



Spartanburg 1 School District

121 Wheeler Street
Campobello, SC 29322

Grades	PK-12 District	
Enrollment	5,100 Students	
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846

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	At-Risk
2005	Good	At-Risk
2004	Excellent	Good

* 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

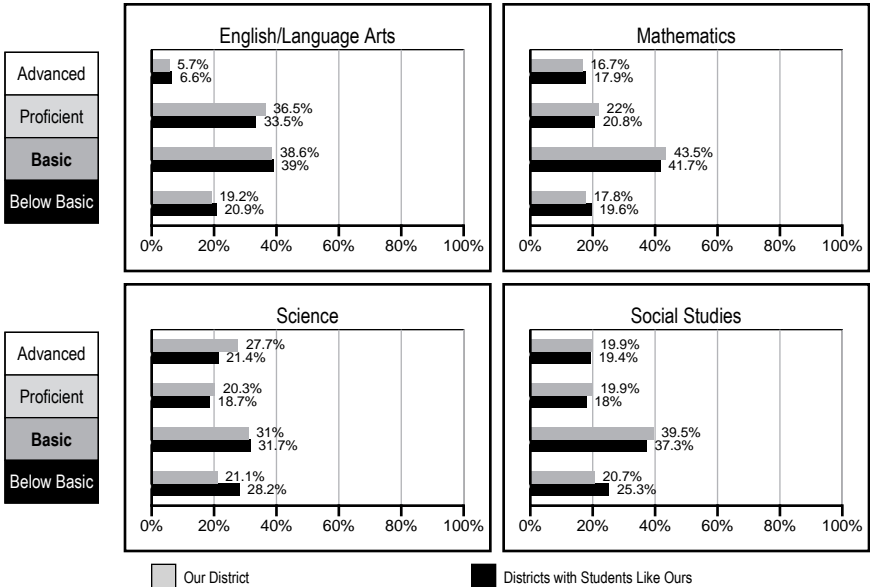
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	12	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	79.1	79.9	82.5	77.1	81.4	84.4
Passed 1 subtest	11.2	8.7	9.2	10.8	10.5	9.0
Passed no subtests	9.6	11.4	8.4	12.0	8.1	7.1

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	78.0	75.7
English 1	73.4	66.5
Physical Science	47.5	55.7
All Subjects	68.2	65.7

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=5,100)				
First graders who attended full-day kindergarten	99.3%	Down from 99.4%	98.5%	98.9%
Retention rate	2.9%	Up from 2.5%	3.1%	4.0%
Attendance rate	95.6%	Up from 95.5%	95.8%	95.6%
Eligible for gifted and talented	20.6%	Up from 20.1%	16.2%	11.4%
With disabilities other than speech	10.5%	Down from 12.2%	9.5%	10.5%
Older than usual for grade	1.9%	Up from 1.1%	3.2%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.8%	0.8%
Enrolled in AP/IB programs	13.4%	Up from 11.4%	17.8%	10.3%
Successful on AP/IB exams	28.4%	N/A	55.9%	56.0%
Eligible for LIFE Scholarship	57.9%	Up from 54.4%	40.7%	31.1%
Enrolled in adult education GED or diploma programs	34	Down from 43	59	48
Completions in adult education GED or diploma programs	32	Down from 43	50	27
Annual dropout rate	0.8%	Down from 1.4%	3.9%	3.8%
Teachers (n=367)				
Teachers with advanced degrees	59.9%	Up from 58.9%	58.3%	54.8%
Continuing contract teachers	81.5%	Down from 83.6%	78.7%	73.9%
Teachers with emergency or provisional certificates	2.3%	Down from 2.9%	2.6%	5.0%
Teachers returning from previous year	92.7%	Down from 93.3%	90.8%	88.8%
Teacher attendance rate	95.7%	Down from 96.5%	95.2%	94.9%
Average teacher salary	\$47,036	Up 3.2%	\$46,507	\$45,107
Vacancies for more than nine weeks	0.0%	No Change	0.2%	0.5%
Professional development days/teacher	15.5 days	Down from 17.6 days	14.5 days	15.2 days
District				
Superintendent's years at district	21.0	Up from 20.0	2.5	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 19.8 to 1	21.0 to 1	20.2 to 1
Prime instructional time	90.3%	Down from 91.0%	89.7%	89.1%
Dollars spent per pupil*	\$7,922	Down 0.2%	\$8,074	\$8,666
Percent of expenditures for teacher salaries*	58.7%	Down from 59.2%	54.4%	53.1%
Percent of expenditures for instruction*	60.6%	Down from 60.8%	58.8%	56.5%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	100.0%	No Change	98.4%	98.2%
Number of schools	10	Up from 9	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	5.1%	4.3%
Average age in years of school facilities	19 Years	No Change	22 Years	26 Years
Number of schools with SACS accreditation	10.0	Up from 9.0	13.0	8.0
Average administrator salary	\$84,150	Up 2.4%	\$75,535	\$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	331	92.4%	1075	67.3%	359	78.6%	No
Gender							
Male	173	92.5%	534	69.5%	190	75.8%	N/A
Female	158	92.4%	541	65.1%	169	81.7%	N/A
Racial/Ethnic Group							
White	260	95.4%	866	70.8%	282	81.2%	N/A
African American	52	76.9%	139	48.9%	57	63.2%	N/A
Asian/Pacific Islander	10	90.0%	22	45.5%	12	83.3%	N/A
Hispanic	N/A	N/A	36	63.9%	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	48	56.3%	114	39.5%	54	40.7%	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	68	58.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	126	85.7%	502	56.8%	136	69.9%	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
	92.4%	94.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	359	786
Number of Diplomas	282	572
Rate	78.6%	75.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	489	517	512	520	477	490	1001	1038		
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	19.0	19.9	20.2	20.7	19.8	21.3	19.9	20.7	19.9	20.8
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	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	31.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The mission of Spartanburg School District One continues to be the education of all students in a safe and positive environment. In 2007-2008 this mission was met, and we thank you for your efforts in helping us embrace our motto, "Student-Centered Education". From academics to athletics to the fine arts, our students excelled at the local, state, and national levels. We re-organized our district-wide orchestra, and our elementary honors chorus performed at the Bill Drake Christmas Program for the county. Landrum Middle and Landrum High Schools received a generous Polk County Foundation grant to assist in the purchase of additional instruments due to the growth in the their programs. Our athletes and teams received all-region, all-area, all-academic, and all-state recognitions in multiple sports. Six district teams were named region champions, Chapman High School played in the 2A State Championship Football Game and the Landrum Volleyball Team was named STATE CHAMPIONS.

We were once again ranked among the top districts statewide for student achievement. We are partners in a 21st Century faith-based afterschool program with Life Resource Center of Inman at Mabry Middle School. We are well into implementation of the EEDA and had over 1400 students participate in shadowing experiences this year. Our middle and high school were accepted into the Making Middle Grades Work and High Schools That Work reform initiatives. Landrum High, Swofford, New Prospect, OP Earle, Inman Elementary and Holly Springs-Motlow were recognized as Palmetto Gold or Silver Award recipients. Holly Springs-Motlow and New Prospect Elementary were recognized for closing the achievement gap. Inman Elementary received the SOUTH CAROLINA EXEMPLARY READING AWARD. Inman Intermediate School received the Red Carpet Award. The class of 2007 amassed over \$6 million dollars in scholarships, with seven students receiving the first District One Life Diploma. The district received over \$1.2 million dollars in grants for instructional coaches at all schools, professional development, classroom instruction, and student programs. We continue to make efficient use of all of our buildings keeping in mind our continued growth.

For more information on our district, please visit our award winning website.

Jimmy Littlefield, 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

Newly Identified-Hold

The district missed adequate yearly progress (AYP) for two years, but made progress for one year in the subject area (in either grade span) that identified the district for district improvement. Sanction: Corrective action continues.

Title I Schools' School Improvement Status

School	Status	School	Status
O P Earle Elementary	CSI	Inman Elementary	CA-DELAY

The Spartanburg 1 School District consists of 10 public schools with 2 of these schools, or 20%, 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

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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
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)										
All Students	2332	99.7	19.0	38.7	36.6	5.7	54.9	48.2	Yes	Yes
Gender										
Male	1204	99.5	23.5	40.0	33.4	3.1	48.8	41.7	N/A	N/A
Female	1128	100.0	14.2	37.2	40.1	8.5	61.4	55.0	N/A	N/A
Racial/Ethnic Group										
White	1896	99.8	17.0	37.6	39.1	6.4	57.9	60.0	Yes	Yes
African American	285	100.0	34.5	43.8	20.2	1.6	36.0	31.7	No	Yes
Asian/Pacific Islander	35	97.1	14.3	39.3	35.7	10.7	60.7	70.4	I/S	I/S
Hispanic	89	98.9	19.0	44.3	35.4	1.3	49.4	38.4	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	343	99.4	66.7	25.0	7.7	0.6	11.7	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	167	98.8	19.2	44.5	35.6	0.7	47.9	36.6	Yes	Yes
Socio-Economic Status										
Subsided meals	1181	99.6	26.3	42.5	28.6	2.5	43.3	34.0	No	Yes
Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)										
All Students	2332	99.9	17.8	43.6	22.0	16.7	52.4	45.8	Yes	Yes
Gender										
Male	1204	99.8	18.3	40.9	23.0	17.8	53.9	45.6	N/A	N/A
Female	1128	100.0	17.2	46.5	20.9	15.4	50.7	45.9	N/A	N/A
Racial/Ethnic Group										
White	1896	100.0	15.4	43.4	23.1	18.1	55.1	59.0	Yes	Yes
African American	285	100.0	36.0	40.3	14.7	8.9	35.7	26.9	No	Yes
Asian/Pacific Islander	35	97.1	10.7	42.9	25.0	21.4	53.6	71.3	I/S	I/S
Hispanic	89	100.0	16.5	57.0	19.0	7.6	40.5	38.1	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	343	100.0	57.4	31.9	8.3	2.5	15.3	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	167	99.4	18.5	48.6	18.5	14.4	45.9	38.1	Yes	Yes
Socio-Economic Status										
Subsided meals	1181	99.8	24.3	47.2	17.6	10.9	42.0	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
Science										
All Students	1552	99.9	21.0	31.0	20.3	27.7	48.0	35.7	96.4	96.1
Gender										
Male	812	100.0	21.1	27.4	19.2	32.3	51.5	37.4	96.4	96.0
Female	740	99.9	20.9	35.0	21.6	22.5	44.1	33.8	96.5	96.3
Racial/Ethnic Group										
White	1267	99.9	18.5	30.1	21.2	30.1	51.3	49.2	96.3	96.0
African American	187	100.0	38.6	33.9	14.0	13.5	27.5	17.0	96.9	96.2
Asian/Pacific Islander	22	100.0	10.0	30.0	30.0	30.0	60.0	58.0	97.1	97.3
Hispanic	61	100.0	25.5	41.8	14.5	18.2	32.7	24.9	96.6	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.9	94.6
Disability Status										
Disabled	227	99.6	56.3	26.5	9.8	7.4	17.2	14.0	95.7	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	118	100.0	25.7	36.2	17.1	21.0	38.1	24.4	96.7	96.8
Socio-Economic Status										
Subsided meals	783	99.9	29.6	33.5	16.5	20.4	36.9	21.1	95.9	95.6
Social Studies										
All Students	1548	100.0	20.7	39.5	19.9	19.9	39.8	34.0	96.4	96.1
Gender										
Male	806	100.0	19.7	33.4	21.8	25.2	47.0	36.6	96.4	96.0
Female	742	100.0	21.8	46.2	17.8	14.2	32.0	31.3	96.5	96.3
Racial/Ethnic Group										
White	1262	100.0	19.6	39.0	20.1	21.3	41.4	44.5	96.3	96.0
African American	187	100.0	31.2	43.5	14.1	11.2	25.3	19.1	96.9	96.2
Asian/Pacific Islander	21	100.0	16.7	27.8	27.8	27.8	55.6	58.9	97.1	97.3
Hispanic	59	100.0	13.5	46.2	26.9	13.5	40.4	27.5	96.6	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.9	94.6
Disability Status										
Disabled	230	100.0	52.5	31.3	8.8	7.4	16.1	14.4	95.7	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	106	100.0	15.8	40.0	27.4	16.8	44.2	27.3	96.7	96.8
Socio-Economic Status										
Subsided meals	792	100.0	28.2	40.7	17.1	14.0	31.1	21.0	95.9	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	357	100.0	10.2	32.7	51.4	5.7	57.1
	4	369	99.5	20.3	37.7	38.3	3.8	42.0
	5	395	100.0	16.2	48.3	34.2	1.3	35.5
	6	378	99.7	24.0	37.3	27.9	10.9	38.7
	7	376	99.7	23.4	32.9	38.4	5.3	43.7
8	372	100.0	23.7	49.3	23.4	3.7	27.0	
2008	3	395	99.5	10.7	27.8	53.4	8.0	61.4
	4	382	99.5	19.0	36.0	42.7	2.2	45.0
	5	388	100.0	21.4	42.1	32.9	3.6	36.5
	6	401	99.8	18.1	42.0	33.3	6.6	39.9
	7	391	100.0	26.1	37.7	32.1	4.0	36.1
8	375	99.7	18.7	46.6	25.0	9.8	34.8	
Mathematics								
2007	3	357	100.0	16.5	48.9	22.5	12.0	34.5
	4	369	99.5	17.7	35.7	25.5	21.2	46.7
	5	395	100.0	14.1	44.0	22.8	19.1	41.9
	6	377	100.0	18.1	40.1	25.1	16.7	41.8
	7	376	99.7	21.2	38.2	23.1	17.5	40.7
8	372	100.0	26.5	53.0	12.1	8.5	20.6	
2008	3	395	100.0	15.6	48.5	24.9	11.0	35.9
	4	382	100.0	19.5	38.7	20.6	21.2	41.8
	5	388	100.0	17.8	39.0	24.2	18.9	43.2
	6	401	99.8	15.0	36.7	23.6	24.7	48.3
	7	391	100.0	21.3	44.2	17.5	17.0	34.5
8	375	99.7	17.5	54.9	21.0	6.6	27.6	
Science								
2007	3	175	100.0	23.2	34.1	26.8	15.9	42.7
	4	369	99.2	24.7	22.7	25.3	27.3	52.6
	5	196	99.5	14.1	26.5	18.9	40.5	59.5
	6	190	100.0	26.6	31.6	15.8	26.0	41.8
	7	376	99.2	20.2	31.1	26.3	22.4	48.7
8	187	99.5	24.3	45.2	19.2	11.3	30.5	
2008	3	200	100.0	18.5	31.5	35.3	14.7	50.0
	4	381	100.0	18.4	31.5	20.6	29.5	50.1
	5	192	100.0	22.6	26.6	16.4	34.5	50.8
	6	202	100.0	26.2	19.0	20.0	34.9	54.9
	7	391	100.0	22.1	34.5	14.8	28.6	43.4
8	186	99.5	19.4	40.0	20.0	20.6	40.6	
Social Studies								
2007	3	182	100.0	4.7	41.4	32.5	21.3	53.8
	4	369	99.5	20.6	37.7	21.7	20.0	41.7
	5	198	99.5	24.1	42.9	15.7	17.3	33.0
	6	187	100.0	15.9	44.5	22.0	17.6	39.6
	7	376	99.5	28.8	41.3	14.2	15.6	29.9
8	185	100.0	23.2	63.3	10.2	3.4	13.6	
2008	3	196	100.0	8.8	36.5	32.0	22.7	54.7
	4	381	100.0	16.7	37.9	24.5	20.9	45.4
	5	195	100.0	29.1	24.2	19.2	27.5	46.7
	6	198	100.0	11.3	44.1	21.0	23.7	44.6
	7	391	100.0	33.2	38.5	10.0	18.3	28.3
8	187	100.0	15.9	59.1	18.2	6.8	25.0	

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	372	99.5	11.5	28.5	36.9	23.1	72.1	69.7	Yes	Yes
Male	178	99.4	14.4	31.7	33.5	20.4	65.9	64.6	N/A	N/A
Female	194	99.5	9.0	25.5	39.9	25.5	77.7	74.8	N/A	N/A
White	290	99.3	8.7	27.5	37.7	26.1	75.7	81.7	Yes	Yes
African American	55	100.0	25.9	31.5	27.8	14.8	55.6	53.6	Yes	Yes
Asian/Pacific Islander	13	100.0	N/A	33.3	50.0	16.7	66.7	83.1	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	35	100.0	62.9	31.4	5.7	N/A	8.6	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	11	100.0	30.0	30.0	20.0	20.0	50.0	47.3	I/S	I/S
Subsized meals	175	99.4	19.2	29.9	34.1	16.8	60.5	55.1	Yes	Yes

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

All Students	372	99.5	14.1	24.2	39.2	22.5	71.8	67.2	Yes	Yes
Male	178	99.4	16.8	24.0	37.7	21.6	70.1	66.3	N/A	N/A
Female	194	99.5	11.7	24.5	40.4	23.4	73.4	68.0	N/A	N/A
White	290	99.7	11.6	23.1	40.8	24.5	74.7	79.6	Yes	Yes
African American	55	100.0	29.6	24.1	31.5	14.8	55.6	49.7	Yes	Yes
Asian/Pacific Islander	13	100.0	N/A	50.0	16.7	33.3	83.3	88.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	35	100.0	65.7	31.4	2.9	N/A	14.3	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	11	100.0	20.0	30.0	30.0	20.0	60.0	54.9	I/S	I/S
Subsized meals	175	98.9	20.5	28.9	37.3	13.3	62.7	53.1	Yes	Yes

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

All Students	393	95.4	69.5	15.0	5.9	5.1	N/A	N/A	N/A	N/A
Male	189	93.7	63.5	15.3	8.5	6.3	N/A	N/A	N/A	N/A
Female	204	97.1	75.0	14.7	3.4	3.9	N/A	N/A	N/A	N/A
White	317	95.9	65.6	17.0	6.9	6.3	N/A	N/A	N/A	N/A
African American	50	92.0	86.0	6.0	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	16	93.8	81.3	6.3	6.3	N/A	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	84.2	10.5	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	27	92.6	74.1	7.4	11.1	N/A	N/A	N/A	N/A	N/A
Subsized meals	187	92.5	75.4	12.3	3.2	1.6	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	379	99.2	12.4	26.7	32.0	28.9	70.2	70.7
	2008	372	99.5	11.5	28.5	36.9	23.1	72.1	69.7
Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	379	99.7	18.1	25.8	33.2	23.0	65.5	62.2
	2008	372	99.5	14.1	24.2	39.2	22.5	71.8	67.2

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	0.0%	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	0.4%	0.0%	No
Student attendance rate, grades K-8	95.6%	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