



Spartanburg 3 School District

P. O. Box 267

Glendale, South Carolina

Grades	PK-12 District	
Enrollment	3,015 Students	
Superintendent	Dr. James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

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	Below Average
2008	Average	Below Average
2007	Average	Below Average
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

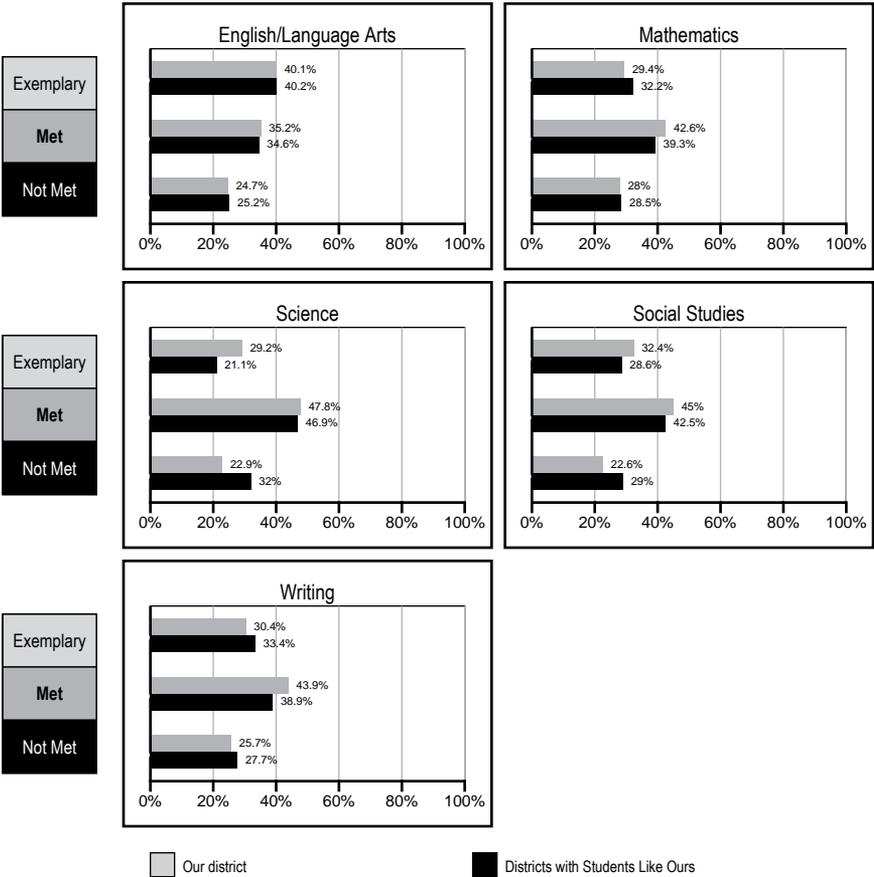
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	18	1	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	81.5%	80.9%	79.9%	81.6%	76.2%	78.6%
Passed one subtest	9.0%	11.4%	9.4%	10.1%	12.4%	11.5%
Passed no subtests	9.5%	7.7%	10.7%	8.3%	11.4%	9.9%

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	91.0%	81.4%
English 1	75.8%	73.2%
Physical Science	73.7%	58.3%
US History and the Constitution	44.8%	41.4%
All Subjects	70.1%	64.0%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,015)				
First graders who attended full-day kindergarten	99.5%	No Change	99.1%	99.5%
Retention rate	1.7%	Down from 2.8%	1.7%	2.3%
Attendance rate	94.6%	Down from 94.9%	95.5%	95.8%
Eligible for gifted and talented	21.7%	Up from 13.7%	17.7%	14.3%
With disabilities other than speech	13.8%	Up from 13.6%	10.6%	10.5%
Older than usual for grade	3.2%	Up from 2.6%	4.1%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.7%	0.7%
Enrolled in AP/IB programs	16.3%	Down from 18.6%	15.7%	12.1%
Successful on AP/IB exams	67.7%	Up from 55.3%	52.2%	50.0%
Eligible for LIFE Scholarship	53.3%	Up from 49.5%	35.4%	31.4%
Enrolled in adult education GED or diploma programs	0	Down from 6	112	47
Completions in adult education GED or diploma programs	0	Down from 6	39	29
Annual dropout rate	1.8%	Up from 0.9%	3.4%	3.1%
Teachers (n=202)				
Teachers with advanced degrees	65.3%	Down from 66.2%	61.3%	58.8%
Continuing contract teachers	81.2%	Up from 79.1%	84.4%	81.5%
Teachers with emergency or provisional certificates	2.2%	Up from 2.1%	3.3%	4.0%
Teachers returning from previous year	89.2%	Up from 87.0%	91.5%	89.3%
Teacher attendance rate	95.5%	Down from 95.9%	95.2%	95.3%
Average teacher salary*	\$50,802	Up 0.9%	\$47,493	\$46,618
Vacancies for more than nine weeks	0.5%	Up from 0.0%	0.2%	0.2%
Professional development days/teacher	15.3 days	Down from 16.8 days	12.3 days	12.6 days
District				
Superintendent's years at district	13.0	Up from 12.0	3.0	3.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 20.8 to 1	21.3 to 1	20.9 to 1
Prime instructional time	88.7%	Down from 89.5%	89.6%	89.9%
Dollars spent per pupil**	\$9,417	Down 3.9%	\$9,300	\$9,364
Percent of expenditures for teacher salaries**	53.2%	Up from 50.8%	55.1%	53.3%
Percent of expenditures for instruction**	56.3%	Up from 52.9%	57.9%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	7	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	3.5%	2.4%
Average age in years of school facilities	30 Years	Up from 29 Years	27 Years	27 Years
Number of schools with SACS accreditation	7.0	No Change	13.0	8.0
Parents attending conferences	95.0%	Down from 98.8%	96.7%	97.1%
Average administrator salary	\$86,696	No Change	\$80,148	\$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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	185	88.6%	825	70.1%	217	73.3%	N/A
Gender							
Male	92	85.9%	439	68.3%	113	66.4%	N/A
Female	93	91.4%	386	72.0%	104	80.8%	N/A
Racial/Ethnic Group							
White	141	90.8%	617	75.4%	168	73.2%	N/A
African American	38	78.9%	148	47.3%	41	75.6%	N/A
Asian/Pacific Islander	N/A	N/A	16	56.3%	N/A	N/A	N/A
Hispanic	N/A	N/A	35	80.0%	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	24	54.2%	70	41.4%	25	44.0%	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	23	73.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	80	85.0%	431	64.0%	97	70.1%	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
	88.6%	90.8%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	227	217	754	803
Number of Graduates in Cohort	193	159	545	569
Rate	85.0%	73.3%	75.5%	71.4%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	493	479	521	493	486	485	1501	1457		
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	19.0	19.7	19.6	19.7	19.5	19.4	19.5	19.6	19.6	19.7
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	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	20.2 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

School year 2009-2010 was a great year of accomplishments by our students, faculty, schools, and district. Our students excelled in all areas of our school programs. From academics to athletics, fine arts to community service, a culture of excellence permeates our school system.

Our academic achievement continues to improve. Broome High School received the prestigious state Palmetto Gold Award for Closing the Achievement Gap. Cannons Elementary School, Cowpens Elementary School, Pacolet Elementary School, and Daniel Morgan Technology Center received Palmetto Silver Awards for outstanding student achievement. Clifdale and Pacolet Elementary Schools were recognized as Red Carpet Schools for creating a family-friendly school environment.

We are proud of our significant growth in reading, math, and language achievement on Measures of Academic Progress (MAP). Our students also performed well on the Palmetto Assessment of State Standards (PASS) for grades 3-8 and the High School Assessment Program (HSAP). BHS seniors received over \$2,964,128 in scholarship this year!

District communication programs and publications received eight awards in the Rewards for Excellence competition sponsored by the South Carolina Chapter of the National School Public Relations Association. The competition attracted 150 school-district and education-agency entries across the State.

Spartanburg School District Three is an unquestioned leader in classroom technology. From computers to sound amplification systems and interactive white boards, our teachers and students in every classroom are equipped with the most modern equipment and software on the market.

Awards by our faculty and volunteers included: Veterans of Foreign Wars State Teacher of the Year; SC ASCD Teacher of the Year; Prostart Teacher of the Year; four National Board Certified teachers; Claes Nobel Educator of Distinction; State Volunteer of the Year; SC ASCD Friend to Education; SC State President-Alpha Delta Kappa; SC ASCD President Elect; Region II AA Athletic Director of the Year and Sportsmanship Award; \$20,000 AdvanceSC grant; National Council of Teachers of Mathematics grant; and National Education Association grant.

The new District Three Community Auditorium officially opened on April 11, 2010. Our students now have one of the finest, state-of-the-art venues to showcase their many talents. This building will serve our community well for decades to come.

Community support for our schools remains widespread and dependable. Along with our Board of Trustees, we thank you for your continued support as we provide the highest quality education possible in the safe, secure environment that our students deserve.

Jim Ray, Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 25 out of 29 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.

1

Title I Schools' School Improvement Status

The Spartanburg 3 School District consists of 7 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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1409	99.9	24.7	35.3	40	84.5	83.5	Yes	Yes
Gender									
Male	721	99.9	30.2	32.4	37.4	80.7	80.1	N/A	N/A
Female	687	99.9	19	38.3	42.7	88.4	87	N/A	N/A
Racial/Ethnic Group									
White	1140	99.8	21.3	35.1	43.6	87.2	89.6	Yes	Yes
African American	198	100	45	35.1	19.9	70.2	74.6	Yes	Yes
Asian/Pacific Islander	13	100	23.1	23.1	53.8	76.9	92.7	I/S	I/S
Hispanic	50	100	22.9	43.8	33.3	83.3	79.6	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	257	100	67.9	22.1	10	49.4	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	53	100	25.9	50	24.1	83.3	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	853	99.9	31.9	37.5	30.6	80.3	76.9	Yes	Yes

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

All Students	1409	99.8	28.1	42.6	29.3	81.8	80.4	Yes	Yes
Gender									
Male	721	99.7	29.5	40	30.5	79.9	78.4	N/A	N/A
Female	687	99.9	26.5	45.4	28.1	83.9	82.5	N/A	N/A
Racial/Ethnic Group									
White	1140	99.7	25.3	42.9	31.8	84.3	87.8	Yes	Yes
African American	198	100	44	42.4	13.6	68.6	69.3	Yes	Yes
Asian/Pacific Islander	13	100	30.8	15.4	53.8	84.6	93.5	I/S	I/S
Hispanic	50	100	27.1	43.8	29.2	77.1	78.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	257	100	68.7	24.5	6.8	45.4	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	53	98.1	31.5	38.9	29.6	75.9	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	853	99.8	34.9	42.7	22.3	76.8	72.8	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	938	100	22.9	48	29	77.1	67.3
Gender							
Male	483	100	22.6	45	32.3	77.4	66.9
Female	455	100	23.3	51.1	25.6	76.7	67.7
Racial/Ethnic Group							
White	748	100	18.9	48.6	32.5	81.1	79.6
African American	143	100	42.8	44.2	13	57.2	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	33	100	28.1	50	21.9	71.9	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	175	100	56	39.9	4.2	44	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	36	100	29.7	48.6	21.6	70.3	58.6
Socio-Economic Status							
Subsidized meals	563	100	30.8	47.9	21.3	69.2	55.4
Social Studies							
All Students	930	99.9	22.6	45	32.4	77.4	70.9
Gender							
Male	464	99.8	23.4	36.8	39.7	76.6	70.1
Female	465	100	21.8	53.1	25.1	78.2	71.7
Racial/Ethnic Group							
White	750	99.9	20.9	44.4	34.8	79.1	79.2
African American	135	100	31.1	47.7	21.2	68.9	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	31	100	20.7	51.7	27.6	79.3	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	158	99.4	58.2	32	9.8	41.8	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	35	100	25	52.8	22.2	75	68
Socio-Economic Status							
Subsidized meals	557	100	29.8	46.2	24	70.2	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	1407	99.3	25.7	43.9	30.4	74.3	72.1	95.8	96.3
Gender									
Male	722	98.9	33.2	42	24.7	66.8	65.2	95.6	96.2
Female	685	99.7	17.8	45.9	36.3	82.2	79.2	96.1	96.4
Racial/Ethnic Group									
White	1135	99.5	23.4	44.5	32.1	76.6	80.8	95.6	96.1
African American	202	99	41.2	38.7	20.1	58.8	59.7	96.8	96.4
Asian/Pacific Islander	13	100	30.8	23.1	46.2	69.2	87	97.7	97.5
Hispanic	50	98	14.9	55.3	29.8	85.1	64.6	97	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	73.4	96.1	95
Disability Status									
Disabled	269	97.8	68.2	27.5	4.3	31.8	27.7	94.9	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	52	96.2	26.9	51.9	21.2	73.1	63.7	97.1	97
Socio-Economic Status									
Subsidized meals	847	99.5	32.4	44.8	22.8	67.6	61.9	95.3	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	226	100	23.8	30.4	45.8	76.2
	4	221	100	27.4	43.3	29.3	72.6
	5	240	100	20.2	50.2	29.6	79.8
	6	235	100	19	42.4	38.5	81
	7	235	100	24.3	41.2	34.5	75.7
	8	215	100	23	42.6	34.3	77
2010	3	223	100	19.7	22.5	57.7	80.3
	4	224	100	26.4	38.9	34.7	73.6
	5	229	100	22	45.3	32.7	78
	6	252	100	24.7	37.9	37.4	75.3
	7	241	99.6	25.4	32.8	41.8	74.6
	8	240	99.6	29.9	33.8	36.4	70.1
Mathematics							
2009	3	226	100	32.7	32.7	34.6	67.3
	4	221	100	27	48.4	24.7	73
	5	240	100	27.5	48.5	24	72.5
	6	235	100	23.8	42.9	33.3	76.2
	7	235	100	23	54.9	22.1	77
	8	215	100	36.8	43.1	20.1	63.2
2010	3	223	100	21.6	35.2	43.2	78.4
	4	224	100	20.4	46.8	32.9	79.6
	5	229	100	28.7	42.6	28.7	71.3
	6	252	100	31.7	41.2	27.2	68.3
	7	241	99.2	28.4	44.4	27.2	71.6
	8	240	99.6	36.4	45.5	18.2	63.6
Science							
2009	3	112	100	29.2	41.5	29.2	70.8
	4	221	100	24.7	59.5	15.8	75.3
	5	120	100	28.7	51.3	20	71.3
	6	118	100	17.2	52.6	30.2	82.8
	7	234	100	20.9	61.8	17.3	79.1
	8	108	100	18.3	45.2	36.5	81.7
2010	3	113	100	31.5	43.5	25	68.5
	4	224	100	23.6	52.3	24.1	76.4
	5	115	100	26.4	50.9	22.7	73.6
	6	128	100	33.6	45.1	21.3	66.4
	7	238	100	16	42.4	41.6	84
	8	120	100	13	55.7	31.3	87

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	114	100	16.7	44.4	38.9	83.3
	4	221	100	18.1	57.2	24.7	81.9
	5	120	100	28	47.5	24.6	72
	6	118	100	14.7	51.7	33.6	85.3
	7	234	100	26.2	42.7	31.1	73.8
	8	107	100	34	40	26	66
2010	3	110	100	13.3	44.8	41.9	86.7
	4	224	100	26.4	43.5	30.1	73.6
	5	114	100	28.3	54	17.7	71.7
	6	125	100	15.6	53.3	31.1	84.4
	7	238	99.6	23.5	39.6	37	76.5
	8	119	100	24.1	41.4	34.5	75.9
Writing							
2009	3	230	100	29	33.2	37.8	71
	4	223	99.6	24.4	42.4	33.2	75.6
	5	245	99.6	27	43.5	29.5	73
	6	234	99.6	21.3	43.9	34.8	78.7
	7	239	98.3	23.2	50.4	26.3	76.8
	8	215	100	26.5	51.5	22.1	73.5
2010	3	223	100	25.7	38.8	35.5	74.3
	4	222	100	24.7	42.3	33	75.3
	5	231	100	24.9	37.8	37.3	75.1
	6	250	98.8	25.3	44.8	29.9	74.7
	7	240	98.3	25.1	53.2	21.6	74.9
	8	241	98.8	28.4	45.7	25.9	71.6

Abbreviations for Missing Data

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

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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	225	99.6	12.8	36.7	29.4	21.1	61.9	65.9	No	Yes
Male	114	99.1	17	34.8	28.6	19.6	59.8	60.8	N/A	N/A
Female	111	100	8.5	38.7	30.2	22.6	64.2	71	N/A	N/A
White	175	99.4	11.1	31.6	32.7	24.6	67.3	77.5	No	Yes
African American	38	100	21.6	56.8	13.5	8.1	35.1	49.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	32	100	58.1	32.3	6.5	3.2	19.4	21.3	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	5	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	118	99.2	17	42.9	22.3	17.9	51.8	51.5	No	Yes

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

All Students	225	99.1	17.5	34.1	22.6	25.8	59	62.3	No	Yes
Male	114	98.2	17.1	28.8	23.4	30.6	61.3	61.7	N/A	N/A
Female	111	100	17.9	39.6	21.7	20.8	56.6	63	N/A	N/A
White	175	98.9	15.3	31.2	22.4	31.2	63.5	75	Yes	Yes
African American	38	100	29.7	43.2	21.6	5.4	37.8	44	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	32	100	54.8	35.5	9.7	0	22.6	22.1	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	5	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	118	98.3	23.4	36	20.7	19.8	51.4	48.1	No	Yes

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

All Students	225	92.0	60.9	21.3	11.6	6.3	N/A	N/A	N/A	N/A
Male	114	92.1	56.2	21.9	12.4	9.5	N/A	N/A	N/A	N/A
Female	111	91.9	65.7	20.6	10.8	2.9	N/A	N/A	N/A	N/A
White	175	93.1	54.0	23.9	14.7	7.4	N/A	N/A	N/A	N/A
African American	38	92.1	91.4	5.7	N/A	2.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	32	62.5	80.0	20.0	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	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	118	89.0	70.5	17.1	9.5	2.9	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	2009	246	100	10.2	37.6	29.8	22.4	64.1	61.8
	2010	225	99.6	12.8	36.7	29.4	21.1	61.9	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	246	100	16.3	33.1	25.7	24.9	66.5	62.7
	2010	225	99.1	17.5	34.1	22.6	25.8	59	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate, grades K-8	94.6%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data