



Clover School District

604 Bethel Street
Clover, South Carolina

Grades PK-12 District
Enrollment 6,445 Students
Superintendent Dr. Marc Sosne 803-810-8000
Board Chair Franklin Pendleton 803-810-8000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

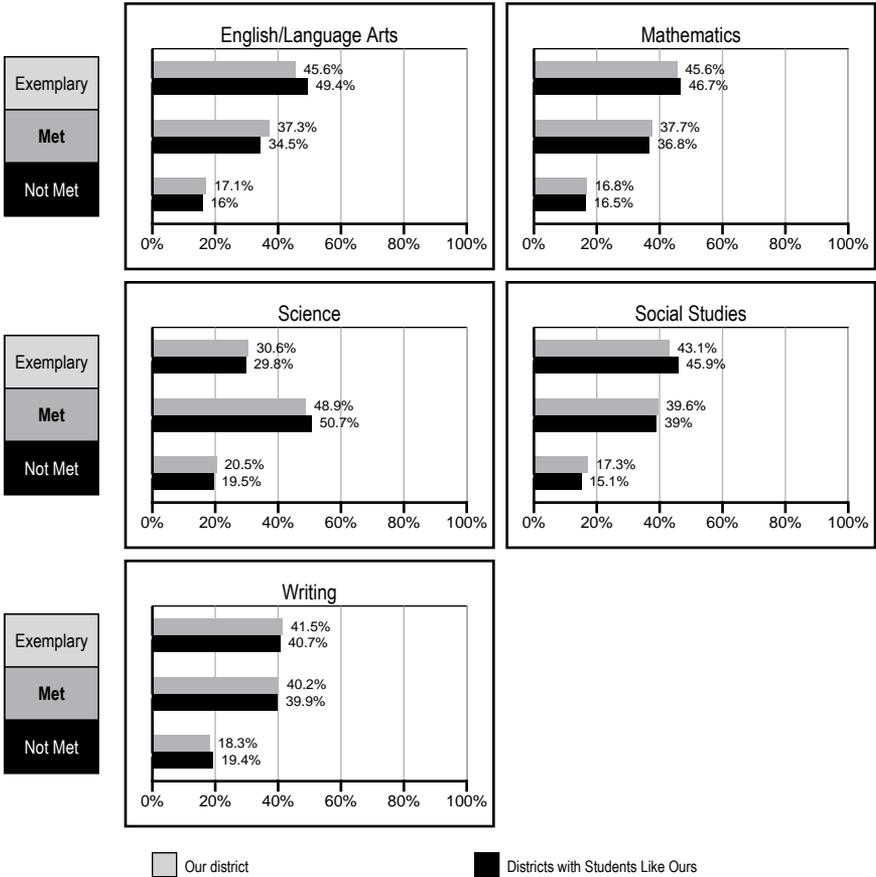
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	0	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	84.0%	84.6%	80.4%	85.7%	88.2%	84.6%
Passed one subtest	11.7%	9.1%	12.3%	9.6%	7.1%	9.2%
Passed no subtests	4.3%	6.2%	7.2%	4.7%	4.7%	6.1%

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	84.6%	87.1%
English 1	82.9%	83.4%
Physical Science	72.2%	69.1%
US History and the Constitution	59.8%	57.7%
All Subjects	75.4%	74.9%

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=6,445)				
First graders who attended full-day kindergarten	98.5%	Up from 97.3%	98.5%	99.7%
Retention rate	2.2%	Down from 2.3%	2.0%	3.1%
Attendance rate	96.1%	Up from 96.0%	96.3%	95.7%
Eligible for gifted and talented	23.4%	Up from 22.8%	26.6%	11.2%
With disabilities other than speech	6.7%	Down from 6.9%	7.4%	10.6%
Older than usual for grade	2.1%	Down from 2.4%	2.0%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	No Change	1.7%	0.5%
Enrolled in AP/IB programs	6.9%	No Change	22.5%	10.5%
Successful on AP/IB exams	58.7%	Down from 84.4%	61.8%	51.2%
Eligible for LIFE Scholarship	57.0%	Up from 31.3%	52.8%	30.8%
Enrolled in adult education GED or diploma programs	31	Down from 34	76	40
Completions in adult education GED or diploma programs	31	Up from 28	56	30
Annual dropout rate	4.7%	Up from 4.1%	3.5%	3.4%
Teachers (n=433)				
Teachers with advanced degrees	59.6%	Down from 60.6%	63.5%	56.8%
Continuing contract teachers	76.0%	Down from 78.4%	80.2%	76.7%
Teachers with emergency or provisional certificates	1.2%	Down from 1.4%	2.2%	4.6%
Teachers returning from previous year	89.9%	Up from 88.9%	89.3%	88.4%
Teacher attendance rate	94.9%	Up from 94.4%	94.6%	95.0%
Average teacher salary*	\$50,484	Up 4.0%	\$50,915	\$46,992
Vacancies for more than nine weeks	0.2%	Up from 0.0%	0.1%	0.4%
Professional development days/teacher	14.4 days	Down from 19.8 days	13.4 days	13.1 days
District				
Superintendent's years at district	2.0	Up from 1.0	1.5	3.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 22.5 to 1	21.0 to 1	20.5 to 1
Prime instructional time	89.4%	Up from 87.6%	89.5%	89.8%
Dollars spent per pupil**	\$9,076	Down 1.7%	\$9,569	\$9,279
Percent of expenditures for teacher salaries**	56.2%	Up from 52.0%	55.8%	52.7%
Percent of expenditures for instruction**	58.8%	Up from 54.6%	58.1%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	9	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	4.0%	3.5%
Average age in years of school facilities	23 Years	Up from 22 Years	24 Years	28 Years
Number of schools with SACS accreditation	3.0	Up from 1.0	11.0	8.0
Parents attending conferences	99.6%	N/A	99.3%	93.9%
Average administrator salary	\$82,435	Up 3.8%	\$88,242	\$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	398	95.5%	1969	75.4%	466	78.5%	Yes
Gender							
Male	193	96.9%	1007	73.9%	234	74.4%	N/A
Female	205	94.1%	962	77.0%	232	82.8%	N/A
Racial/Ethnic Group							
White	325	96.6%	1615	77.7%	376	79.3%	N/A
African American	60	90.0%	250	60.8%	75	74.7%	N/A
Asian/Pacific Islander	N/A	N/A	44	75.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	38	65.8%	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	33	60.6%	130	41.5%	43	48.8%	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	33	63.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	109	91.7%	566	62.5%	127	70.1%	N/A

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

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	95.5%	96.6%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	466	932
Number of Diplomas	366	776
Rate	78.5%	81.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	482	508	511	520	476	488	1469	1515		
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	18.8	21.0	20.7	21.4	19.2	22.1	19.5	21.6	19.7	21.6
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 single-member seats, 2 trustees elected to at-large seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	20.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The 2008-2009 school year was an exciting, rewarding year for the students, staff, and community of the Clover School District.

Clover High School graduates set a new record for scholarship money earned and will represent our district proudly this fall whether they are attending the finest universities or entering the workforce. Forty-three seniors earned Palmetto Fellows awards, and a CHS senior was named a National Merit Scholarship winner. In extra curricular activities, CHS won state titles in chorus, student council, livestock judging (FFA), and job interviewing (FFA). The AFJROTC unit won a third, consecutive national Distinguished Unit Award. The Robotics Team placed in the top 20% at a national competition. A CHS student was elected state FFA president.

Seven of our nine schools won Palmetto Gold and Silver Awards for outstanding academic performance. Clover High School and Crowders Creek Elementary School won Gold Awards for general achievement. Bethany, Bethel, and Griggs Road Elementary Schools won Silver Awards for general achievement. Clover High School, Bethany Elementary School, Kinard Elementary School, and Griggs Road Elementary School won Silver Awards for closing the achievement gap among children from differing economic, racial, and ethnic groups. Crowders Creek Middle School won a Gold Award for closing the achievement gap. Standardized test scores continue to improve and exceed state averages.

Eleven Clover teachers showed their commitment to professional development by earning National Board Certification, raising the district total to seventy-seven teachers certified by the National Board for Professional Teaching Standards.

Our district continues to grow. We will open Oakridge Middle School and Larne Elementary School in August of 2009. The tasks of construction, purchasing equipment, creating new attendance lines, assigning personnel, and selecting instructional materials were all successfully accomplished during the 2008-2009 school year.

Thank you for the opportunity to serve your children. Your continued support of our schools is greatly appreciated.

Marc Sosne, Ph.D., Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 31 out of 33 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

The Clover School District consists of 9 public schools with 0 of these schools, or 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. 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	2963	99.9	16.9	37.4	45.8	89.1	82.8	Yes	Yes
Gender									
Male	1522	99.9	21.5	35.4	43.1	85.3	79.3	N/A	N/A
Female	1441	99.9	12.0	39.4	48.6	93.2	86.5	N/A	N/A
Racial/Ethnic Group									
White	2493	99.9	15.3	36.0	48.7	90.7	89.5	Yes	Yes
African American	312	100.0	31.3	45.8	22.9	74.7	73.7	Yes	Yes
Asian/Pacific Islander	46	100.0	10.9	43.5	45.7	93.5	92.3	Yes	Yes
Hispanic	75	100.0	15.3	47.2	37.5	91.7	76.5	Yes	Yes
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	288	99.7	57.3	31.9	10.8	53.5	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	65	100.0	21.0	48.4	30.6	88.7	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	907	99.8	30.7	43.7	25.5	78.0	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	2961	99.9	16.7	37.8	45.6	88.8	78.9	Yes	Yes
Gender									
Male	1521	99.9	19.0	35.8	45.2	86.9	77.0	N/A	N/A
Female	1440	100.0	14.2	39.9	46.0	90.9	80.9	N/A	N/A
Racial/Ethnic Group									
White	2491	99.9	14.3	37.1	48.6	90.2	87.2	Yes	Yes
African American	312	100.0	35.0	43.8	21.2	77.1	66.7	Yes	Yes
Asian/Pacific Islander	46	100.0	15.2	32.6	52.2	91.3	93.0	Yes	Yes
Hispanic	75	100.0	22.2	37.5	40.3	88.9	76.0	Yes	Yes
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	287	99.7	55.4	32.3	12.3	56.5	45.5	Yes	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	65	100.0	22.6	43.5	33.9	88.7	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	905	100.0	30.7	43.0	26.2	77.9	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
Science							
All Students	1972	99.7	20.1	49.2	30.7	79.9	67.5
Gender							
Male	1011	99.7	20.9	47.2	31.9	79.1	67.0
Female	961	99.7	19.3	51.2	29.5	80.7	68.0
Racial/Ethnic Group							
White	1650	99.8	17.2	50.0	32.8	82.8	79.5
African American	221	99.6	42.5	43.5	14.0	57.5	50.3
Asian/Pacific Islander	25	100.0	16.0	40.0	44.0	84.0	84.3
Hispanic	52	98.1	22.0	50.0	28.0	78.0	60.7
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	189	100.0	49.7	41.6	8.7	50.3	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	45	97.8	22.7	50.0	27.3	77.3	59.6
Socio-Economic Status							
Subsided meals	600	99.7	38.1	48.7	13.3	61.9	55.1
Social Studies							
All Students	1972	99.9	17.0	39.7	43.3	83.0	72.3
Gender							
Male	1009	99.8	18.4	35.1	46.4	81.6	71.5
Female	963	99.9	15.6	44.4	40.0	84.4	73.2
Racial/Ethnic Group							
White	1653	99.8	15.8	39.3	44.9	84.2	80.7
African American	206	100.0	30.9	45.4	23.7	69.1	60.0
Asian/Pacific Islander	33	100.0	N/AV	N/AV	N/AV	N/AV	88.5
Hispanic	52	100.0	16.0	36.0	48.0	84.0	68.0
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	192	99.0	53.5	33.1	13.4	46.5	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	39	100.0	13.5	40.5	45.9	86.5	67.9
Socio-Economic Status							
Subsided meals	598	100.0	31.1	44.6	24.3	68.9	62.1

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	District Attendance Rate	State Attendance Rate
Writing									
All Students	2967	99.6	18.5	38.0	43.5	81.5	70.2	96.2	96.1
Gender									
Male	1519	99.7	24.8	39.1	36.1	75.2	63.2	96.2	96.0
Female	1448	99.6	11.8	36.8	51.4	88.2	77.5	96.2	96.3
Racial/Ethnic Group									
White	2491	99.6	16.7	37.5	45.8	83.3	79.1	96.1	95.9
African American	317	99.7	34.3	41.3	24.4	65.7	57.6	96.8	96.3
Asian/Pacific Islander	46	100.0	8.7	41.3	50.0	91.3	86.2	97.4	97.3
Hispanic	76	100.0	21.9	39.7	38.4	78.1	62.6	97.0	96.5
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	68.7	94.4	94.9
Disability Status									
Disabled	280	96.4	63.1	29.4	7.5	36.9	26.1	95.2	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	68	100.0	20.3	35.9	43.8	79.7	61.2	97.5	96.8
Socio-Economic Status									
Subsided meals	914	99.6	33.0	41.3	25.7	67.0	58.9	95.4	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	503	100.0	12.6	27.9	59.5	87.4
	4	485	100.0	14.1	38.9	47.0	85.9
	5	500	100.0	13.5	41.8	44.7	86.5
	6	462	100.0	15.8	40.0	44.2	84.2
	7	505	99.4	20.0	36.0	44.0	80.0
	8	508	100.0	24.8	39.7	35.4	75.2
Mathematics							
2009	3	503	100.0	16.8	30.9	52.3	83.2
	4	485	100.0	11.5	39.1	49.4	88.5
	5	500	100.0	15.8	37.2	47.0	84.2
	6	462	100.0	14.7	38.0	47.3	85.3
	7	503	99.8	17.9	38.9	43.2	82.1
	8	508	99.8	22.8	42.4	34.8	77.2
Science							
2009	3	251	99.2	19.6	45.1	35.3	80.4
	4	482	100.0	17.2	51.8	31.0	82.8
	5	250	100.0	22.0	57.7	20.3	78.0
	6	232	98.7	26.0	54.7	19.3	74.0
	7	503	99.8	17.3	44.9	37.9	82.7
	8	254	100.0	24.5	43.3	32.2	75.5
Social Studies							
2009	3	252	100.0	10.8	34.4	54.8	89.2
	4	483	100.0	12.9	47.2	39.9	87.1
	5	250	100.0	13.8	40.4	45.8	86.3
	6	230	99.6	17.9	51.3	30.8	82.1
	7	503	99.8	23.7	31.5	44.9	76.3
	8	254	99.6	20.3	35.4	44.3	79.7
Writing							
2009	3	505	99.8	20.8	28.7	50.5	79.2
	4	483	98.6	15.7	40.3	44.0	84.3
	5	500	99.8	16.8	36.0	47.2	83.2
	6	464	100.0	18.1	41.1	40.8	81.9
	7	508	99.8	18.1	38.2	43.7	81.9
	8	507	99.8	21.3	43.7	35.0	78.7

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	474	99.4	11.1	33.1	28.8	27.0	66.9	61.8	Yes	Yes
Male	252	99.2	14.2	33.6	29.1	23.1	61.5	57.4	N/A	N/A
Female	222	99.5	7.5	32.5	28.3	31.6	73.1	66.1	N/A	N/A
White	388	99.2	8.5	32.8	28.8	29.9	71.5	74.3	Yes	Yes
African American	67	100.0	24.6	35.4	27.7	12.3	44.6	44.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	40	100.0	52.5	35.0	7.5	5.0	22.5	19.4	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	6	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	158	98.7	21.9	42.4	21.9	13.9	48.3	45.6	No	Yes

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

All Students	474	99.2	14.4	27.7	25.8	32.1	66.6	62.7	Yes	Yes
Male	252	99.2	13.4	28.7	25.9	32.0	66.0	61.8	N/A	N/A
Female	222	99.1	15.6	26.5	25.6	32.2	67.3	63.6	N/A	N/A
White	388	99.0	11.2	25.9	27.8	35.0	71.7	75.1	Yes	Yes
African American	67	100.0	30.8	40.0	13.8	15.4	40.0	45.1	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	40	100.0	57.5	25.0	12.5	5.0	25.0	21.8	Yes	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	6	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	158	98.1	21.3	39.3	24.7	14.7	48.7	47.9	No	Yes

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

All Students	472	95.3	45.6	17.2	15.5	17.2	N/A	N/A	N/A	N/A
Male	251	94.4	45.8	15.9	15.1	17.5	N/A	N/A	N/A	N/A
Female	221	96.4	45.2	18.6	15.8	16.7	N/A	N/A	N/A	N/A
White	386	94.8	43.0	16.1	16.8	18.9	N/A	N/A	N/A	N/A
African American	67	97.0	61.2	22.4	7.5	6.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	8	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	38	94.7	86.8	5.3	N/A	2.6	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	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	157	95.5	64.3	14.6	7.6	8.9	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	491	98.4	8.8	23.8	39.5	27.9	76.0	69.7
	2009	474	99.4	11.1	33.1	28.8	27.0	66.9	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	491	98.6	10.9	22.1	35.3	31.7	76.7	67.2
	2009	474	99.2	14.4	27.7	25.8	32.1	66.6	62.7

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No
Student attendance rate, grades K-8	96.1%	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