



Clarendon 1 School District

P. O. Box 38, 12 South
Summerton, South

Grades	PK-12 District	
Enrollment	934 Students	
Superintendent	Dr. Rose H. Wilder	803-485-2325
Board Chair	Mr. John D. Bonaparte	803-505-2222

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

DEFINITIONS OF SCHOOL RATING TERMS

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

SOUTH CAROLINA PERFORMANCE GOAL

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

SOUTH CAROLINA PERFORMANCE VISION

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

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

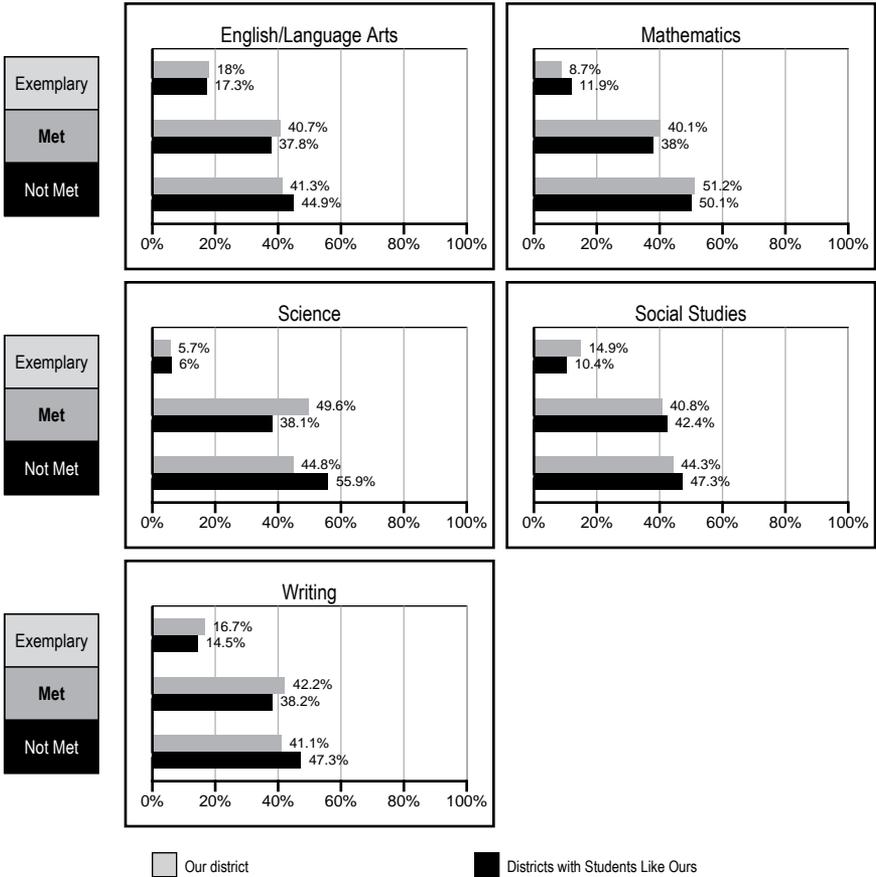
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	0

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

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our District			Districts with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed both subtests	62.4%	67.8%	64.0%	60.8%	67.5%	60.7%
Passed one subtest	30.7%	20.7%	20.0%	20.9%	15.7%	20.8%
Passed no subtests	6.9%	11.5%	16.0%	18.3%	16.8%	18.5%

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	71.6%	60.1%
English 1	57.1%	46.1%
Physical Science	57.1%	30.7%
US History and the Constitution	14.3%	19.2%
All Subjects	50.2%	39.9%

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=934)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	2.7%	Up from 2.5%	4.0%	3.1%
Attendance rate	97.6%	No Change	95.2%	95.7%
Eligible for gifted and talented	9.2%	Up from 6.9%	5.0%	11.2%
With disabilities other than speech	11.1%	Up from 6.9%	11.6%	10.6%
Older than usual for grade	6.2%	Down from 9.0%	6.2%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Up from 1.2%	0.3%	0.5%
Enrolled in AP/IB programs	0.0%	No Change	6.8%	10.5%
Successful on AP/IB exams	N/A	N/A	31.5%	51.2%
Eligible for LIFE Scholarship	33.7%	Up from 20.5%	29.0%	30.8%
Enrolled in adult education GED or diploma programs	2	Up from 1	18	40
Completions in adult education GED or diploma programs	2	Up from 1	12	30
Annual dropout rate	1.8%	Up from 1.7%	3.7%	3.4%
Teachers (n=66)				
Teachers with advanced degrees	51.5%	Down from 54.2%	51.5%	56.8%
Continuing contract teachers	54.5%	Up from 43.1%	60.5%	76.7%
Teachers with emergency or provisional certificates	10.3%	Down from 10.7%	12.7%	4.6%
Teachers returning from previous year	69.3%	Up from 67.7%	80.4%	88.4%
Teacher attendance rate	94.9%	Down from 96.0%	95.0%	95.0%
Average teacher salary*	\$41,318	Up 0.6%	\$43,724	\$46,992
Vacancies for more than nine weeks	0.0%	No Change	1.9%	0.4%
Professional development days/teacher	14.5 days	Down from 14.7 days	13.7 days	13.1 days
District				
Superintendent's years at district	5.0	Up from 4.0	3.3	3.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 17.5 to 1	18.8 to 1	20.5 to 1
Prime instructional time	89.8%	Down from 91.0%	88.8%	89.8%
Dollars spent per pupil**	\$11,675	Up 9.7%	\$11,356	\$9,279
Percent of expenditures for teacher salaries**	46.0%	Down from 47.3%	47.3%	52.7%
Percent of expenditures for instruction**	50.3%	Up from 49.8%	52.0%	56.7%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	4	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.5%	Down from 6.1%	7.2%	3.5%
Average age in years of school facilities	32 Years	Up from 31 Years	33 Years	28 Years
Number of schools with SACS accreditation	4.0	No Change	4.0	8.0
Parents attending conferences	74.9%	Up from 71.8%	93.2%	93.9%
Average administrator salary	\$76,530	Up 4.9%	\$74,681	\$79,261

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	90	94.4%	263	50.2%	97	81.4%	Yes
Gender							
Male	34	91.2%	131	42.0%	40	72.5%	N/A
Female	56	96.4%	132	58.3%	57	87.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	87	96.6%	249	48.6%	94	83.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	10	60.0%	18	27.8%	10	50.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	78	93.6%	244	50.4%	81	81.5%	N/A

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

HSAP Passage Rate by Spring 2009

Percent	Our District	Districts with Students Like Ours
	94.4%	88.8%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	97	165
Number of Diplomas	79	117
Rate	81.4%	70.5%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	383	379	392	412	391	393	1166	1184		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	12.9	14.7	15.7	16.7	14.9	16.2	16.2	16.8	15.1	16.3
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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School District Governance

Board Membership	5 trustees elected to at-large seats, 4 trustees appointed
Fiscal Authority	County Council
Average Number of Hours of Training Annually	12.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

We have had an outstanding school year 2008-2009. We have much to celebrate in the arena of academics and athletics. Our district's Growth Rating for 2008 was excellent. This rating is proof that we are moving in the right direction and doing what is best for all students. Our Absolute Rating is Below Average; this is an improvement from an At Risk Rating in 2007. Our focus will remain on providing a quality education for all students. Implementation of all forms of the arts continues to be a vital component of our curriculum. We understand the importance of educating and transforming the whole student. We continue to provide quality professional development for all employees. We are continuing our building projects. Our goal is to build St. Paul Elementary School and Scott's Branch Middle School on the site near the high school. We are in the process of putting focus groups together throughout the community to inform all stakeholders and get support for the building project.

We have also had an exciting year for athletics. Since the construction of the high school in the early 90s, the students were unable to utilize the track field because it was not built to the required specifications for a high school. That problem was remedied this year. The girls and boys track teams had an awesome season. Our football team was Class A State Champions. Our girls basketball and softball teams made it the regional play offs. The soccer team also made it to the regional play offs. Baseball is now a viable sport after several years of not having a team. We have added tennis and golf as sports for our students. We ask for continued support as we move boldly ahead.

Dr. Rose H. Wilder, Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 12 out of 17 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

Newly Identified

The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
St Paul Elementary	NI	Scotts Branch Middle	R-DELAY

The Clarendon 1 School District consists of 4 public schools with 2 of these schools, or 50%, 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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	356	99.4	40.9	40.9	18.1	73.4	82.8	Yes	Yes
Gender									
Male	179	99.4	47.3	36.1	16.6	66.9	79.3	N/A	N/A
Female	177	99.4	34.7	45.7	19.7	79.8	86.5	N/A	N/A
Racial/Ethnic Group									
White	9	I/S	I/S	I/S	I/S	I/S	89.5	I/S	I/S
African American	342	99.4	41.0	41.3	17.6	73.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	73	100.0	81.4	14.3	4.3	35.7	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	336	99.7	42.2	40.6	17.2	72.9	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	356	99.4	50.9	40.6	8.5	63.7	78.9	Yes	Yes
Gender									
Male	179	99.4	51.5	40.8	7.7	61.5	77.0	N/A	N/A
Female	177	99.4	50.3	40.5	9.2	65.9	80.9	N/A	N/A
Racial/Ethnic Group									
White	9	I/S	I/S	I/S	I/S	I/S	87.2	I/S	I/S
African American	342	99.4	51.1	41.0	7.9	63.8	66.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	73	100.0	78.6	20.0	1.4	37.1	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	336	99.7	51.1	41.2	7.7	63.4	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
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Science

All Students	236	99.6	43.8	50.4	5.8	56.2	67.5
Gender							
Male	118	100.0	40.2	53.6	6.3	59.8	67.0
Female	118	99.2	47.4	47.4	5.3	52.6	68.0
Racial/Ethnic Group							
White	7	I/S	I/S	I/S	I/S	I/S	79.5
African American	225	99.6	44.9	50.9	4.2	55.1	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	48	100.0	71.7	23.9	4.3	28.3	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	222	99.6	46.0	48.8	5.2	54.0	55.1

Social Studies

All Students	235	98.3	43.3	41.5	15.2	56.7	72.3
Gender							
Male	119	98.3	45.0	38.7	16.2	55.0	71.5
Female	116	98.3	41.6	44.2	14.2	58.4	73.2
Racial/Ethnic Group							
White	4	I/S	I/S	I/S	I/S	I/S	80.7
African American	227	98.2	42.6	42.6	14.8	57.4	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	51	96.1	74.5	21.3	4.3	25.5	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	224	98.2	44.4	42.1	13.6	55.6	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	362	99.2	40.8	40.5	18.8	59.2	70.2	96.4	96.1
Gender									
Male	183	99.5	46.2	40.5	13.3	53.8	63.2	96.3	96.0
Female	179	98.9	35.3	40.5	24.3	64.7	77.5	96.4	96.3
Racial/Ethnic Group									
White	10	I/S	I/S	I/S	I/S	I/S	79.1	95.7	95.9
African American	345	99.4	40.5	40.5	18.9	59.5	57.6	96.4	96.3
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.2	N/A	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	62.6	97.1	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.7	97.6	94.9
Disability Status									
Disabled	72	97.2	82.1	17.9	N/A	17.9	26.1	96.4	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	N/A	N/AV	I/S	I/S	I/S	I/S	61.2	N/A	96.8
Socio-Economic Status									
Subsided meals	342	99.1	42.5	40.4	17.1	57.5	58.9	96.3	95.6

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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	63	98.4	31.1	34.4	34.4	68.9
	4	70	98.6	37.9	45.5	16.7	62.1
	5	60	100.0	39.0	52.5	8.5	61.0
	6	62	100.0	42.6	36.1	21.3	57.4
	7	46	100.0	52.3	31.8	15.9	47.7
	8	55	100.0	47.1	43.1	9.8	52.9
Mathematics							
2009	3	63	98.4	59.0	34.4	6.6	41.0
	4	70	98.6	37.9	51.5	10.6	62.1
	5	60	100.0	72.9	25.4	1.7	27.1
	6	62	100.0	41.0	44.3	14.8	59.0
	7	46	100.0	50.0	47.7	2.3	50.0
	8	55	100.0	45.1	41.2	13.7	54.9
Science							
2009	3	31	100.0	32.3	61.3	6.5	67.7
	4	70	98.6	39.4	53.0	7.6	60.6
	5	31	100.0	63.3	33.3	3.3	36.7
	6	31	100.0	40.0	60.0	N/A	60.0
	7	46	100.0	40.9	52.3	6.8	59.1
	8	27	100.0	56.0	36.0	8.0	44.0
Social Studies							
2009	3	31	100.0	40.0	50.0	10.0	60.0
	4	70	98.6	28.8	57.6	13.6	71.2
	5	29	100.0	65.5	27.6	6.9	34.5
	6	31	96.8	23.3	46.7	30.0	76.7
	7	46	100.0	59.1	22.7	18.2	40.9
	8	28	92.9	56.0	32.0	12.0	44.0
Writing							
2009	3	64	100.0	36.1	32.8	31.1	63.9
	4	73	98.6	39.1	43.5	17.4	60.9
	5	60	96.7	50.0	44.8	5.2	50.0
	6	62	100.0	37.7	41.0	21.3	62.3
	7	48	100.0	45.7	39.1	15.2	54.3
	8	55	100.0	37.3	41.2	21.6	62.7

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	78	96.2	21.9	52.1	17.8	8.2	45.2	61.8	No	Yes
Male	41	92.7	33.3	50.0	11.1	5.6	33.3	57.4	N/A	N/A
Female	37	100.0	10.8	54.1	24.3	10.8	56.8	66.1	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	74.3	I/S	I/S
African American	76	96.1	22.5	53.5	16.9	7.0	43.7	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	12	91.7	66.7	33.3	N/A	N/A	N/A	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	70	97.1	22.4	52.2	17.9	7.5	41.8	45.6	No	Yes

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

All Students	78	96.2	26.0	54.8	13.7	5.5	39.7	62.7	No	Yes
Male	41	92.7	30.6	52.8	11.1	5.6	36.1	61.8	N/A	N/A
Female	37	100.0	21.6	56.8	16.2	5.4	43.2	63.6	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
African American	76	96.1	26.8	54.9	14.1	4.2	38.0	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	12	91.7	77.8	22.2	N/A	N/A	N/A	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	70	97.1	28.4	53.7	11.9	6.0	37.3	47.9	No	Yes

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

All Students	78	82.1	67.9	7.7	5.1	1.3	N/A	N/A	N/A	N/A
Male	41	78.0	68.3	4.9	2.4	2.4	N/A	N/A	N/A	N/A
Female	37	86.5	67.6	10.8	8.1	N/A	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	76	82.9	68.4	7.9	5.3	1.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	12	41.7	41.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	70	85.7	71.4	7.1	5.7	1.4	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	88	98.9	15.3	52.9	25.9	5.9	50.6	69.7
	2009	78	96.2	21.9	52.1	17.8	8.2	45.2	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	88	98.9	29.4	48.2	18.8	3.5	38.8	67.2
	2009	78	96.2	26.0	54.8	13.7	5.5	39.7	62.7

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate, grades K-8	97.6%	94.0%*	Yes

* Or greater than last year

** 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