



Anderson 5 School District

400 Pearman Dairy Road
Anderson, South Carolina

Grades	PK-12 District	
Enrollment	12,390 Students	
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Below Average
2006	Average	Below Average
2005	Good	Average
2004	Good	Average

* 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

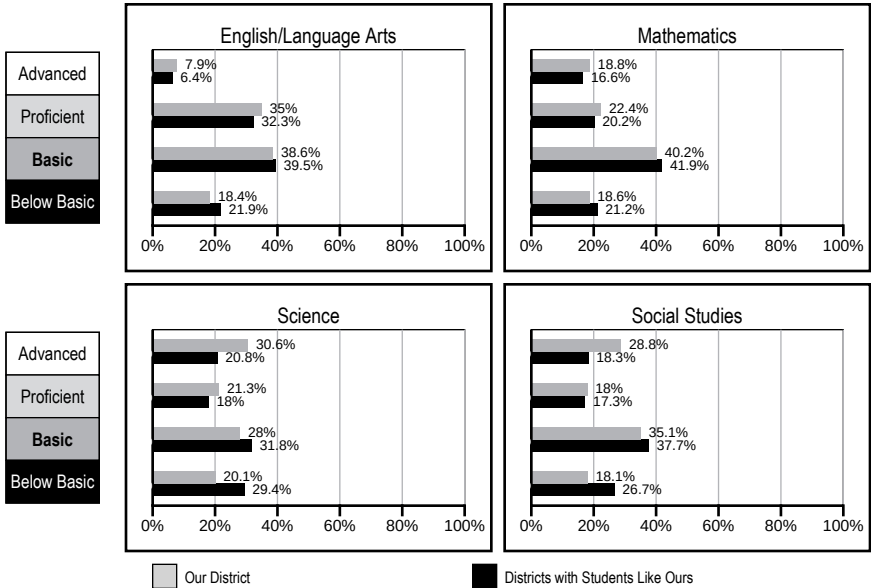
96.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	15	3	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	78.4	78.3	81.3	78.9	81.2	82.8
Passed 1 subtest	11.0	10.9	9.8	10.2	10.6	9.6
Passed no subtests	10.5	10.8	8.9	10.9	8.2	8.1

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	80.9	74.4
English 1	56.6	65.3
Physical Science	57.8	56.1
All Subjects	62.9	66.0

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=12,390)				
First graders who attended full-day kindergarten	98.7%	Up from 97.0%	98.5%	98.9%
Retention rate	3.1%	Down from 3.9%	3.1%	4.0%
Attendance rate	95.0%	Down from 96.6%	95.8%	95.6%
Eligible for gifted and talented	11.4%	Down from 12.0%	15.6%	11.4%
With disabilities other than speech	12.4%	Up from 11.7%	10.1%	10.5%
Older than usual for grade	3.5%	Up from 2.2%	3.3%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.3%	0.9%	0.8%
Enrolled in AP/IB programs	14.8%	Up from 11.8%	15.0%	10.3%
Successful on AP/IB exams	81.8%	N/A	49.2%	56.0%
Eligible for LIFE Scholarship	53.9%	Up from 42.4%	33.1%	31.1%
Enrolled in adult education GED or diploma programs	143	Up from 134	84	48
Completions in adult education GED or diploma programs	41	Down from 52	46	27
Annual dropout rate	4.6%	Up from 4.0%	3.4%	3.8%
Teachers (n=935)				
Teachers with advanced degrees	50.6%	Up from 50.4%	55.5%	54.8%
Continuing contract teachers	69.9%	Down from 72.4%	76.7%	73.9%
Teachers with emergency or provisional certificates	2.8%	Up from 2.4%	3.8%	5.0%
Teachers returning from previous year	89.3%	Down from 89.7%	90.4%	88.8%
Teacher attendance rate	95.2%	Down from 95.3%	95.2%	94.9%
Average teacher salary	\$44,417	Up 2.5%	\$46,089	\$45,107
Vacancies for more than nine weeks	0.5%	Down from 1.5%	0.3%	0.5%
Professional development days/teacher	12.1 days	Down from 16.0 days	14.7 days	15.2 days
District				
Superintendent's years at district	8.0	Up from 7.0	2.5	3.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.5 to 1	20.8 to 1	20.2 to 1
Prime instructional time	88.7%	Down from 90.7%	89.4%	89.1%
Dollars spent per pupil*	\$8,628	Up 3.7%	\$8,154	\$8,666
Percent of expenditures for teacher salaries*	54.3%	Down from 55.7%	53.9%	53.1%
Percent of expenditures for instruction*	57.3%	Down from 59.0%	57.3%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	91.3%	Down from 97.8%	99.0%	98.2%
Number of schools	15	No Change	15	9
Number of magnet schools	1	No Change	0	0
Portable classrooms	6.1%	Up from 5.7%	6.2%	4.3%
Average age in years of school facilities	27 Years	Up from 26 Years	23 Years	26 Years
Number of schools with SACS accreditation	15.0	No Change	14.0	8.0
Average administrator salary	\$80,299	Up 3.2%	\$76,037	\$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	689	94.0%	2828	70.1%	825	72.7%	Yes
Gender							
Male	337	93.5%	1360	69.9%	413	71.9%	N/A
Female	352	94.6%	1468	70.3%	411	73.5%	N/A
Racial/Ethnic Group							
White	455	97.6%	1668	78.7%	518	80.5%	N/A
African American	213	85.9%	1052	55.2%	277	58.5%	N/A
Asian/Pacific Islander	10	100.0%	41	97.6%	11	81.8%	N/A
Hispanic	10	100.0%	48	68.8%	17	58.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	74	60.8%	346	25.4%	92	43.5%	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	47	76.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	229	87.3%	1370	56.4%	303	55.4%	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	94.0%	94.2%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	825	849
Number of Diplomas	600	626
Rate	72.7%	76.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	492	495	508	523	488	487	1000	1019		
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	19.5	19.4	20.5	20.8	20.1	20.0	19.9	20.3	20.1	20.2
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

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School District Governance

Board Membership	7 trustees elected to single-member seats, 2 trustees elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	20.2 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

In the 2007-08 school year, District Five continued to make progress in a number of important areas.

While we were gearing up for our \$140 million building plan, we neared completion of our new \$6.8 million West Market Early Childhood Center, as well as the addition of classrooms to Midway Elementary and T.L. Hanna High. All three projects are on schedule and will be ready when students return for the 2008-2009 school year. These projects will help us keep pace with our growing student population.

Most importantly, our students and teachers continued to meet our high expectations this year. Here are some of the highlights:

Our District won our seventh consecutive "What Parents Want" Award for meeting family needs. Only 16 percent of the nation's school systems qualified for this honor.

Our Ninth Grade Academies at Westside and T.L. Hanna received help from a \$2.5 million competitive federal grant awarded to our district in September that will also aid our AVID programs.

In July, we established AVID programs at Homeland Park, Nevitt Forest, and Varennes elementary schools through a six-year, \$1.3 million grant from the State Department of Education.

Our district was first in the state in EIA grant funding, winning a total of 68 grants worth a combined \$169,000. These funds go toward promoting innovation in the classroom.

Concord Elementary and Midway Elementary earned Palmetto Gold awards, which recognize the state's schools with the highest levels of student academic achievement and the fastest rates of improvement.

A particularly exciting achievement was that Jenna Hallman, science specialist at Calhoun Academy of the Arts and our district teacher of the year, became the first South Carolina Teacher of the Year from District Five.

Our parents, teachers and other stakeholders have accepted their responsibility as agents of change. With their leadership, will, and imagination we are creating a school district worthy of our children; one that will ensure they have the best education possible and every chance to succeed.

Sincerely,

Betty Bagley
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 25 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.

Title I Schools' School Improvement Status

School	Status	School	Status
Southwood Middle	CSI	Nevitt Forest Elementary	NI
Homeland Park Elementary	NI	Varennes Elementary	NI-DELAY

The Anderson 5 School District consists of 15 public schools with 4 of these schools, or 26.7%, 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. 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."

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	5671	99.8	18.3	38.7	35.1	7.9	55.0	48.2	Yes	Yes
Gender										
Male	2914	99.8	23.4	39.7	31.4	5.4	48.5	41.7	N/A	N/A
Female	2757	99.9	13.0	37.6	38.9	10.5	61.8	55.0	N/A	N/A
Racial/Ethnic Group										
White	3299	99.8	11.5	35.1	42.4	11.0	66.4	60.0	Yes	Yes
African American	2096	99.8	29.5	44.6	23.5	2.4	36.8	31.7	No	Yes
Asian/Pacific Islander	89	98.9	N/A	32.5	45.5	22.1	71.4	70.4	Yes	Yes
Hispanic	159	100.0	26.6	42.0	24.5	7.0	42.7	38.4	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	939	99.4	59.1	32.3	7.2	1.4	13.3	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	202	99.5	23.6	39.7	29.9	6.9	43.1	36.6	Yes	Yes
Socio-Economic Status										
Subsided meals	2965	99.8	27.6	44.4	25.7	2.2	39.3	34.0	No	Yes

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

All Students	5672	99.8	18.5	40.3	22.4	18.8	54.0	45.8	Yes	Yes
Gender										
Male	2914	99.8	20.5	37.6	22.1	19.9	53.2	45.6	N/A	N/A
Female	2758	99.9	16.5	43.0	22.8	17.7	54.9	45.9	N/A	N/A
Racial/Ethnic Group										
White	3300	99.8	10.9	36.6	25.9	26.6	66.3	59.0	Yes	Yes
African American	2096	99.9	31.9	46.0	16.6	5.6	33.4	26.9	No	Yes
Asian/Pacific Islander	89	98.9	3.9	24.7	29.9	41.6	80.5	71.3	Yes	Yes
Hispanic	159	100.0	12.6	54.5	20.3	12.6	46.9	38.1	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	940	99.4	57.7	32.0	7.5	2.7	16.1	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	202	99.5	12.1	49.4	21.3	17.2	54.6	38.1	Yes	Yes
Socio-Economic Status										
Subsided meals	2965	99.8	28.1	46.7	17.2	8.0	37.6	31.4	No	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
Science										
All Students	3798	100.0	20.0	28.0	21.3	30.6	51.9	35.7	95.6	96.1
Gender										
Male	1961	100.0	21.3	25.1	20.0	33.7	53.7	37.4	95.5	96.0
Female	1837	100.0	18.7	31.2	22.8	27.3	50.1	33.8	95.8	96.3
Racial/Ethnic Group										
White	2156	99.9	11.0	23.6	23.4	42.0	65.4	49.2	95.5	96.0
African American	1453	100.0	34.6	34.8	17.9	12.7	30.6	17.0	95.7	96.2
Asian/Pacific Islander	61	100.0	7.4	22.2	25.9	44.4	70.4	58.0	96.8	97.3
Hispanic	106	100.0	14.6	32.3	21.9	31.3	53.1	24.9	96.0	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.5	94.6
Disability Status										
Disabled	633	100.0	56.2	27.9	9.0	6.9	15.8	14.0	94.5	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	98.3	96.4
Limited English Proficient										
Limited English	128	100.0	14.4	29.7	23.4	32.4	55.9	24.4	96.5	96.8
Socio-Economic Status										
Subsided meals	1999	100.0	30.5	33.5	21.0	15.0	35.9	21.1	94.9	95.6

Social Studies

All Students	3788	99.9	18.1	35.1	18.0	28.8	46.8	34.0	95.6	96.1
Gender										
Male	1976	100.0	18.3	33.1	17.2	31.5	48.6	36.6	95.5	96.0
Female	1812	99.8	17.9	37.3	18.9	25.9	44.8	31.3	95.8	96.3
Racial/Ethnic Group										
White	2216	99.8	13.3	29.9	19.5	37.3	56.8	44.5	95.5	96.0
African American	1391	100.0	26.8	44.5	15.0	13.7	28.7	19.1	95.7	96.2
Asian/Pacific Islander	60	100.0	1.9	25.0	25.0	48.1	73.1	58.9	96.8	97.3
Hispanic	104	100.0	16.0	34.0	21.3	28.7	50.0	27.5	96.0	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.5	94.6
Disability Status										
Disabled	634	99.7	51.4	33.2	8.7	6.7	15.4	14.4	94.5	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	98.3	96.4
Limited English Proficient										
Limited English	141	100.0	14.6	30.9	19.5	35.0	54.5	27.3	96.5	96.8
Socio-Economic Status										
Subsided meals	1972	99.9	25.9	42.7	15.8	15.6	31.4	21.0	94.9	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	968	99.8	10.8	28.6	49.1	11.5	60.6
	4	943	99.6	15.1	39.1	41.5	4.2	45.8
	5	936	99.6	21.5	42.4	33.9	2.2	36.1
	6	943	100.0	28.2	37.1	27.0	7.7	34.7
	7	905	99.9	23.9	41.6	30.2	4.3	34.5
2008	8	905	99.9	26.5	48.9	21.8	2.7	24.6
	3	956	100.0	11.1	27.5	48.2	13.1	61.3
	4	962	99.8	17.3	33.2	43.1	6.4	49.5
	5	966	99.3	17.5	43.3	35.3	3.8	39.2
	6	947	99.8	21.9	39.0	29.8	9.3	39.1
2008	7	956	100.0	22.1	43.9	27.4	6.5	34.0
	8	884	100.0	20.2	45.7	26.0	8.1	34.1
Mathematics								
2007	3	968	99.8	18.5	43.8	25.1	12.7	37.7
	4	943	99.7	18.2	39.3	23.3	19.2	42.6
	5	936	99.7	20.1	45.8	16.8	17.3	34.1
	6	943	100.0	22.5	35.8	23.0	18.7	41.6
	7	905	99.9	21.7	43.3	17.5	17.5	35.0
2008	8	905	99.9	26.8	48.3	15.6	9.2	24.8
	3	956	100.0	20.2	39.4	20.3	20.0	40.3
	4	962	99.8	15.7	36.5	26.7	21.1	47.8
	5	966	99.6	16.6	42.5	24.1	16.8	40.8
	6	947	99.8	20.7	32.9	22.8	23.5	46.4
2008	7	956	100.0	19.9	43.7	17.7	18.7	36.5
	8	885	99.9	17.7	47.1	22.8	12.3	35.1
Science								
2007	3	486	100.0	22.8	34.3	28.2	14.7	42.9
	4	943	99.8	23.5	30.2	23.2	23.1	46.2
	5	474	100.0	27.5	28.9	15.5	28.2	43.7
	6	479	100.0	31.8	25.5	14.0	28.7	42.7
	7	904	99.7	19.6	29.4	25.0	26.0	51.0
2008	8	445	99.8	22.2	37.1	21.0	19.8	40.7
	3	475	100.0	18.7	25.5	29.7	26.1	55.9
	4	962	99.8	16.7	28.6	25.6	29.0	54.7
	5	489	100.0	28.3	29.0	16.8	25.9	42.7
	6	471	100.0	29.3	18.3	14.7	37.7	52.4
2008	7	955	100.0	16.3	32.8	17.5	33.4	51.0
	8	446	100.0	17.6	29.0	23.4	30.0	53.4
Social Studies								
2007	3	484	100.0	5.8	39.8	33.0	21.4	54.4
	4	943	99.8	16.0	35.2	24.2	24.6	48.8
	5	466	99.6	25.2	39.9	15.7	19.2	34.9
	6	469	100.0	15.0	31.8	21.0	32.3	53.2
	7	903	99.8	30.0	34.3	13.1	22.6	35.7
2008	8	459	99.8	29.1	50.1	11.8	9.0	20.8
	3	485	99.8	8.2	34.7	23.1	34.0	57.1
	4	962	99.8	15.8	34.9	20.7	28.6	49.3
	5	474	99.8	21.1	35.9	16.5	26.5	43.0
	6	475	100.0	12.9	29.3	19.8	38.0	57.8
2008	7	953	100.0	27.0	32.4	11.5	29.1	40.6
	8	439	100.0	16.8	47.6	20.2	15.4	35.6

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 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	885	98.6	12.2	25.6	35.1	27.1	70.3	69.7	Yes	Yes
Male	421	98.1	16.9	28.7	32.8	21.5	62.8	64.6	N/A	N/A
Female	464	99.1	8.1	22.8	37.1	32.0	76.7	74.8	N/A	N/A
White	521	98.8	6.9	17.7	37.3	38.1	82.1	81.7	Yes	Yes
African American	332	98.2	20.4	38.5	31.5	9.6	51.3	53.6	No	Yes
Asian/Pacific Islander	11	100.0	N/A	10.0	50.0	40.0	90.0	83.1	I/S	I/S
Hispanic	14	100.0	30.8	15.4	30.8	23.1	61.5	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	114	95.6	58.4	29.7	5.9	5.9	20.8	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	15	100.0	27.3	36.4	27.3	9.1	54.5	47.3	I/S	I/S
Subsized meals	423	97.9	21.9	35.4	32.7	10.1	51.8	55.1	No	Yes

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

All Students	885	98.4	13.3	24.5	37.0	25.2	70.6	67.2	Yes	Yes
Male	421	98.1	15.9	23.8	36.3	24.0	69.1	66.3	N/A	N/A
Female	464	98.7	11.0	25.2	37.5	26.3	71.9	68.0	N/A	N/A
White	521	98.7	6.5	18.5	41.3	33.7	82.3	79.6	Yes	Yes
African American	332	97.9	24.3	34.8	31.0	9.9	51.1	49.7	Yes	Yes
Asian/Pacific Islander	11	100.0	N/AV	N/AV	N/AV	N/AV	N/AV	88.7	I/S	I/S
Hispanic	14	100.0	23.1	23.1	30.8	23.1	61.5	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	114	95.6	61.4	25.7	9.9	3.0	17.8	23.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	15	100.0	18.2	18.2	54.5	9.1	72.7	54.9	I/S	I/S
Subsized meals	423	97.4	23.2	31.3	32.3	13.1	54.8	53.1	Yes	Yes

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

All Students	980	94.5	57.1	15.6	11.5	10.2	N/A	N/A	N/A	N/A
Male	473	94.3	53.7	13.7	14.2	12.7	N/A	N/A	N/A	N/A
Female	507	94.7	60.4	17.4	9.1	7.9	N/A	N/A	N/A	N/A
White	578	95.8	48.6	17.6	15.1	14.5	N/A	N/A	N/A	N/A
African American	361	93.6	72.9	12.7	5.5	2.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	13	100.0	23.1	7.7	38.5	30.8	N/A	N/A	N/A	N/A
Hispanic	21	66.7	52.4	9.5	N/A	4.8	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	146	89.0	81.5	4.8	2.1	0.7	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	17	82.4	58.8	11.8	N/A	11.8	N/A	N/A	N/A	N/A
Subsized meals	510	91.4	70.6	11.2	5.5	4.1	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	866	99.7	11.9	28.2	30.2	29.7	69.2	70.7
	2008	885	98.6	12.2	25.6	35.1	27.1	70.3	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	866	99.5	17.0	23.1	28.4	31.6	69.3	62.2
	2008	885	98.4	13.3	24.5	37.0	25.2	70.6	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate, grades K-8	95.0%	94.0%	Yes

* Or greater than last year