



Anderson 1 School District

801 North Hamilton Street
Williamston, SC 29697

Grades	PK-12 District	
Enrollment	9,173 Students	
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average*
2007	Good	Average
2006	Good	At-Risk
2005	Excellent	Excellent
2004	Excellent	Excellent

* The District's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

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

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

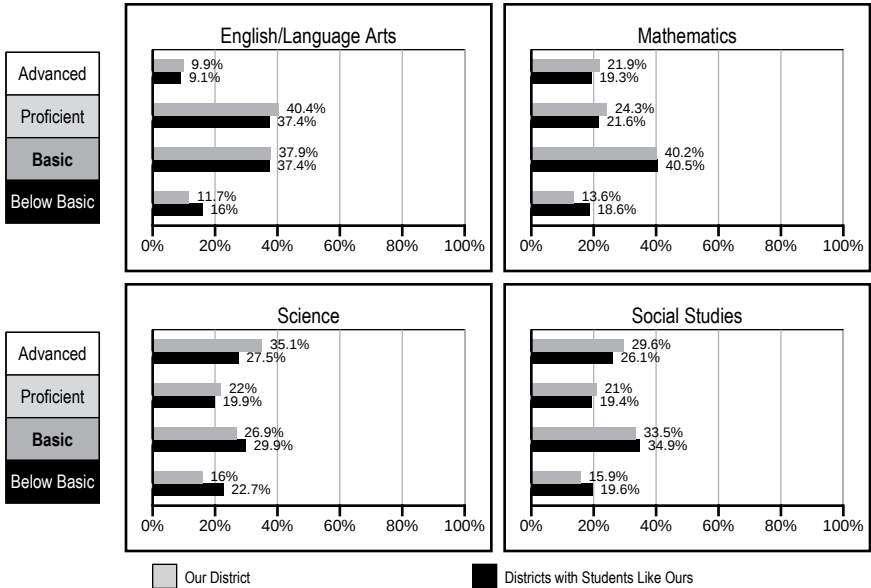
96.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	2	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	85.7	87.7	90.9	81.2	81.8	88.1
Passed 1 subtest	5.8	6.7	4.7	8.2	10.8	6.4
Passed no subtests	8.4	5.7	4.4	10.6	7.5	5.4

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	93.3	86.0
English 1	84.0	76.5
Physical Science	67.5	64.5
All Subjects	80.1	76.4

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=9,173)				
First graders who attended full-day kindergarten	98.6%	Up from 97.4%	98.1%	98.9%
Retention rate	1.8%	Down from 2.7%	2.7%	4.0%
Attendance rate	95.8%	Down from 96.1%	96.1%	95.6%
Eligible for gifted and talented	20.6%	Up from 19.8%	16.6%	11.4%
With disabilities other than speech	9.4%	Down from 9.6%	7.9%	10.5%
Older than usual for grade	1.6%	Up from 1.3%	2.5%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.5%	2.0%	0.8%
Enrolled in AP/IB programs	12.6%	Down from 14.3%	17.4%	10.3%
Successful on AP/IB exams	45.5%	N/A	65.3%	56.0%
Eligible for LIFE Scholarship	40.5%	Down from 41.0%	39.2%	31.1%
Enrolled in adult education GED or diploma programs	48	Down from 55	99	48
Completions in adult education GED or diploma programs	34	Down from 52	49	27
Annual dropout rate	1.7%	Down from 3.0%	2.0%	3.8%
Teachers (n=535)				
Teachers with advanced degrees	56.4%	Down from 58.6%	56.4%	54.8%
Continuing contract teachers	77.6%	Down from 81.2%	68.9%	73.9%
Teachers with emergency or provisional certificates	1.6%	Up from 0.4%	5.6%	5.0%
Teachers returning from previous year	91.1%	Down from 91.4%	86.9%	88.8%
Teacher attendance rate	95.1%	Down from 95.2%	94.7%	94.9%
Average teacher salary	\$45,894	Up 2.1%	\$45,894	\$45,107
Vacancies for more than nine weeks	0.0%	Down from 0.2%	0.1%	0.5%
Professional development days/teacher	11.6 days	Up from 11.2 days	13.3 days	15.2 days
District				
Superintendent's years at district	4.0	Up from 3.0	9.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 22.8 to 1	21.3 to 1	20.2 to 1
Prime instructional time	90.1%	Down from 90.7%	90.1%	89.1%
Dollars spent per pupil*	\$6,751	Up 2.7%	\$7,206	\$8,666
Percent of expenditures for teacher salaries*	55.5%	Down from 56.5%	55.7%	53.1%
Percent of expenditures for instruction*	60.4%	Up from 59.6%	60.4%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	Up from 98.6%	98.1%	98.2%
Number of schools	14	No Change	19	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.8%	Up from 0.4%	5.0%	4.3%
Average age in years of school facilities	26 Years	No Change	21 Years	26 Years
Number of schools with SACS accreditation	14.0	No Change	19.0	8.0
Average administrator salary	\$80,467	Up 2.5%	\$80,467	\$76,032

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	525	93.1%	1962	83.6%	573	81.0%	Yes
Gender							
Male	255	91.0%	1013	84.6%	279	76.0%	N/A
Female	270	95.2%	948	82.6%	294	85.7%	N/A
Racial/Ethnic Group							
White	474	94.7%	1684	85.1%	515	82.3%	N/A
African American	31	83.9%	176	75.0%	35	68.6%	N/A
Asian/Pacific Islander	N/A	N/A	13	100.0%	11	72.7%	N/A
Hispanic	10	70.0%	70	70.0%	10	70.0%	N/A
American Indian/Alaskan	N/A	N/A	13	69.2%	N/A	N/A	N/A
Disability Status							
Disabled	67	53.7%	183	48.6%	70	51.4%	N/A
Migrant Status							
Migrant	1	100.0%	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	10	70.0%	43	65.1%	11	72.7%	N/A
Socio-Economic Status							
Subsidized meals	128	81.3%	586	75.4%	140	65.7%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	93.1%	94.9%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	573	1145
Number of Diplomas	464	898
Rate	81.0%	78.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	505	508	529	536	490	496	1034	1044		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	20.1	21.3	21.1	22.3	20.7	21.5	20.4	21.1	20.7	21.7
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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

School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	18.4 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Under the leadership of outstanding administrators and very highly qualified teachers and staff, the students in Anderson School District One continue to perform in the top five districts in the state.

Our schools, teachers, and students are often recognized for their successful accomplishments in academics, fine arts, and athletics. Parents often say they chose to relocate to Anderson District One because of its fine schools. It is very important to each stakeholder that we do everything we can to continue our tradition of excellence. Instructional focus and professional development for the 2007-2008 school year was placed on differentiated instruction and data analysis, which resulted in focus group lesson development and instruction.

Anderson One is one of the fastest growing districts in Anderson County. As a result, the school board recommended a building program which was overwhelmingly approved by the voters during a referendum. Included in the building program is a new high school, additions and renovations to nine schools, and safety and security upgrades to all schools.

The district mission statement summarizes our goal of moving toward continued success: "To work in partnership with students, parents, and community, to develop well-rounded, productive members of society by providing challenging and diverse educational experiences, which meet individual needs and capitalize on the unique qualities of everyone."

Dr. Wayne Fowler, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 28 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

N/A

N/A

Title I Schools' School Improvement Status

The Anderson 1 School District consists of 14 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. Sanction: Implement the restructuring plan.
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."

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	4188	99.6	11.3	38.1	40.6	10.0	63.1	48.2	Yes	Yes
Gender										
Male	2198	99.6	15.0	41.0	37.0	7.0	57.1	41.7	N/A	N/A
Female	1990	99.7	7.3	34.8	44.6	13.2	69.7	55.0	N/A	N/A
Racial/Ethnic Group										
White	3641	99.9	10.0	37.5	42.0	10.4	64.9	60.0	Yes	Yes
African American	314	100.0	20.3	47.9	28.3	3.5	47.2	31.7	Yes	Yes
Asian/Pacific Islander	39	100.0	7.9	15.8	52.6	23.7	81.6	70.4	I/S	I/S
Hispanic	171	92.4	25.3	34.9	30.1	9.6	47.9	38.4	Yes	Yes
American Indian/Alaskan	14	100.0	16.7	41.7	41.7	N/A	50.0	47.0	I/S	I/S
Disability Status										
Disabled	508	99.6	40.7	42.2	14.0	3.2	24.8	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	129	89.9	31.5	31.5	35.2	1.9	41.7	36.6	No	No
Socio-Economic Status										
Subsided meals	1486	99.0	19.0	46.6	30.3	4.1	46.5	34.0	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	4188	99.9	13.6	40.2	24.3	21.9	59.8	45.8	Yes	Yes
Gender										
Male	2198	99.9	13.7	39.3	23.6	23.4	60.0	45.6	N/A	N/A
Female	1990	100.0	13.4	41.3	25.1	20.2	59.4	45.9	N/A	N/A
Racial/Ethnic Group										
White	3641	99.9	12.2	39.3	25.4	23.1	62.0	59.0	Yes	Yes
African American	314	100.0	23.8	51.4	15.7	9.1	37.1	26.9	No	Yes
Asian/Pacific Islander	39	100.0	2.6	23.7	31.6	42.1	86.8	71.3	I/S	I/S
Hispanic	171	100.0	25.8	44.0	15.1	15.1	45.3	38.1	Yes	Yes
American Indian/Alaskan	14	100.0	41.7	25.0	16.7	16.7	41.7	46.2	I/S	I/S
Disability Status										
Disabled	508	99.8	43.6	41.0	10.8	4.7	24.5	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	129	100.0	25.6	51.2	13.2	9.9	39.7	38.1	Yes	Yes
Socio-Economic Status										
Subsided meals	1486	99.9	22.7	46.9	19.1	11.4	44.2	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
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Science

All Students	2780	99.9	15.9	26.9	22.0	35.2	57.2	35.7	96.1	96.1
Gender										
Male	1471	99.8	15.8	24.1	21.9	38.2	60.1	37.4	96.1	96.0
Female	1309	100.0	16.0	30.1	22.1	31.8	53.9	33.8	96.1	96.3
Racial/Ethnic Group										
White	2413	99.9	14.0	26.2	22.7	37.1	59.8	49.2	96.0	96.0
African American	213	100.0	29.8	38.2	15.2	16.8	31.9	17.0	96.6	96.2
Asian/Pacific Islander	25	100.0	8.3	20.8	25.0	45.8	70.8	58.0	97.5	97.3
Hispanic	109	100.0	30.0	24.0	19.0	27.0	46.0	24.9	96.3	96.5
American Indian/Alaskan	12	100.0	50.0	20.0	10.0	20.0	30.0	37.4	94.9	94.6
Disability Status										
Disabled	341	99.7	44.9	31.3	12.3	11.4	23.7	14.0	95.4	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	86	100.0	35.4	26.6	17.7	20.3	38.0	24.4	96.6	96.8
Socio-Economic Status										
Subsided meals	999	99.8	27.3	34.5	18.0	20.2	38.2	21.1	95.2	95.6

Social Studies

All Students	2782	99.8	15.7	33.6	21.0	29.7	50.7	34.0	96.1	96.1
Gender										
Male	1467	99.7	14.7	31.6	20.3	33.4	53.7	36.6	96.1	96.0
Female	1315	100.0	16.9	35.8	21.8	25.5	47.3	31.3	96.1	96.3
Racial/Ethnic Group										
White	2414	99.8	15.0	33.1	21.4	30.5	51.8	44.5	96.0	96.0
African American	212	100.0	22.6	37.9	19.0	20.5	39.5	19.1	96.6	96.2
Asian/Pacific Islander	25	100.0	8.0	12.0	32.0	48.0	80.0	58.9	97.5	97.3
Hispanic	121	99.2	19.6	41.1	14.3	25.0	39.3	27.5	96.3	96.5
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.9	94.6
Disability Status										
Disabled	328	99.7	43.0	32.1	12.5	12.5	24.9	14.4	95.4	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	90	98.9	22.4	32.9	18.8	25.9	44.7	27.3	96.6	96.8
Socio-Economic Status										
Subsided meals	991	99.6	25.4	37.1	18.7	18.8	37.5	21.0	95.2	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	671	99.9	5.5	22.7	60.6	11.1	71.8
	4	642	99.8	6.1	34.5	50.1	9.3	59.4
	5	670	100.0	11.9	43.0	41.2	3.9	45.1
	6	668	99.7	16.6	44.8	29.0	9.6	38.6
	7	705	99.9	18.0	39.9	33.5	8.6	42.1
2008	8	652	100.0	15.5	46.9	33.2	4.4	37.6
	3	751	99.3	4.6	24.8	53.7	16.9	70.6
	4	697	99.3	6.3	28.9	54.7	10.2	64.8
	5	651	99.5	13.3	46.6	35.4	4.7	40.1
	6	687	100.0	11.9	37.8	38.6	11.6	50.2
2008	7	682	99.6	15.9	48.8	29.8	5.6	35.3
	8	720	99.9	16.4	42.5	30.9	10.2	41.1
Mathematics								
2007	3	671	99.9	9.4	48.7	28.4	13.5	41.9
	4	641	100.0	9.6	34.2	30.5	25.7	56.2
	5	670	100.0	12.2	47.4	22.5	17.8	40.4
	6	668	99.7	10.9	34.5	32.8	21.8	54.6
	7	705	100.0	12.6	39.1	22.5	25.8	48.3
2008	8	652	100.0	17.7	52.3	19.5	10.5	30.0
	3	751	100.0	12.5	44.2	23.2	20.1	43.2
	4	697	100.0	10.9	37.5	27.6	24.0	51.6
	5	651	100.0	12.9	42.5	26.7	17.9	44.6
	6	687	100.0	11.6	29.4	27.0	32.0	59.0
2008	7	682	99.7	13.9	43.6	20.5	22.0	42.5
	8	720	99.9	19.5	43.9	21.1	15.5	36.6
Science								
2007	3	338	100.0	16.1	32.6	31.6	19.7	51.3
	4	641	99.7	14.6	26.9	25.5	33.0	58.5
	5	333	100.0	23.2	28.8	18.9	29.1	48.0
	6	336	98.2	24.2	28.7	18.7	28.4	47.1
	7	704	99.7	18.2	33.2	19.9	28.7	48.7
2008	8	327	100.0	20.8	45.8	20.2	13.1	33.3
	3	376	99.7	8.3	25.1	37.1	29.4	66.6
	4	696	100.0	11.0	27.3	22.5	39.1	61.6
	5	326	99.7	23.9	23.6	13.6	38.8	52.4
	6	347	100.0	22.0	25.0	17.1	36.0	53.0
2008	7	680	99.9	15.9	29.6	18.2	36.3	54.5
	8	355	100.0	19.9	27.7	25.3	27.1	52.4
Social Studies								
2007	3	330	100.0	4.9	30.6	42.3	22.1	64.5
	4	641	100.0	8.3	25.1	29.0	37.6	66.6
	5	337	100.0	21.1	36.4	19.2	23.3	42.5
	6	333	99.7	6.7	36.7	24.9	31.6	56.5
	7	704	99.6	30.7	34.2	13.4	21.7	35.1
2008	8	324	99.7	21.6	52.3	18.3	7.8	26.1
	3	376	100.0	4.0	32.3	28.6	35.1	63.7
	4	696	100.0	8.2	25.3	25.3	41.1	66.5
	5	325	99.7	18.6	32.2	18.0	31.2	49.2
	6	340	99.7	9.0	31.9	23.2	35.9	59.1
2008	7	681	99.7	31.2	34.4	11.9	22.5	34.4
	8	364	99.7	16.6	51.7	23.0	8.7	31.7

Abbreviations for Missing Data

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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 and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	645	99.5	6.2	19.0	39.8	35.1	83.4	69.7	Yes	Yes
Male	332	99.4	8.6	21.5	41.2	28.6	80.3	64.6	N/A	N/A
Female	313	99.7	3.6	16.2	38.3	41.9	86.7	74.8	N/A	N/A
White	581	99.5	4.9	17.7	40.5	37.0	86.0	81.7	Yes	Yes
African American	36	100.0	11.1	36.1	38.9	13.9	61.1	53.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	20	100.0	31.6	26.3	26.3	15.8	52.6	59.7	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	74	100.0	35.1	39.2	23.0	2.7	36.5	25.2	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	14	100.0	46.2	30.8	23.1	N/A	38.5	47.3	I/S	I/S
Subsized meals	184	100.0	12.9	30.3	37.6	19.1	70.2	55.1	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	645	99.5	7.3	17.7	39.2	35.9	82.8	67.2	Yes	Yes
Male	332	99.4	8.3	18.8	41.2	31.7	81.8	66.3	N/A	N/A
Female	313	99.7	6.2	16.6	37.0	40.3	83.8	68.0	N/A	N/A
White	581	99.5	5.4	17.9	38.9	37.8	84.4	79.6	Yes	Yes
African American	36	100.0	22.2	19.4	47.2	11.1	69.4	49.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	20	100.0	31.6	10.5	31.6	26.3	57.9	60.0	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	74	100.0	41.9	35.1	18.9	4.1	36.5	23.8	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	14	100.0	38.5	23.1	38.5	N/A	53.8	54.9	I/S	I/S
Subsized meals	184	100.0	16.9	23.6	40.4	19.1	69.1	53.1	Yes	Yes

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

All Students	676	97.5	50.9	26.3	12.0	8.3	N/A	N/A	N/A	N/A
Male	335	96.7	46.0	28.4	10.4	11.9	N/A	N/A	N/A	N/A
Female	341	98.2	55.7	24.3	13.5	4.7	N/A	N/A	N/A	N/A
White	579	97.6	49.7	26.1	12.8	9.0	N/A	N/A	N/A	N/A
African American	61	98.4	62.3	29.5	6.6	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	22	90.9	59.1	18.2	13.6	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	63	95.2	90.5	4.8	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	14	100.0	71.4	7.1	14.3	7.1	N/A	N/A	N/A	N/A
Subsized meals	219	95.0	62.6	20.1	8.7	3.7	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	692	99.7	5.5	20.8	32.4	41.2	83.2	70.7
	2008	645	99.5	6.2	19.0	39.8	35.1	83.4	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	692	99.3	10.5	17.2	31.3	41.0	78.9	62.2
	2008	645	99.5	7.3	17.7	39.2	35.9	82.8	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.2%	0.0%	No
Student attendance rate, grades K-8	95.8%	94.0%	Yes

* Or greater than last year