



Colleton School District

213 N. Jeffries Boulevard
Walterboro, SC 29488

Grades	PK-12 District	
Enrollment	6,275 Students	
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Paul Haase	843-782-4510

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

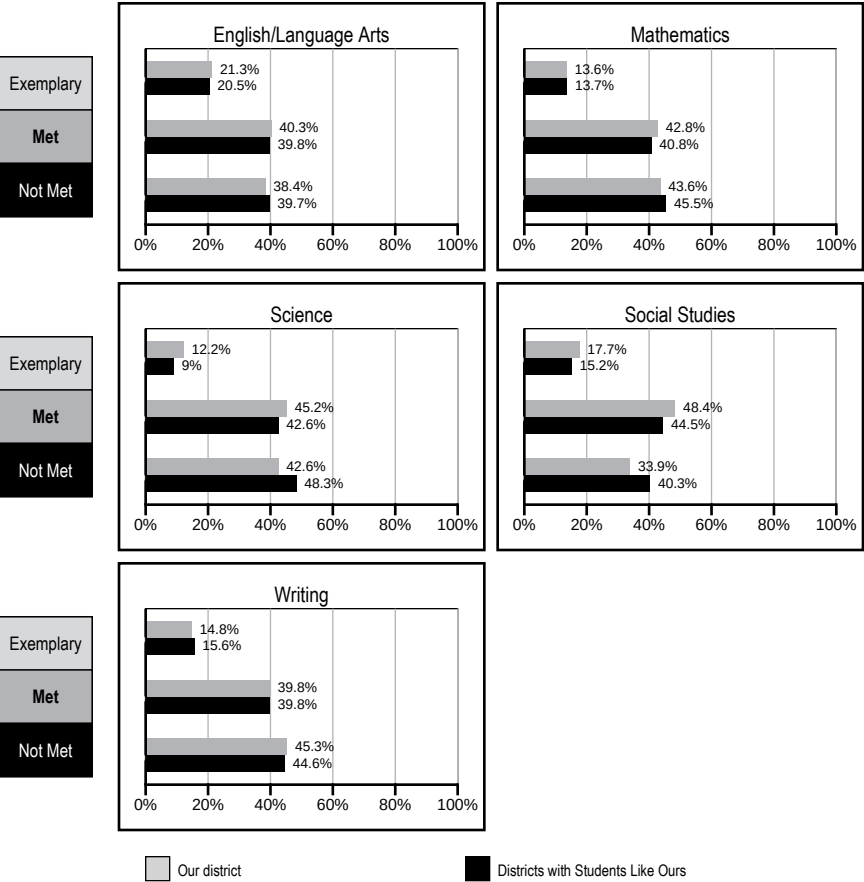
95.9%

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	59.6%	71.7%	67.9%	69.1%	73.3%	66.2%
Passed one subtest	20.9%	16.3%	16.2%	15.6%	16.3%	15.7%
Passed no subtests	19.5%	11.9%	15.9%	15.3%	10.4%	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	60.5%	65.3%
English 1	58.1%	53.8%
Physical Science	41.6%	37.0%
US History and the Constitution	30.9%	17.6%
All Subjects	48.7%	43.6%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=6,275)				
First graders who attended full-day kindergarten	98.2%	Down from 99.1%	100.0%	99.7%
Retention rate	7.0%	Down from 8.3%	3.6%	3.1%
Attendance rate	96.4%	Up from 96.0%	95.2%	95.7%
Eligible for gifted and talented	8.5%	Up from 8.0%	7.7%	11.2%
With disabilities other than speech	11.2%	Up from 10.9%	11.8%	10.6%
Older than usual for grade	10.1%	Down from 11.1%	5.3%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.8%	0.7%	0.5%
Enrolled in AP/IB programs	6.9%	Up from 6.3%	7.2%	10.5%
Successful on AP/IB exams	50.0%	Down from 63.0%	44.4%	51.2%
Eligible for LIFE Scholarship	29.7%	Up from 25.3%	29.0%	30.8%
Enrolled in adult education GED or diploma programs	82	No Change	40	40
Completions in adult education GED or diploma programs	80	Up from 75	23	30
Annual dropout rate	8.3%	Down from 10.1%	3.3%	3.4%
Teachers (n=427)				
Teachers with advanced degrees	47.3%	Down from 47.5%	53.1%	56.8%
Continuing contract teachers	75.2%	Up from 65.9%	70.5%	76.7%
Teachers with emergency or provisional certificates	10.7%	Down from 13.5%	10.0%	4.6%
Teachers returning from previous year	84.6%	Up from 84.5%	84.1%	88.4%
Teacher attendance rate	95.0%	Down from 95.2%	94.9%	95.0%
Average teacher salary*	\$45,105	Up 2.9%	\$44,525	\$46,992
Vacancies for more than nine weeks	0.0%	Down from 0.7%	1.2%	0.4%
Professional development days/teacher	12.1 days	Down from 17.5 days	12.7 days	13.1 days
District				
Superintendent's years at district	7.0	Up from 5.0	3.8	3.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 20.4 to 1	19.0 to 1	20.5 to 1
Prime instructional time	90.1%	Up from 88.9%	88.7%	89.8%
Dollars spent per pupil**	\$9,289	Up 4.5%	\$10,036	\$9,279
Percent of expenditures for teacher salaries**	52.1%	Up from 51.8%	49.2%	52.7%
Percent of expenditures for instruction**	55.9%	Down from 56.1%	53.4%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	12	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	5.8%	Down from 14.4%	4.4%	3.5%
Average age in years of school facilities	31 Years	Up from 30 Years	31 Years	28 Years
Number of schools with SACS accreditation	4.0	Up from 2.0	5.0	8.0
Parents attending conferences	92.2%	N/A	92.2%	93.9%
Average administrator salary	\$69,387	Up 5.1%	\$75,058	\$79,261

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

** Prior year audited financial data are reported.

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	326	86.8%	1921	48.7%	406	60.6%	Yes
Gender							
Male	145	86.2%	944	48.8%	191	51.3%	N/A
Female	181	87.3%	977	48.6%	215	68.8%	N/A
Racial/Ethnic Group							
White	144	92.4%	793	60.4%	179	60.3%	N/A
African American	169	82.2%	1051	39.0%	213	60.6%	N/A
Asian/Pacific Islander	N/A	N/A	14	85.7%	N/A	N/A	N/A
Hispanic	N/A	N/A	38	57.9%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	17	52.9%	N/A	N/A	N/A
Disability Status							
Disabled	39	30.8%	153	20.3%	50	24.0%	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	30	53.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	189	84.7%	1260	43.0%	234	57.7%	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	86.8%	92.4%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	406	233
Number of Diplomas	246	163
Rate	60.6%	72.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	444	439	434	443	431	425	1309	1307		
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	17.1	16.3	18.4	17.5	17.9	17.5	18.4	16.7	18.1	17.1
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	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	11.3 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The mission of the Colleton County School District is to ensure that all students meet or exceed state standards in preparation for becoming productive citizens. The district's strategic plan is focused on improving student academic achievement and character, teacher quality, parental involvement, and community support.

Colleton County School District is comprised of seven elementary schools, three middle schools, one high school, and one career technology center. We serve approximately 6,000 students.

Our schools have focused on improving instruction at the classroom level by emphasizing effective teaching methods, frequent progress monitoring, analysis of data, utilization of instructional technology, and holding ourselves accountable for student achievement.

Several programs have been initiated with the goal of improving parent involvement. To better inform parents, our high school and middle schools are using software that will allow parents to view students' grades, attendance, and discipline information. Each school has identified a parent involvement facilitator to encourage collaboration between home and school. Software to deliver phone messages to parents is utilized by all schools.

Colleton County School District values its employees and understands that they comprise our greatest strength. We are focused on providing our students with highly qualified, motivated, and caring teachers who experience a high degree of job satisfaction and professional growth. We understand that positive relationships are essential in student success and teacher satisfaction.

We see Colleton County and Walterboro as progressive places to live and learn. Our school board has undertaken the bold move of preparing for change. A new high school that will accommodate students' education based on their future career aspirations will open in 2011. An elementary school is being remodeled to better facilitate school choice. In the Fall of 2009, a newly remodeled facility will accommodate a more young child centered learning environment. These remodeled schools, including the new Cottageville Elementary School building which opened in the Fall of 2008, encourages the use of technology assisted teaching and learning.

We invite the community to join us in a collaborative partnership to develop the leaders of tomorrow, today.

Charles W. Gale Jr.
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 24 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

Corrective Action

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

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Colleton Middle	R	Forest Hills Elementary	CSI-DELAY
Bells Elementary	R	Ruffin Middle	CSI-DELAY
Forest Circle Middle	R	Northside Elementary	RP-DELAY
Cottageville Elementary	CSI-DELAY	Hendersonville Elementary	CSI-DELAY

The Colleton School District consists of 12 public schools with 8 of these schools, or 66.7%, 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	2794	99.9	37.8	41.0	21.2	74.8	82.8	Yes	Yes
Gender									
Male	1407	99.9	43.6	37.5	19.0	69.7	79.3	N/A	N/A
Female	1387	99.9	32.0	44.5	23.5	79.9	86.5	N/A	N/A
Racial/Ethnic Group									
White	1147	99.8	25.5	43.7	30.8	82.3	89.5	Yes	Yes
African American	1514	99.9	47.6	38.9	13.5	68.6	73.7	Yes	Yes
Asian/Pacific Islander	29	100.0	N/AV	N/AV	N/AV	N/AV	92.3	I/S	I/S
Hispanic	61	100.0	42.3	30.8	26.9	69.2	76.5	Yes	Yes
American Indian/Alaskan	32	100.0	28.6	42.9	28.6	82.1	82.5	I/S	I/S
Disability Status									
Disabled	407	99.5	75.8	18.8	5.4	34.5	52.0	No	Yes
Migrant Status									
Migrant	8	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	69	100.0	32.2	39.0	28.8	76.3	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	2197	99.9	42.7	40.9	16.4	71.3	75.5	Yes	Yes

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

All Students	2794	99.9	43.0	43.3	13.7	69.0	78.9	Yes	Yes
Gender									
Male	1407	99.8	45.0	40.7	14.2	66.6	77.0	N/A	N/A
Female	1387	99.9	40.9	45.8	13.3	71.5	80.9	N/A	N/A
Racial/Ethnic Group									
White	1147	99.7	31.2	46.7	22.1	77.8	87.2	Yes	Yes
African American	1514	99.9	52.7	40.6	6.7	61.4	66.7	Yes	Yes
Asian/Pacific Islander	29	100.0	11.1	40.7	48.1	96.3	93.0	I/S	I/S
Hispanic	61	100.0	34.6	50.0	15.4	80.8	76.0	Yes	Yes
American Indian/Alaskan	32	100.0	46.4	39.3	14.3	64.3	79.5	I/S	I/S
Disability Status									
Disabled	407	99.3	74.4	20.4	5.2	35.1	45.5	No	Yes
Migrant Status									
Migrant	8	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	69	100.0	23.7	47.5	28.8	84.7	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	2197	99.9	47.7	42.1	10.1	65.2	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	1838	99.6	41.4	46.0	12.5	58.6	67.5
Gender							
Male	947	99.4	42.3	44.8	12.9	57.7	67.0
Female	891	99.8	40.5	47.3	12.2	59.5	68.0
Racial/Ethnic Group							
White	733	99.5	27.5	52.1	20.4	72.5	79.5
African American	1021	99.6	52.0	41.3	6.7	48.0	50.3
Asian/Pacific Islander	17	100.0	23.5	58.8	17.6	76.5	84.3
Hispanic	43	100.0	40.5	37.8	21.6	59.5	60.7
American Indian/Alaskan	17	100.0	40.0	53.3	6.7	60.0	71.2
Disability Status							
Disabled	283	98.9	77.7	19.5	2.7	22.3	35.6
Migrant Status							
Migrant	3	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	52	100.0	31.9	46.8	21.3	68.1	59.6
Socio-Economic Status							
Subsided meals	1445	99.6	47.1	44.0	8.9	52.9	55.1

Social Studies

All Students	1819	99.7	33.1	48.9	18.0	66.9	72.3
Gender							
Male	904	99.5	34.5	45.2	20.2	65.5	71.5
Female	915	99.9	31.7	52.4	15.9	68.3	73.2
Racial/Ethnic Group							
White	773	99.7	25.5	47.5	27.0	74.5	80.7
African American	955	99.7	40.2	48.7	11.0	59.8	60.0
Asian/Pacific Islander	19	100.0	N/AV	N/AV	N/AV	N/AV	88.5
Hispanic	42	100.0	23.5	52.9	23.5	76.5	68.0
American Indian/Alaskan	22	95.5	25.0	75.0	N/A	75.0	72.2
Disability Status							
Disabled	252	98.4	62.3	30.7	7.0	37.7	43.5
Migrant Status							
Migrant	5	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	46	100.0	21.6	51.4	27.0	78.4	67.9
Socio-Economic Status							
Subsided meals	1412	99.6	37.6	49.2	13.2	62.4	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	2793	98.7	44.4	38.4	17.2	55.6	70.2	95.3	96.1
Gender									
Male	1405	98.4	53.2	34.4	12.4	46.8	63.2	94.9	96.0
Female	1388	99.1	35.7	42.4	21.9	64.3	77.5	95.7	96.3
Racial/Ethnic Group									
White	1144	98.7	32.9	41.7	25.4	67.1	79.1	94.6	95.9
African American	1516	98.8	53.5	35.9	10.6	46.5	57.6	95.8	96.3
Asian/Pacific Islander	29	100.0	18.5	29.6	51.9	81.5	86.2	96.4	97.3
Hispanic	60	100.0	51.9	32.7	15.4	48.1	62.6	95.4	96.5
American Indian/Alaskan	33	93.9	32.1	53.6	14.3	67.9	68.7	92.3	94.9
Disability Status									
Disabled	406	94.6	83.2	13.7	3.1	16.8	26.1	94.2	95.2
Migrant Status									
Migrant	8	I/S	I/S	I/S	I/S	I/S	54.7	96.1	96.5
Limited English Proficient									
Limited English	66	100.0	42.4	33.9	23.7	57.6	61.2	96.3	96.8
Socio-Economic Status									
Subsidized meals	2178	98.8	50.2	36.9	12.9	49.8	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	492	100.0	33.0	36.1	30.9	67.0
	4	436	100.0	34.6	42.5	22.9	65.4
	5	478	100.0	28.2	48.4	23.4	71.8
	6	484	99.6	47.8	36.6	15.6	52.2
	7	426	99.8	41.9	37.5	20.6	58.1
	8	478	100.0	41.4	44.8	13.8	58.6
Mathematics							
2009	3	492	100.0	46.0	38.5	15.5	54.0
	4	436	100.0	32.3	48.3	19.4	67.7
	5	478	100.0	36.9	50.2	12.8	63.1
	6	484	99.4	50.6	38.4	11.0	49.4
	7	426	99.8	39.8	44.5	15.6	60.2
	8	478	100.0	50.5	40.7	8.8	49.5
Science							
2009	3	247	99.6	57.1	34.1	8.8	42.9
	4	436	99.8	34.8	53.7	11.4	65.2
	5	245	99.6	41.9	45.8	12.3	58.1
	6	242	99.2	47.1	42.2	10.7	52.9
	7	426	99.8	34.0	47.0	19.0	66.0
	8	242	99.2	44.0	46.8	9.2	56.0
Social Studies							
2009	3	245	99.6	34.5	47.8	17.7	65.5
	4	436	99.8	21.2	60.8	18.0	78.8
	5	234	99.2	33.3	50.0	16.7	66.7
	6	244	99.6	33.6	58.5	7.9	66.4
	7	424	99.8	47.9	33.2	18.8	52.1
	8	236	100.0	26.9	44.4	28.7	73.1
Writing							
2009	3	493	99.0	42.4	30.7	27.0	57.6
	4	432	99.3	36.1	43.0	20.9	63.9
	5	478	98.1	37.1	44.3	18.6	62.9
	6	488	98.2	53.8	35.4	10.8	46.2
	7	426	99.3	50.9	37.5	11.6	49.1
	8	476	98.5	46.2	40.3	13.6	53.8

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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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	402	99.5	21.0	40.4	23.3	15.3	52.9	61.8	No	Yes
Male	187	98.9	27.9	39.9	21.3	10.9	47.5	57.4	N/A	N/A
Female	215	100.0	14.9	40.9	25.0	19.2	57.7	66.1	N/A	N/A
White	183	100.0	15.3	33.9	31.1	19.8	65.0	74.3	No	Yes
African American	207	99.0	26.2	48.0	15.8	9.9	41.1	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	5	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	52	96.2	83.7	8.2	2.0	6.1	12.2	19.4	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	272	99.3	26.0	44.9	18.5	10.6	45.3	45.6	No	Yes

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

All Students	402	99.3	26.4	39.7	20.5	13.3	46.9	62.7	No	Yes
Male	187	98.9	29.0	32.8	21.3	16.9	49.2	61.8	N/A	N/A
Female	215	99.5	24.2	45.9	19.8	10.1	44.9	63.6	N/A	N/A
White	183	100.0	17.5	37.3	27.7	17.5	59.3	75.1	No	Yes
African American	207	98.6	34.8	42.8	14.4	8.0	34.8	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	5	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	52	96.2	87.8	6.1	2.0	4.1	10.2	21.8	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	272	98.9	30.7	44.7	14.8	9.8	39.0	47.9	No	Yes

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

All Students	398	91.7	68.8	14.1	5.0	3.8	N/A	N/A	N/A	N/A
Male	186	88.7	62.9	14.0	5.4	6.5	N/A	N/A	N/A	N/A
Female	212	94.3	74.1	14.2	4.7	1.4	N/A	N/A	N/A	N/A
White	182	94.5	65.4	15.4	7.1	6.6	N/A	N/A	N/A	N/A
African American	204	89.2	74.5	11.8	2.0	1.0	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	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	48	60.4	60.4	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	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	268	91.4	75.4	10.1	3.0	3.0	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	464	98.3	16.7	36.4	32.5	14.4	57.0	69.7
	2009	402	99.5	21.0	40.4	23.3	15.3	52.9	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	464	97.4	21.2	39.9	27.4	11.5	52.3	67.2
	2009	402	99.3	26.4	39.7	20.5	13.3	46.9	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	24.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.8%	0.0%	No
Student attendance rate, grades K-8	96.4%	94.0%*	Yes

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