



Clarendon 3 School District

P.O Drawer 270
Turbeville, SC 29162

Grades PK-12 District
Enrollment 1,306 Students
Superintendent Mrs. Connie Dennis 843-659-2188
Board Chair Dr. George Green 843-659-4917

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

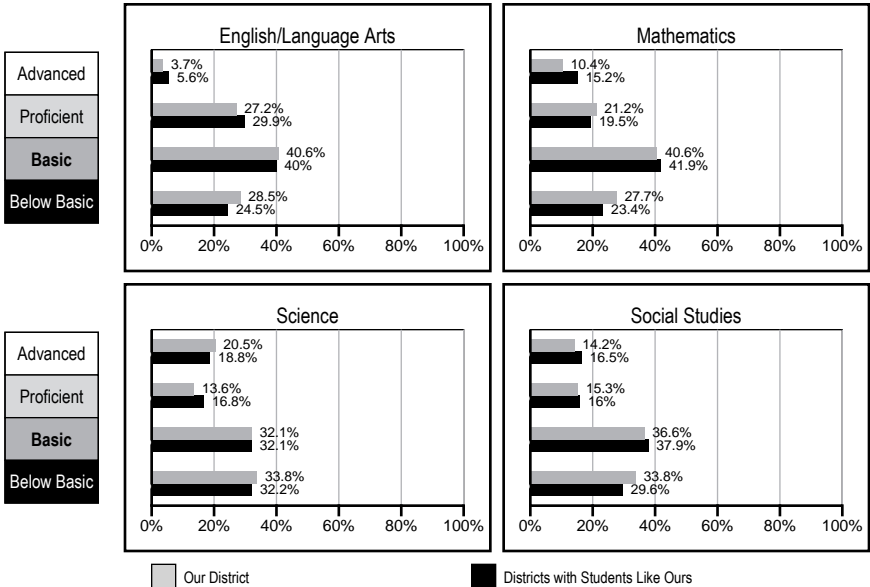
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	14	4	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

Percent	Our District			Districts with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed both subtests	75.8	75.7	77.5	74.5	77.9	81.3
Passed 1 subtest	11.0	15.5	8.8	11.3	12.3	10.2
Passed no subtests	13.2	8.7	13.7	14.2	9.8	8.5

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	52.1	74.5
English 1	37.9	62.3
Physical Science	0	54.4
All Subjects	43.7	64.8

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,306)				
First graders who attended full-day kindergarten	97.9%	Down from 98.0%	98.0%	98.9%
Retention rate	2.6%	Down from 3.2%	3.2%	4.0%
Attendance rate	94.9%	Down from 95.9%	95.6%	95.6%
Eligible for gifted and talented	12.1%	Down from 13.0%	14.3%	11.4%
With disabilities other than speech	9.1%	Up from 8.4%	11.2%	10.5%
Older than usual for grade	7.4%	Up from 3.7%	4.1%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.8%	0.8%
Enrolled in AP/IB programs	0.0%	No Change	13.4%	10.3%
Successful on AP/IB exams	N/A	N/A	58.5%	56.0%
Eligible for LIFE Scholarship	32.8%	Up from 29.9%	32.8%	31.1%
Enrolled in adult education GED or diploma programs	9	No Change	103	48
Completions in adult education GED or diploma programs	8	Down from 9	47	27
Annual dropout rate	2.8%	Up from 1.1%	4.2%	3.8%
Teachers (n=88)				
Teachers with advanced degrees	52.3%	Up from 50.0%	56.9%	54.8%
Continuing contract teachers	73.9%	Down from 80.0%	76.0%	73.9%
Teachers with emergency or provisional certificates	6.3%	Up from 1.4%	3.6%	5.0%
Teachers returning from previous year	91.5%	Up from 90.5%	91.0%	88.8%
Teacher attendance rate	95.2%	Down from 95.8%	94.9%	94.9%
Average teacher salary	\$42,419	Up 1.2%	\$45,559	\$45,107
Vacancies for more than nine weeks	0.0%	Down from 1.3%	0.4%	0.5%
Professional development days/teacher	12.8 days	Up from 12.1 days	14.3 days	15.2 days
District				
Superintendent's years at district	1.0	Down from 3.0	4.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 20.3 to 1	20.4 to 1	20.2 to 1
Prime instructional time	88.2%	Down from 90.3%	89.1%	89.1%
Dollars spent per pupil*	\$7,518	Up 3.9%	\$8,680	\$8,666
Percent of expenditures for teacher salaries*	55.4%	Up from 54.8%	54.3%	53.1%
Percent of expenditures for instruction*	58.6%	Up from 58.4%	57.3%	56.5%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Parents attending conferences	97.9%	Up from 96.3%	98.6%	98.2%
Number of schools	3	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	2.6%	Down from 4.9%	5.5%	4.3%
Average age in years of school facilities	33 Years	No Change	25 Years	26 Years
Number of schools with SACS accreditation	3.0	Up from 0.0	14.0	8.0
Average administrator salary	\$65,308	Up 4.9%	\$76,320	\$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	72	93.1%	226	65.0%	83	74.7%	No
Gender							
Male	33	90.9%	113	61.1%	45	64.4%	N/A
Female	39	94.9%	112	68.8%	38	86.8%	N/A
Racial/Ethnic Group							
White	45	97.8%	134	73.9%	49	81.6%	N/A
African American	27	85.2%	89	52.8%	32	68.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	13	69.2%	17	23.5%	15	53.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	28	82.1%	133	57.9%	37	56.8%	N/A

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

HSAP Passage Rate by Spring 2008

Percent	Our District	Districts with Students Like Ours
	93.1%	94.0%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	83	686
Number of Diplomas	62	511
Rate	74.7%	77.6%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	435	437	439	461	432	440	874	898		
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	17.7	16.5	17.5	17.9	17.9	17.8	16.3	19.1	17.4	18.0
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
Fiscal Authority	County Council
Average Number of Hours of Training Annually	0.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Dear Parents and Community Stakeholders:

School districts are mandated by The Education Accountability Act (EAA) of 1998 to provide specific information about the schools and district to parents and the community in the form of annual school and district report cards. We are pleased to provide you with the 2008 Clarendon School District No. 3 annual school and district report cards.

Our district provides a balanced core curriculum with regard to meeting the varied needs of our students. We are committed to providing all of our students with opportunities to obtain a high quality education. Ninety-seven percent of our teachers meet the No Child Left Behind requirement of being "highly qualified". We continue striving to become better each day.

The district and schools welcome your involvement in our system. You are welcome to visit our schools, to observe our operations, and to assist us in our daily endeavors for the children we serve.

Please review the information contained in this year's report cards. If you should have questions, please feel free to contact the principal or me.

Thank you for your cooperation with and support of Clarendon School District No. 3.

Sincerely,

Connie J. Dennis
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 15 out of 21 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

School	Status
Walker-Gamble Elementary	NI

The Clarendon 3 School District consists of 3 public schools with 1 of these schools, or 33.3%, 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."

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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	553	98.7	27.5	41.1	27.5	3.8	43.6	48.2	Yes	Yes
Gender										
Male	288	98.3	34.7	41.2	22.0	2.2	35.0	41.7	N/A	N/A
Female	265	99.3	19.8	41.1	33.6	5.5	53.0	55.0	N/A	N/A
Racial/Ethnic Group										
White	353	99.2	17.2	42.4	36.3	4.1	52.3	60.0	Yes	Yes
African American	177	97.7	47.6	39.8	9.0	3.6	25.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	18	100.0	41.2	29.4	29.4	N/A	47.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	75	100.0	67.6	18.9	10.8	2.7	17.6	16.0	No	Yes
Migrant Status										
Migrant	16	100.0	40.0	33.3	26.7	N/A	46.7	38.1	N/A	N/A
Limited English Proficient										
Limited English	16	100.0	40.0	33.3	26.7	N/A	46.7	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	314	98.4	36.9	42.3	18.5	2.3	31.9	34.0	No	Yes

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

All Students	553	98.9	26.9	41.1	21.5	10.5	42.0	45.8	No	Yes
Gender										
Male	288	98.6	30.6	39.6	19.1	10.8	39.6	45.6	N/A	N/A
Female	265	99.3	22.9	42.7	24.1	10.3	44.7	45.9	N/A	N/A
Racial/Ethnic Group										
White	353	99.4	18.3	40.6	27.8	13.3	53.0	59.0	Yes	Yes
African American	177	97.7	45.8	39.8	9.0	5.4	21.1	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	18	100.0	17.6	58.8	17.6	5.9	29.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	75	100.0	55.4	37.8	4.1	2.7	16.2	17.1	No	Yes
Migrant Status										
Migrant	16	100.0	13.3	60.0	20.0	6.7	33.3	32.5	N/A	N/A
Limited English Proficient										
Limited English	16	100.0	13.3	60.0	20.0	6.7	33.3	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	314	98.7	35.5	42.5	15.1	7.0	29.4	31.4	No	Yes

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

Abbreviations for Missing Data

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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	363	98.6	32.8	32.8	13.8	20.7	34.5	35.7	94.6	96.1
Gender										
Male	188	97.9	36.7	30.6	11.7	21.1	32.8	37.4	94.5	96.0
Female	175	99.4	28.6	35.1	16.1	20.2	36.3	33.8	94.6	96.3
Racial/Ethnic Group										
White	239	99.2	21.2	34.6	17.7	26.4	44.2	49.2	94.4	96.0
African American	112	97.3	60.4	24.5	5.7	9.4	15.1	17.0	94.8	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.0	98.0	97.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.0	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status										
Disabled	52	98.1	68.0	20.0	4.0	8.0	12.0	14.0	93.0	95.1
Migrant Status										
Migrant	9	I/S	I/S	I/S	I/S	I/S	I/S	21.9	95.1	96.4
Limited English Proficient										
Limited English	9	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95.1	96.8
Socio-Economic Status										
Subsided meals	206	98.5	45.7	31.0	10.7	12.7	23.4	21.1	94.1	95.6
Social Studies										
All Students	361	98.6	32.8	37.1	15.8	14.4	30.2	34.0	94.6	96.1
Gender										
Male	191	97.9	36.4	30.5	19.3	13.9	33.2	36.6	94.5	96.0
Female	170	99.4	28.6	44.7	11.8	14.9	26.7	31.3	94.6	96.3
Racial/Ethnic Group										
White	226	99.1	23.9	37.8	18.9	19.4	38.3	44.5	94.4	96.0
African American	116	97.4	51.8	32.7	10.0	5.5	15.5	19.1	94.8	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.0	97.3
Hispanic	14	100.0	30.8	53.8	7.7	7.7	15.4	27.5	95.0	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status										
Disabled	54	98.2	65.4	25.0	5.8	3.8	9.6	14.4	93.0	95.1
Migrant Status										
Migrant	12	100.0	27.3	54.5	9.1	9.1	18.2	22.6	95.1	96.4
Limited English Proficient										
Limited English	12	100.0	27.3	54.5	9.1	9.1	18.2	27.3	95.1	96.8
Socio-Economic Status										
Subsided meals	211	98.6	38.4	39.9	12.3	9.4	21.7	21.0	94.1	95.6

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

Abbreviations for Missing Data

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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	89	98.9	15.1	44.2	32.6	8.1	40.7
	4	91	98.9	13.6	30.7	52.3	3.4	55.7
	5	74	100.0	23.6	51.4	23.6	1.4	25.0
	6	82	100.0	50.0	27.5	21.3	1.3	22.5
	7	110	98.2	34.9	39.6	21.7	3.8	25.5
	8	95	100.0	39.8	46.2	12.9	1.1	14.0
2008	3	103	99.0	11.3	34.0	47.4	7.2	54.6
	4	89	100.0	31.8	32.9	31.8	3.5	35.3
	5	92	97.8	18.0	47.2	31.5	3.4	34.8
	6	83	100.0	29.6	53.1	14.8	2.5	17.3
	7	82	96.3	39.7	39.7	20.5	N/A	20.5
	8	104	99.0	37.0	41.0	17.0	5.0	22.0
Mathematics								
2007	3	89	100.0	33.3	43.7	13.8	9.2	23.0
	4	91	98.9	10.2	35.2	27.3	27.3	54.5
	5	74	100.0	23.6	45.8	23.6	6.9	30.6
	6	82	100.0	28.8	40.0	20.0	11.3	31.3
	7	110	99.1	20.6	54.2	15.0	10.3	25.2
	8	95	100.0	39.8	52.7	6.5	1.1	7.5
2008	3	103	100.0	14.3	45.9	26.5	13.3	39.8
	4	89	100.0	28.2	32.9	21.2	17.6	38.8
	5	92	97.8	15.7	36.0	30.3	18.0	48.3
	6	83	100.0	30.9	37.0	25.9	6.2	32.1
	7	82	96.3	26.9	48.7	17.9	6.4	24.4
	8	104	99.0	45.0	45.0	8.0	2.0	10.0
Science								
2007	3	46	95.7	42.2	37.8	15.6	4.4	20.0
	4	91	98.9	34.5	29.9	25.3	10.3	35.6
	5	36	97.2	42.9	31.4	8.6	17.1	25.7
	6	42	100.0	56.1	24.4	9.8	9.8	19.5
	7	110	98.2	31.7	34.6	15.4	18.3	33.7
	8	48	100.0	43.5	37.0	15.2	4.3	19.6
2008	3	52	100.0	10.0	40.0	30.0	20.0	50.0
	4	89	100.0	38.8	28.2	9.4	23.5	32.9
	5	46	97.8	28.9	28.9	11.1	31.1	42.2
	6	43	100.0	51.2	31.7	2.4	14.6	17.1
	7	82	95.1	29.9	33.8	15.6	20.8	36.4
	8	51	100.0	38.0	36.0	14.0	12.0	26.0
Social Studies								
2007	3	43	97.7	9.5	50.0	33.3	7.1	40.5
	4	91	96.7	18.6	27.9	29.1	24.4	53.5
	5	38	97.4	40.5	40.5	5.4	13.5	18.9
	6	40	100.0	20.5	56.4	17.9	5.1	23.1
	7	110	97.3	62.5	26.0	6.7	4.8	11.5
	8	47	100.0	28.3	52.2	8.7	10.9	19.6
2008	3	53	100.0	18.0	46.0	20.0	16.0	36.0
	4	89	100.0	29.4	37.6	17.6	15.3	32.9
	5	46	97.8	23.9	26.1	17.4	32.6	50.0
	6	40	100.0	20.0	37.5	27.5	15.0	42.5
	7	82	95.1	59.7	28.6	7.8	3.9	11.7
	8	51	100.0	30.0	50.0	10.0	10.0	20.0

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient 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	107	95.3	19.6	28.4	32.4	19.6	59.8	69.7	Yes	Yes
Male	64	92.2	28.8	27.1	28.8	15.3	50.8	64.6	N/A	N/A
Female	43	100.0	7.0	30.2	37.2	25.6	72.1	74.8	N/A	N/A
White	82	98.8	12.3	27.2	37.0	23.5	67.9	81.7	Yes	Yes
African American	24	83.3	45.0	35.0	15.0	5.0	30.0	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	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	12	100.0	83.3	16.7	N/A	N/A	8.3	25.2	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	47	91.5	30.2	41.9	25.6	2.3	39.5	55.1	No	No

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

All Students	107	95.3	16.7	33.3	26.5	23.5	57.8	67.2	Yes	Yes
Male	64	92.2	27.1	25.4	28.8	18.6	54.2	66.3	N/A	N/A
Female	43	100.0	2.3	44.2	23.3	30.2	62.8	68.0	N/A	N/A
White	82	98.8	8.6	33.3	29.6	28.4	66.7	79.6	Yes	Yes
African American	24	83.3	45.0	35.0	15.0	5.0	25.0	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	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	12	100.0	83.3	16.7	N/A	N/A	N/A	23.8	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	47	91.5	27.9	46.5	14.0	11.6	37.2	53.1	No	No

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

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	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	110	93.6	11.0	35.0	32.0	22.0	62.0	70.7
	2008	107	95.3	19.6	28.4	32.4	19.6	59.8	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	110	93.6	20.0	34.0	26.0	20.0	61.0	62.2
	2008	107	95.3	16.7	33.3	26.5	23.5	57.8	67.2

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	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	3.4%	0.0%	No
Student attendance rate, grades K-8	94.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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