



Bamberg 1 School District

3830 Faust St.
Bamberg, SC 29003

Grades	PK-12 District	
Enrollment	1,502 Students	
Superintendent	Phyllis K. Schwarting	803-245-3053
Board Chair	Dr. R. Dale Padgett	803-245-2433

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Below Average	Good
2007	Below Average	At-Risk
2006	Average	Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

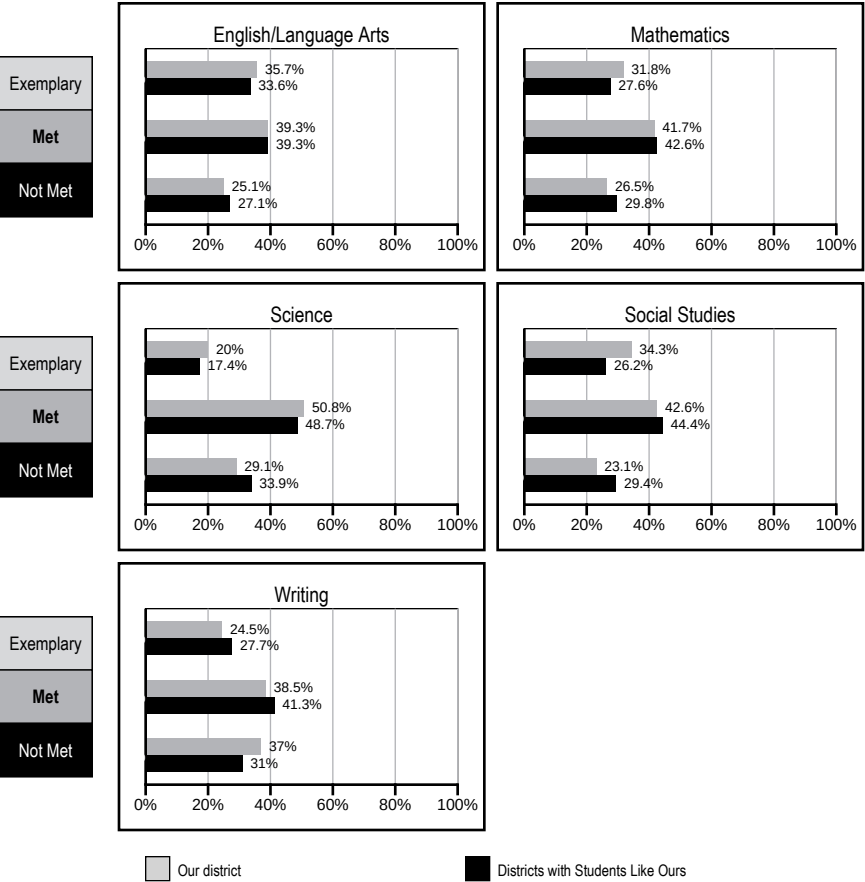
97.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	19	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	69.7%	71.1%	60.5%	75.5%	78.5%	74.5%
Passed one subtest	19.3%	17.2%	24.2%	13.7%	11.2%	13.4%
Passed no subtests	10.9%	11.7%	15.3%	10.8%	10.3%	12.1%

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	62.5%	78.3%
English 1	60.2%	64.7%
Physical Science	36.5%	50.4%
US History and the Constitution	23.4%	36.3%
All Subjects	47.5%	58.1%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,502)				
First graders who attended full-day kindergarten	100.0%	Up from 96.8%	99.7%	99.7%
Retention rate	2.9%	Down from 5.0%	3.1%	3.1%
Attendance rate	95.6%	Up from 95.2%	95.6%	95.7%
Eligible for gifted and talented	11.9%	Up from 11.7%	12.8%	11.2%
With disabilities other than speech	11.1%	Up from 9.8%	11.1%	10.6%
Older than usual for grade	3.7%	Down from 4.8%	4.7%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.7%	0.6%	0.5%
Enrolled in AP/IB programs	4.5%	Down from 5.9%	8.4%	10.5%
Successful on AP/IB exams	N/A	N/A	51.4%	51.2%
Eligible for LIFE Scholarship	29.4%	Down from 30.0%	29.8%	30.8%
Enrolled in adult education GED or diploma programs	22	Down from 50	50	40
Completions in adult education GED or diploma programs	19	Down from 47	39	30
Annual dropout rate	4.5%	Up from 4.0%	4.0%	3.4%
Teachers (n=112)				
Teachers with advanced degrees	63.4%	Down from 64.4%	58.3%	56.8%
Continuing contract teachers	87.5%	Down from 89.8%	79.1%	76.7%
Teachers with emergency or provisional certificates	5.8%	Up from 3.6%	3.9%	4.6%
Teachers returning from previous year	87.1%	Down from 91.3%	90.0%	88.4%
Teacher attendance rate	95.6%	Up from 93.6%	95.0%	95.0%
Average teacher salary*	\$44,287	Up 1.5%	\$47,078	\$46,992
Vacancies for more than nine weeks	2.7%	Down from 3.4%	0.3%	0.4%
Professional development days/teacher	13.4 days	Down from 15.7 days	13.0 days	13.1 days
District				
Superintendent's years at district	10.0	Up from 8.0	2.0	3.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 17.7 to 1	20.3 to 1	20.5 to 1
Prime instructional time	89.8%	Up from 86.6%	89.6%	89.8%
Dollars spent per pupil**	\$9,514	Up 9.6%	\$9,028	\$9,279
Percent of expenditures for teacher salaries**	55.8%	Down from 56.7%	53.8%	52.7%
Percent of expenditures for instruction**	59.3%	Down from 60.1%	56.9%	56.7%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	4	No Change	9	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	4.8%	Down from 5.6%	3.5%	3.5%
Average age in years of school facilities	47 Years	Up from 46 Years	28 Years	28 Years
Number of schools with SACS accreditation	0.0	No Change	9.0	8.0
Parents attending conferences	97.3%	Up from 92.6%	94.9%	93.9%
Average administrator salary	\$69,697	Down 5.3%	\$79,295	\$79,261

* Includes current year teachers contracted for 185 or more days.

** 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	103	90.3%	480	47.5%	121	80.2%	Yes
Gender							
Male	46	87.0%	246	47.6%	60	71.7%	N/A
Female	57	93.0%	234	47.4%	61	88.5%	N/A
Racial/Ethnic Group							
White	38	92.1%	199	58.3%	44	79.5%	N/A
African American	63	88.9%	281	39.9%	75	81.3%	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	10	60.0%	63	7.9%	11	54.5%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	57	86.0%	257	36.2%	63	82.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	90.3%	93.4%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	121	570
Number of Diplomas	97	417
Rate	80.2%	75.2%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	428	442	451	459	426	427	1304	1328		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	16.1	15.8	17.5	17.7	16.8	16.5	16.7	17.0	16.9	16.8
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	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	5 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	17.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Thomas Payne's quote, "These are the times that try men's [and women's] souls," could well describe the 2008-2009 school year. Although there is much to celebrate in Bamberg School District One, it has indeed been an unparalleled year in terms of the financial crises that our small, rural district continues to face. Even during the most challenging of times, however, our district staff and faculty have remained focused on student achievement and our goal of empowering every graduate of Bamberg-Ehrhardt High School with the ability to face life in the 21st century with skills and knowledge that will serve them well throughout life.

The district continues to place a strong emphasis on early intervention through its CDEPP 4K program and a regular 4K program, as well as those children who are identified through our CHILD FIND activities. We also have a strong working relationship with the county's First Steps program. These collaborative efforts have proven successful in preparing our young learners for academic success early in their school careers. We are also beginning to see the fruits of our many years of the Reading First Initiative, which encompasses grades 5K through Grade 3 at Richard Carroll Primary School (RCPS), as these youngsters are now entering Bamberg-Ehrhardt Middle School (BEMS). Improved reading skills are evident throughout all core coursework at these middle grades. Richard Carroll Elementary School (RCES) continues its intense planning among grade level teachers to ensure consistency in the presentation of all state required academic indicators. The transition of students and staff from Ehrhardt Elementary School (EES), which closed after the 2007-2008 school year, appears to have gone smoothly, and the town of Ehrhardt is in the process of accepting the school property from the district to be used for the benefit of the citizens of Ehrhardt. BEMS received an E2T2 discretionary grant in the amount of \$200,000 that has allowed the middle school to have a technology coach as well as a significant amount of technology hardware. This will be of tremendous assistance as we work to ensure our students' technology proficiency for the future. Bamberg-Ehrhardt High School (BEHS) continues its forward progress using the High Schools That Work model for guidance. The electronic Individual Graduation Plans (elGPs) were completed at the rate of 100% for all rising 8th, 9th, and 10th grade students, the first district in the state to achieve 100% completion.

Bamberg School District One is proud of its tradition of excellence academically, athletically, and artistically. With EES and BEHS receiving Palmetto Gold Awards and RCES receiving the Palmetto Silver Award, our Red Raider Band and baseball team both winning the Class A state championships for the second year in a row, we sincerely believe that Bamberg School District One is "the place to be."

Phyllis Schwartz, Superintendent
Bamberg School District One

No Child Left Behind

District Adequate Yearly Progress

No

This district met 19 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

Continuing District Improvement

The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Bamberg 1 School District consists of 4 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	642	100.0	25.2	39.5	35.3	82.7	82.8	Yes	Yes
Gender									
Male	347	100.0	30.7	36.1	33.1	78.0	79.3	N/A	N/A
Female	295	100.0	18.6	43.6	37.9	88.2	86.5	N/A	N/A
Racial/Ethnic Group									
White	279	100.0	16.0	33.8	50.2	88.8	89.5	Yes	Yes
African American	352	100.0	33.0	43.8	23.2	77.4	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	102	100.0	57.4	29.8	12.8	55.3	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	2	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	393	100.0	32.9	44.5	22.6	77.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	642	100.0	26.6	42.0	31.4	82.2	78.9	Yes	Yes
Gender									
Male	347	100.0	30.1	36.7	33.1	78.0	77.0	N/A	N/A
Female	295	100.0	22.5	48.2	29.3	87.1	80.9	N/A	N/A
Racial/Ethnic Group									
White	279	100.0	16.7	38.3	45.0	90.3	87.2	Yes	Yes
African American	352	100.0	35.1	44.6	20.2	75.3	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	102	100.0	70.2	21.3	8.5	39.4	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	2	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	393	100.0	35.0	45.0	19.9	76.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	434	100.0	29.2	51.3	19.5	70.8	67.5
Gender							
Male	223	100.0	30.7	45.6	23.7	69.3	67.0
Female	211	100.0	27.5	57.5	15.0	72.5	68.0
Racial/Ethnic Group							
White	190	100.0	18.4	50.3	31.4	81.6	79.5
African American	235	100.0	39.0	52.0	9.0	61.0	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	66	100.0	68.9	19.7	11.5	31.1	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	1	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	265	100.0	38.6	51.0	10.4	61.4	55.1

Social Studies

All Students	434	100.0	22.8	43.4	33.8	77.2	72.3
Gender							
Male	238	100.0	21.4	40.6	38.0	78.6	71.5
Female	196	100.0	24.5	46.8	28.7	75.5	73.2
Racial/Ethnic Group							
White	195	100.0	14.8	40.7	44.4	85.2	80.7
African American	233	100.0	29.9	46.4	23.7	70.1	60.0
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	63	100.0	56.1	28.1	15.8	43.9	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	2	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	256	100.0	28.7	48.8	22.5	71.3	62.1

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	645	98.3	37.0	36.2	26.8	63.0	70.2	96.0	96.1
Gender									
Male	346	97.7	48.5	30.7	20.9	51.5	63.2	96.1	96.0
Female	299	99.0	23.8	42.6	33.7	76.2	77.5	95.9	96.3
Racial/Ethnic Group									
White	277	99.3	25.4	35.8	38.8	74.6	79.1	95.3	95.9
African American	351	98.0	47.0	36.7	16.3	53.0	57.6	96.7	96.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.2	97.6	97.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.6	92.7	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.7	92.0	94.9
Disability Status									
Disabled	108	92.6	85.3	9.5	5.3	14.7	26.1	95.5	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	7	I/S	I/S	I/S	I/S	I/S	61.2	93.7	96.8
Socio-Economic Status									
Subsidized meals	391	97.7	48.5	34.0	17.5	51.5	58.9	95.8	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	127	100.0	23.3	35.3	41.4	76.7
	4	123	100.0	14.2	48.3	37.5	85.8
	5	90	100.0	17.2	49.4	33.3	82.8
	6	95	100.0	30.4	37.0	32.6	69.6
	7	103	100.0	36.4	33.3	30.3	63.6
	8	104	100.0	31.6	33.7	34.7	68.4
Mathematics							
2009	3	127	100.0	36.2	39.7	24.1	63.8
	4	123	100.0	18.3	39.2	42.5	81.7
	5	90	100.0	20.7	59.8	19.5	79.3
	6	95	100.0	28.3	42.4	29.3	71.7
	7	103	100.0	25.3	40.4	34.3	74.7
	8	104	100.0	30.6	33.7	35.7	69.4
Science							
2009	3	63	100.0	44.6	41.1	14.3	55.4
	4	123	100.0	20.8	52.5	26.7	79.2
	5	45	100.0	20.9	65.1	14.0	79.1
	6	48	100.0	43.8	43.8	12.5	56.3
	7	103	100.0	26.0	56.0	18.0	74.0
	8	52	100.0	31.3	45.8	22.9	68.8
Social Studies							
2009	3	64	100.0	21.7	51.7	26.7	78.3
	4	123	100.0	7.5	48.3	44.2	92.5
	5	45	100.0	18.2	31.8	50.0	81.8
	6	47	100.0	15.9	68.2	15.9	84.1
	7	103	100.0	49.5	28.3	22.2	50.5
	8	52	100.0	18.0	40.0	42.0	82.0
Writing							
2009	3	125	98.4	47.4	31.6	21.1	52.6
	4	125	99.2	31.4	37.2	31.4	68.6
	5	91	97.8	31.8	36.5	31.8	68.2
	6	95	100.0	40.2	38.0	21.7	59.8
	7	104	98.1	40.4	37.4	22.2	59.6
	8	105	96.2	29.9	37.1	33.0	70.1

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	128	98.4	23.0	40.2	23.8	13.1	45.9	61.8	No	Yes
Male	63	98.4	29.5	37.7	23.0	9.8	37.7	57.4	N/A	N/A
Female	65	98.5	16.4	42.6	24.6	16.4	54.1	66.1	N/A	N/A
White	50	100.0	16.3	30.6	36.7	16.3	65.3	74.3	Yes	Yes
African American	77	97.4	26.4	47.2	15.3	11.1	33.3	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	17	100.0	62.5	31.3	N/A	6.3	6.3	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	65	98.5	32.8	43.8	15.6	7.8	26.6	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	128	98.4	31.1	45.9	13.1	9.8	36.1	62.7	No	Yes
Male	63	98.4	32.8	42.6	13.1	11.5	39.3	61.8	N/A	N/A
Female	65	98.5	29.5	49.2	13.1	8.2	32.8	63.6	N/A	N/A
White	50	100.0	14.3	61.2	8.2	16.3	42.9	75.1	No	Yes
African American	77	97.4	43.1	36.1	15.3	5.6	30.6	45.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	17	100.0	68.8	25.0	N/A	6.3	6.3	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	65	98.5	48.4	35.9	10.9	4.7	23.4	47.9	No	Yes

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

All Students	126	91.3	73.8	9.5	5.6	2.4	N/A	N/A	N/A	N/A
Male	62	87.1	67.7	9.7	6.5	3.2	N/A	N/A	N/A	N/A
Female	64	95.3	79.7	9.4	4.7	1.6	N/A	N/A	N/A	N/A
White	49	91.8	67.3	14.3	6.1	4.1	N/A	N/A	N/A	N/A
African American	76	92.1	78.9	6.6	5.3	1.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	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	15	86.7	86.7	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	65	95.4	86.2	3.1	6.2	N/A	N/A	N/A	N/A	N/A

* 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 or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	134	100.0	20.9	31.0	31.0	17.1	59.7	69.7
	2009	128	98.4	23.0	40.2	23.8	13.1	45.9	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	134	99.3	15.6	44.5	24.2	15.6	52.3	67.2
	2009	128	98.4	31.1	45.9	13.1	9.8	36.1	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.1%	0.0%	No
Student attendance rate, grades K-8	95.6%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.