



York 3 School District

660 North Anderson Road
Rock Hill, South Carolina

Grades	PK-12 District	
Enrollment	17,717 Students	
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk
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

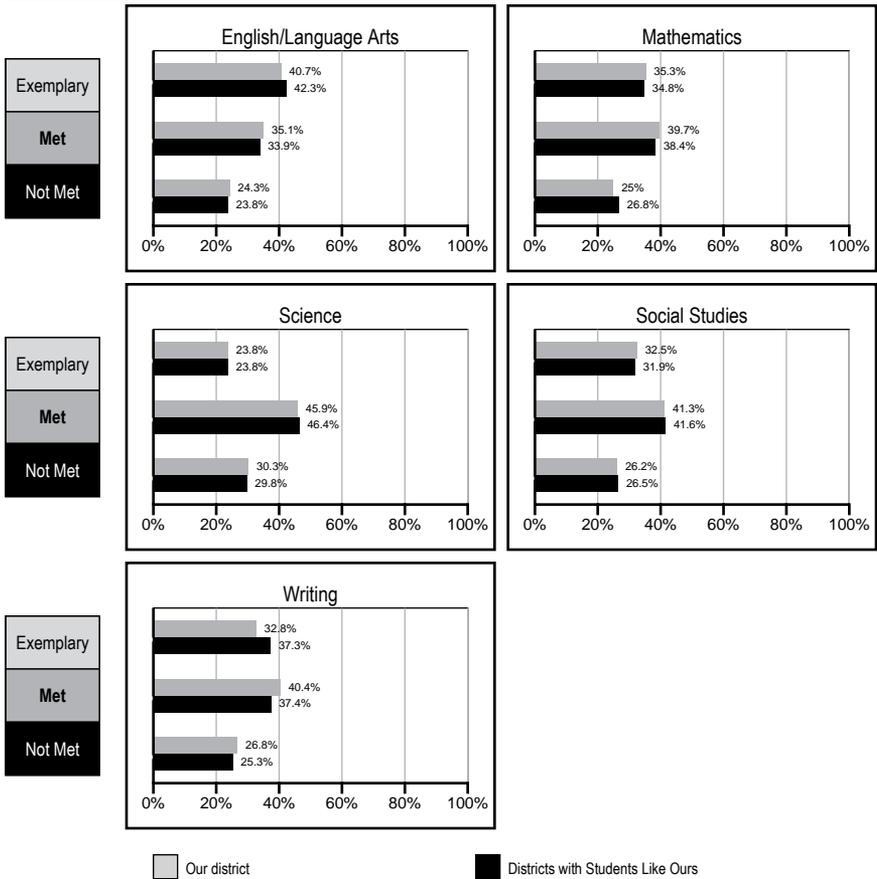
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	6	6	0	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

Percent	Our District			Districts with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed both subtests	80.5%	77.7%	81.1%	85.8%	78.0%	80.9%
Passed one subtest	11.7%	12.8%	11.8%	8.4%	12.4%	10.6%
Passed no subtests	7.8%	9.4%	7.1%	6.5%	9.6%	8.6%

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	82.2%	81.7%
English 1	72.9%	75.5%
Physical Science	63.0%	61.6%
US History and the Constitution	46.6%	48.1%
All Subjects	67.2%	67.7%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=17,717)				
First graders who attended full-day kindergarten	98.3%	Down from 99.4%	98.2%	99.5%
Retention rate	2.5%	Down from 3.1%	2.0%	2.3%
Attendance rate	96.9%	Up from 96.3%	96.2%	95.8%
Eligible for gifted and talented	14.6%	Up from 12.0%	21.0%	14.3%
With disabilities other than speech	11.6%	Down from 11.8%	9.8%	10.5%
Older than usual for grade	3.7%	Down from 4.0%	3.3%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Down from 1.4%	0.6%	0.7%
Enrolled in AP/IB programs	19.4%	Up from 18.2%	19.4%	12.1%
Successful on AP/IB exams	63.3%	Down from 68.8%	47.8%	50.0%
Eligible for LIFE Scholarship	38.7%	Up from 35.5%	38.7%	31.4%
Enrolled in adult education GED or diploma programs	427	Up from 219	60	47
Completions in adult education GED or diploma programs	263	Up from 156	58	29
Annual dropout rate	2.9%	Down from 3.8%	3.4%	3.1%
Teachers (n=1237)				
Teachers with advanced degrees	59.8%	Up from 58.9%	59.8%	58.8%
Continuing contract teachers	76.2%	Up from 73.3%	83.7%	81.5%
Teachers with emergency or provisional certificates	3.3%	Down from 3.6%	2.9%	4.0%
Teachers returning from previous year	92.7%	Up from 91.2%	91.1%	89.3%
Teacher attendance rate	96.9%	Up from 94.5%	95.8%	95.3%
Average teacher salary*	\$49,216	Up 1.8%	\$47,908	\$46,618
Vacancies for more than nine weeks	0.0%	Down from 0.3%	0.0%	0.2%
Professional development days/teacher	9.0 days	Down from 11.9 days	12.4 days	12.6 days
District				
Superintendent's years at district	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.1 to 1	21.7 to 1	20.9 to 1
Prime instructional time	93.2%	Up from 89.8%	91.8%	89.9%
Dollars spent per pupil**	\$9,223	Up 4.5%	\$8,796	\$9,364
Percent of expenditures for teacher salaries**	56.9%	Up from 55.8%	55.8%	53.3%
Percent of expenditures for instruction**	58.6%	Up from 57.9%	58.5%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	27	No Change	19	9
Number of magnet schools	1	No Change	0	0
Portable classrooms	0.8%	Down from 1.0%	3.5%	2.4%
Average age in years of school facilities	23 Years	Up from 22 Years	22 Years	27 Years
Number of schools with SACS accreditation	26.0	Down from 27.0	13.0	8.0
Parents attending conferences	94.3%	Down from 94.6%	97.3%	97.1%
Average administrator salary	\$81,842	No Change	\$81,075	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Children's Attention Home(ELEM.)	Good	N/A	Not Met
Children's Attention Home(MIDDLE)	At-Risk	At-Risk	Not Met

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	1112	91.0%	5571	67.2%	1439	70.7%	N/A
Gender							
Male	516	89.9%	2861	68.2%	690	64.8%	N/A
Female	596	91.9%	2710	66.3%	749	76.1%	N/A
Racial/Ethnic Group							
White	609	94.9%	3043	77.2%	749	74.6%	N/A
African American	411	85.2%	2060	52.1%	574	67.1%	N/A
Asian/Pacific Islander	21	100.0%	97	79.4%	23	95.7%	N/A
Hispanic	47	91.5%	267	65.5%	63	60.3%	N/A
American Indian/Alaskan	24	83.3%	104	67.3%	30	43.3%	N/A
Disability Status							
Disabled	101	57.4%	598	34.9%	130	46.9%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	23	82.6%	168	61.3%	28	57.1%	N/A
Socio-Economic Status							
Subsidized meals	430	87.7%	2515	55.5%	581	66.1%	N/A

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

HSAP Passage Rate by Spring 2010

Percent	Our District	Districts with Students Like Ours
	91.0%	91.2%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	1363	1439	1415	1338
Number of Graduates in Cohort	997	1017	1044	948
Rate	73.1%	70.7%	74.7%	74.0%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	477	487	486	501	457	471	1419	1459		
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	18.5	19.4	19.7	20.3	19.6	20.5	19.8	20.2	19.5	20.2
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	5 trustees elected to single-member seats, 2 trustees elected to at-large seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	6.1 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

A major highlight this past year was determining the direction the school district must take in meeting the needs of its students. After many conversations among educators, the district's direction, or strategic plan for 2010-2015, became clear. We titled it The Rock Hill Climb because it's unique to Rock Hill Schools and it uses the metaphor of climbing a mountain to reach the district's mission of providing all students with work that authentically engages them in the learning process.

While designing The Rock Hill Climb was a high point, the need for the district to address a huge financial deficit was certainly the low point. The district had to design a plan to address a financial crisis while protecting the integrity of the classroom. Early stages of the plan included decreasing budgets in all schools and offices by 5 percent, furloughing teachers and support staff, and using a large portion of the district's reserve funds to decrease the deficit. Unfortunately, in the last few months of the school year, employees learned that they would be furloughed five or ten days in the 2010-11 school year. A number of programs were discontinued, and, sadly, a large number of jobs were eliminated. As the school year came to a close, the district administration forewarned employees that addressing a continuing loss in revenue and stimulus funding would continue to be an uphill battle for next year.

While the district administration addressed a gloomy financial picture, district staff and students continued to bring recognition to their schools and to the district. These accomplishments included having one of five finalists for the S.C. Teacher of the Year, the Journalism Education and National Scholastic Press Associations 2009 National Administrator of the Year, the state's directors of adult education S.C. Superintendent of the Year, varsity football runner-up to the state 4-A champions, and one of five finalists for the top S.C. School Improvement Council award. Additionally, schools received the following recognitions: nine schools selected for Palmetto Gold or Palmetto Silver awards from the S.C. Dept of Education for academic growth and/or academic improvement on state tests, Model UN awards at regional competitions, middle and high school state and national awards in National History Day competition, varsity cheerleaders Upper State Champions, Wrestling Upper State Championship for the third consecutive year, top four placements for the three high schools in state marching band competition, S.C. Dept. of Education "Red Carpet" invitational schools, region and All-State bands, orchestras, and choruses, S.C. 4-A soccer championship for the second consecutive year, top awards in region and state competitions in journalism, technology, and art, and more than \$25 million in scholarships to the class of 2010.

Our district will continue to hold dear our professional code, which states that we will put students first, nurture relationships, work together for a shared vision, grow professionally, and continuously find ways to improve while continuing to learn, grow, connect, and thrive.

Dr. Lynn P. Moody

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 35 out of 37 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.

9

Title I Schools' School Improvement Status

School	Status
Childrens Attention Charter	CSI

The York 3 School District consists of 27 public schools with 1 of these schools, or 3.7%, 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	8025	98.9	24.5	35	40.5	85	83.5	Yes	Yes
Gender									
Male	4072	98.7	29.1	34.4	36.5	81.2	80.1	N/A	N/A
Female	3953	99.1	19.8	35.6	44.6	88.9	87	N/A	N/A
Racial/Ethnic Group									
White	4354	99.2	14	33	53	91.6	89.6	Yes	Yes
African American	2942	98.5	39.6	38	22.4	75.8	74.6	Yes	Yes
Asian/Pacific Islander	157	99.4	9.2	30.3	60.5	97.4	92.7	Yes	Yes
Hispanic	440	98.2	32.5	37	30.5	78.1	79.6	Yes	Yes
American Indian/Alaskan	131	99.2	34.1	34.9	31	76	85.1	Yes	Yes
Disability Status									
Disabled	1256	94.4	59.5	27.2	13.3	55.3	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	346	97.7	37.3	38.2	24.5	74.9	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	4247	98.4	35.8	38.6	25.6	77.5	76.9	Yes	Yes

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

All Students	8024	99.4	25	39.7	35.2	83.7	80.4	Yes	Yes
Gender									
Male	4071	99.4	27.6	37.6	34.8	81.2	78.4	N/A	N/A
Female	3953	99.3	22.4	41.9	35.7	86.3	82.5	N/A	N/A
Racial/Ethnic Group									
White	4354	99.6	14.8	38	47.2	90.7	87.8	Yes	Yes
African American	2941	99	40.4	42.4	17.1	73.3	69.3	Yes	Yes
Asian/Pacific Islander	157	99.4	9.2	31.6	59.2	95.4	93.5	Yes	Yes
Hispanic	440	99.3	30	43.9	26.1	80.3	78.3	Yes	Yes
American Indian/Alaskan	131	100	31	33.3	35.7	76	83.2	Yes	Yes
Disability Status									
Disabled	1255	97.1	63.2	27.3	9.5	51.1	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	346	99.4	33	43.5	23.6	78.1	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	4246	99.1	36.4	41.8	21.8	75.3	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	5266	99.4	29.7	46.5	23.8	70.3	67.3
Gender							
Male	2686	99.3	30.2	44.4	25.4	69.8	66.9
Female	2580	99.5	29.1	48.7	22.2	70.9	67.7
Racial/Ethnic Group							
White	2852	99.5	16.3	49.4	34.4	83.7	79.6
African American	1934	99.2	49.3	41.6	9.2	50.7	49.7
Asian/Pacific Islander	103	100	8.9	56.4	34.7	91.1	84.4
Hispanic	290	100	38.9	46.8	14.3	61.1	59.4
American Indian/Alaskan	86	98.8	34.5	48.8	16.7	65.5	69.5
Disability Status							
Disabled	824	97.8	61.1	31.3	7.6	38.9	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	228	100	41.7	46	12.3	58.3	58.6
Socio-Economic Status							
Subsidized meals	2765	99.4	43.6	44.1	12.3	56.4	55.4
Social Studies							
All Students	5238	99.6	25.7	41.6	32.7	74.3	70.9
Gender							
Male	2666	99.7	27	37.6	35.4	73	70.1
Female	2572	99.5	24.4	45.7	29.9	75.6	71.7
Racial/Ethnic Group							
White	2860	99.5	17.1	39.2	43.7	82.9	79.2
African American	1888	99.7	38.8	44.2	17	61.2	58.4
Asian/Pacific Islander	102	100	8.2	33.7	58.2	91.8	86.8
Hispanic	300	99.7	30.4	50.2	19.4	69.6	68
American Indian/Alaskan	87	100	31.8	41.2	27.1	68.2	71.2
Disability Status							
Disabled	800	97.8	56.8	28.6	14.6	43.2	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	242	100	26.9	50.6	22.4	73.1	68
Socio-Economic Status							
Subsidized meals	2761	99.5	36.6	45.3	18.1	63.4	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	8025	98.8	26.5	40.6	32.9	73.5	72.1	96.5	96.3
Gender									
Male	4071	98.6	33.5	39.9	26.7	66.5	65.2	96.4	96.2
Female	3949	99	19.3	41.4	39.3	80.7	79.2	96.6	96.4
Racial/Ethnic Group									
White	4351	98.9	16.5	41.1	42.5	83.5	80.8	96.4	96.1
African American	2943	98.6	40.8	39.9	19.3	59.2	59.7	96.7	96.4
Asian/Pacific Islander	155	99.4	7.9	38.4	53.6	92.1	87	97.5	97.5
Hispanic	442	98.6	35.7	41.7	22.6	64.3	64.6	96.3	96.6
American Indian/Alaskan	131	99.2	35.7	40.3	24	64.3	73.4	94.9	95
Disability Status									
Disabled	1243	94.5	67.6	27.1	5.3	32.4	27.7	95.6	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	347	98.3	39.9	40.5	19.5	60.1	63.7	96.7	97
Socio-Economic Status									
Subsidized meals	4218	98.7	38.4	41.9	19.7	61.6	61.9	96	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	1259	100	21.3	29.5	49.2	78.7
	4	1406	99.9	22.7	38.7	38.7	77.3
	5	1331	99.9	15.5	42.8	41.8	84.5
	6	1304	99.6	25.8	39	35.2	74.2
	7	1286	99.8	29.6	37.9	32.6	70.4
	8	1299	99.5	26.6	42	31.4	73.4
2010	3	1403	98.2	21.1	26.9	52	78.9
	4	1259	97.8	23.8	37.9	38.3	76.2
	5	1421	99.9	20.5	42.3	37.2	79.5
	6	1367	99.8	24	38.4	37.5	76
	7	1291	98	28.2	33.5	38.3	71.8
	8	1281	99.7	30.3	30.6	39.1	69.7
Mathematics							
2009	3	1259	100	26.2	35	38.8	73.8
	4	1406	99.8	19.7	47.6	32.7	80.3
	5	1331	99.9	20.1	45.3	34.6	79.9
	6	1304	99.5	26.6	44.1	29.3	73.4
	7	1286	99.8	24.7	40.5	34.7	75.3
	8	1300	99.4	30.7	43.9	25.4	69.3
2010	3	1403	99.5	27	33.3	39.7	73
	4	1259	99.4	19.2	43.4	37.4	80.8
	5	1420	99.7	24.1	41.6	34.3	75.9
	6	1367	99.8	24.9	40	35.1	75.1
	7	1291	98.1	25.2	39.2	35.6	74.8
	8	1281	99.7	29.5	41.2	29.2	70.5
Science							
2009	3	634	100	33	46.6	20.4	67
	4	1405	99.9	28.9	56.9	14.2	71.1
	5	661	99.4	25.3	59.6	15.1	74.7
	6	643	98.9	31.4	50.2	18.4	68.6
	7	1286	99.8	25.6	48.1	26.2	74.4
	8	650	99.2	33.6	41.8	24.7	66.4
2010	3	702	99.4	41.4	32.7	25.9	58.6
	4	1254	99.9	27.8	56.8	15.4	72.2
	5	712	99.3	32	53.3	14.7	68
	6	689	98.3	33.6	46.3	20	66.4
	7	1266	99.9	23.6	46.1	30.2	76.4
	8	642	99.1	25.6	34.8	39.5	74.4

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N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported 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	628	99.7	17.5	38.5	44	82.5
	4	1405	99.9	15.5	51.5	33	84.5
	5	668	99.4	25.3	42.7	32	74.7
	6	655	99.5	19.3	53.2	27.5	80.7
	7	1283	99.8	36.6	31	32.4	63.4
	8	641	99.7	23.7	42.6	33.7	76.3
2010	3	698	99.1	22.3	39.1	38.5	77.7
	4	1254	99.8	18.5	49.8	31.7	81.5
	5	709	99.2	30.5	41.9	27.6	69.5
	6	677	99.9	17.7	49.8	32.5	82.3
	7	1266	99.9	36	32.7	31.4	64
	8	632	99.7	26.1	36.7	37.2	73.9
Writing							
2009	3	1264	98.3	25.4	28.9	45.7	74.6
	4	1401	98.1	25.3	46	28.7	74.7
	5	1327	98.4	25	38.6	36.4	75
	6	1308	98.7	28.5	40	31.5	71.5
	7	1289	98.3	27.2	39.9	32.9	72.8
	8	1300	98.9	30	44.8	25.2	70
2010	3	1401	98.9	29	34.2	36.8	71
	4	1259	98.4	26.2	39.1	34.7	73.8
	5	1413	98.9	22.4	40.4	37.1	77.6
	6	1368	98.4	24.4	43.5	32.1	75.6
	7	1303	99.4	32.9	45.8	21.3	67.1
	8	1281	98.8	24.2	41.2	34.6	75.8

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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	1251	99	9.1	32.8	29.9	28.3	68.8	65.9	Yes	Yes
Male	596	98.8	10.4	36.6	29.4	23.5	63.5	60.8	N/A	N/A
Female	655	99.1	7.8	29.3	30.3	32.5	73.5	71	N/A	N/A
White	686	99.1	5.1	25.3	30.9	38.6	79.2	77.5	Yes	Yes
African American	479	98.5	14.4	45	27.9	12.6	53.8	49.7	Yes	Yes
Asian/Pacific Islander	19	100	0	15.8	31.6	52.6	84.2	80.2	I/S	I/S
Hispanic	51	100	16	32	30	22	58	56.8	No	Yes
American Indian/Alaskan	16	100	12.5	25	37.5	25	68.8	65.9	I/S	I/S
Disabled	155	99.4	34.9	48.3	13.4	3.4	26.2	21.3	No	Yes
Migrant	N/A	I/S	N/A	N/A						
Limited English	25	100	21.2	33.3	18.2	27.3	48.5	47.3	I/S	I/S
Subsidized meals	567	98.9	15.3	43.8	27.2	13.6	53.9	51.5	Yes	Yes

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

All Students	1251	98.8	15.9	30.8	26.5	26.9	64.5	62.3	No	Yes
Male	596	98.8	15.6	31.3	27.3	25.8	63.7	61.7	N/A	N/A
Female	655	98.8	16.2	30.2	25.8	27.8	65.3	63	N/A	N/A
White	686	99.1	10	24.1	27.8	38.2	76.2	75	Yes	Yes
African American	479	98.3	25.5	40.4	24.2	9.9	45.6	44	No	Yes
Asian/Pacific Islander	19	100	5.3	15.8	26.3	52.6	89.5	85.5	I/S	I/S
Hispanic	51	100	12	34	32	22	70	56.7	Yes	Yes
American Indian/Alaskan	16	93.8	20	46.7	20	13.3	60	62.5	I/S	I/S
Disabled	155	99.4	52.3	34.2	8.1	5.4	20.8	22.1	No	Yes
Migrant	N/A	I/S	N/A	N/A						
Limited English	25	100	15.2	30.3	36.4	18.2	69.7	52.6	I/S	I/S
Subsidized meals	567	98.9	24.1	39.2	24.8	11.9	49.3	48.1	No	Yes

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

All Students	1255	89.0	50.9	21.1	13.1	15.0	N/A	N/A	N/A	N/A
Male	598	86.0	48.6	19.6	14.6	17.1	N/A	N/A	N/A	N/A
Female	657	91.8	52.7	22.4	11.8	13.1	N/A	N/A	N/A	N/A
White	691	90.3	36.1	26.1	17.3	20.5	N/A	N/A	N/A	N/A
African American	478	86.0	72.7	14.8	6.8	5.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	19	100.0	26.3	10.5	21.1	42.1	N/A	N/A	N/A	N/A
Hispanic	51	94.1	62.5	16.7	8.3	12.5	N/A	N/A	N/A	N/A
American Indian/Alaskan	16	93.8	60.0	13.3	13.3	13.3	N/A	N/A	N/A	N/A
Disabled	155	74.2	83.5	10.4	4.3	1.7	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	33	93.9	61.3	16.1	3.2	19.4	N/A	N/A	N/A	N/A
Subsidized meals	568	84.7	70.3	17.0	6.7	6.0	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	1292	98.3	12.2	34.7	29.5	23.7	63.9	61.8
	2010	1251	99	9.1	32.8	29.9	28.3	68.8	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	1292	98.3	18.2	28.8	23.7	29.3	63.6	62.7
	2010	1251	98.8	15.9	30.8	26.5	26.9	64.5	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.1%	0.0%	No
Student attendance rate, grades K-8	96.9%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data