



## Orangeburg 5 School District

578 Ellis Avenue  
Orangeburg, SC 29115

<b>Grades</b>	PK-12	
<b>Enrollment</b>	7,120 Students	
<b>Superintendent</b>	Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454
<b>Fiscal Authority</b>	District Board/County Board/Referendum	

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# THE STATE OF SOUTH CAROLINA

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# 2007 ANNUAL SCHOOL REPORT CARD

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### RATINGS OVER 5-YEAR PERIOD

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

### 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.

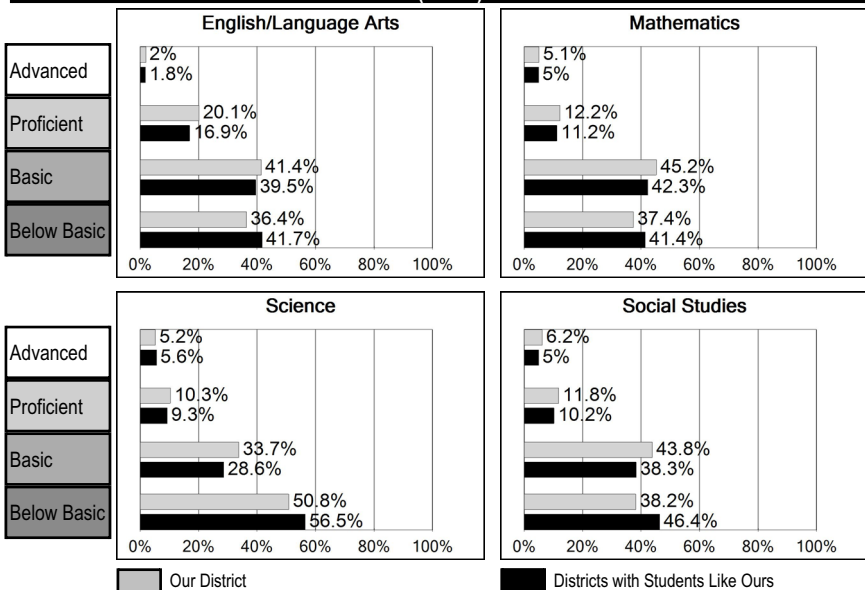
97.0%

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

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	0	2	4	11

\* 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**

<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
<b>Proficient</b>	Well prepared to work at next grade level; met expectations
<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
<b>Below Basic</b>	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	50.4	68.6	68.7	55.6	62.1	66.1
Passed 1 subtest	18.5	12.8	18.6	20.3	17.0	17.6
Passed no subtests	31.1	18.7	12.6	24.2	21.0	16.3

**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	75.3	73.1
English 1	55.0	48.9
Physical Science	19.9	34.1
All Subjects	51.8	51.6

**Abbreviations for Missing Data**

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

**DISTRICT PROFILE**

	<b>Our District</b>	<b>Change from Last Year</b>	<b>Districts with Students Like Ours</b>	<b>Median District</b>
<b>Students (n= 7,120)</b>				
First graders who attended full-day kindergarten	99.5%	Up from 98.8%	100.0%	99.4%
Retention rate	5.8%	Down from 5.9%	5.7%	4.2%
Attendance rate	95.3%	No change	95.4%	95.8%
Eligible for gifted and talented	3.5%	Up from 3.2%	5.6%	11.5%
With disabilities other than speech	11.2%	Down from 11.4%	10.7%	10.2%
Older than usual for grade	3.5%	Down from 6.3%	3.6%	2.7%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.0%	Up from 0.7%	0.8%	1.0%
Enrolled in AP/IB programs	9.9%	Up from 7.8%	7.0%	11.1%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Eligible for LIFE Scholarship*	1.0%		27.0%	29.7%
Enrolled in adult education GED or diploma programs	68	Down from 189	34	44
Completions in adult education GED or diploma programs	43	Up from 26	19	33
Annual dropout rate	5.3%	Up from 4.4%	5.0%	3.5%
* Using only SAT/ACT and Grade Point Average requirements.				
<b>Teachers (n= 579)</b>				
Teachers with advanced degrees	64.6%	Up from 62.1%	50.7%	54.1%
Continuing contract teachers	75.6%		73.9%	76.4%
Teachers with emergency or provisional certificates	10.0%	Up from 9.2%	9.4%	4.2%
Teachers returning from previous year	90.8%	Down from 92.2%	86.1%	89.2%
Teacher attendance rate	95.3%	Up from 95.0%	94.7%	94.9%
Average teacher salary	\$45,003	Up 2.7%	\$41,934	\$43,575
Vacancies for more than nine weeks	0.7%	Up from 0.0%	1.4%	0.6%
Prof. development days/teacher	15.9 days	Down from 19.0 days	17.3 days	15.9 days
<b>District</b>				
Superintendent's years at district	7.5	Up from 6.5	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 19.0 to 1	19.4 to 1	20.5 to 1
Prime instructional time	88.7%	Up from 88.1%	88.5%	89.2%
Dollars spent per pupil*	\$10,077	Up 4.3%	\$8,940	\$8,272
Percent of expenditures for teacher salaries*	52.2%	Down from 52.9%	51.5%	53.4%
Percent of expenditures for instruction*	55.5%	Down from 56.0%	55.2%	56.8%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	100.0%	Up from 99.0%	95.4%	98.5%
Number of schools	14	No change	5	9
Number of magnet schools	0	No change	0	0
Portable classrooms	0.0%	Down from 4.3%	4.2%	4.4%
Average age in years of school facilities	23	Up from 22	30	27
Number of schools with SACS accreditation	14	No change	4	8
Average administrator salary	\$72,985	Up 3.3%	\$70,140	\$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	510	84.1%	858	51.8%	561	65.4%	No
<b>Gender</b>							
Male	243	79.8%	352	49.2%	264	62.9%	N/A
Female	266	88.0%	504	54.7%	274	73.4%	N/A
<b>Racial/Ethnic Group</b>							
White	36	91.7%	52	80.0%	38	73.7%	N/A
African American	465	83.4%	795	51.2%	492	67.7%	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	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabilities other than speech	60	38.3%	20	16.9%	69	33.3%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English proficient	N/A	N/A	12	32.4%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	393	81.9%	630	49.4%	419	66.6%	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	84.1%	83.4%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	561	225
Number of Diplomas	367	146
Rate	65.4%	67.8%

**2006-07 COLLEGE ADMISSIONS TESTS**

SAT	Critical Reading		Math		Writing		Total			
	2006	2007	2006	2007	2006	2007	2006	2007		
District	435	467	447	479		450	882	946		
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	16.2	15.5	17.8	17.7	16.9	16.5	17.2	16.8	17.2	16.7
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**

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

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
<b>Fiscal Authority</b>	District Board/County Board/Referendum
<b>Average Number of Hours of Training Annually</b>	53.0 per board member
<b>Percent New Trustees Completing Orientation</b>	N/A

**DISTRICT SUPERINTENDENT'S REPORT**

Orangeburg Consolidated District Five's upward momentum toward making its academic goals a reality continued during the 2006-2007 school year. The momentum can largely be attributed to the teamwork of our students, teachers, support personnel, administrators, the Board of Trustees, parents/guardians (who are involved in their children's education), and the community. This team helps to ensure that every student in the district is the recipient of a high-quality education — an education that not only enhances academic performance, but molds good character as well, which in turn builds a strong foundation for future success.

We strengthened the quality of the instruction we provide to our students by implementing a new "Unified Curriculum" across the district. This ensured that all schools and all teachers had a "roadmap" to follow in teaching and making sure our students grasped the standards for their particular grade level and core subject area. We also enhanced our comprehensive professional development activities for teachers and support staff. Additionally, the district continued to intensify recruiting efforts to attract, hire and retain the most capable teachers, administrators and support staff available. Examples that these efforts are working can be found in the 23 times our schools have been designated Palmetto Silver or Gold, the six schools that have been invited to participate in the Palmetto Silver and Gold Showcase (a program highlighting schools for excellent academic achievement in spite of the socio-economic status of their students), the 49 Palmetto Fellows qualifiers (minimum 1200 SAT score and 3.5 GPA) we've had since the program began, the 78 junior scholars and 17 Duke TIP students we've had over the past few years, and the over \$22 million of scholarships our students have earned over the past three years. Add to all of this the art students who have earned more international, national and state awards and honors than those in any other school district in the state, including the Governor's School for the Arts. These honors include Best in Show for the international competition — ETS Advanced Placement International Art Exhibit, the only Arts Presidential Scholarship nomination in the state; the only National Scholastic Art and Writing Portfolio Awards earned in the state; the only two students from the state selected in the National Foundation for the Advancement of the Arts Talent Search; and the only high school in the state to have a university dedicate an entire exhibit to its students' art works. Several of our programs have been used as national and state models, which lets us know we are on track with the implementation of our programs and their delivery to our students and this community.

In spite of budget cutbacks on the local, state and national levels and the ever-changing mandates of federal "No Child Left Behind" legislation, we have been able to have successes and make marked gains in student academic achievement. Having overcome these obstacles and many more has made the gains the District experienced unique and something we can all look to with pride. We strive for our students to be armed with the knowledge and skills that will allow them to compete on not just the national stage, but internationally as well. With that in mind, our students will need, and indeed deserve, the most technologically advanced learning environments available. To ensure this is the case, the District toils endlessly to upgrade the technology to which its students are exposed, to fuel their fire for learning and prepare them for the challenges they will face in the future.

# 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

Bethune-Bowman Elementary	NI	Rivelon Elementary	NI-DELAY
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The Orangeburg 5 School District consists of 14 public schools with 2 of these schools, or 14.2%, in improvement status.

## SCHOOL IMPROVEMENT KEY

<b>NI</b>	<b>Newly Identified</b> - The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	<b>Continuing School Improvement</b> - The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	<b>Corrective Action</b> - The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	<b>Plan to Restructure</b> - 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.
<b>R</b>	<b>Restructure</b> - The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
<b>DELAY</b>	<b>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."</b>
<b>HOLD</b>	<b>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."</b>

### 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 <sup>1st</sup> 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
<b>English/Language Arts</b>										
All Students	2,978	99.1	36.0	41.7	20.2	2.1	32.6	46.8	No	Yes
<b>Gender</b>										
Male	1,506	99.1	44.8	38.9	14.6	1.7	25.0	40.1	N/A	N/A
Female	1,472	99.1	27.0	44.6	26.0	2.4	40.3	53.8	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	271	98.5	26.5	40.4	31.0	2.0	45.7	58.7	Yes	Yes
African American	2,670	99.2	37.0	42.0	19.0	2.0	31.0	30.3	No	Yes
Asian/Pacific Islander	20	100.0	11.1	22.2	55.6	11.1	72.2	69.0	I/S	I/S
Hispanic	14	92.9	54.5	36.4	0.0	9.1	27.3	35.7	I/S	I/S
American Indian/Alaskan	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.8	I/S	I/S
<b>Disability Status</b>										
Disabled	476	96.4	69.8	25.2	3.9	1.1	11.3	15.9	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	26.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	94.1	37.8	43.2	18.9	0.0	27.0	33.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	2,503	99.2	39.3	41.8	17.4	1.5	28.9	32.3	No	Yes
<b>Mathematics</b>										
All Students	2,978	99.3	37.0	45.5	12.3	5.2	28.0	45.8	No	Yes
<b>Gender</b>										
Male	1,506	99.4	41.8	42.4	10.3	5.5	24.9	45.1	N/A	N/A
Female	1,472	99.2	32.2	48.7	14.3	4.8	31.2	46.6	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	271	98.5	29.0	44.9	13.9	12.2	42.0	59.2	Yes	Yes
African American	2,670	99.4	37.9	45.7	12.1	4.3	26.3	26.9	No	Yes
Asian/Pacific Islander	20	100.0	22.2	38.9	11.1	27.8	66.7	71.6	I/S	I/S
Hispanic	14	100.0	54.5	18.2	18.2	9.1	27.3	37.6	I/S	I/S
American Indian/Alaskan	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.7	I/S	I/S
<b>Disability Status</b>										
Disabled	476	96.9	71.6	24.6	2.7	1.1	6.3	17.2	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	26.8	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100.0	43.2	35.1	18.9	2.7	24.3	37.0	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	2,503	99.4	39.7	45.5	10.9	3.9	24.5	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 <sup>1st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced	State % Proficient and Advanced	District Attendance Rate	State Attendance Rate
<b>Science</b>										
All Students	1,984	99.2	50.5	33.9	10.4	5.2	15.6	32.3	95.7	96.0
<b>Gender</b>										
Male	1,017	99.3	54.2	30.7	9.5	5.7	15.1	34.1	95.4	96.0
Female	967	99.1	46.7	37.2	11.3	4.8	16.1	30.4	95.9	96.0
<b>Racial/Ethnic Group</b>										
White	180	98.9	36.0	30.5	17.1	16.5	33.5	45.2	94.3	96.0
African American	1,782	99.3	52.2	34.4	9.5	4.0	13.5	14.4	95.8	96.0
Asian/Pacific Islander	12	100.0	9.1	18.2	45.5	27.3	72.7	55.0	96.1	97.0
Hispanic	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	21.7	94.9	96.0
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	32.8	N/A	95.0
<b>Disability Status</b>										
Disabled	318	96.9	82.1	15.1	2.1	0.7	2.7	9.8	95.1	95.0
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	10.9	N/A	96.0
<b>English Proficiency</b>										
Limited English Proficient	12	83.3	53.8	26.9	15.4	3.8	19.2	20.3	94.8	97.0
<b>Socio-Economic Status</b>										
Subsidized meals	1,684	99.4	53.7	33.5	9.1	3.8	12.8	17.9	95.4	95.0
<b>Social Studies</b>										
All Students	1,980	99.4	37.9	44.0	11.8	6.3	18.1	30.1	95.7	96.0
<b>Gender</b>										
Male	1,011	99.3	43.7	39.0	11.4	5.9	17.3	32.2	95.4	96.0
Female	969	99.5	32.1	49.0	12.3	6.6	18.9	27.8	95.9	96.0
<b>Racial/Ethnic Group</b>										
White	177	99.4	27.8	47.5	14.8	9.9	24.7	40.3	94.3	96.0
African American	1,777	99.5	39.1	43.7	11.5	5.7	17.2	15.5	95.8	96.0
Asian/Pacific Islander	14	100.0	23.1	30.8	15.4	30.8	46.2	53.6	96.1	97.0
Hispanic	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	22.9	94.9	96.0
American Indian/Alaskan	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	30.7	N/A	95.0
<b>Disability Status</b>										
Disabled	328	97.6	67.0	26.3	5.0	1.7	6.7	11.0	95.1	95.0
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	15.8	N/A	96.0
<b>English Proficiency</b>										
Limited English Proficient	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	22.9	94.8	97.0
<b>Socio-Economic Status</b>										
Subsidized meals	1,650	99.6	40.8	44.0	10.1	5.1	15.2	17.2	95.4	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	
<b>English/Language Arts</b>								
2006	3	512	98.2	20.7	42.9	33.7	2.8	36.5
	4	499	98.2	27.9	41.6	27.7	2.9	30.5
	5	517	98.6	36.9	46.3	15.4	1.5	16.8
	6	493	94.9	47.9	33.7	15.8	2.6	18.4
	7	545	96.7	36.9	48.0	14.5	0.6	15.1
	8	530	95.3	39.0	42.0	17.7	1.3	19.0
2007	3	489	98.0	18.1	40.0	37.3	4.6	41.9
	4	513	99.0	28.9	43.2	26.6	1.3	27.9
	5	479	99.6	36.6	47.0	15.8	0.7	16.5
	6	507	99.8	45.9	38.6	12.3	3.1	15.4
	7	471	99.4	44.2	40.0	14.5	1.3	15.8
	8	519	98.8	41.1	41.7	15.7	1.4	17.2

<b>Mathematics</b>								
2006	3	512	98.6	34.6	48.4	13.6	3.4	17.0
	4	499	98.6	35.5	46.3	13.9	4.4	18.3
	5	517	98.8	45.0	40.9	9.1	5.0	14.1
	6	493	94.9	32.1	41.9	18.1	7.9	26.0
	7	545	96.7	31.4	49.8	12.4	6.3	18.8
	8	530	95.7	55.1	33.4	6.0	5.5	11.5
2007	3	489	98.6	29.3	50.7	15.0	5.0	20.0
	4	513	99.0	40.7	39.8	13.8	5.7	19.5
	5	479	99.6	38.8	47.0	10.2	4.1	14.2
	6	507	99.6	34.9	42.1	17.6	5.4	23.0
	7	471	99.6	31.9	49.3	10.3	8.5	18.8
	8	519	99.4	45.5	44.9	7.1	2.4	9.6

<b>Science</b>								
2006	3	512	98.6	51.2	38.2	8.7	1.9	10.6
	4	499	98.6	49.6	37.7	9.5	3.3	12.8
	5	517	99.2	60.5	30.4	4.5	4.5	9.1
	6	493	97.6	64.0	27.3	4.7	4.0	8.7
	7	545	98.0	59.0	29.7	7.2	4.2	11.4
	8	530	98.1	58.3	35.6	3.7	2.5	6.1
2007	3	248	98.4	50.2	35.3	10.4	4.1	14.5
	4	513	99.0	52.2	30.5	12.7	4.6	17.3
	5	243	99.6	52.2	33.0	8.5	6.3	14.7
	6	250	99.2	57.2	31.4	6.4	5.1	11.4
	7	471	99.4	45.6	34.0	13.0	7.4	20.4
	8	259	99.6	48.6	42.1	6.5	2.8	9.3

<b>Social Studies</b>								
2006	3	512	98.6	23.4	41.4	22.9	12.3	35.2
	4	499	98.4	34.9	45.5	14.3	5.3	19.6
	5	517	99.2	56.4	32.4	8.9	2.3	11.2
	6	493	97.6	37.3	41.6	12.4	8.7	21.1
	7	545	97.8	59.1	33.5	3.8	3.6	7.4
	8	530	97.9	47.9	43.6	6.3	2.2	8.6
2007	3	242	99.2	14.7	41.9	28.6	14.7	43.3
	4	513	99.0	35.3	44.7	12.5	7.5	20.0
	5	234	100.0	42.5	46.6	7.3	3.7	11.0
	6	262	99.6	30.1	47.5	15.7	6.8	22.5
	7	471	99.4	53.2	37.1	5.6	4.0	9.6
	8	258	99.6	39.3	51.2	7.4	2.1	9.5

**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 <sup>1st</sup> 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
<b>English/Language Arts</b>										
All Students	546	94.9	15.0	40.9	31.8	12.3	61.1	70.7	Yes	Yes
<b>Gender</b>										
Male	277	93.9	17.1	40.9	30.6	11.5	57.9	66.5	N/A	N/A
Female	269	95.9	12.8	40.9	33.1	13.2	64.5	74.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	31	83.9	13.6	40.9	22.7	22.7	77.3	82.2	I/S	I/S
African American	509	95.5	15.0	41.1	32.1	11.8	60.4	55.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
Hispanic	2	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
<b>Disability Status</b>										
Disabled	83	83.1	52.2	38.8	1.5	7.5	17.9	25.0	No	No
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	41.2	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	436	95.6	17.7	43.5	29.1	9.7	56.5	55.8	Yes	Yes
<b>Mathematics</b>										
All Students	545	95.2	26.7	31.5	28.5	13.3	51.9	62.2	Yes	Yes
<b>Gender</b>										
Male	277	94.2	30.4	32.8	22.9	13.8	48.6	61.5	N/A	N/A
Female	268	96.3	22.7	30.2	34.3	12.8	55.4	62.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	31	80.6	19.0	14.3	33.3	33.3	71.4	75.2	I/S	I/S
African American	509	96.1	27.3	32.2	28.4	12.2	51.0	44.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	1	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
<b>Disability Status</b>										
Disabled	83	84.3	67.6	17.6	10.3	4.4	19.1	20.7	No	No
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	52.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	435	95.6	30.1	32.8	26.1	10.9	48.0	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	4.4%	9.0%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student Attendance in Grades K-8	95.7%	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