

Orangeburg 4 School District

3060 Slablanding Rd
Cope, South Carolina 29038

Grades PK-12

Enrollment 4,262 Students

Superintendent Dr. Darrell Johnson 803-534-8081

Board Chair Mr. Aaron Rudd 803-534-8081

Fiscal Authority District Board/County Board/Referendum

THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
2007	Below Average	Good*
2006	Below Average	Unsatisfactory
2005	Average	Average
2004	Average	Average
2003	Average	Unsatisfactory

* The district's 2007 Improvement Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Improvement 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 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2006-07 whose 2005-06 test scores were located.

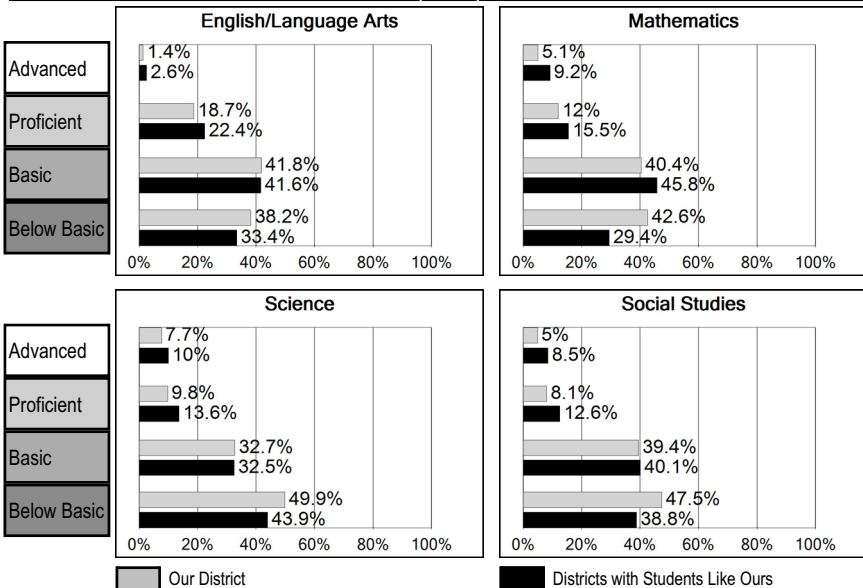
98.0%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	6	1

* Ratings are calculated with data available by September 30.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



* Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the index for this district.

DEFINITION OF CRITICAL TERMS

Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

Percent	Our District			Districts with Students like Ours		
	2005	2006	2007	2005	2006	2007
Passed both subtests	59.7	61.9	67.3	70.2	71.5	74.4
Passed 1 subtest	23.5	18.4	19.3	15.7	14.2	14.0
Passed no subtests	16.8	19.7	13.4	14.1	14.3	11.6

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our District	Districts with Students like Ours
Algebra 1/Math for the Technologies 2	65.0	80.7
English 1	57.6	56.3
Physical Science	24.5	45.9
All Subjects	50.5	62.5

Abbreviations for Missing Data

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

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 4,262)				
First graders who attended full-day kindergarten	99.4%	Down from 99.7%	99.4%	99.4%
Retention rate	5.1%	Up from 4.4%	4.6%	4.2%
Attendance rate	95.8%	Up from 95.4%	95.8%	95.8%
Eligible for gifted and talented	7.5%	Down from 8.0%	10.5%	11.5%
With disabilities other than speech	7.3%	Down from 7.8%	10.1%	10.2%
Older than usual for grade	2.9%	Down from 4.8%	2.9%	2.7%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.0%	Up from 0.4%	1.2%	1.0%
Enrolled in AP/IB programs	9.3%	Up from 8.9%	9.0%	11.1%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Eligible for LIFE Scholarship*	29.5%		29.4%	29.7%
Enrolled in adult education GED or diploma programs	13	Down from 35	13	44
Completions in adult education GED or diploma programs	9	Up from 4	10	33
Annual dropout rate	3.6%	Up from 1.1%	2.9%	3.5%
* Using only SAT/ACT and Grade Point Average requirements.				
Teachers (n= 297)				
Teachers with advanced degrees	64.3%	Up from 60.8%	51.5%	54.1%
Continuing contract teachers	82.8%		75.7%	76.4%
Teachers with emergency or provisional certificates	3.4%	Down from 6.1%	6.8%	4.2%
Teachers returning from previous year	89.0%	Down from 89.3%	88.0%	89.2%
Teacher attendance rate	94.4%	Down from 95.0%	94.4%	94.9%
Average teacher salary	\$45,713	Up 4.5%	\$40,212	\$43,575
Vacancies for more than nine weeks	2.0%	Down from 2.4%	1.1%	0.6%
Prof. development days/teacher	19.8 days	Up from 16.2 days	15.5 days	15.9 days
District				
Superintendent's years at district	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 20.8 to 1	21.3 to 1	20.5 to 1
Prime instructional time	88.8%	Up from 88.6%	88.7%	89.2%
Dollars spent per pupil*	\$8,341	Up 8.9%	\$8,197	\$8,272
Percent of expenditures for teacher salaries*	51.1%	Down from 53.8%	51.1%	53.4%
Percent of expenditures for instruction*	54.6%	Down from 56.6%	54.6%	56.8%
Opportunities in the arts	Fair	Down from Excellent	Excellent	Excellent
Parents attending conferences	80.0%	Down from 88.1%	96.8%	98.5%
Number of schools	8	No change	6	9
Number of magnet schools	0	No change	0	0
Portable classrooms	0.0%	No change	0.0%	4.4%
Average age in years of school facilities	14	Up from 13	31	27
Number of schools with SACS accreditation	7	Down from 8	6	8
Average administrator salary	\$80,615	Up 7.2%	\$76,906	\$73,070

* Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

There are no charter schools in this district.

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 2007		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All students	303	88.8%	590	50.5%	325	69.8%	No
Gender							
Male	154	86.4%	282	49.7%	159	62.9%	N/A
Female	149	91.3%	288	49.6%	166	76.5%	N/A
Racial/Ethnic Group							
White	136	94.1%	308	61.7%	141	70.9%	N/A
African American	164	84.8%	252	40.3%	178	69.7%	N/A
Asian/Pacific Islander	N/A	N/A	I/S	I/S	N/A	N/A	N/A
Hispanic	N/A	N/A	I/S	I/S	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	I/S	I/S	N/A	N/A	N/A
Disability Status							
Disabilities other than speech	42	52.4%	15	17.4%	45	33.3%	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	I/S	I/S	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	195	86.2%	314	41.6%	211	64.5%	N/A

n = number of students on which percentage is calculated t = number of tests passed in all subjects

HSAP PASSAGE RATE BY SPRING 2007

	Our District	Districts with Students like Ours
Percent	88.8%	89.0%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	325	414
Number of Diplomas	227	286
Rate	69.8%	73.0%

2006-07 COLLEGE ADMISSIONS TESTS

SAT	Critical Reading		Math		Writing		Total			
	2006	2007	2006	2007	2006	2007	2006	2007		
District	434	414	443	435		418	877	849		
State	487	488	498	496		475	985	984		
Nation	518	502	518	515		494	1021	1017		
ACT	English		Math		Reading		Science		Total	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
District	16.6	17.3	17.6	18.1	17.8	18.0	17.8	18.3	17.6	18.1
State	18.9	18.9	19.6	19.7	19.7	19.7	19.4	19.4	19.5	19.5
Nation	20.6	20.6	20.8	20.8	21.4	21.4	20.9	20.9	21.1	21.1

Abbreviations for Missing Data

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SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	33.0 per board member
Percent New Trustees Completing Orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

The Education Accountability Act of 1998 requires that each district in the state issue a report card indicating the performance of students and other important indicators that directly impact student performance. You will, from this report card, see a quality rating for both absolute performance (what students did this year as compared to state standards) and improvement performance (students' progress over time). These ratings will give you an idea of how we are doing as a district compared to other districts in South Carolina. This year's report card is for the 2006-2007 school year, and this narrative was written prior to the district receiving test data or ratings for the 2006-2007 school year.

While we have challenges, we can become even better. As the district moves forward, we will use the Orangeburg Consolidated School District Four's 4X4 Plan for Academic Success (four basic goals) to guide our work:

1. Provide a rigorous, relevant curriculum;
2. Match professional development for staff to the learning needs of students;
3. Establish safe, caring schools; and
4. Build stronger links with parents, families, and communities.

The district used last year's results from the Palmetto Achievement Challenge Test (PACT), High School Assessment Program (HSAP), Benchmark Testing and the Measures of Academic Progress (MAP) to identify students who needed academic assistance in mathematics, science, social studies and reading/language arts. The district offered an extended school day and summer programs to those students. Pre-K through second grade continued to use the Literacy First program. Accelerated Reader, Accelerated Math, and Six Trait Writing were used in grades one through twelve. In many of our schools Compass Learning, Plato, and SuccessMaker software is used to augment instruction. In the high schools, College Summit, virtual courses, credit recovery, Personal Alternative Choices in Education (PACE), and the career cluster concepts are used to make instruction more meaningful for students. Some schools implemented the Positive Behavior Intervention Support Program (PBIS) to address student behavior.

Teacher training focuses on data analysis, differentiated instruction, literacy, Teacher Coaches, Super Tuesday's Staff Development Days, and flexible grouping to enhance instruction. The Nifty Nine Curriculum for grades K-8 and implementation of a newly written high school curriculum will be used to drive instruction.

The administration, faculty, and staff of Orangeburg Consolidated School District Four appreciate the opportunity to serve our students and community. Please visit our web page at www.orangeburg4.com for additional information. Your comments and insights on our educational programs are welcomed.

Dr. Darrell Johnson
Superintendent

NO CHILD LEFT BEHIND

ADEQUATE YEARLY PROGRESS

NO

This district met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

* 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 state implements a corrective action.

TITLE 1 SCHOOLS' SCHOOL IMPROVEMENT STATUS

Carver Edisto Middle	R	Hunter-Kinard-Tyler Elementary	RP
Edisto Elementary	RP	Lockett Elementary	CA-DELAY

The Orangeburg 4 School District consists of 8 public schools with 4 of these schools, or 50.0%, 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. Sanction: Implement the restructuring plan.
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

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PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
English/Language Arts										
All Students	1,866	99.2	37.8	42.1	18.8	1.4	30.3	46.8	No	Yes
Gender										
Male	998	99.0	46.6	38.8	13.9	0.7	24.0	40.1	N/A	N/A
Female	868	99.4	27.8	45.8	24.4	2.1	37.5	53.8	N/A	N/A
Racial/Ethnic Group										
White	892	99.4	27.4	44.7	25.6	2.4	40.3	58.7	Yes	Yes
African American	945	98.9	47.7	39.7	12.2	0.4	20.9	30.3	No	Yes
Asian/Pacific Islander	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	69.0	I/S	I/S
Hispanic	14	100.0	33.3	44.4	22.2	0.0	33.3	35.7	I/S	I/S
American Indian/Alaskan	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.8	I/S	I/S
Disability Status										
Disabled	205	97.6	73.0	24.3	1.6	1.1	9.2	15.9	No	Yes
Migrant Status										
Migrant	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	26.6	N/A	N/A
English Proficiency										
Limited English Proficient	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	33.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	1,304	99.0	45.0	40.7	13.4	0.9	23.1	32.3	No	Yes
Mathematics										
All Students	1,866	99.7	42.4	40.5	12.0	5.1	26.3	45.8	No	Yes
Gender										
Male	998	99.8	45.2	38.8	10.9	5.1	24.5	45.1	N/A	N/A
Female	868	99.5	39.2	42.4	13.2	5.2	28.5	46.6	N/A	N/A
Racial/Ethnic Group										
White	892	99.9	27.7	45.0	17.9	9.3	39.2	59.2	Yes	Yes
African American	945	99.5	56.3	36.0	6.6	1.1	14.0	26.9	No	Yes
Asian/Pacific Islander	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	71.6	I/S	I/S
Hispanic	14	100.0	44.4	44.4	0.0	11.1	33.3	37.6	I/S	I/S
American Indian/Alaskan	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.7	I/S	I/S
Disability Status										
Disabled	205	97.6	73.5	23.2	2.7	0.5	8.1	17.2	No	Yes
Migrant Status										
Migrant	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	26.8	N/A	N/A
English Proficiency										
Limited English Proficient	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	37.0	I/S	I/S
Socio-Economic Status										
Subsidized meals	1,304	99.7	51.2	37.9	8.4	2.5	18.7	31.3	No	Yes

* Adj. - 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

PACT PERFORMANCE BY GROUP

	Enrollment ^{1st} Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced	State % Proficient and Advanced	District Attendance Rate	State Attendance Rate
Science										
All Students	1,236	99.8	49.8	32.7	9.8	7.7	17.5	32.3	95.6	96.0
Gender										
Male	658	99.5	50.4	31.0	9.8	8.8	18.6	34.1	95.4	96.0
Female	578	100.0	49.1	34.7	9.9	6.4	16.2	30.4	95.8	96.0
Racial/Ethnic Group										
White	582	99.8	38.1	35.6	13.4	12.9	26.3	45.2	95.1	96.0
African American	635	99.7	60.7	29.8	6.4	3.0	9.4	14.4	96.1	96.0
Asian/Pacific Islander	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	55.0	N/A	97.0
Hispanic	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	21.7	N/A	96.0
American Indian/Alaskan	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	32.8	96.4	95.0
Disability Status										
Disabled	135	100.0	81.0	17.2	1.7	0.0	1.7	9.8	95.2	95.0
Migrant Status										
Migrant	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	10.9	N/A	96.0
English Proficiency										
Limited English Proficient	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	20.3	N/A	97.0
Socio-Economic Status										
Subsidized meals	858	99.7	59.1	30.7	7.0	3.1	10.2	17.9	95.3	95.0
Social Studies										
All Students	1,237	99.8	47.6	39.4	8.1	4.9	13.0	30.1	95.6	96.0
Gender										
Male	671	99.9	49.4	37.8	6.7	6.1	12.8	32.2	95.4	96.0
Female	566	99.8	45.4	41.4	9.7	3.5	13.2	27.8	95.8	96.0
Racial/Ethnic Group										
White	601	99.7	38.8	41.9	11.1	8.2	19.3	40.3	95.1	96.0
African American	612	100.0	56.6	36.4	5.3	1.7	7.1	15.5	96.1	96.0
Asian/Pacific Islander	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	53.6	N/A	97.0
Hispanic	13	100.0	25.0	62.5	12.5	0.0	12.5	22.9	N/A	96.0
American Indian/Alaskan	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	30.7	96.4	95.0
Disability Status										
Disabled	126	100.0	70.4	25.9	1.9	1.9	3.7	11.0	95.2	95.0
Migrant Status										
Migrant	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	15.8	N/A	96.0
English Proficiency										
Limited English Proficient	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	22.9	N/A	97.0
Socio-Economic Status										
Subsidized meals	857	99.8	53.9	39.1	5.7	1.2	7.0	17.2	95.3	95.0

Abbreviations for Missing Data

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

PACT PERFORMANCE BY GRADE LEVEL

Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced	
English/Language Arts								
2006	3	308	98.7	24.8	37.8	35.7	1.7	37.4
	4	283	100.0	27.6	45.5	26.5	0.4	26.9
	5	332	98.8	40.3	46.0	11.5	2.2	13.7
	6	310	99.7	47.0	35.2	13.4	4.4	17.8
	7	325	99.4	45.1	43.2	11.4	0.3	11.7
	8	347	100.0	36.6	51.4	10.8	1.2	12.0
2007	3	312	97.8	27.1	41.9	27.8	3.1	30.9
	4	303	100.0	26.5	45.6	27.2	0.7	27.9
	5	299	97.7	37.9	45.4	16.4	0.4	16.8
	6	318	100.0	44.4	38.1	15.9	1.7	17.5
	7	306	100.0	39.8	45.3	14.5	0.3	14.9
	8	328	99.7	49.8	36.7	11.5	1.9	13.4

Mathematics								
2006	3	308	99.0	36.6	48.4	10.1	4.9	15.0
	4	283	100.0	32.1	40.7	19.8	7.5	27.2
	5	332	99.1	49.0	41.1	8.0	1.9	9.9
	6	310	99.7	47.3	37.9	11.4	3.4	14.8
	7	325	99.4	43.8	39.0	12.0	5.2	17.2
	8	347	99.7	53.1	42.0	3.4	1.5	4.9
2007	3	312	99.4	38.9	45.9	12.2	3.0	15.2
	4	303	100.0	34.1	38.0	18.1	9.8	27.9
	5	299	98.7	35.5	46.1	11.7	6.7	18.4
	6	318	100.0	46.7	37.7	11.3	4.3	15.6
	7	306	100.0	45.7	35.6	12.8	5.9	18.7
	8	328	100.0	52.4	39.6	6.4	1.6	8.0

Science								
2006	3	308	99.4	53.8	32.6	9.7	3.8	13.5
	4	283	99.3	50.8	29.3	11.7	8.3	19.9
	5	332	99.1	55.4	33.4	4.5	6.7	11.1
	6	310	99.4	68.1	20.5	6.0	5.4	11.4
	7	325	98.8	60.3	24.4	9.4	5.9	15.3
	8	347	100.0	57.8	34.8	4.9	2.5	7.4
2007	3	157	100.0	58.5	34.7	4.8	2.0	6.8
	4	303	100.0	45.6	32.3	13.3	8.8	22.1
	5	148	98.0	49.3	32.1	7.5	11.2	18.7
	6	159	100.0	56.1	25.7	11.5	6.8	18.2
	7	306	100.0	45.0	36.3	10.0	8.7	18.7
	8	163	100.0	52.5	32.3	8.2	7.0	15.2

Social Studies								
2006	3	308	99.4	33.3	46.5	14.6	5.6	20.1
	4	283	99.3	42.9	38.0	14.3	4.9	19.2
	5	332	99.1	63.7	28.0	4.8	3.5	8.3
	6	310	99.7	52.0	36.2	6.7	5.0	11.7
	7	325	98.8	62.9	25.7	5.5	5.9	11.4
	8	347	99.7	44.1	48.1	5.9	1.9	7.7
2007	3	153	100.0	27.2	54.4	16.3	2.0	18.4
	4	303	100.0	35.4	44.6	11.2	8.8	20.0
	5	152	100.0	50.0	36.4	5.7	7.9	13.6
	6	159	98.7	45.1	44.4	8.5	2.0	10.5
	7	306	100.0	64.4	26.0	4.8	4.8	9.7
	8	164	100.0	58.1	38.7	2.6	0.6	3.2

Abbreviations for Missing Data

N/A Not Applicable

NAV 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 and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
English/Language Arts										
All Students	324	98.8	14.4	40.3	31.1	14.1	60.0	70.7	Yes	Yes
Gender										
Male	155	98.1	15.9	41.4	30.3	12.4	62.1	66.5	N/A	N/A
Female	169	99.4	13.1	39.4	31.9	15.6	58.1	74.9	N/A	N/A
Racial/Ethnic Group										
White	145	100.0	8.1	34.8	36.3	20.7	71.1	82.2	Yes	Yes
African American	174	98.3	19.2	44.9	26.9	9.0	50.9	55.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	55.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	78.0	I/S	I/S
Disability Status										
Disabled	30	100.0	77.8	14.8	3.7	3.7	11.1	25.0	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	41.2	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	234	98.3	18.6	46.2	26.7	8.6	51.1	55.8	No	Yes
Mathematics										
All Students	324	99.4	29.4	31.0	25.8	13.7	50.7	62.2	Yes	Yes
Gender										
Male	155	99.4	30.1	28.1	23.3	18.5	52.1	61.5	N/A	N/A
Female	169	99.4	28.8	33.8	28.1	9.4	49.4	62.9	N/A	N/A
Racial/Ethnic Group										
White	145	100.0	20.7	27.4	30.4	21.5	64.4	75.2	Yes	Yes
African American	174	98.9	35.9	34.7	22.2	7.2	39.5	44.3	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	54.0	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	61.0	I/S	I/S
Disability Status										
Disabled	30	100.0	88.9	11.1	0.0	0.0	3.7	20.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	52.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Socio-Economic Status										
Subsidized meals	234	99.1	34.2	33.3	21.6	10.8	42.8	46.9	No	Yes

* Adj. - Adjusted to account for natural variation in performance.

TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	9.0%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student Attendance in Grades K-8	95.6%	94.0%	YES

*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