



Union School District

130 W. Main Street
Union, South Carolina

Grades	PK-12 District	
Enrollment	4,701 Students	
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Mrs. Betty J. McMorris	864-427-4149

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

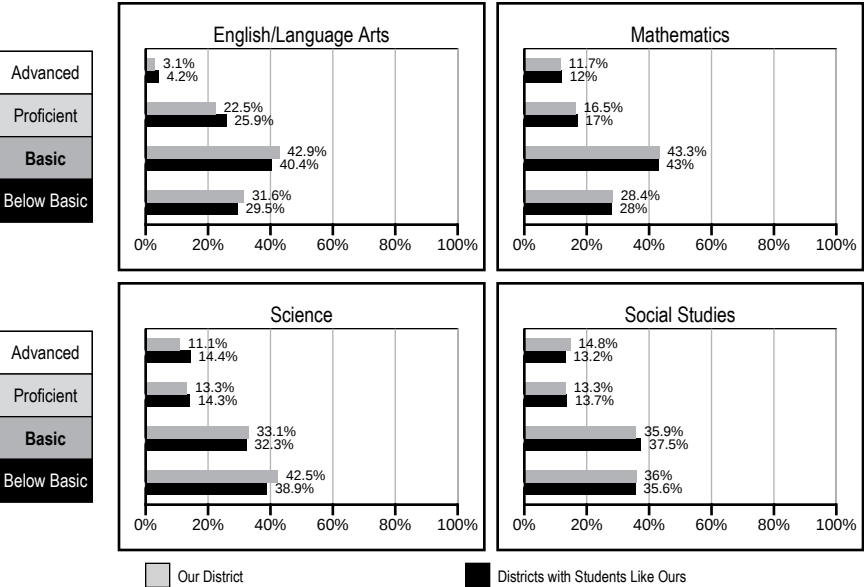
98.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	18	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	70.4	71.8	73.4	73.8	75.4	78.1
Passed 1 subtest	14.0	15.7	14.1	12.0	13.7	11.2
Passed no subtests	15.5	12.5	12.5	14.2	10.9	10.6

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	71.6	73.8
English 1	44.3	58.6
Physical Science	37.9	47.9
All Subjects	54.0	60.7

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=4,701)				
First graders who attended full-day kindergarten	100.0%	Up from 99.5%	99.4%	98.9%
Retention rate	4.0%	Up from 3.9%	4.4%	4.0%
Attendance rate	94.4%	Down from 95.0%	95.5%	95.6%
Eligible for gifted and talented	13.5%	No Change	11.7%	11.4%
With disabilities other than speech	14.4%	Up from 12.5%	11.3%	10.5%
Older than usual for grade	3.5%	Up from 2.6%	4.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 1.4%	0.7%	0.8%
Enrolled in AP/IB programs	5.1%	Down from 7.9%	9.0%	10.3%
Successful on AP/IB exams	30.3%	N/A	50.0%	56.0%
Eligible for LIFE Scholarship	7.5%	Down from 27.4%	29.9%	31.1%
Enrolled in adult education GED or diploma programs	92	Down from 106	50	48
Completions in adult education GED or diploma programs	91	Up from 78	25	27
Annual dropout rate	0.6%	Down from 2.7%	3.1%	3.8%
Teachers (n=335)				
Teachers with advanced degrees	56.4%	Down from 60.4%	54.8%	54.8%
Continuing contract teachers	75.2%	Down from 77.5%	77.2%	73.9%
Teachers with emergency or provisional certificates	6.5%	Up from 4.8%	3.8%	5.0%
Teachers returning from previous year	89.1%	Down from 90.0%	88.5%	88.8%
Teacher attendance rate	93.6%	Up from 88.7%	94.6%	94.9%
Average teacher salary	\$45,660	Up 2.1%	\$44,873	\$45,107
Vacancies for more than nine weeks	0.3%	Up from 0.0%	0.7%	0.5%
Professional development days/teacher	14.9 days	Down from 24.2 days	14.9 days	15.2 days
District				
Superintendent's years at district	1.0	Down from 5.0	5.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.3 to 1	19.4 to 1	20.2 to 1
Prime instructional time	86.6%	Up from 79.7%	88.5%	89.1%
Dollars spent per pupil*	\$8,343	Up 5.5%	\$8,666	\$8,666
Percent of expenditures for teacher salaries*	56.2%	Down from 56.5%	53.7%	53.1%
Percent of expenditures for instruction*	60.5%	Up from 59.6%	57.0%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	Up from 91.2%	98.8%	98.2%
Number of schools	10	No Change	10	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	8.2%	Down from 11.6%	2.1%	4.3%
Average age in years of school facilities	42 Years	No Change	27 Years	26 Years
Number of schools with SACS accreditation	10.0	No Change	10.0	8.0
Average administrator salary	\$73,486	Down 0.3%	\$76,032	\$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	209	93.8%	1159	62.9%	284	73.2%	No
Gender							
Male	92	93.5%	581	63.2%	146	70.5%	N/A
Female	117	94.0%	575	62.8%	138	76.1%	N/A
Racial/Ethnic Group							
White	129	98.4%	725	69.7%	172	76.7%	N/A
African American	80	86.3%	423	50.6%	112	67.9%	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	22	59.1%	151	31.1%	39	43.6%	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	97	86.6%	669	55.6%	143	58.7%	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	93.8%	93.2%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	284	357
Number of Diplomas	208	273
Rate	73.2%	77.9%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	458	449	454	465	455	432	912	915		
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	16.4	16.4	17.6	18.2	17.1	17.1	17.1	17.4	17.1	17.4
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	9 trustees elected to single-member seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	12.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The 2007-2008 school year was a time of change and transition for the Union County School District.

The year was also a time of planning for and beginning the construction of two new buildings, which are scheduled to open in the fall of 2009. Both schools have been designed for the purpose of accommodating the educational needs of students and staff. The top priority of the school district will be to continue to provide the very best educational opportunity possible within a supportive and caring environment. These facilities will set a standard for the future and communicate a sincere desire to provide the very best for our students.

Pacing guides were developed this year for language arts, math, science, social studies, physical education, and visual and performing arts to assist teachers in determining the desired amount of time to be used for a particular instructional module as well as designing the day to accommodate the need. Instruction must be the determining factor in all decisions as the district moves forward with an emphasis on rigor for all students as they are challenged to achieve at the highest level possible.

The district experienced a decline of 115 students during the 07-08 school year. The decline in student population reflects the decrease in the total population in Union County and will continue to be a challenge as the district seeks to keep staffing at a level necessary to accommodate student numbers. It is important for the community to continue to grow economically in order for student numbers to remain constant. It appears that recent additions such as Dollar General and LSP are indications of the future.

Efforts must be for continuous improvement at all areas of operation within the Union County School system. It is the attention to detail which will allow the district to provide the very best educational opportunities for students.

David Eubanks, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 13 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

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Title I Schools' School Improvement Status

School	Status	School	Status
Jonesville Elementary	CSI	Monarch Elementary	CSI

The Union 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."

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	2153	99.9	31.5	42.9	22.5	3.1	38.0	48.2	No	Yes
Gender										
Male	1095	99.7	37.5	42.0	18.4	2.2	31.7	41.7	N/A	N/A
Female	1058	100.0	25.4	43.9	26.7	4.0	44.4	55.0	N/A	N/A
Racial/Ethnic Group										
White	1311	99.9	24.4	43.6	28.0	3.9	46.9	60.0	No	Yes
African American	814	99.9	43.5	42.2	12.9	1.4	22.8	31.7	No	Yes
Asian/Pacific Islander	11	100.0	9.1	9.1	63.6	18.2	90.9	70.4	I/S	I/S
Hispanic	13	100.0	33.3	41.7	25.0	N/A	25.0	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	419	99.8	58.9	32.4	6.2	2.5	14.9	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	13	100.0	25.0	33.3	33.3	8.3	41.7	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	1392	99.8	37.8	42.5	17.4	2.2	30.3	34.0	No	Yes

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

All Students	2153	99.9	28.4	43.4	16.5	11.7	39.7	45.8	No	Yes
Gender										
Male	1095	99.8	29.5	41.9	16.7	11.9	40.6	45.6	N/A	N/A
Female	1058	100.0	27.2	44.9	16.3	11.6	38.8	45.9	N/A	N/A
Racial/Ethnic Group										
White	1311	99.9	21.1	43.0	20.0	15.9	48.2	59.0	No	Yes
African American	814	99.9	40.7	44.2	10.4	4.7	25.4	26.9	No	Yes
Asian/Pacific Islander	11	100.0	9.1	N/A	54.5	36.4	90.9	71.3	I/S	I/S
Hispanic	13	100.0	25.0	58.3	16.7	N/A	25.0	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	419	100.0	62.5	28.1	4.4	4.9	13.8	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	13	100.0	16.7	50.0	25.0	8.3	41.7	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	1392	99.9	35.1	43.6	12.9	8.3	31.5	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	1435	99.9	42.4	33.1	13.3	11.1	24.4	35.7	95.4	96.1
Gender										
Male	739	99.9	40.2	33.0	14.6	12.3	26.9	37.4	95.2	96.0
Female	696	99.9	44.8	33.3	12.1	9.8	21.9	33.8	95.6	96.3
Racial/Ethnic Group										
White	850	100.0	33.2	34.6	16.2	16.0	32.2	49.2	95.0	96.0
African American	566	99.8	56.7	30.8	9.0	3.5	12.5	17.0	96.2	96.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	58.0	97.3	97.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.6	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	37.4	90.5	94.6
Disability Status										
Disabled	269	100.0	70.5	21.8	4.2	3.4	7.7	14.0	94.0	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	8	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.3	96.8
Socio-Economic Status										
Subsided meals	947	99.8	49.6	33.7	10.0	6.7	16.8	21.1	95.0	95.6
Social Studies										
All Students	1427	99.7	35.8	36.0	13.3	14.9	28.2	34.0	95.4	96.1
Gender										
Male	722	99.6	36.1	32.7	13.2	18.1	31.2	36.6	95.2	96.0
Female	705	99.7	35.5	39.4	13.5	11.6	25.1	31.3	95.6	96.3
Racial/Ethnic Group										
White	869	99.7	29.5	36.4	15.2	18.9	34.1	44.5	95.0	96.0
African American	539	99.8	46.4	35.3	10.6	7.7	18.2	19.1	96.2	96.2
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.3	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.6	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	32.7	90.5	94.6
Disability Status										
Disabled	276	99.6	55.6	31.6	6.8	6.0	12.8	14.4	94.0	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	8	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.3	96.8
Socio-Economic Status										
Subsided meals	929	99.7	42.6	35.9	10.9	10.5	21.4	21.0	95.0	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	352	99.7	12.8	41.0	43.3	2.9	46.2
	4	373	99.7	20.3	46.9	31.4	1.4	32.8
	5	349	100.0	32.5	45.8	20.9	0.9	21.7
	6	351	99.7	32.2	41.5	21.8	4.5	26.3
	7	396	99.0	42.7	35.4	20.1	1.8	21.9
	8	353	99.4	35.6	47.6	14.4	2.4	16.8
2008	3	340	99.7	15.3	36.8	39.3	8.7	48.0
	4	363	100.0	21.0	41.7	34.2	3.2	37.4
	5	371	99.7	43.6	43.6	12.4	0.3	12.7
	6	345	100.0	33.2	43.6	20.8	2.4	23.1
	7	351	100.0	34.0	46.0	16.1	3.8	19.9
	8	383	99.7	39.8	45.2	14.2	0.8	15.0
Mathematics								
2007	3	352	100.0	24.3	47.8	21.2	6.7	27.8
	4	373	99.7	28.0	38.1	23.2	10.7	33.9
	5	349	100.0	33.6	49.3	12.5	4.6	17.1
	6	351	99.7	24.8	40.9	25.1	9.3	34.3
	7	396	99.0	27.2	45.9	16.9	10.0	26.9
	8	353	99.4	35.0	50.0	10.0	5.0	15.0
2008	3	340	100.0	21.7	45.0	16.5	16.8	33.2
	4	363	100.0	27.6	36.2	19.8	16.4	36.2
	5	371	100.0	37.2	40.8	15.4	6.6	22.0
	6	345	100.0	24.6	40.9	20.5	13.9	34.4
	7	351	100.0	22.6	48.7	16.1	12.6	28.7
	8	383	99.5	35.0	48.6	11.2	5.2	16.4
Science								
2007	3	176	100.0	43.6	40.1	11.6	4.7	16.3
	4	373	99.7	46.1	30.7	16.0	7.2	23.2
	5	174	100.0	53.2	27.7	10.4	8.7	19.1
	6	179	99.4	45.8	33.1	11.4	9.6	21.1
	7	396	98.7	45.6	32.1	12.2	10.1	22.3
	8	178	100.0	40.2	40.2	8.9	10.7	19.5
2008	3	171	100.0	34.6	33.3	20.8	11.3	32.1
	4	362	100.0	35.4	33.4	15.6	15.6	31.1
	5	187	100.0	57.5	26.0	8.3	8.3	16.6
	6	173	100.0	55.3	21.2	11.2	12.4	23.5
	7	349	99.7	40.5	39.1	11.5	8.9	20.4
	8	193	99.5	39.1	39.7	13.0	8.2	21.2
Social Studies								
2007	3	177	100.0	11.6	37.2	37.8	13.4	51.2
	4	373	99.7	30.7	47.6	13.8	8.0	21.8
	5	175	100.0	44.8	35.5	12.2	7.6	19.8
	6	177	98.9	33.1	54.0	8.0	4.9	12.9
	7	396	99.0	51.2	32.4	8.8	7.7	16.4
	8	177	99.4	37.1	46.1	12.0	4.8	16.8
2008	3	170	99.4	11.7	37.4	23.3	27.6	50.9
	4	361	100.0	27.2	42.8	14.7	15.3	30.1
	5	184	100.0	53.8	28.0	8.2	9.9	18.1
	6	172	99.4	34.7	36.5	16.8	12.0	28.7
	7	349	99.7	45.9	30.8	7.7	15.7	23.4
	8	191	99.0	38.0	39.1	14.1	8.7	22.8

Abbreviations for Missing Data

N/A--Not Applicable

NAV--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	324	98.1	16.0	40.2	30.1	13.7	55.9	69.7	Yes	Yes
Male	169	97.0	24.1	38.6	27.2	10.1	50.0	64.6	N/A	N/A
Female	155	99.4	7.4	41.9	33.1	17.6	62.2	74.8	N/A	N/A
White	181	97.8	10.0	33.5	35.9	20.6	67.6	81.7	Yes	Yes
African American	141	98.6	23.1	48.5	23.1	5.2	41.0	53.6	No	Yes
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	56	98.2	52.8	47.2	N/A	N/A	5.7	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	2	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	185	98.9	24.4	44.9	23.3	7.4	42.6	55.1	No	Yes

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

All Students	323	98.5	20.9	33.3	33.0	12.7	58.8	67.2	Yes	Yes
Male	168	97.6	26.6	30.4	31.0	12.0	53.2	66.3	N/A	N/A
Female	155	99.4	14.9	36.5	35.1	13.5	64.9	68.0	N/A	N/A
White	180	97.8	14.2	29.6	39.6	16.6	68.6	79.6	Yes	Yes
African American	141	99.3	29.6	37.8	24.4	8.1	46.7	49.7	No	Yes
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	56	98.2	69.8	20.8	9.4	N/A	11.3	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	2	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	184	100.0	29.9	36.2	26.6	7.3	46.3	53.1	No	Yes

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

All Students	393	94.7	64.9	18.6	7.9	3.3	N/A	N/A	N/A	N/A
Male	205	93.7	62.0	20.5	7.3	3.9	N/A	N/A	N/A	N/A
Female	188	95.7	68.1	16.5	8.5	2.7	N/A	N/A	N/A	N/A
White	239	96.2	56.5	23.4	11.3	5.0	N/A	N/A	N/A	N/A
African American	149	92.6	79.2	10.7	2.0	0.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	154	97.4	59.7	25.3	10.4	1.9	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	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	222	94.1	73.9	14.0	5.9	0.5	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	345	99.7	16.0	39.6	28.7	15.7	59.8	70.7
	2008	324	98.1	16.0	40.2	30.1	13.7	55.9	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	345	99.7	23.6	34.1	24.2	18.1	54.1	62.2
	2008	323	98.5	20.9	33.3	33.0	12.7	58.8	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	2.3%	0.0%	No
Student attendance rate, grades K-8	94.4%	94.0%	Yes

* Or greater than last year