



Calhoun School District

203 Richland Avenue
St. Matthews, South

Grades	PK-12 District	
Enrollment	1,684 Students	
Superintendent	James K. Westbury	803-655-7310
Board Chair	Thomas Arant	803-874-2759

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Average	Excellent
2007	Average	Average
2006	Below Average	Below Average
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

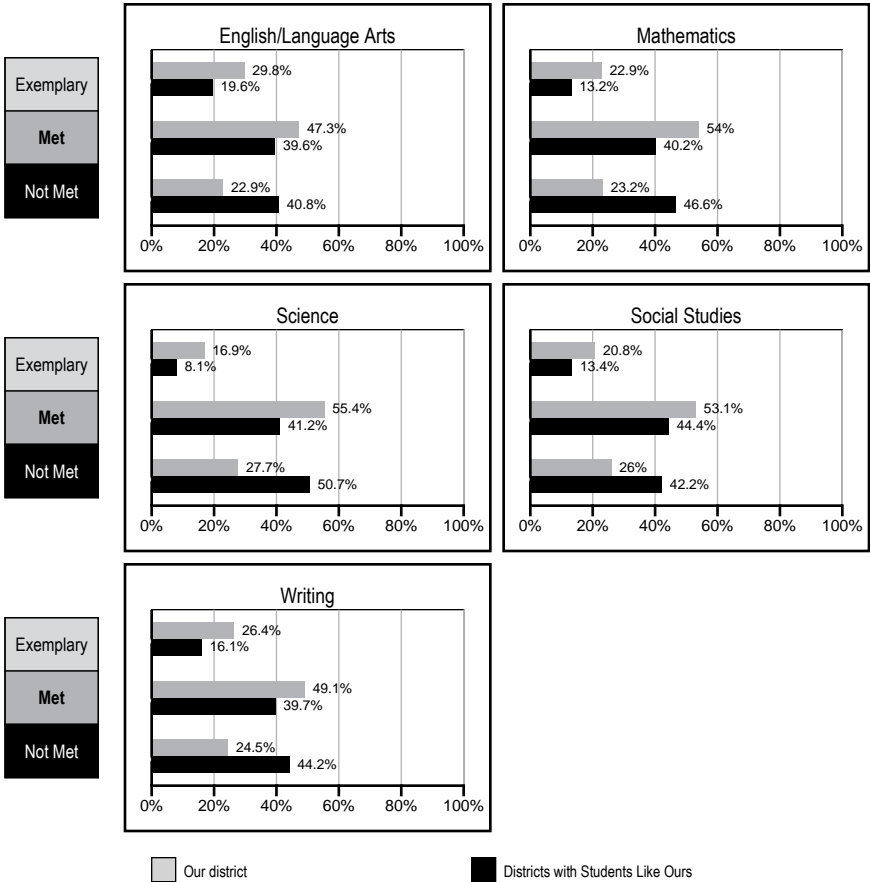
95.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 06/01/2010.

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		
	2007	2008	2009	2007	2008	2009
Passed both subtests	73.6%	81.0%	69.9%	66.2%	70.0%	63.0%
Passed one subtest	14.5%	13.8%	15.5%	17.7%	15.8%	18.9%
Passed no subtests	11.8%	5.2%	14.6%	16.1%	14.2%	18.1%

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	81.0%	59.6%
English 1	66.2%	49.0%
Physical Science	33.3%	32.7%
US History and the Constitution	20.8%	18.7%
All Subjects	53.6%	40.6%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,684)				
First graders who attended full-day kindergarten	96.3%	Down from 96.4%	100.0%	99.7%
Retention rate	3.5%	Down from 6.2%	4.0%	3.1%
Attendance rate	96.3%	No Change	95.3%	95.7%
Eligible for gifted and talented	8.5%	Down from 8.7%	5.7%	11.2%
With disabilities other than speech	9.5%	Up from 9.2%	11.6%	10.6%
Older than usual for grade	5.1%	Up from 4.5%	5.5%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.6%	0.3%	0.5%
Enrolled in AP/IB programs	0.0%	No Change	5.9%	10.5%
Successful on AP/IB exams	N/A	N/A	44.4%	51.2%
Eligible for LIFE Scholarship	28.9%	Up from 25.0%	29.1%	30.8%
Enrolled in adult education GED or diploma programs	9	Down from 51	40	40
Completions in adult education GED or diploma programs	6	Down from 27	14	30
Annual dropout rate	1.6%	Down from 3.5%	3.8%	3.4%
Teachers (n=125)				
Teachers with advanced degrees	59.2%	Up from 54.5%	53.3%	56.8%
Continuing contract teachers	85.6%	Up from 80.6%	68.9%	76.7%
Teachers with emergency or provisional certificates	5.1%	Up from 4.8%	11.3%	4.6%
Teachers returning from previous year	87.0%	Up from 86.0%	83.5%	88.4%
Teacher attendance rate	94.8%	Up from 93.5%	95.0%	95.0%
Average teacher salary*	\$47,343	Up 2.3%	\$44,562	\$46,992
Vacancies for more than nine weeks	0.0%	No Change	1.6%	0.4%
Professional development days/teacher	10.2 days	Down from 12.4 days	12.3 days	13.1 days
District				
Superintendent's years at district	4.0	Up from 3.0	3.5	3.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.7 to 1	19.1 to 1	20.5 to 1
Prime instructional time	90.2%	Up from 88.8%	88.9%	89.8%
Dollars spent per pupil**	\$12,405	Up 13.6%	\$11,135	\$9,279
Percent of expenditures for teacher salaries**	47.3%	Down from 47.7%	48.1%	52.7%
Percent of expenditures for instruction**	52.2%	Up from 49.8%	52.5%	56.7%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	4	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	6.3%	Up from 4.9%	5.3%	3.5%
Average age in years of school facilities	22 Years	Up from 21 Years	32 Years	28 Years
Number of schools with SACS accreditation	4.0	No Change	4.0	8.0
Parents attending conferences	89.3%	Up from 85.2%	92.1%	93.9%
Average administrator salary	\$84,766	Up 2.9%	\$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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	90	92.2%	476	53.6%	101	80.2%	No
Gender							
Male	43	88.4%	240	52.9%	45	77.8%	N/A
Female	47	95.7%	236	54.2%	54	85.2%	N/A
Racial/Ethnic Group							
White	N/A	N/A	82	69.5%	N/A	N/A	N/A
African American	81	91.4%	387	49.4%	87	82.8%	N/A
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	N/A	N/A	11	36.4%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	78	92.3%	427	51.3%	86	80.2%	N/A

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

HSAP Passage Rate by Spring 2009

Percent	Our District	Districts with Students Like Ours
	92.2%	90.0%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	101	221
Number of Diplomas	81	152
Rate	80.2%	68.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	410	448	441	478	417	454	1268	1380		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	15.0	15.5	17.4	17.4	15.6	16.6	15.8	16.3	16.0	16.6
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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School District Governance

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	12.4 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The 2008-2009 school year was very productive for Calhoun County School District. We received notification that 100% of our schools made Adequate Yearly Progress (AYP) for the previous year. That is quite an accomplishment in a state that has some of the toughest standards in the nation and where a small percent of schools make that standard. Of particular note is the fact that John Ford Middle made AYP, since few middle schools across the state meet that standard. I would like to congratulate and thank our students, parents, and staff for all the effort that went into this great achievement.

In addition to the AYP achievements, I would like to congratulate each of our schools for other recognitions they received throughout the year. Guinyard Elementary School was selected as a finalist in the competition for Palmetto's Finest. All schools were awarded either a Palmetto Gold or Silver Award, with Calhoun County High receiving two Palmetto Gold Awards. Calhoun County High was chosen for the second straight year as one of the nation's best high schools by U S News and World Reports. All these awards speak to our schools' performance in the areas of student achievement.

The 08-09 year also saw the successful implementation of partnerships that gave our high school students the opportunity to attend either Orangeburg District Five's Technology Center or Orangeburg Calhoun Technical College. Students who attended the Technology Center were able to take advantage of the much broader vocational course offerings of the center. Students who attended OCTECH were able to earn dual credit courses that counted toward both their high school diploma and a college degree. Both schools spoke very highly of the performance of our students.

Our athletic programs produced another state champion in basketball, our fourth in a row. We also went to post-season play in football, baseball, and softball. This success points to the winning spirit that prevails in all our programs in Calhoun County School District.

In the facilities area, the new Saint Matthews School was completed and the Sandy Run School expansion was completed, paving the way for the future of Calhoun County public education. Also, work is well underway on the renovation and expansion of Calhoun County High School. It is very exciting to have all our students housed in modern, state-of-the art, technology-rich learning environments. These facilities will serve the district well for many years into the future.

We are still in some of the toughest budget times that have been experienced by our nation and the world. We will continue to put every effort into providing our students the best quality education for their future in a global work place by being good stewards of the resources provided by the taxpayers.

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 19 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

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Calhoun School District consists of 4 public schools with 0 of these schools, or 0%, 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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	711	99.3	22.4	48.1	29.5	87.0	82.8	Yes	Yes
Gender									
Male	357	99.2	28.7	44.0	27.2	82.3	79.3	N/A	N/A
Female	354	99.4	16.0	52.2	31.8	91.7	86.5	N/A	N/A
Racial/Ethnic Group									
White	167	99.4	12.7	35.3	52.0	91.3	89.5	Yes	Yes
African American	521	99.2	25.9	52.1	22.0	85.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	22	100.0	N/AV	N/AV	N/AV	N/AV	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	77	100.0	56.5	29.0	14.5	53.6	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	18	100.0	N/AV	N/AV	N/AV	N/AV	75.1	I/S	I/S
Socio-Economic Status									
Subsized meals	604	99.3	24.0	49.9	26.1	86.0	75.5	Yes	Yes

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

All Students	711	99.4	22.9	54.8	22.3	84.4	78.9	Yes	Yes
Gender									
Male	357	99.4	29.9	49.6	20.6	78.2	77.0	N/A	N/A
Female	354	99.4	16.0	59.9	24.0	90.5	80.9	N/A	N/A
Racial/Ethnic Group									
White	167	99.4	17.3	44.0	38.7	88.7	87.2	Yes	Yes
African American	521	99.4	25.2	58.4	16.4	82.8	66.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	22	100.0	9.5	42.9	47.6	90.5	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	77	100.0	52.2	36.2	11.6	47.8	45.5	Yes	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	18	100.0	11.1	44.4	44.4	88.9	76.1	I/S	I/S
Socio-Economic Status									
Subsized meals	604	99.3	23.8	55.9	20.3	83.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	472	98.7	26.0	56.9	17.2	74.0	67.5
Gender							
Male	233	99.1	28.2	53.2	18.5	71.8	67.0
Female	239	98.3	23.8	60.4	15.9	76.2	68.0
Racial/Ethnic Group							
White	108	99.1	11.5	53.1	35.4	88.5	79.5
African American	346	98.6	31.2	59.4	9.4	68.8	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	18	100.0	5.9	29.4	64.7	94.1	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	52	98.1	57.4	27.7	14.9	42.6	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	14	100.0	N/AV	N/AV	N/AV	N/AV	59.6
Socio-Economic Status							
Subsided meals	398	98.5	26.2	58.8	15.0	73.8	55.1
Social Studies							
All Students	472	99.4	25.4	53.8	20.8	74.6	72.3
Gender							
Male	234	99.2	25.7	47.7	26.6	74.3	71.5
Female	238	99.6	25.2	59.6	15.2	74.8	73.2
Racial/Ethnic Group							
White	114	100.0	15.2	48.6	36.2	84.8	80.7
African American	347	99.1	28.9	56.3	14.9	71.1	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	55	98.2	45.1	43.1	11.8	54.9	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	9	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	408	99.3	27.6	54.7	17.6	72.4	62.1

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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	714	96.2	23.7	46.4	29.9	76.3	70.2	96.1	96.1
Gender									
Male	359	95.5	35.5	42.8	21.7	64.5	63.2	95.8	96.0
Female	355	96.9	12.2	49.9	37.9	87.8	77.5	96.4	96.3
Racial/Ethnic Group									
White	169	97.0	23.8	33.8	42.4	76.2	79.1	95.1	95.9
African American	522	95.8	24.5	50.1	25.4	75.5	57.6	96.5	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.2	94.6	97.3
Hispanic	21	100.0	N/A	52.4	47.6	100.0	62.6	96.8	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	N/A	94.9
Disability Status									
Disabled	78	79.5	84.2	10.5	5.3	15.8	26.1	95.5	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	18	100.0	N/A	55.6	44.4	100.0	61.2	97.0	96.8
Socio-Economic Status									
Subsidized meals	604	96.2	24.6	47.9	27.6	75.4	58.9	96.1	95.6

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	134	99.3	13.6	34.4	52.0	86.4
	4	124	100.0	17.8	44.1	38.1	82.2
	5	126	100.0	14.8	58.2	27.0	85.2
	6	125	99.2	32.8	51.7	15.5	67.2
	7	111	99.1	25.7	54.1	20.2	74.3
	8	91	97.8	34.6	46.9	18.5	65.4
Mathematics							
2009	3	134	100.0	27.0	46.0	27.0	73.0
	4	124	100.0	13.6	51.7	34.7	86.4
	5	126	100.0	14.8	61.5	23.8	85.2
	6	125	99.2	20.7	60.3	19.0	79.3
	7	111	99.1	34.9	54.1	11.0	65.1
	8	91	97.8	29.6	55.6	14.8	70.4
Science							
2009	3	67	98.5	23.0	57.4	19.7	77.0
	4	124	100.0	22.0	55.9	22.0	78.0
	5	62	100.0	23.7	62.7	13.6	76.3
	6	64	96.9	45.8	45.8	8.5	54.2
	7	111	99.1	20.2	64.2	15.6	79.8
	8	44	95.5	32.4	45.9	21.6	67.6
Social Studies							
2009	3	67	98.5	9.2	66.2	24.6	90.8
	4	124	100.0	11.0	55.9	33.1	89.0
	5	64	100.0	22.2	54.0	23.8	77.8
	6	61	98.4	34.5	61.8	3.6	65.5
	7	111	99.1	46.8	39.4	13.8	53.2
	8	45	100.0	28.6	54.8	16.7	71.4
Writing							
2009	3	133	97.7	20.0	40.0	40.0	80.0
	4	124	96.8	25.4	39.5	35.1	74.6
	5	132	96.2	14.6	49.6	35.8	85.4
	6	121	95.9	31.9	40.7	27.4	68.1
	7	111	96.4	22.6	58.5	18.9	77.4
	8	93	93.6	30.9	53.1	16.0	69.1

Abbreviations for Missing Data

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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	127	99.2	19.2	49.2	24.2	7.5	46.7	61.8	No	Yes
Male	61	98.4	21.4	57.1	16.1	5.4	39.3	57.4	N/A	N/A
Female	66	100.0	17.2	42.2	31.3	9.4	53.1	66.1	N/A	N/A
White	19	100.0	11.8	29.4	41.2	17.6	70.6	74.3	I/S	I/S
African American	107	99.1	20.6	52.9	20.6	5.9	42.2	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	14	100.0	45.5	18.2	N/A	36.4	36.4	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	115	99.1	20.4	50.9	22.2	6.5	44.4	45.6	No	Yes

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

All Students	127	100.0	20.7	43.8	22.3	13.2	51.2	62.7	No	Yes
Male	61	100.0	29.8	38.6	22.8	8.8	43.9	61.8	N/A	N/A
Female	66	100.0	12.5	48.4	21.9	17.2	57.8	63.6	N/A	N/A
White	19	100.0	17.6	35.3	23.5	23.5	70.6	75.1	I/S	I/S
African American	107	100.0	21.4	45.6	21.4	11.7	47.6	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	14	100.0	45.5	18.2	N/A	36.4	36.4	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	115	100.0	21.1	45.0	22.9	11.0	49.5	47.9	No	Yes

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

All Students	123	82.9	72.4	8.1	2.4	N/A	N/A	N/A	N/A	N/A
Male	59	74.6	66.1	8.5	N/A	N/A	N/A	N/A	N/A	N/A
Female	64	90.6	78.1	7.8	4.7	N/A	N/A	N/A	N/A	N/A
White	19	73.7	42.1	26.3	5.3	N/A	N/A	N/A	N/A	N/A
African American	103	84.5	77.7	4.9	1.9	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	10	40.0	40.0	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	111	82.9	74.8	7.2	0.9	N/A	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	2008	118	98.3	7.9	35.1	45.6	11.4	72.8	69.7
	2009	127	99.2	19.2	49.2	24.2	7.5	46.7	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	118	98.3	15.8	43.0	26.3	14.9	56.1	67.2
	2009	127	100.0	20.7	43.8	22.3	13.2	51.2	62.7

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	4.6%	5.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.8%	0.0%	No
Student attendance rate, grades K-8	96.3%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data