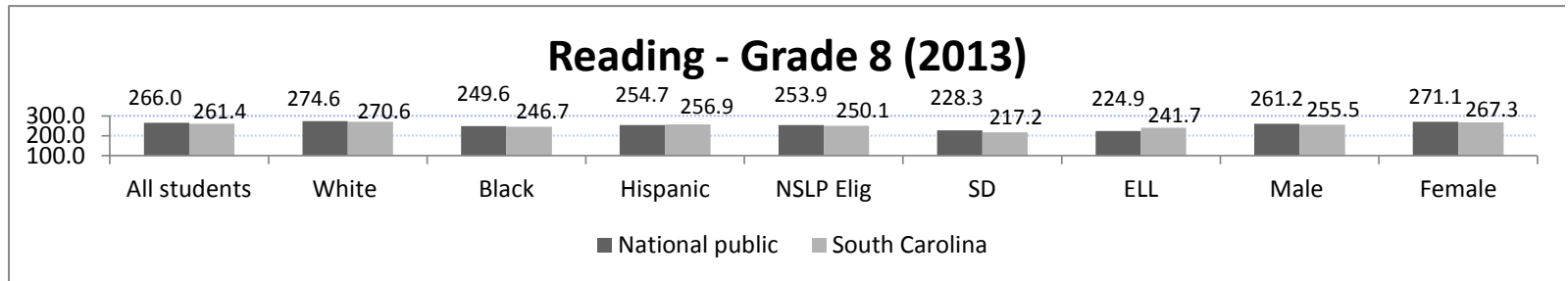
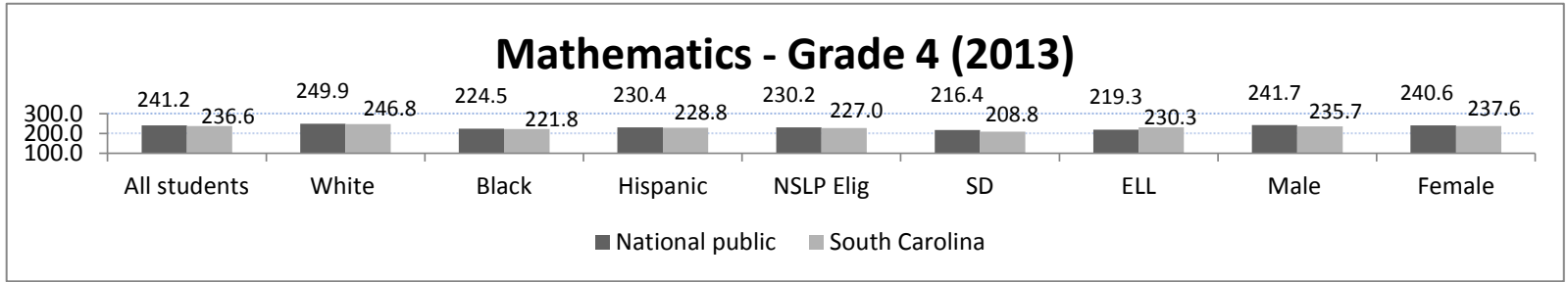
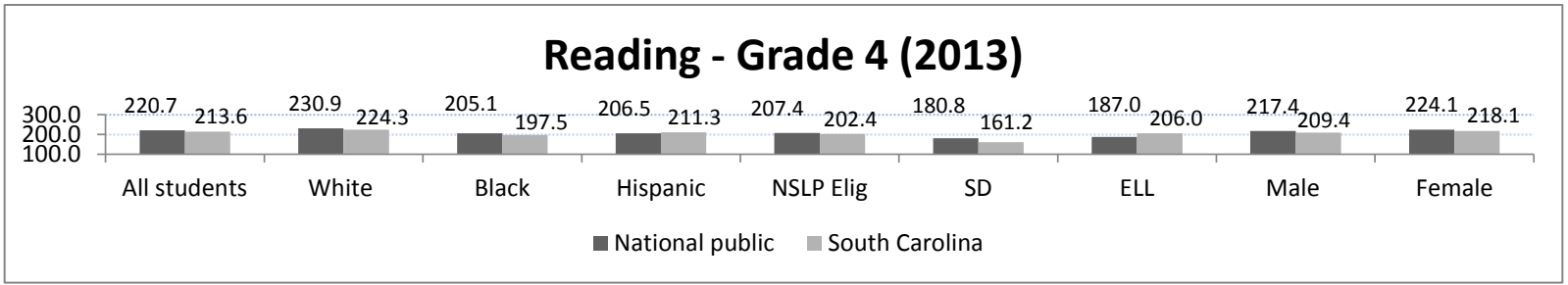
N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

NAEP* Average Scale Scores - ESEA/Federal Accountability

**Performance reported for SC and nation, data not available at school level.*



Key	
NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	3

Abbreviations for Missing Data

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