



Georgetown School District

2018 Church Street

Georgetown, South

Grades	PK-12 District	
Enrollment	9,863 Students	
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	At-Risk
2008	Average	Below Average
2007	Average	Below Average
2006	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 2009-10 whose 2008-09 test scores were located

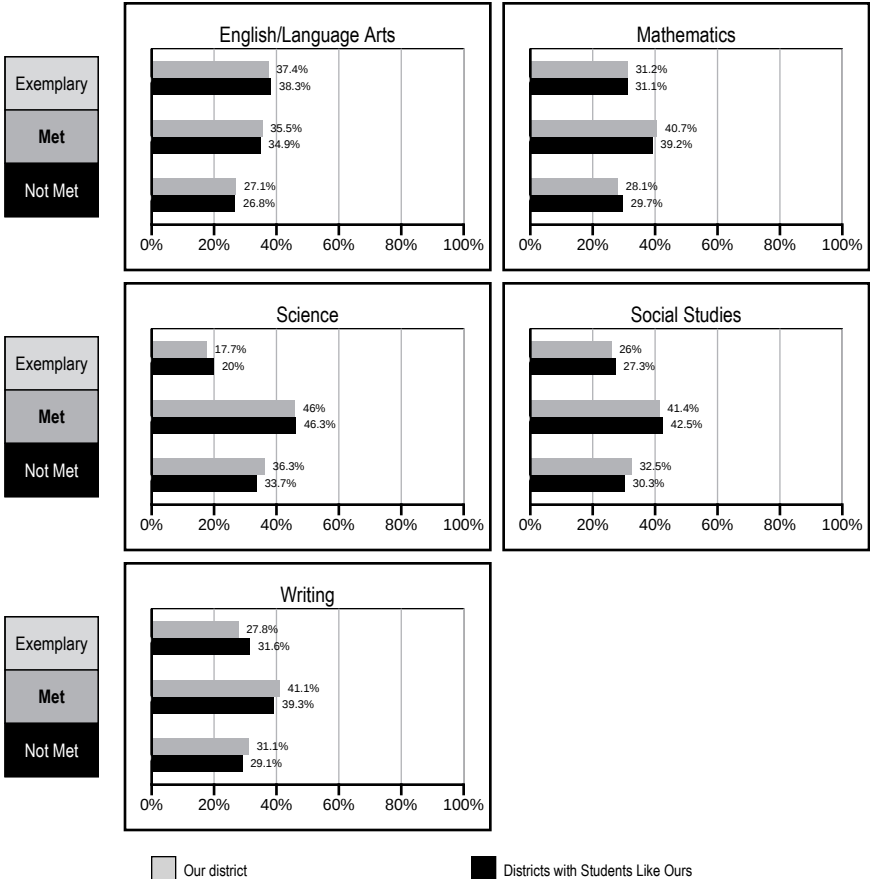
96.7%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	22	2	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	78.7%	74.3%	79.9%	78.6%	74.6%	77.7%
Passed one subtest	11.6%	12.9%	10.7%	11.1%	13.2%	11.6%
Passed no subtests	9.7%	12.9%	9.4%	10.3%	12.2%	10.6%

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	82.3%	82.7%
English 1	69.8%	69.8%
Physical Science	51.4%	54.9%
US History and the Constitution	46.0%	39.9%
All Subjects	63.0%	62.3%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=9,863)				
First graders who attended full-day kindergarten	100.0%	Up from 99.7%	99.9%	99.5%
Retention rate	2.4%	Down from 3.5%	2.4%	2.3%
Attendance rate	95.4%	Down from 95.8%	95.4%	95.8%
Eligible for gifted and talented	19.6%	Up from 19.1%	15.5%	14.3%
With disabilities other than speech	9.6%	Down from 9.8%	10.9%	10.5%
Older than usual for grade	4.5%	Down from 5.0%	4.3%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.4%	0.7%	0.7%
Enrolled in AP/IB programs	31.1%	Up from 22.0%	11.7%	12.1%
Successful on AP/IB exams	44.7%	N/A	48.1%	50.0%
Eligible for LIFE Scholarship	31.1%	Up from 29.9%	32.7%	31.4%
Enrolled in adult education GED or diploma programs	200	Up from 109	80	47
Completions in adult education GED or diploma programs	54	Down from 59	39	29
Annual dropout rate	2.1%	Down from 2.3%	3.3%	3.1%
Teachers (n=693)				
Teachers with advanced degrees	60.2%	Up from 59.1%	60.2%	58.8%
Continuing contract teachers	81.8%	Up from 77.9%	84.2%	81.5%
Teachers with emergency or provisional certificates	4.9%	Down from 5.5%	3.2%	4.0%
Teachers returning from previous year	91.0%	Up from 90.9%	90.0%	89.3%
Teacher attendance rate	95.4%	Up from 95.0%	95.2%	95.3%
Average teacher salary*	\$48,374	Down 0.8%	\$47,374	\$46,618
Vacancies for more than nine weeks	0.3%	No Change	0.0%	0.2%
Professional development days/teacher	13.1 days	Up from 12.9 days	12.8 days	12.6 days
District				
Superintendent's years at district	6.0	Up from 5.0	2.5	3.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 18.9 to 1	20.7 to 1	20.9 to 1
Prime instructional time	89.3%	Down from 89.4%	89.6%	89.9%
Dollars spent per pupil**	\$9,876	Down 0.3%	\$9,339	\$9,364
Percent of expenditures for teacher salaries**	54.0%	Up from 53.0%	54.0%	53.3%
Percent of expenditures for instruction**	56.3%	Down from 56.7%	56.3%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	18	No Change	11	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.4%	Down from 0.6%	1.6%	2.4%
Average age in years of school facilities	18 Years	Up from 17 Years	27 Years	27 Years
Number of schools with SACS accreditation	18.0	No Change	11.0	8.0
Parents attending conferences	94.6%	Down from 97.8%	97.6%	97.1%
Average administrator salary	\$81,000	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

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	637	90.1%	3068	63.0%	746	81.2%	N/A
Gender							
Male	309	88.7%	1625	60.6%	369	75.6%	N/A
Female	328	91.5%	1443	65.7%	377	86.7%	N/A
Racial/Ethnic Group							
White	325	94.8%	1560	76.1%	371	86.5%	N/A
African American	294	85.4%	1421	47.8%	355	75.5%	N/A
Asian/Pacific Islander	N/A	N/A	28	89.3%	N/A	N/A	N/A
Hispanic	13	76.9%	55	69.1%	13	76.9%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	51	52.9%	325	17.5%	68	42.6%	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	43	69.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	359	84.4%	1853	52.9%	424	74.8%	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	90.1%	90.6%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	775	746	560	631
Number of Graduates in Cohort	636	606	410	453
Rate	82.1%	81.2%	74.8%	73.2%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	460	466	478	483	448	458	1386	1406		
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	17.7	17.8	18.7	18.8	18.5	19.0	19.0	19.3	18.6	18.9
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

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School District Governance

Board Membership	7 trustees elected to single-member seats, 2 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	23.9 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The 2009-2010 school year has been very successful for GCSD despite large budget cuts and a poor economic forecast. We are very proud of the progress we made this year. This progress is the result of hard work and extra efforts made by our students, parents, teachers, and our community working together to provide the best possible education for all our students.

We are proud to report that 11 of 18 of our schools made Adequate Yearly Progress, with Carvers Bay and Waccamaw middle schools making AYP for the first time ever. Four of our schools achieved Palmetto Gold or Silver awards for absolute ratings on S.C. Report Cards, and four of our schools received Palmetto Gold or Silver awards for "Closing the Achievement Gap." Also, McDonald Elementary became a Palmetto's Finest finalist for the third consecutive year.

I am also very proud of our athletic accomplishments, with many of our teams winning conference championships. Some teams advanced all the way to the state finals, and some earned the title of "State Champions." The best part of these athletic accomplishments is the number of scholarships that our students signed to excellent schools such as Furman, University of South Carolina, Central Florida and others. These athletic scholarships are few compared to the large number of academic scholarships that are now being earned by our students both in the state and out. The best part is that our students will go on to graduate and become responsible, productive citizens, many of them right here in Georgetown County.

GCSD continues to work on several long-range plans, including improving our facilities and upgrading our technology used for instruction. We know it is vital to have quality, inviting, and aesthetically appealing schools for learning to take place. You will see a number of our schools receiving modifications and updates. This year, you will see more laptops, notebooks, and white boards in our classrooms. You will also continue to see improved security measures in an attempt to make our schools the safest place they can be in today's world.

Thank you for all you do to support our schools and students. We continue to value our business partnerships and the support received from the community. We look forward to next year and more success stories for GCSD. Please stop by and visit our schools and see the good things that are happening.

H. Randall Dozier, Ph.D.

No Child Left Behind

District Adequate Yearly Progress

No

This district met 29 out of 31 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.

7

Title I Schools' School Improvement Status

School	Status	School	Status
Andrews High	NI	Rosemary Middle	RP-DELAY
Andrews Elementary	R-DELAY	Carvers Bay High	NI-DELAY
Mcdonald Road Elementary	NI-DELAY		

The Georgetown School District consists of 18 public schools with 5 of these schools, or 27.8%, 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	4477	99.8	27.2	35.5	37.3	83.7	83.5	Yes	Yes
Gender									
Male	2321	99.7	31.1	33.6	35.3	80.4	80.1	N/A	N/A
Female	2156	99.8	23	37.6	39.5	87.2	87	N/A	N/A
Racial/Ethnic Group									
White	2250	99.8	16.9	32.4	50.8	90.1	89.6	Yes	Yes
African American	2035	99.8	38.7	39.4	21.8	76.6	74.6	Yes	Yes
Asian/Pacific Islander	34	97.1	10.7	28.6	60.7	92.9	92.7	I/S	I/S
Hispanic	147	100	29.3	30.7	40	80.7	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	496	98.8	71.1	19.5	9.4	43.5	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	29.4	31.9	38.7	81.5	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	2875	99.8	35.6	38.8	25.6	78.1	76.9	Yes	Yes

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

All Students	4477	99.8	28.1	41.1	30.8	82.1	80.4	Yes	Yes
Gender									
Male	2321	99.7	29.9	39.2	30.9	79.7	78.4	N/A	N/A
Female	2156	99.9	26.2	43	30.7	84.8	82.5	N/A	N/A
Racial/Ethnic Group									
White	2250	99.8	17.9	39.5	42.6	89.2	87.8	Yes	Yes
African American	2035	99.8	39.7	42.9	17.4	74	69.3	Yes	Yes
Asian/Pacific Islander	34	100	10.7	35.7	53.6	92.9	93.5	I/S	I/S
Hispanic	147	100	27.9	40.7	31.4	85	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	496	98.8	73	20.4	6.7	37.8	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	26.1	42	31.9	84.9	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	2875	99.8	36.2	42.6	21.2	76.5	72.8	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	2986	99.9	36.2	46.2	17.6	63.8	67.3
Gender							
Male	1520	99.8	37.5	43.4	19.1	62.5	66.9
Female	1466	99.9	34.9	49.1	16	65.1	67.7
Racial/Ethnic Group							
White	1498	100	21.3	50.9	27.8	78.7	79.6
African American	1362	99.7	52.7	41.3	6	47.3	49.7
Asian/Pacific Islander	20	100	20	40	40	80	84.4
Hispanic	99	100	36.8	45.3	17.9	63.2	59.4
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	319	99.4	77.4	17.1	5.5	22.6	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	78	100	39.5	49.4	11.1	60.5	58.6
Socio-Economic Status							
Subsidized meals	1903	99.8	47.2	44.1	8.7	52.8	55.4

Social Studies

All Students	2996	99.7	32.3	41.9	25.8	67.7	70.9
Gender							
Male	1562	99.6	33.8	37.5	28.8	66.3	70.1
Female	1434	99.8	30.8	46.6	22.6	69.2	71.7
Racial/Ethnic Group							
White	1517	99.7	21.8	40.5	37.7	78.2	79.2
African American	1344	99.6	44.6	43.3	12	55.4	58.4
Asian/Pacific Islander	24	100	15.8	31.6	52.6	84.2	86.8
Hispanic	105	99.1	31.3	46.5	22.2	68.7	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	331	98.5	70.4	20.9	8.7	29.6	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	87	98.9	33.7	44.2	22.1	66.3	68
Socio-Economic Status							
Subsidized meals	1916	99.6	42.2	44.7	13.1	57.8	60.8

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	4506	98.6	30.6	41.4	28	69.4	72.1	95.8	96.3
Gender									
Male	2339	98	37.7	40	22.3	62.3	65.2	95.7	96.2
Female	2167	99.2	23.1	42.9	34.1	76.9	79.2	96	96.4
Racial/Ethnic Group									
White	2265	98.8	20.4	41	38.6	79.6	80.8	95.2	96.1
African American	2045	98.3	41.7	41.8	16.5	58.3	59.7	96.4	96.4
Asian/Pacific Islander	34	97.1	17.2	44.8	37.9	82.8	87	96.7	97.5
Hispanic	151	99.3	37.8	39.9	22.4	62.2	64.6	96.6	96.6
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	73.4	93.4	95
Disability Status									
Disabled	498	92.4	83.4	14.4	2.2	16.6	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	122	99.2	38.7	39.5	21.8	61.3	63.7	97.1	97
Socio-Economic Status									
Subsidized meals	2891	98.4	39.6	42.7	17.7	60.4	61.9	95.6	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	831	100	24.9	33.8	41.3	75.1
	4	736	99.9	25.3	39.7	35.1	74.7
	5	751	100	18.5	45.9	35.6	81.5
	6	666	100	27.4	44.2	28.4	72.6
	7	747	99.9	33.9	33.5	32.5	66.1
	8	742	99.6	35.3	40	24.7	64.7
2010	3	741	99.7	18.8	30.5	50.7	81.2
	4	834	100	23.9	40.8	35.3	76.1
	5	744	99.9	23	41	36	77
	6	740	99.7	28	36.6	35.4	72
	7	679	100	32.6	31.2	36.2	67.4
	8	739	99.3	37.7	32	30.3	62.3
Mathematics							
2009	3	831	100	32	39.9	28.1	68
	4	736	99.7	19.1	49.4	31.5	80.9
	5	751	100	21.6	47.6	30.8	78.4
	6	666	100	26.6	42.8	30.6	73.4
	7	747	99.9	32.8	42.3	24.9	67.2
	8	742	99.6	39	43	18	61
2010	3	741	99.9	29.9	31.6	38.5	70.1
	4	834	100	19.5	44.5	36.1	80.5
	5	744	99.9	24.4	44.2	31.4	75.6
	6	740	99.7	24.9	41.7	33.4	75.1
	7	679	100	33	39.4	27.6	67
	8	739	99.3	38.7	44.6	16.8	61.3
Science							
2009	3	415	100	37	49.1	13.9	63
	4	736	99.9	34.2	54.9	10.9	65.8
	5	378	99.7	32.4	53.5	14.1	67.6
	6	332	100	34.8	54.5	10.7	65.2
	7	742	99.9	27.8	46.6	25.6	72.2
	8	369	100	45.3	38.3	16.4	54.7
2010	3	366	99.7	47.9	36.9	15.2	52.1
	4	833	100	36	53.3	10.7	64
	5	374	100	35	51.9	13.1	65
	6	367	99.7	38.7	47.5	13.8	61.3
	7	679	100	28.6	43.9	27.5	71.4
	8	367	99.5	38.2	36.2	25.6	61.8

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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	416	100	28.8	48.1	23.1	71.2
	4	736	99.9	21.6	50.3	28.2	78.4
	5	373	100	26.9	43.7	29.4	73.1
	6	334	99.4	24.8	56.3	18.9	75.2
	7	745	99.9	43.4	32.1	24.5	56.6
	8	370	99.5	25.6	45.3	29.1	74.4
2010	3	374	98.9	27.5	44.9	27.5	72.5
	4	833	100	29.2	49.7	21.2	70.8
	5	371	99.5	33.7	40.1	26.2	66.3
	6	373	99.5	21.2	55.9	22.9	78.8
	7	678	100	42.7	27.2	30.1	57.3
	8	367	99.5	35	35.9	29.1	65
Writing							
2009	3	831	98.8	30.6	32.1	37.4	69.4
	4	732	99.2	31.9	39.7	28.4	68.1
	5	746	98.7	23.6	41.3	35.1	76.4
	6	667	99.3	30.4	44.8	24.9	69.6
	7	749	97.3	31.1	40.6	28.4	68.9
	8	744	98.9	35.5	41.9	22.5	64.5
2010	3	743	98.7	32	36.9	31.1	68
	4	840	99.1	30.4	40	29.6	69.6
	5	752	98.3	28.4	42	29.5	71.6
	6	743	98.8	29.3	42.9	27.8	70.7
	7	685	99.3	31	43.9	25.1	69
	8	743	97.6	32.7	43	24.3	67.3

Abbreviations for Missing Data

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

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	741	99.3	14.3	35.5	28.4	21.8	63.3	65.9	Yes	Yes
Male	379	98.9	18.4	35.4	27.2	19	57.8	60.8	N/A	N/A
Female	362	99.7	10.1	35.6	29.6	24.7	69	71	N/A	N/A
White	360	99.2	7.6	27.5	33.6	31.3	76.9	77.5	Yes	Yes
African American	357	99.4	21.4	44	24.1	10.4	49.1	49.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	17	100	11.8	29.4	17.6	41.2	64.7	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	80	95	64.8	22.5	5.6	7	15.5	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	9	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	452	98.9	20	41.2	25.4	13.4	53.9	51.5	Yes	Yes

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

All Students	741	99.5	14.1	35.5	31.2	19.1	63.2	62.3	Yes	Yes
Male	379	99.2	14.7	33.4	31.7	20.1	63.5	61.7	N/A	N/A
Female	362	99.7	13.5	37.6	30.7	18.1	62.9	63	N/A	N/A
White	360	99.4	7	30.4	33.6	28.9	76	75	Yes	Yes
African American	357	99.4	22	42	29.2	6.8	48.5	44	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	17	100	5.9	17.6	35.3	41.2	82.4	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	80	96.3	66.2	21.1	12.7	0	15.5	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	9	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	452	99.1	19.3	39.1	30.4	11.3	54.6	48.1	Yes	Yes

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

All Students	740	95.8	67.6	15.5	7.1	9.9	N/A	N/A	N/A	N/A
Male	378	95.0	63.5	16.2	8.6	11.7	N/A	N/A	N/A	N/A
Female	362	96.7	71.7	14.9	5.4	8.0	N/A	N/A	N/A	N/A
White	362	96.7	56.0	16.0	11.7	16.3	N/A	N/A	N/A	N/A
African American	354	94.9	82.1	14.6	2.1	1.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	17	100.0	35.3	23.5	11.8	29.4	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	76	85.5	95.4	3.1	1.5	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	11	90.9	50.0	20.0	10.0	20.0	N/A	N/A	N/A	N/A
Subsidized meals	450	95.1	79.7	12.6	4.9	2.8	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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	719	99	16.5	36.9	26.8	19.8	57.1	61.8
	2010	741	99.3	14.3	35.5	28.4	21.8	63.3	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	718	99	21.7	32.1	26.3	19.9	59.1	62.7
	2010	741	99.5	14.1	35.5	31.2	19.1	63.2	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate, grades K-8	95.4%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.