



Florence 3 School District

125 S. Blanding Street
Lake City, SC 29560

Grades PK-12 District
Enrollment 3,700 Students
Superintendent Mrs. Beth M. Wright 843-374-8652
Board Chair Mr. David Eaddy 843-394-8043

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	Excellent
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

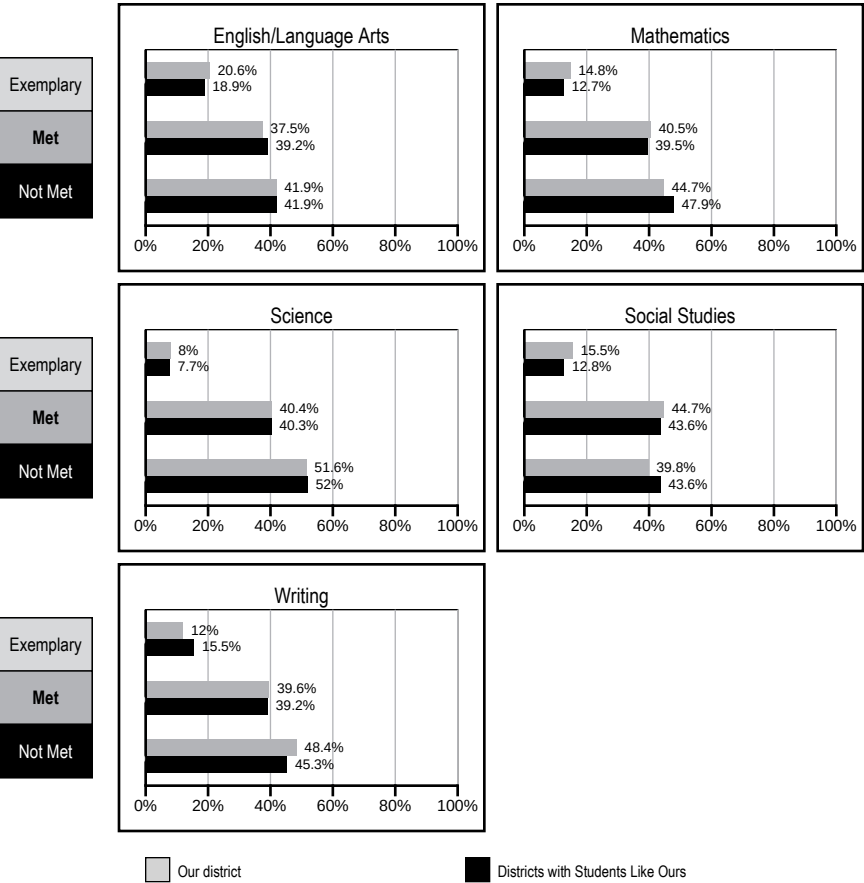
97.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	7	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	58.7%	80.1%	65.1%	66.1%	70.0%	61.8%
Passed one subtest	20.1%	13.1%	15.3%	17.5%	15.8%	19.4%
Passed no subtests	21.2%	6.8%	19.6%	16.4%	14.2%	18.8%

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	55.9%	59.6%
English 1	48.6%	48.4%
Physical Science	36.5%	33.6%
US History and the Constitution	27.0%	18.0%
All Subjects	42.8%	40.5%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,700)				
First graders who attended full-day kindergarten	100.0%	Up from 94.2%	100.0%	99.7%
Retention rate	3.1%	Down from 5.0%	4.0%	3.1%
Attendance rate	95.1%	Up from 95.0%	95.3%	95.7%
Eligible for gifted and talented	9.4%	Down from 10.6%	5.6%	11.2%
With disabilities other than speech	15.2%	Up from 14.7%	11.4%	10.6%
Older than usual for grade	4.8%	Down from 5.1%	5.9%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 1.4%	0.4%	0.5%
Enrolled in AP/IB programs	10.0%	Up from 8.0%	6.4%	10.5%
Successful on AP/IB exams	31.5%	Up from 27.3%	44.4%	51.2%
Eligible for LIFE Scholarship	28.2%	Down from 32.1%	29.3%	30.8%
Enrolled in adult education GED or diploma programs	88	Down from 108	28	40
Completions in adult education GED or diploma programs	64	Up from 44	15	30
Annual dropout rate	2.3%	Up from 2.0%	3.6%	3.4%
Teachers (n=266)				
Teachers with advanced degrees	42.5%	Up from 40.3%	53.1%	56.8%
Continuing contract teachers	59.0%	Up from 55.0%	66.4%	76.7%
Teachers with emergency or provisional certificates	9.3%	Down from 11.0%	11.5%	4.6%
Teachers returning from previous year	77.1%	Down from 80.1%	83.4%	88.4%
Teacher attendance rate	93.3%	Down from 94.1%	95.0%	95.0%
Average teacher salary*	\$42,500	Up 2.1%	\$44,234	\$46,992
Vacancies for more than nine weeks	0.4%	No Change	1.7%	0.4%
Professional development days/teacher	19.8 days	Up from 16.2 days	12.7 days	13.1 days
District				
Superintendent's years at district	8.0	Up from 7.0	3.3	3.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 20.8 to 1	19.1 to 1	20.5 to 1
Prime instructional time	87.1%	Down from 87.6%	89.1%	89.8%
Dollars spent per pupil**	\$9,529	Up 4.7%	\$11,242	\$9,279
Percent of expenditures for teacher salaries**	47.7%	Down from 47.8%	48.1%	52.7%
Percent of expenditures for instruction**	53.7%	Up from 52.1%	52.5%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	8	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	9.0%	Down from 16.5%	3.0%	3.5%
Average age in years of school facilities	33 Years	Up from 32 Years	32 Years	28 Years
Number of schools with SACS accreditation	2.0	No Change	4.0	8.0
Parents attending conferences	90.5%	Down from 94.4%	92.2%	93.9%
Average administrator salary	\$71,066	Up 1.3%	\$74,218	\$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	171	92.4%	978	42.8%	208	69.2%	No
Gender							
Male	91	92.3%	506	39.1%	110	67.3%	N/A
Female	80	92.5%	472	46.8%	98	71.4%	N/A
Racial/Ethnic Group							
White	54	94.4%	294	60.5%	65	63.1%	N/A
African American	116	91.4%	677	34.6%	142	71.8%	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	26	53.8%	149	16.1%	34	38.2%	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	136	91.2%	814	39.6%	164	68.9%	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	92.4%	90.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	208	207
Number of Diplomas	144	144
Rate	69.2%	69.9%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	403	388	420	407	382	371	1206	1166		
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	14.2	13.9	16.8	16.5	16.3	14.8	15.9	16.4	15.9	15.5
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	9 trustees elected to single-member seats
Fiscal Authority	Town Meetings
Average Number of Hours of Training Annually	17.7 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Florence County School District Three's students, staff, and administrators can look back on the 2008-2009 school year with pride for their many accomplishments. A small sample of that long list of 2008-2009 highlights:

J. C. Lynch Elementary School and Lake City High School both met Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act. Olanta Elementary School met 10 (77%) of its 13 objectives, while Scranton Elementary School met 13 (76%) of its 17 objectives. Lake City High School earned two Palmetto Silver Awards, one for its Absolute and Improvement ratings and another for closing the achievement gap. J.C. Lynch Elementary School earned a Palmetto Silver Award for its Absolute and Improvement ratings.

Six eighth students from J. Paul Truluck Middle School and two from Ronald E. McNair Middle School have been identified as 2008-2009 South Carolina Junior Scholars. Lake City High School seniors were awarded a total of \$2,408,698 in college scholarships.

Employees in Florence County School District Three schools received performance incentives for the 2007-2008 school year for improved student achievement under the district's Teacher Advancement Program (TAP). The 293 certified and 258 classified employees were presented their payouts through a federally funded Teacher Incentive Fund grant to implement a financial incentive program for teachers and administrators who improve student achievement at high-poverty schools.

Florence County School District 2 & 3 Adult Education program was recognized by the South Carolina Department of Education during its "Celebrating Our Success" luncheon in Columbia on November 21. The Adult Education program, which serves both districts at Florence Three's Graham Road campus, received the Palmetto Masters award and the Palmetto Trendsetters award. In addition, an adult education teacher was inducted into the Teacher's Hall of Fame.

Three Lake City High School students were named Palmetto Fellows for 2008-2009. Amy Kirby, Kayla Bramlett, and Chelsey Yarborough each received a Palmetto Fellows Scholarship. High school seniors that have a 3.5 GPA, are in the upper 5% of their class, and scored 1200 on the SAT or 27 on the ACT are eligible for the \$6,700 renewable scholarship.

Kentrell Palmer, a Lake City High School student, is among the 53 African American seniors in 34 South Carolina public high schools to be named a semifinalist in the 45th annual National Achievement Scholarship competition.

We are proud of the strides we have made and look forward to continuing our successes next year with our students, staff, the Board of Trustees, parents, and the communities we serve.

Beth Wright, Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 20 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
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Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status	School	Status
Ronald E McNair Middle	R	Main Street Elementary	RP
Lake City Elementary	R	J Paul Truluck Middle	R

The Florence 3 School District consists of 8 public schools with 4 of these schools, or 50%, 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."

Abbreviations for Missing Data

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	1600	99.5	41.2	38.0	20.8	73.2	82.8	Yes	Yes
Gender									
Male	817	99.3	47.1	35.3	17.6	66.8	79.3	N/A	N/A
Female	783	99.7	35.2	40.8	24.1	79.9	86.5	N/A	N/A
Racial/Ethnic Group									
White	516	99.6	23.5	41.4	35.1	85.8	89.5	Yes	Yes
African American	1021	99.4	50.0	36.2	13.8	67.2	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	53	100.0	47.9	33.3	18.8	66.7	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	340	98.5	62.5	25.9	11.6	48.8	52.0	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	47	100.0	48.8	36.6	14.6	63.4	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	1408	99.5	44.5	37.5	18.0	70.8	75.5	Yes	Yes

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

All Students	1600	99.5	43.9	41.4	14.7	67.3	78.9	Yes	Yes
Gender									
Male	817	99.3	47.1	39.1	13.8	63.4	77.0	N/A	N/A
Female	783	99.7	40.6	43.7	15.6	71.4	80.9	N/A	N/A
Racial/Ethnic Group									
White	516	99.6	26.0	45.8	28.2	83.4	87.2	Yes	Yes
African American	1021	99.4	53.3	38.8	7.9	59.0	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	53	100.0	43.8	43.8	12.5	66.7	76.0	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	340	98.2	68.0	23.8	8.2	41.4	45.5	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	47	100.0	43.9	41.5	14.6	68.3	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	1408	99.5	46.9	40.7	12.4	64.4	70.2	Yes	Yes

* 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

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	1059	99.6	50.6	41.4	7.9	49.4	67.5
Gender							
Male	546	99.5	53.4	37.2	9.4	46.6	67.0
Female	513	99.8	47.7	45.9	6.4	52.3	68.0
Racial/Ethnic Group							
White	353	99.7	28.2	54.0	17.8	71.8	79.5
African American	665	99.6	62.6	34.2	3.2	37.4	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	35	100.0	50.0	50.0	N/A	50.0	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	235	99.2	73.3	20.4	6.3	26.7	35.6
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	30	100.0	59.3	40.7	N/A	40.7	59.6
Socio-Economic Status							
Subsided meals	937	99.6	53.9	39.2	6.8	46.1	55.1

Social Studies

All Students	1058	99.5	38.8	45.9	15.3	61.2	72.3
Gender							
Male	532	99.4	41.3	42.7	16.0	58.7	71.5
Female	526	99.6	36.2	49.1	14.7	63.8	73.2
Racial/Ethnic Group							
White	327	99.7	25.3	47.8	26.9	74.7	80.7
African American	687	99.4	45.9	44.2	9.9	54.1	60.0
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	36	100.0	31.3	56.3	12.5	68.8	68.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	203	99.0	59.9	31.8	8.3	40.1	43.5
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	33	100.0	30.0	60.0	10.0	70.0	67.9
Socio-Economic Status							
Subsided meals	933	99.5	41.9	44.7	13.5	58.1	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	1614	97.2	48.0	38.5	13.6	52.0	70.2	95.6	96.1
Gender									
Male	830	96.0	57.3	33.1	9.6	42.7	63.2	95.6	96.0
Female	784	98.5	38.4	44.0	17.6	61.6	77.5	95.7	96.3
Racial/Ethnic Group									
White	520	98.1	33.6	42.7	23.7	66.4	79.1	94.8	95.9
African American	1028	96.7	54.8	36.4	8.8	45.2	57.6	96.1	96.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.2	98.6	97.3
Hispanic	55	98.2	62.0	32.0	6.0	38.0	62.6	96.0	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.7	84.8	94.9
Disability Status									
Disabled	345	87.8	85.1	12.2	2.7	14.9	26.1	95.3	95.2
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	54.7	92.4	96.5
Limited English Proficient									
Limited English	47	97.9	61.9	31.0	7.1	38.1	61.2	96.7	96.8
Socio-Economic Status									
Subsidized meals	1416	97.0	51.2	38.2	10.7	48.8	58.9	95.6	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	305	100.0	37.4	34.7	27.9	62.6
	4	294	100.0	44.9	37.8	17.3	55.1
	5	268	100.0	32.0	45.9	22.0	68.0
	6	234	99.6	44.8	40.7	14.5	55.2
	7	229	99.1	42.7	35.1	22.3	57.3
	8	270	98.2	46.6	34.0	19.4	53.4
Mathematics							
2009	3	305	100.0	48.3	36.1	15.6	51.7
	4	294	100.0	43.5	38.9	17.7	56.5
	5	268	100.0	35.9	43.6	20.5	64.1
	6	234	99.6	42.1	49.8	8.1	57.9
	7	229	99.1	35.5	53.6	10.9	64.5
	8	270	98.2	56.1	30.4	13.4	43.9
Science							
2009	3	153	100.0	56.8	35.1	8.1	43.2
	4	294	100.0	53.0	39.6	7.4	47.0
	5	139	100.0	47.0	43.3	9.7	53.0
	6	117	99.2	57.4	36.1	6.5	42.6
	7	228	98.7	38.6	55.2	6.2	61.4
	8	128	100.0	56.3	32.5	11.1	43.7
Social Studies							
2009	3	154	100.0	34.9	46.3	18.8	65.1
	4	292	100.0	39.4	51.4	9.2	60.6
	5	129	99.2	44.0	40.0	16.0	56.0
	6	118	99.2	25.0	55.4	19.6	75.0
	7	228	99.1	41.4	41.0	17.6	58.6
	8	137	99.3	44.5	39.1	16.4	55.5
Writing							
2009	3	311	98.1	52.5	33.0	14.5	47.5
	4	296	98.3	47.5	37.3	15.1	52.5
	5	269	97.4	40.6	39.1	20.3	59.4
	6	234	97.0	48.2	45.4	6.4	51.8
	7	229	97.8	42.5	44.8	12.7	57.5
	8	275	94.6	55.0	34.3	10.8	45.0

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	257	99.6	25.1	46.2	23.1	5.7	42.5	61.8	No	Yes
Male	144	99.3	34.1	39.9	20.3	5.8	39.1	57.4	N/A	N/A
Female	113	100.0	13.8	54.1	26.6	5.5	46.8	66.1	N/A	N/A
White	65	100.0	13.3	33.3	38.3	15.0	71.7	74.3	Yes	Yes
African American	188	99.5	29.5	49.2	18.6	2.7	32.8	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	4	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	46	100.0	73.9	21.7	2.2	2.2	10.9	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	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	216	99.5	25.1	49.8	21.7	3.4	38.6	45.6	No	Yes

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

All Students	257	99.6	28.7	34.4	19.8	17.0	51.0	62.7	No	Yes
Male	144	99.3	31.9	35.5	15.9	16.7	45.7	61.8	N/A	N/A
Female	113	100.0	24.8	33.0	24.8	17.4	57.8	63.6	N/A	N/A
White	65	100.0	11.7	28.3	25.0	35.0	73.3	75.1	Yes	Yes
African American	188	99.5	35.0	35.5	18.6	10.9	42.6	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	4	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	46	100.0	69.6	23.9	2.2	4.3	15.2	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	2	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	216	99.5	29.5	37.2	19.3	14.0	48.8	47.9	No	Yes

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

All Students	256	94.1	74.6	11.7	7.0	0.8	N/A	N/A	N/A	N/A
Male	143	92.3	74.8	11.2	5.6	0.7	N/A	N/A	N/A	N/A
Female	113	96.5	74.3	12.4	8.8	0.9	N/A	N/A	N/A	N/A
White	65	96.9	53.8	24.6	15.4	3.1	N/A	N/A	N/A	N/A
African American	187	93.0	82.4	7.0	3.7	N/A	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	4	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	45	80.0	80.0	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	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	215	94.4	79.1	9.3	5.6	0.5	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	239	99.2	11.2	40.3	30.0	18.5	64.8	69.7
	2009	257	99.6	25.1	46.2	23.1	5.7	42.5	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	238	99.2	15.0	32.6	37.3	15.0	66.5	67.2
	2009	257	99.6	28.7	34.4	19.8	17.0	51.0	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	0.0%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	95.1%	94.0%*	Yes

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

Abbreviations for Missing Data