

Chester School District

109 Hinton Street
Chester, SC 29706

Grades	PK-12 District	
Enrollment	5,746 Students	
Superintendent	Mr. Larry B. Heath	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

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	Average
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	Below Average

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

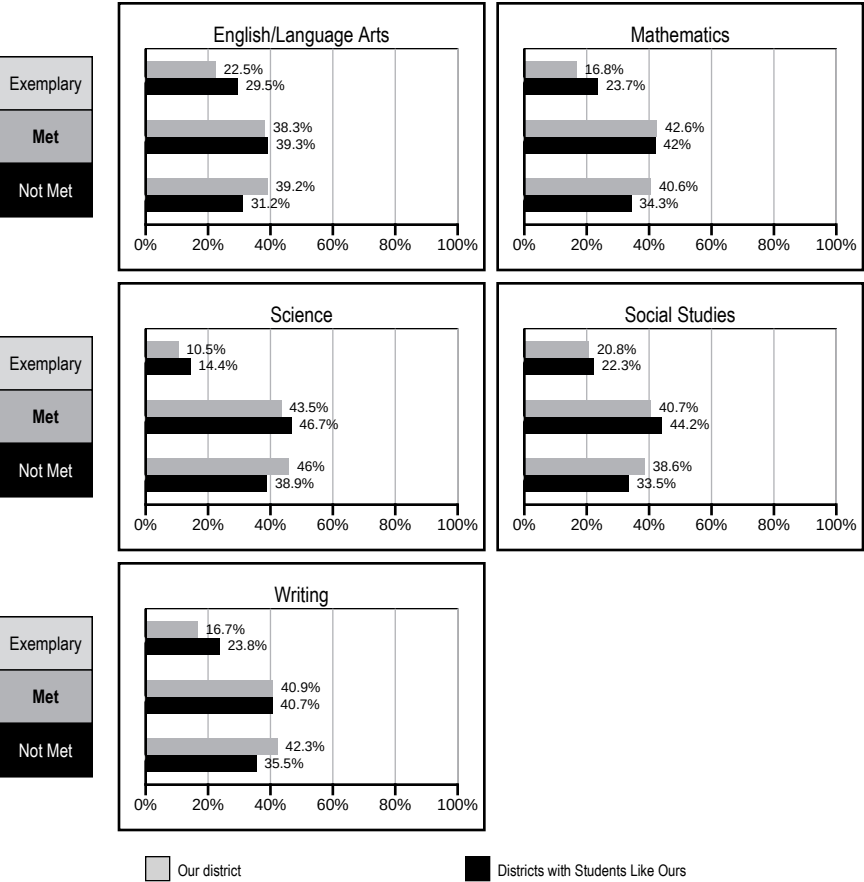
96.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	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	72.7%	82.3%	73.2%	75.4%	78.1%	72.9%
Passed one subtest	14.6%	11.4%	15.6%	13.8%	11.2%	14.3%
Passed no subtests	12.6%	6.3%	11.2%	10.8%	10.7%	12.9%

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	77.0%	76.5%
English 1	55.3%	61.8%
Physical Science	49.5%	46.4%
US History and the Constitution	35.0%	35.9%
All Subjects	55.4%	55.8%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=5,746)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	3.8%	Down from 5.6%	3.5%	3.1%
Attendance rate	95.1%	Down from 95.2%	95.7%	95.7%
Eligible for gifted and talented	8.8%	Down from 11.7%	12.1%	11.2%
With disabilities other than speech	8.8%	Down from 9.9%	10.8%	10.6%
Older than usual for grade	6.5%	Down from 6.9%	4.9%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.3%	Up from 2.7%	0.6%	0.5%
Enrolled in AP/IB programs	10.2%	Up from 6.5%	8.1%	10.5%
Successful on AP/IB exams	N/A	N/A	50.2%	51.2%
Eligible for LIFE Scholarship	29.8%	Down from 34.3%	29.4%	30.8%
Enrolled in adult education GED or diploma programs	40	Up from 23	40	40
Completions in adult education GED or diploma programs	36	Up from 16	23	30
Annual dropout rate	5.1%	Down from 5.7%	4.0%	3.4%
Teachers (n=436)				
Teachers with advanced degrees	56.2%	Down from 58.0%	56.5%	56.8%
Continuing contract teachers	73.9%	Up from 73.2%	79.9%	76.7%
Teachers with emergency or provisional certificates	6.0%	Up from 5.8%	4.3%	4.6%
Teachers returning from previous year	85.0%	Down from 85.5%	88.4%	88.4%
Teacher attendance rate	95.5%	Up from 94.5%	95.0%	95.0%
Average teacher salary*	\$46,948	Up 1.8%	\$46,226	\$46,992
Vacancies for more than nine weeks	0.5%	Down from 1.4%	0.3%	0.4%
Professional development days/teacher	10.1 days	Down from 13.3 days	13.4 days	13.1 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.4 to 1	20.0 to 1	20.5 to 1
Prime instructional time	89.6%	Up from 87.5%	89.8%	89.8%
Dollars spent per pupil**	\$9,535	Up 5.5%	\$9,378	\$9,279
Percent of expenditures for teacher salaries**	52.7%	Up from 52.2%	52.7%	52.7%
Percent of expenditures for instruction**	55.4%	Up from 55.3%	56.4%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	13	No Change	9	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	4.0%	Up from 3.3%	2.3%	3.5%
Average age in years of school facilities	26 Years	Up from 25 Years	29 Years	28 Years
Number of schools with SACS accreditation	12.0	No Change	9.0	8.0
Parents attending conferences	95.8%	N/A	95.2%	93.9%
Average administrator salary	\$70,324	Up 2.8%	\$78,468	\$79,261

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

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
The Academy for Teaching and Learning (ELEM.)	Average	Good	Met
The Academy for Teaching and Learning (MIDDLE)	Average	Below Average	Met

Abbreviations for Missing Data

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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	405	96.5%	1851	55.4%	476	76.9%	Yes
Gender							
Male	209	96.7%	965	56.9%	250	73.6%	N/A
Female	196	96.4%	886	53.8%	226	80.5%	N/A
Racial/Ethnic Group							
White	184	99.5%	876	64.2%	219	78.1%	N/A
African American	212	93.9%	949	47.2%	247	75.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	16	56.3%	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	40	77.5%	143	21.7%	48	56.3%	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	213	94.4%	1039	49.0%	259	71.4%	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	96.5%	93.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	476	398
Number of Diplomas	366	300
Rate	76.9%	75.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	462	466	489	505	440	467	1392	1438		
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	16.5	16.8	18.0	18.7	17.0	17.7	17.7	18.9	17.4	18.1
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

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School District Governance

Board Membership	6 trustees elected to single-member seats, 1 trustee elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	9.3 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

With the 2008-2009 school year came the arduous task of leading a school district during the worst economic crisis ever experienced in my 37 year tenure as an educator. The downturn in the economy has had a devastating impact on Chester County, where the unemployment rate has exceeded 20%. Early and mid-year budget cuts in excess of \$2.5 million had the Chester County School District administration scrambling for ways to absorb costs and still provide an effective instructional program for our students. While we have been discouraged, we have certainly not been defeated. Although we have had to reduce personnel and services, the district continues to commit to the growth and development of our students and staff. The Chester County School District continues to design an effective instructional program that has a positive impact on student achievement. We have begun to implement strategies in all schools that will be the advent of closing the achievement gap between our minority and impoverished students when compared with other students. We continue to focus on academic achievement and have involved our teachers in the development of a standards-based curriculum during monthly meetings where every teacher is assigned to work on a committee. In addition to the curriculum, this work will also culminate in the completion of benchmark assessments in grades K-5. Our goal is to ensure that every student in Chester County receives an opportunity to be taught grade level standards. A standards-based curriculum and benchmark assessments have already been completed in grades 6-12, leading all three of our high school to be Palmetto Gold and/or Silver Award Winners for 2008-09.

Another important district focus is an emphasis on early learning. We plan to expand our child development program over a five-year period as measured by our Strategic Plan for Early Childhood Learning. The district has committed to forming local partnerships with businesses, local agencies, and other child care providers in an effort to have more children ready to be successful when they enter kindergarten.

According to Franklin D. Roosevelt, "Happiness lies in the joy of achievement and the thrill of creative effort." This certainly holds true for Chester County. Even amidst the adversities the county is currently experiencing (high unemployment rate, high teen pregnancy rate, increased gang memberships, low test scores), we maintain that Chester County will be a beacon as we work to rebuild, increase parental involvement, and unify our community. We fervently believe that Chester County is a great place to learn, work, and grow!

Larry B. Heath
 Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 17 out of 23 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

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Great Falls Elementary	R	Chester Park Elementary Fine Arts	NI-DELAY
Lewisville Elementary	CSI-DELAY	Chester Park Elementary Literacy/Tec	CSI-DELAY
Chester Park Elementary Of Inquiry	CA		

The Chester School District consists of 13 public schools with 5 of these schools, or 38.5%, 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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	2565	99.7	39.0	38.0	23.1	73.2	82.8	Yes	Yes
Gender									
Male	1329	99.6	41.4	36.6	22.0	69.4	79.3	N/A	N/A
Female	1236	99.8	36.4	39.4	24.2	77.3	86.5	N/A	N/A
Racial/Ethnic Group									
White	1319	99.6	29.4	37.9	32.7	80.9	89.5	Yes	Yes
African American	1191	99.8	49.6	37.7	12.7	64.8	73.7	Yes	Yes
Asian/Pacific Islander	12	100.0	N/AV	N/AV	N/AV	N/AV	92.3	I/S	I/S
Hispanic	38	100.0	20.7	48.3	31.0	82.8	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	340	98.8	69.2	19.4	11.4	44.4	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	27	100.0	28.6	42.9	28.6	81.0	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	1609	99.7	48.1	37.0	14.9	66.1	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	2565	99.7	39.9	42.8	17.3	71.4	78.9	Yes	Yes
Gender									
Male	1329	99.5	41.4	39.8	18.8	70.0	77.0	N/A	N/A
Female	1236	99.9	38.4	45.9	15.7	72.8	80.9	N/A	N/A
Racial/Ethnic Group									
White	1319	99.6	29.4	44.9	25.7	79.8	87.2	Yes	Yes
African American	1191	99.8	51.4	40.2	8.4	62.3	66.7	Yes	Yes
Asian/Pacific Islander	12	100.0	18.2	72.7	9.1	90.9	93.0	I/S	I/S
Hispanic	38	100.0	31.0	44.8	24.1	75.9	76.0	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	340	99.1	72.4	19.7	7.9	37.8	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	27	100.0	19.0	61.9	19.0	81.0	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	1609	99.7	48.9	41.2	9.8	64.0	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science							
All Students	1706	99.5	45.1	44.1	10.7	54.9	67.5
Gender							
Male	891	99.0	44.8	43.0	12.2	55.2	67.0
Female	815	100.0	45.5	45.3	9.2	54.5	68.0
Racial/Ethnic Group							
White	893	99.6	32.4	51.0	16.6	67.6	79.5
African American	775	99.4	59.4	36.5	4.1	40.6	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	27	100.0	38.1	42.9	19.0	61.9	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	219	98.2	69.0	21.0	10.0	31.0	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	20	100.0	29.4	58.8	11.8	70.6	59.6
Socio-Economic Status							
Subsided meals	1041	99.5	55.2	39.2	5.6	44.8	55.1

Social Studies

All Students	1701	99.4	37.0	41.7	21.3	63.0	72.3
Gender							
Male	871	99.2	36.5	40.0	23.4	63.5	71.5
Female	830	99.6	37.5	43.5	19.0	62.5	73.2
Racial/Ethnic Group							
White	864	99.3	29.6	39.8	30.6	70.4	80.7
African American	798	99.5	45.4	43.2	11.4	54.6	60.0
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	27	100.0	21.1	47.4	31.6	78.9	68.0
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	223	98.7	59.0	35.1	5.9	41.0	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	21	100.0	13.3	53.3	33.3	86.7	67.9
Socio-Economic Status							
Subsided meals	1086	99.3	45.2	41.8	13.0	54.8	62.1

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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	District Attendance Rate	State Attendance Rate
Writing									
All Students	2577	98.1	41.3	39.4	19.3	58.7	70.2	95.5	96.1
Gender									
Male	1338	97.6	48.0	36.8	15.2	52.0	63.2	95.2	96.0
Female	1239	98.7	34.2	42.2	23.6	65.8	77.5	95.9	96.3
Racial/Ethnic Group									
White	1325	97.7	32.0	42.2	25.9	68.0	79.1	95.1	95.9
African American	1198	98.6	51.6	36.2	12.3	48.4	57.6	96.0	96.3
Asian/Pacific Islander	12	100.0	27.3	63.6	9.1	72.7	86.2	96.3	97.3
Hispanic	37	97.3	27.6	44.8	27.6	72.4	62.6	95.1	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	68.7	94.3	94.9
Disability Status									
Disabled	337	89.3	86.1	12.5	1.4	13.9	26.1	94.2	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	26	100.0	31.8	54.5	13.6	68.2	61.2	96.3	96.8
Socio-Economic Status									
Subsidized meals	1605	97.8	51.0	37.6	11.4	49.0	58.9	95.1	95.6

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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	418	99.8	33.1	35.1	31.8	66.9
	4	423	100.0	35.8	39.5	24.8	64.3
	5	405	99.8	31.2	46.9	21.9	68.8
	6	435	99.5	39.5	38.3	22.2	60.5
	7	420	99.8	46.4	34.6	19.0	53.6
	8	464	99.4	46.8	34.0	19.2	53.2
Mathematics							
2009	3	418	99.8	43.4	39.6	16.9	56.6
	4	423	100.0	35.5	43.3	21.3	64.5
	5	405	99.8	43.3	43.0	13.7	56.7
	6	435	99.1	30.0	45.8	24.2	70.0
	7	420	99.8	39.1	43.6	17.3	60.9
	8	464	99.8	48.1	41.2	10.7	51.9
Science							
2009	3	208	100.0	53.0	37.4	9.6	47.0
	4	422	100.0	47.8	45.0	7.3	52.3
	5	202	100.0	41.1	52.6	6.3	58.9
	6	216	99.1	45.4	46.9	7.7	54.6
	7	419	99.3	40.2	44.2	15.7	59.8
	8	239	98.3	45.4	38.9	15.7	54.6
Social Studies							
2009	3	214	100.0	28.1	47.3	24.6	71.9
	4	422	100.0	33.3	50.9	15.8	66.7
	5	202	99.5	39.5	40.5	20.0	60.5
	6	218	99.1	19.5	53.3	27.1	80.5
	7	419	99.5	50.4	26.2	23.4	49.6
	8	226	97.8	42.3	38.0	19.7	57.7
Writing							
2009	3	421	97.6	42.2	30.9	26.9	57.8
	4	419	98.8	40.6	39.0	20.4	59.4
	5	407	97.1	39.6	44.9	15.5	60.4
	6	436	98.2	34.7	42.7	22.7	65.3
	7	419	98.6	45.1	39.3	15.5	54.9
	8	475	98.5	45.2	39.6	15.2	54.8

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 or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	442	99.8	18.2	42.5	26.1	13.2	52.4	61.8	No	Yes
Male	220	100.0	19.0	41.2	26.9	13.0	52.3	57.4	N/A	N/A
Female	222	99.5	17.5	43.8	25.3	13.4	52.5	66.1	N/A	N/A
White	209	99.5	14.1	35.9	28.6	21.4	62.6	74.3	No	Yes
African American	225	100.0	22.8	48.9	23.3	5.0	41.6	44.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	40	100.0	56.4	25.6	2.6	15.4	23.1	19.4	I/S	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	240	100.0	20.9	45.1	26.0	8.1	46.4	45.6	No	Yes

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

All Students	442	100.0	18.4	30.4	30.4	20.7	62.2	62.7	Yes	Yes
Male	220	100.0	17.1	30.1	26.4	26.4	63.9	61.8	N/A	N/A
Female	222	100.0	19.7	30.7	34.4	15.1	60.6	63.6	N/A	N/A
White	209	100.0	13.0	23.7	33.3	30.0	71.0	75.1	Yes	Yes
African American	225	100.0	24.2	37.0	26.9	11.9	53.0	45.1	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	40	100.0	56.4	23.1	12.8	7.7	30.8	21.8	I/S	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	240	100.0	22.6	34.5	27.2	15.7	55.3	47.9	No	Yes

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

All Students	436	95.6	62.2	19.3	8.3	6.0	N/A	N/A	N/A	N/A
Male	215	95.8	59.1	18.1	8.8	9.8	N/A	N/A	N/A	N/A
Female	221	95.5	65.2	20.4	7.7	2.3	N/A	N/A	N/A	N/A
White	207	96.1	46.4	25.6	13.5	10.6	N/A	N/A	N/A	N/A
African American	221	95.0	76.9	13.6	2.7	1.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	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	34	88.2	79.4	8.8	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	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	234	95.3	72.6	14.1	4.7	3.8	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	417	99.8	11.9	38.1	33.8	16.2	65.2	69.7
	2009	442	99.8	18.2	42.5	26.1	13.2	52.4	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	417	99.8	10.4	33.6	35.3	20.6	69.9	67.2
	2009	442	100.0	18.4	30.4	30.4	20.7	62.2	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	21.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate, grades K-8	95.1%	94.0%*	Yes

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