

Florence 4 School District

220 North Pinckney Street
Timmonsville, South

Grades	PK-12 District	
Enrollment	911 Students	
Superintendent	Dr. Bertha W. McCants	843-346-5391
Board Chair	Mrs. Rose Bacot	843-346-5391

THE STATE OF SOUTH CAROLINA
2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

Florence 4 School District 06/01/10-2104

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

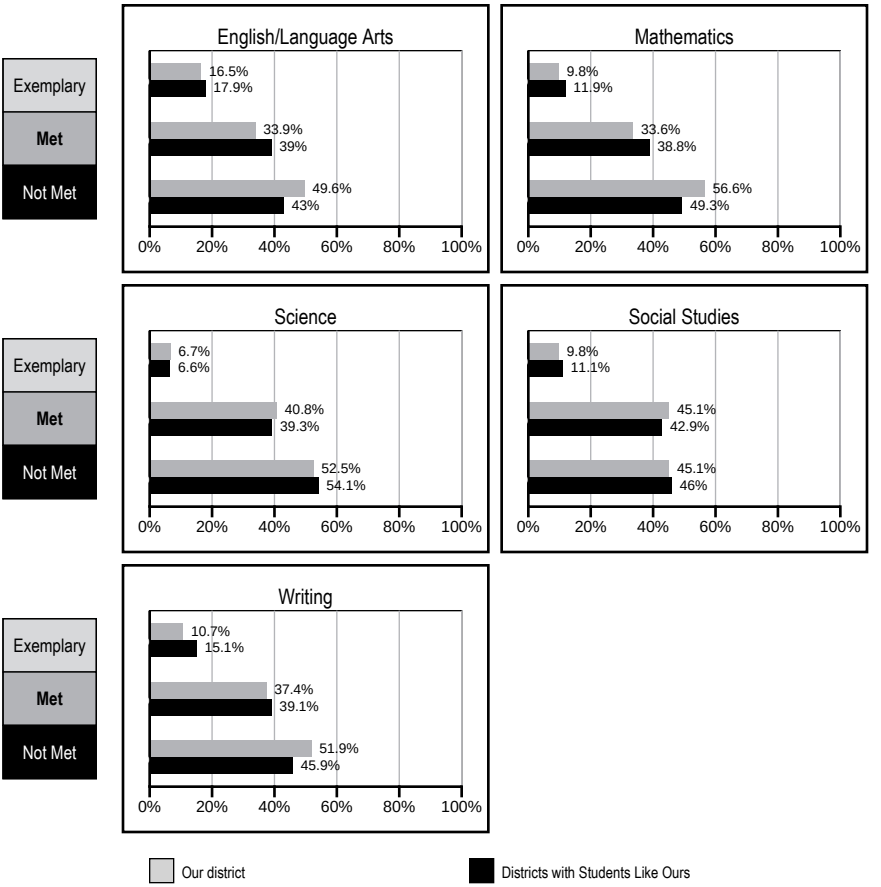
Percent of students tested in 2008-09 whose 2007-08 test scores were located	99%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	6	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	73.9%	73.3%	66.7%	65.0%	70.8%	61.6%
Passed one subtest	15.9%	13.3%	21.7%	18.4%	15.3%	20.1%
Passed no subtests	10.1%	13.3%	11.6%	16.6%	14.0%	18.4%

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	55.2%	59.4%
English 1	44.8%	48.0%
Physical Science	27.2%	32.0%
US History and the Constitution	19.2%	18.1%
All Subjects	36.8%	40.1%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=911)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	3.1%	Down from 5.5%	3.8%	3.1%
Attendance rate	96.3%	Up from 95.5%	95.2%	95.7%
Eligible for gifted and talented	3.5%	Up from 2.4%	5.1%	11.2%
With disabilities other than speech	14.2%	Up from 13.5%	11.6%	10.6%
Older than usual for grade	6.3%	Down from 8.5%	5.8%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.3%	0.4%	0.5%
Enrolled in AP/IB programs	0.0%	Down from 14.0%	5.9%	10.5%
Successful on AP/IB exams	N/A	N/A	38.0%	51.2%
Eligible for LIFE Scholarship	30.8%	Up from 25.5%	28.9%	30.8%
Enrolled in adult education GED or diploma programs	8	Up from 2	24	40
Completions in adult education GED or diploma programs	4	Up from 0	12	30
Annual dropout rate	4.2%	Down from 4.4%	3.4%	3.4%
Teachers (n=79)				
Teachers with advanced degrees	49.4%	Up from 45.0%	53.8%	56.8%
Continuing contract teachers	69.6%	Up from 57.5%	61.2%	76.7%
Teachers with emergency or provisional certificates	11.6%	Down from 21.2%	11.9%	4.6%
Teachers returning from previous year	73.7%	Down from 76.7%	81.0%	88.4%
Teacher attendance rate	94.1%	Down from 97.3%	95.0%	95.0%
Average teacher salary*	$47,193	Up 9.5%	$44,158	$46,992
Vacancies for more than nine weeks	5.1%	Up from 1.3%	2.1%	0.4%
Professional development days/teacher	15.2 days	Down from 24.9 days	13.3 days	13.1 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.5	3.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 18.1 to 1	18.9 to 1	20.5 to 1
Prime instructional time	87.9%	Down from 90.8%	88.9%	89.8%
Dollars spent per pupil**	$11,524	Up 22.2%	$11,363	$9,279
Percent of expenditures for teacher salaries**	46.9%	Down from 47.4%	47.3%	52.7%
Percent of expenditures for instruction**	52.4%	Up from 48.0%	52.1%	56.7%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	3	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	5.3%	Up from 3.6%	3.1%	3.5%
Average age in years of school facilities	13 Years	Up from 12 Years	33 Years	28 Years
Number of schools with SACS accreditation	0.0	No Change	4.0	8.0
Parents attending conferences	61.2%	Down from 94.6%	92.1%	93.9%
Average administrator salary	$76,069	Up 2.3%	$74,796	$79,261

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

** Prior year audited financial data are reported.

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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	52	88.5%	386	36.8%	60	75.0%	Yes
Gender							
Male	26	76.9%	186	32.8%	32	65.6%	N/A
Female	26	100.0%	200	40.5%	28	85.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	42	45.2%	N/A	N/A	N/A
African American	49	87.8%	341	35.2%	56	76.8%	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	N/A	N/A	67	4.5%	N/A	N/A	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	36	91.7%	322	37.0%	40	80.0%	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	88.5%	90.0%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	60	188
Number of Diplomas	45	133
Rate	75.0%	71.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
District	391	376	395	408	392	378	1179	1162
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	12.4	11.6	16.0	15.2	16.0	13.4	16.2	13.9	15.4	13.7
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	7 trustees elected to at-large seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	66.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

This school district and community are filled with bright, committed people who truly want the best for Florence County School District Four. We need to celebrate and magnify their desire to do whatever it takes to become the fastest improving school district in South Carolina.

The Board of Trustees and the staff of Florence County School District Four are pleased to share that we are making continuous progress toward our goal.

Bertha W. McCants, Ed.D
Superintendent

Florence 4 School District 06/01/10-2104

No Child Left Behind

District Adequate Yearly Progress	No

This district met 13 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	N/A

Number of students in their first year of US school.	0

Title I Schools' School Improvement Status

School	Status	School	Status
Timmonsville High	NI	Brockington Elementary	RP
Johnson Middle	NI		

The Florence 4 School District consists of 3 public schools with 3 of these schools, or 100%, 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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Florence 4 School District									06/01/10-2104
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	392	99.2	49.2	34.4	16.4	62.6	82.8	Yes	Yes
Gender									
Male	212	100.0	55.4	32.3	12.3	56.9	79.3	N/A	N/A
Female	180	98.3	42.1	36.8	21.1	69.0	86.5	N/A	N/A
Racial/Ethnic Group									
White	49	98.0	39.0	31.7	29.3	75.6	89.5	Yes	Yes
African American	333	99.7	50.3	34.8	14.9	61.1	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	69	97.1	83.9	11.3	4.8	22.6	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	8	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsized meals	363	99.2	51.3	32.7	15.9	61.1	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	392	99.2	56.0	34.4	9.6	55.7	78.9	No	Yes
Gender									
Male	212	100.0	57.9	35.4	6.7	52.8	77.0	N/A	N/A
Female	180	98.3	53.8	33.3	12.9	59.1	80.9	N/A	N/A
Racial/Ethnic Group									
White	49	98.0	46.3	34.1	19.5	68.3	87.2	Yes	Yes
African American	333	99.7	57.9	34.2	7.9	53.8	66.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	69	97.1	85.5	12.9	1.6	24.2	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	8	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsized meals	363	99.2	57.8	33.6	8.6	54.0	70.2	No	Yes

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

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Florence 4 School District							06/01/10-2104
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	250	99.2	50.9	43.1	6.0	49.1	67.5
Gender							
Male	137	99.3	52.4	42.1	5.6	47.6	67.0
Female	113	99.1	49.1	44.3	6.6	50.9	68.0
Racial/Ethnic Group							
White	35	94.3	24.1	55.2	20.7	75.9	79.5
African American	210	100.0	55.1	40.9	4.0	44.9	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	50	96.0	77.8	20.0	2.2	22.2	35.6
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	4	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsized meals	236	99.2	52.5	42.5	5.0	47.5	55.1
Social Studies							
All Students	256	99.2	43.6	46.9	9.5	56.4	72.3
Gender							
Male	140	99.3	43.8	43.8	12.5	56.3	71.5
Female	116	99.1	43.4	50.4	6.2	56.6	73.2
Racial/Ethnic Group							
White	33	97.0	35.7	46.4	17.9	64.3	80.7
African American	216	99.5	44.2	47.1	8.7	55.8	60.0
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	37	94.6	68.8	28.1	3.1	31.3	43.5
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	5	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsized meals	237	99.2	44.4	46.6	9.0	55.6	62.1

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Florence 4 School District									06/01/10-2104
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	389	97.9	50.8	35.4	13.8	49.2	70.2	94.8	96.1
Gender									
Male	208	97.1	62.2	29.3	8.5	37.8	63.2	94.6	96.0
Female	181	98.9	38.5	42.0	19.5	61.5	77.5	95.1	96.3
Racial/Ethnic Group									
White	48	91.7	50.0	23.7	26.3	50.0	79.1	92.9	95.9
African American	331	98.8	51.0	36.9	12.1	49.0	57.6	95.1	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.2	97.6	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	62.6	96.7	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.7	80.4	94.9
Disability Status									
Disabled	68	91.2	87.9	12.1	N/A	12.1	26.1	92.7	95.2
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	54.7	95.5	96.5
Limited English Proficient									
Limited English	8	I/S	I/S	I/S	I/S	I/S	61.2	97.0	96.8
Socio-Economic Status									
Subsized meals	331	98.8	51.8	35.6	12.6	48.2	58.9	94.8	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	71	98.6	44.9	30.4	24.6	55.1
	4	65	98.5	46.7	36.7	16.7	53.3
	5	73	98.6	54.5	34.8	10.6	45.5
	6	63	100.0	55.0	33.3	11.7	45.0
	7	51	100.0	38.8	38.8	22.4	61.2
	8	69	100.0	53.2	33.9	12.9	46.8
Mathematics							
2009	3	71	98.6	68.1	20.3	11.6	31.9
	4	65	98.5	41.7	53.3	5.0	58.3
	5	73	98.6	81.8	16.7	1.5	18.2
	6	63	100.0	53.3	35.0	11.7	46.7
	7	51	100.0	26.5	57.1	16.3	73.5
	8	69	100.0	54.8	32.3	12.9	45.2
Science							
2009	3	34	97.1	53.1	37.5	9.4	46.9
	4	64	98.4	45.8	44.1	10.2	54.2
	5	36	100.0	56.3	40.6	3.1	43.8
	6	31	100.0	65.5	31.0	3.4	34.5
	7	51	100.0	40.8	57.1	2.0	59.2
	8	34	100.0	54.8	38.7	6.5	45.2
Social Studies							
2009	3	37	100.0	45.9	48.6	5.4	54.1
	4	65	98.5	26.7	56.7	16.7	73.3
	5	36	97.2	51.5	39.4	9.1	48.5
	6	32	100.0	45.2	51.6	3.2	54.8
	7	51	100.0	55.1	38.8	6.1	44.9
	8	35	100.0	45.2	41.9	12.9	54.8
Writing							
2009	3	70	97.1	48.5	23.5	27.9	51.5
	4	64	93.8	43.9	42.1	14.0	56.1
	5	72	97.2	67.2	21.9	10.9	32.8
	6	65	100.0	54.8	37.1	8.1	45.2
	7	51	100.0	51.0	36.7	12.2	49.0
	8	67	100.0	38.7	53.2	8.1	61.3

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Florence 4 School District										06/01/10-2104
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	69	98.6	19.4	47.8	22.4	10.4	44.8	61.8	No	Yes
Male	33	100.0	24.2	42.4	21.2	12.1	48.5	57.4	N/A	N/A
Female	36	97.2	14.7	52.9	23.5	8.8	41.2	66.1	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	74.3	I/S	I/S
African American	62	98.4	18.3	48.3	23.3	10.0	46.7	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	1	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	10	I/S	I/S	I/S	I/S	I/S	I/S	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	1	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	59	98.3	19.3	50.9	21.1	8.8	42.1	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	69	100.0	22.4	38.8	20.9	17.9	58.2	62.7	Yes	Yes
Male	33	100.0	27.3	33.3	15.2	24.2	51.5	61.8	N/A	N/A
Female	36	100.0	17.6	44.1	26.5	11.8	64.7	63.6	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
African American	62	100.0	21.7	40.0	21.7	16.7	58.3	45.1	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	1	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	10	I/S	I/S	I/S	I/S	I/S	I/S	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	1	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	59	100.0	24.6	38.6	21.1	15.8	59.6	47.9	Yes	Yes
Physical Science (End-of-Course Performance by Group)										
All Students	69	97.1	84.1	5.8	4.3	2.9	N/A	N/A	N/A	N/A
Male	33	97.0	75.8	9.1	9.1	3.0	N/A	N/A	N/A	N/A
Female	36	97.2	91.7	2.8	N/A	2.8	N/A	N/A	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	62	98.4	87.1	4.8	3.2	3.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	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	10	100.0	N/AV	N/AV	N/AV	N/AV	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	59	96.6	86.4	5.1	5.1	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	63	93.7	22.4	43.1	29.3	5.2	53.4	69.7
	2009	69	98.6	19.4	47.8	22.4	10.4	44.8	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	63	93.7	12.1	37.9	39.7	10.3	63.8	67.2
	2009	69	100.0	22.4	38.8	20.9	17.9	58.2	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	18.3%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.3%	0.0%	No
Student attendance rate, grades K-8	96.3%	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