

Clarendon 2 School District

P.O. Box 1252
Manning, SC 29102

Grades	PK-12 District	
Enrollment	3,163 Students	
Superintendent	John Tindal	803-435-4435
Board Chair	William Ceth Land	803-435-4435

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

http://ed.sc.gov
http://www.eoc.sc.gov

Clarendon 2 School District 06/01/10-1402

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

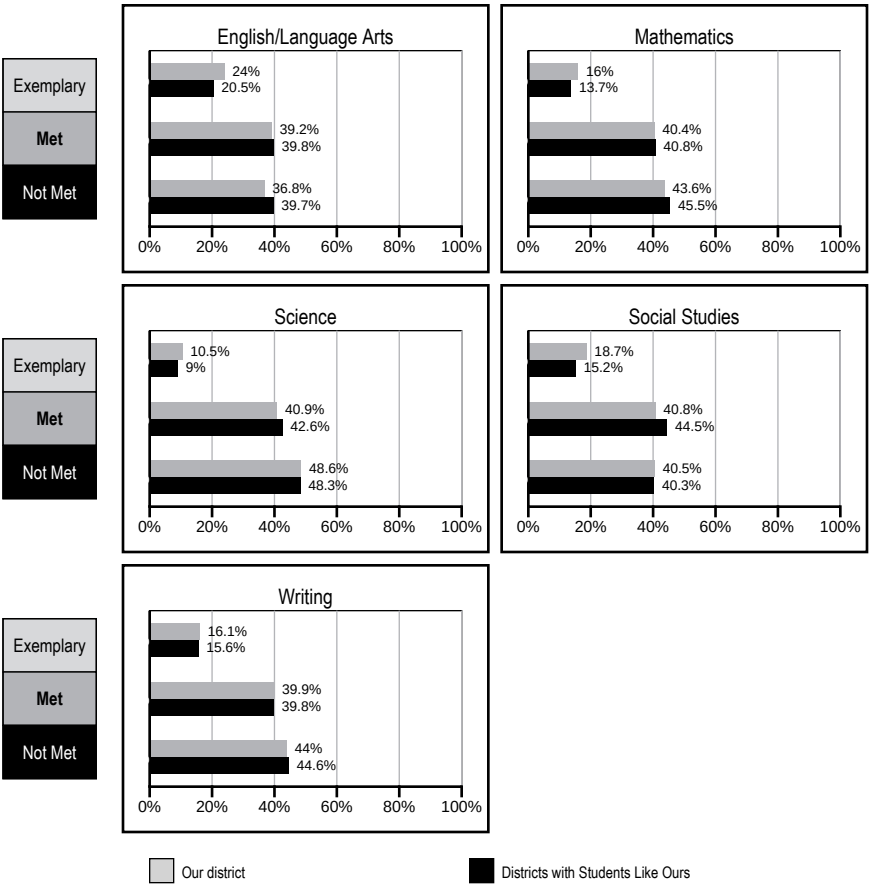
Percent of students tested in 2008-09 whose 2007-08 test scores were located	96.5%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	5	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	79.2%	75.1%	66.2%	69.1%	72.3%	66.2%
Passed one subtest	11.9%	14.6%	14.8%	15.6%	16.5%	15.7%
Passed no subtests	8.8%	10.2%	19.0%	15.3%	11.2%	18.2%

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	70.3%	65.3%
English 1	51.7%	53.8%
Physical Science	47.5%	37.0%
US History and the Constitution	18.7%	17.6%
All Subjects	48.2%	43.6%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,163)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	3.4%	Down from 4.6%	3.6%	3.1%
Attendance rate	95.3%	Down from 95.4%	95.2%	95.7%
Eligible for gifted and talented	8.5%	Down from 9.1%	7.7%	11.2%
With disabilities other than speech	13.8%	Up from 12.8%	11.8%	10.6%
Older than usual for grade	5.9%	Down from 7.7%	5.3%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.1%	0.7%	0.5%
Enrolled in AP/IB programs	1.7%	Down from 2.9%	7.2%	10.5%
Successful on AP/IB exams	N/A	N/A	44.4%	51.2%
Eligible for LIFE Scholarship	31.1%	Up from 27.9%	29.0%	30.8%
Enrolled in adult education GED or diploma programs	40	Down from 43	40	40
Completions in adult education GED or diploma programs	39	Down from 42	23	30
Annual dropout rate	3.8%	No Change	3.3%	3.4%
Teachers (n=210)				
Teachers with advanced degrees	52.9%	Down from 54.1%	53.1%	56.8%
Continuing contract teachers	72.4%	Down from 75.8%	70.5%	76.7%
Teachers with emergency or provisional certificates	8.0%	Up from 7.9%	10.0%	4.6%
Teachers returning from previous year	91.4%	Up from 90.5%	84.1%	88.4%
Teacher attendance rate	93.1%	Down from 94.8%	94.9%	95.0%
Average teacher salary*	$44,753	Up 3.6%	$44,525	$46,992
Vacancies for more than nine weeks	0.0%	No Change	1.2%	0.4%
Professional development days/teacher	18.7 days	Up from 16.2 days	12.7 days	13.1 days
District				
Superintendent's years at district	8.0	Up from 7.0	3.8	3.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 17.1 to 1	19.0 to 1	20.5 to 1
Prime instructional time	86.7%	Down from 88.0%	88.7%	89.8%
Dollars spent per pupil**	$8,762	Up 10.1%	$10,036	$9,279
Percent of expenditures for teacher salaries**	52.7%	Down from 54.0%	49.2%	52.7%
Percent of expenditures for instruction**	56.1%	Down from 57.3%	53.4%	56.7%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	6	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	4.4%	3.5%
Average age in years of school facilities	28 Years	Up from 27 Years	31 Years	28 Years
Number of schools with SACS accreditation	6.0	No Change	5.0	8.0
Parents attending conferences	99.6%	Up from 98.8%	92.2%	93.9%
Average administrator salary	$73,870	Up 3.3%	$75,058	$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 Phoenix Center	At-Risk	At-Risk	Not 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	186	93.0%	910	48.2%	220	78.2%	Yes
Gender							
Male	75	86.7%	418	46.7%	84	72.6%	N/A
Female	111	97.3%	492	49.6%	136	81.6%	N/A
Racial/Ethnic Group							
White	61	95.1%	227	71.4%	76	78.9%	N/A
African American	122	92.6%	655	40.5%	141	78.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	25	44.0%	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	15	40.0%	87	19.5%	18	27.8%	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	21	33.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	130	92.3%	691	44.3%	155	76.1%	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	93.0%	92.4%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	220	233
Number of Diplomas	172	163
Rate	78.2%	72.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
District	443	449	450	467	444	444	1338	1359
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	17.0	16.8	18.2	17.9	18.0	17.3	17.8	18.2	17.9	17.7
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	9 trustees elected to at-large seats, 9 trustees appointed
Fiscal Authority	County Council
Average Number of Hours of Training Annually	23.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Dear Parents and Constituents:

The Education Accountability Act (EAA) of 1998 mandated that school districts 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 summary of the 2009 Clarendon School District Two annual school and district report cards.

We are proud to say that all of our schools and the district are accredited through the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) and the South Carolina Department of Education. Manning Early Childhood Center has an additional accreditation through the National Association for the Education of Young Children (NAEYC). We have high quality K-12 education programs that we believe will make a positive impact on the achievement of our students.

We offer an enriched core curriculum to meet the varied needs of our students. We are committed to providing all of our students the opportunity to acquire a quality education. Ninety-eight percent of our teachers meet the No Child Left Behind requirement of being “highly qualified.” One hundred percent of our instructional assistants are “qualified,” too. We are striving to become better every day.

We have made a focused effort to upgrade and enhance our technology capabilities and provide staff and students with as much of the cutting edge technology as the district can afford. We also have made an effort to upgrade the collections in the media centers at our schools. Both of these activities must continue if we are to keep pace with our counterparts.

We welcome the input and support of our parents and community stakeholders in helping us to achieve our mission of “Educating Children.” You are invited to visit our schools to observe us and to assist us in our work.

You are encouraged to review the information contained in this year’s report cards and, if you have any questions, please feel free to contact the principal or me.

Thank you for your continued cooperation and support.

Sincerely,
John Tindal, Superintendent

Clarendon 2 School District 06/01/10-1402

No Child Left Behind

District Adequate Yearly Progress	No

This district met 21 out of 29 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
Manning Primary	NI-DELAY	Manning Elementary	R

The Clarendon 2 School District consists of 6 public schools with 2 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. 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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Clarendon 2 School District									06/01/10-1402
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	1362	99.3	36.4	39.4	24.2	77.4	82.8	Yes	Yes
Gender									
Male	693	99.0	40.7	38.2	21.1	73.1	79.3	N/A	N/A
Female	669	99.6	32.0	40.6	27.4	81.9	86.5	N/A	N/A
Racial/Ethnic Group									
White	397	99.5	19.7	42.0	38.3	89.9	89.5	Yes	Yes
African American	906	99.1	43.8	37.9	18.3	72.0	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	45	100.0	41.5	43.9	14.6	75.6	76.5	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	259	98.8	61.6	28.6	9.8	51.4	52.0	No	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	43	100.0	43.6	46.2	10.3	74.4	75.1	I/S	Yes
Socio-Economic Status									
Subsized meals	1084	99.4	41.2	39.3	19.6	73.8	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	1362	99.3	43.0	41.1	15.9	68.4	78.9	Yes	Yes
Gender									
Male	693	99.0	45.4	39.0	15.6	66.3	77.0	N/A	N/A
Female	669	99.6	40.6	43.3	16.2	70.7	80.9	N/A	N/A
Racial/Ethnic Group									
White	397	99.5	23.9	45.2	30.9	85.1	87.2	Yes	Yes
African American	906	99.1	51.7	39.0	9.3	61.0	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	45	100.0	41.5	51.2	7.3	68.3	76.0	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	259	98.8	70.6	24.5	4.9	40.0	45.5	No	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	43	100.0	43.6	46.2	10.3	66.7	76.1	I/S	Yes
Socio-Economic Status									
Subsized meals	1084	99.4	48.4	39.7	11.9	63.7	70.2	Yes	Yes

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

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Clarendon 2 School District							06/01/10-1402
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	902	99.6	47.8	41.7	10.5	52.2	67.5
Gender							
Male	455	99.3	50.8	36.3	12.9	49.2	67.0
Female	447	99.8	44.8	47.2	8.0	55.2	68.0
Racial/Ethnic Group							
White	255	99.6	28.5	49.6	21.9	71.5	79.5
African American	616	99.5	56.4	38.0	5.6	43.6	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	27	100.0	41.7	50.0	8.3	58.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	177	99.4	75.6	21.4	3.0	24.4	35.6
Migrant Status							
Migrant	3	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	24	100.0	45.5	45.5	9.1	54.5	59.6
Socio-Economic Status							
Subsized meals	729	99.6	52.7	38.5	8.9	47.3	55.1
Social Studies							
All Students	895	99.6	39.4	42.1	18.4	60.6	72.3
Gender							
Male	474	99.4	40.4	38.9	20.7	59.6	71.5
Female	421	99.8	38.3	45.8	15.9	61.7	73.2
Racial/Ethnic Group							
White	256	99.6	27.3	37.6	35.1	72.7	80.7
African American	596	99.5	45.9	42.7	11.4	54.1	60.0
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	31	100.0	23.3	66.7	10.0	76.7	68.0
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	159	99.4	67.5	26.5	6.0	32.5	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	32	100.0	23.3	66.7	10.0	76.7	67.9
Socio-Economic Status							
Subsized meals	720	99.6	44.1	42.6	13.3	55.9	62.1

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Clarendon 2 School District									06/01/10-1402
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	1352	98.7	44.0	38.7	17.3	56.0	70.2	95.6	96.1
Gender									
Male	684	97.8	51.6	35.2	13.2	48.4	63.2	95.4	96.0
Female	668	99.7	36.3	42.2	21.5	63.7	77.5	95.8	96.3
Racial/Ethnic Group									
White	391	98.7	29.8	41.0	29.3	70.2	79.1	94.2	95.9
African American	902	98.7	50.5	37.2	12.3	49.5	57.6	96.2	96.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.2	97.0	97.3
Hispanic	45	100.0	41.9	51.2	7.0	58.1	62.6	95.4	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	68.7	94.5	94.9
Disability Status									
Disabled	264	94.3	76.7	19.2	4.1	23.3	26.1	94.8	95.2
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	54.7	95.0	96.5
Limited English Proficient									
Limited English	43	100.0	42.5	52.5	5.0	57.5	61.2	95.8	96.8
Socio-Economic Status									
Subsized meals	1074	98.7	48.9	38.6	12.5	51.1	58.9	95.5	95.6

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Clarendon 2 School District 06/01/10-1402

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	216	98.6	29.0	35.0	36.0	71.0
	4	218	100.0	41.9	35.2	22.9	58.1
	5	229	100.0	22.7	51.4	25.9	77.3
	6	234	100.0	32.6	42.0	25.4	67.4
	7	224	98.2	46.2	33.3	20.5	53.8
	8	241	98.8	45.7	38.7	15.7	54.3
Mathematics							
2009	3	216	98.6	43.5	38.5	18.0	56.5
	4	218	100.0	51.4	32.4	16.2	48.6
	5	229	100.0	36.6	50.0	13.4	63.4
	6	234	100.0	31.7	46.9	21.4	68.3
	7	224	98.2	48.1	36.7	15.2	51.9
	8	241	98.8	47.4	41.3	11.3	52.6
Science							
2009	3	105	100.0	50.0	36.0	14.0	50.0
	4	217	100.0	56.0	33.0	11.0	44.0
	5	115	100.0	46.8	51.4	1.8	53.2
	6	121	100.0	47.4	43.1	9.5	52.6
	7	224	98.2	38.1	47.1	14.8	61.9
	8	120	100.0	50.4	41.6	8.0	49.6
Social Studies							
2009	3	108	100.0	26.0	39.0	35.0	74.0
	4	217	100.0	36.4	42.1	21.5	63.6
	5	114	100.0	44.9	39.3	15.9	55.1
	6	115	100.0	29.1	69.1	1.8	70.9
	7	223	98.2	53.1	30.6	16.3	46.9
	8	118	100.0	36.8	42.7	20.5	63.2
Writing							
2009	3	215	99.5	54.1	29.8	16.1	45.9
	4	216	99.1	55.5	32.1	12.4	44.5
	5	228	99.6	37.7	38.2	24.1	62.3
	6	233	95.7	30.7	47.7	21.6	69.3
	7	220	99.6	48.1	35.2	16.7	51.9
	8	240	99.2	39.4	47.6	13.0	60.6

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Clarendon 2 School District										06/01/10-1402
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	236	99.6	24.0	45.8	18.7	11.6	43.1	61.8	No	Yes
Male	112	100.0	28.0	45.8	15.9	10.3	41.1	57.4	N/A	N/A
Female	124	99.2	20.3	45.8	21.2	12.7	44.9	66.1	N/A	N/A
White	62	100.0	11.9	37.3	30.5	20.3	64.4	74.3	Yes	Yes
African American	165	99.4	28.1	48.8	14.4	8.8	35.0	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	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	25	100.0	68.0	24.0	4.0	4.0	12.0	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	7	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	183	99.5	26.7	48.8	16.3	8.1	39.0	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	236	99.6	32.4	37.8	18.2	11.6	40.9	62.7	No	Yes
Male	112	99.1	33.0	35.8	21.7	9.4	41.5	61.8	N/A	N/A
Female	124	100.0	31.9	39.5	15.1	13.4	40.3	63.6	N/A	N/A
White	62	98.4	19.0	29.3	27.6	24.1	60.3	75.1	Yes	Yes
African American	165	100.0	36.6	41.0	14.9	7.5	34.8	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	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	25	100.0	72.0	20.0	8.0	N/A	8.0	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	7	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	183	99.5	36.0	41.3	15.1	7.6	34.3	47.9	No	Yes
Physical Science (End-of-Course Performance by Group)										
All Students	216	94.0	68.1	13.9	9.3	2.8	N/A	N/A	N/A	N/A
Male	104	93.3	67.3	12.5	9.6	3.8	N/A	N/A	N/A	N/A
Female	112	94.6	68.8	15.2	8.9	1.8	N/A	N/A	N/A	N/A
White	52	92.3	48.1	19.2	19.2	5.8	N/A	N/A	N/A	N/A
African American	155	95.5	74.8	12.3	6.5	1.9	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	8	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	20	85.0	75.0	5.0	5.0	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	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	167	93.4	74.3	12.6	6.0	0.6	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	222	99.1	15.0	37.9	36.0	11.2	61.2	69.7
	2009	236	99.6	24.0	45.8	18.7	11.6	43.1	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	222	99.1	22.0	39.3	29.0	9.8	52.3	67.2
	2009	236	99.6	32.4	37.8	18.2	11.6	40.9	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	7.3%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate, grades K-8	95.3%	94.0%*	Yes

* Or greater than last year

** 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