



Georgetown School District

2018 Church Street

Georgetown, South

Grades	PK-12 District	
Enrollment	10,053 Students	
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

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	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	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

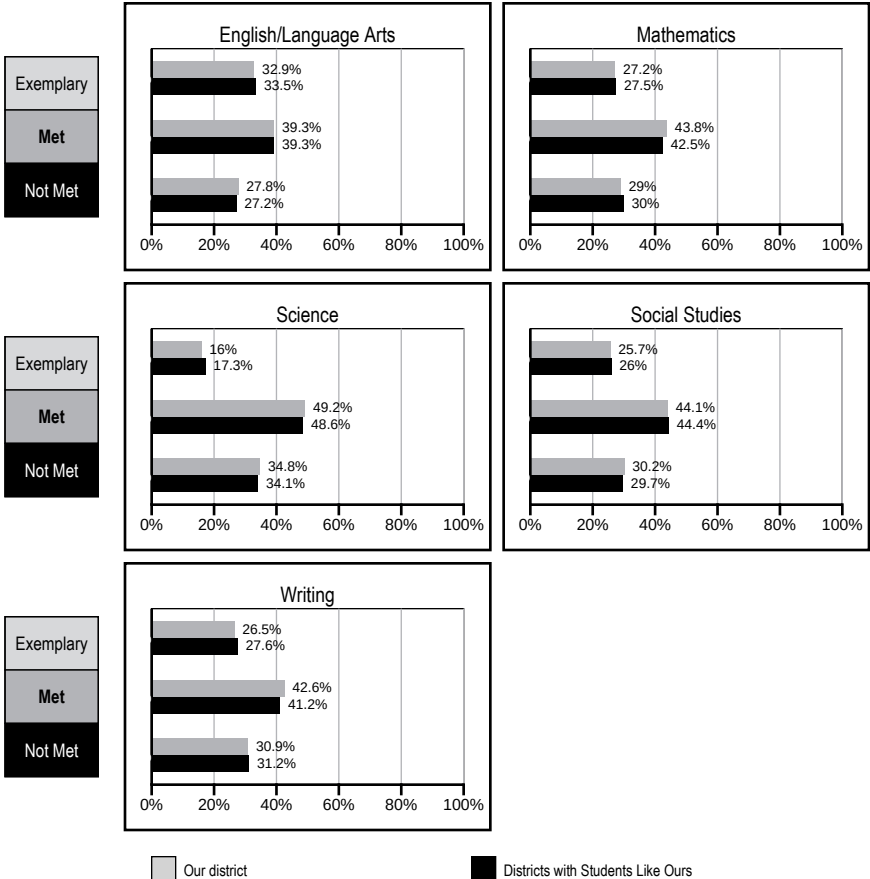
96.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	20	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	78.0%	78.7%	74.3%	76.9%	78.6%	74.6%
Passed one subtest	13.6%	11.6%	12.9%	12.8%	11.1%	13.2%
Passed no subtests	8.4%	9.7%	12.9%	10.3%	10.3%	12.2%

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	77.5%	78.3%
English 1	66.0%	64.1%
Physical Science	45.6%	49.4%
US History and the Constitution	39.1%	36.4%
All Subjects	57.4%	57.6%

Abbreviations for Missing Data

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N/C–Not Collected

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I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=10,053)				
First graders who attended full-day kindergarten	99.7%	Down from 99.9%	99.7%	99.7%
Retention rate	3.5%	Down from 4.5%	3.1%	3.1%
Attendance rate	95.8%	Up from 95.3%	95.6%	95.7%
Eligible for gifted and talented	19.1%	Down from 19.5%	12.6%	11.2%
With disabilities other than speech	9.8%	Down from 10.4%	11.1%	10.6%
Older than usual for grade	5.0%	Down from 5.6%	4.3%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 2.4%	0.6%	0.5%
Enrolled in AP/IB programs	22.0%	Up from 16.3%	8.7%	10.5%
Successful on AP/IB exams	N/A	N/A	53.4%	51.2%
Eligible for LIFE Scholarship	29.9%	No Change	29.6%	30.8%
Enrolled in adult education GED or diploma programs	109	Up from 100	48	40
Completions in adult education GED or diploma programs	59	No Change	38	30
Annual dropout rate	2.3%	Down from 3.3%	4.0%	3.4%
Teachers (n=721)				
Teachers with advanced degrees	59.1%	Up from 58.0%	58.2%	56.8%
Continuing contract teachers	77.9%	Up from 76.0%	78.7%	76.7%
Teachers with emergency or provisional certificates	5.5%	Down from 6.2%	4.0%	4.6%
Teachers returning from previous year	90.9%	Down from 91.6%	90.0%	88.4%
Teacher attendance rate	95.0%	Up from 94.6%	95.2%	95.0%
Average teacher salary*	\$48,762	Up 2.5%	\$46,992	\$46,992
Vacancies for more than nine weeks	0.3%	Up from 0.1%	0.3%	0.4%
Professional development days/teacher	12.9 days	Down from 14.8 days	13.0 days	13.1 days
District				
Superintendent's years at district	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.2 to 1	20.2 to 1	20.5 to 1
Prime instructional time	89.4%	Up from 88.5%	89.8%	89.8%
Dollars spent per pupil**	\$9,901	Up 8.2%	\$9,036	\$9,279
Percent of expenditures for teacher salaries**	53.0%	Down from 53.9%	53.6%	52.7%
Percent of expenditures for instruction**	56.7%	Down from 57.8%	56.8%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	18	Up from 17	10	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.6%	Down from 1.2%	3.4%	3.5%
Average age in years of school facilities	17 Years	Up from 16 Years	28 Years	28 Years
Number of schools with SACS accreditation	18.0	Up from 17.0	10.0	8.0
Parents attending conferences	97.8%	Down from 98.2%	95.0%	93.9%
Average administrator salary	\$81,000	Up 1.6%	\$78,931	\$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	684	94.6%	3258	57.4%	775	82.1%	Yes
Gender							
Male	323	92.9%	1638	56.8%	367	76.6%	N/A
Female	361	96.1%	1620	58.1%	405	86.9%	N/A
Racial/Ethnic Group							
White	307	98.4%	1588	70.8%	347	85.0%	N/A
African American	365	91.2%	1582	43.9%	407	80.1%	N/A
Asian/Pacific Islander	N/A	N/A	16	75.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	59	57.6%	12	66.7%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	79	60.8%	401	22.4%	89	39.3%	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	42	54.8%	11	63.6%	N/A
Socio-Economic Status							
Subsidized meals	383	91.1%	1837	46.8%	428	75.2%	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	94.6%	93.3%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	775	560
Number of Diplomas	636	410
Rate	82.1%	74.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	464	460	483	478	456	448	1404	1386		
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	18.4	17.7	19.3	18.7	19.3	18.5	19.1	19.0	19.2	18.6
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

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School District Governance

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	15.1 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The 2008-09 school year had many successes for Georgetown County School District. Regarding academics, McDonald Elementary was a Palmetto's Finest finalist – for the second straight year. McDonald also was a Red Carpet winning school. Waccamaw High, an International Baccalaureate school, offered advanced courses in international studies and had its first I.B. graduate. Andrews, Carvers Bay, and Georgetown high schools also offered additional advanced placement courses, challenging their students. All the county high schools implemented "High Schools That Work." Carvers Bay High and Carvers Bay Middle implemented the "Teacher Advancement Program."

Carvers Bay High School advanced to the state football championship for the third consecutive year. Waccamaw High won state championships in boys tennis and golf. The district had several student athletes who won individual state championships.

Palmetto Gold Award Recipients for General Performance went to Waccamaw High School and Georgetown High School. Andrews High School won a Palmetto Silver Award for General Performance. Honored with Palmetto Silver Awards for Closing the Achievement Gap were Sampit Elementary School and Georgetown High School.

Our district Teacher of the Year, Derenda Marshall, was a state Top-Five Finalist; Sampit, Brown's Ferry, Pleasant Hill and Plantersville elementary schools were recognized for Closing the Achievement Gap; Brown's Ferry and Pleasant Hill elementary schools won the U.S. Healthier Choice Silver Award for meeting nutrition standards, going over and above requirements, and increasing physical activities for children; Andrews Elementary was awarded a \$43,000 fresh fruits and vegetables grant to buy fresh produce for children over and above what they receive for breakfast and lunch; Georgetown High NJROTC was recognized as a Distinguished Unit; and the district produced several individual and team state champions.

Much of this progress is due to the efforts of teachers, administrators, staff members, parents, students, and community members working together to make sustained improvements. With the support of parents and our business partners, students and teachers are striving to meet the increasing demands of the state accountability system and the federal average yearly progress requirements. Georgetown County School District has made good progress for the last few years due to the concerted efforts of many. Georgetown County School District has also made strides in many other areas. School security has been improved with additional video camera surveillance, locked entrances, and additional fencing. Technology has been improved and expanded to enhance instruction via replacing older computers and adding collaborative classrooms.

These are just a few of the many accomplishments for Georgetown County School District this year. Our goal is to continue to show marked progress in all areas. We are very proud of the many achievements for last year. We clearly plan to continue to expand and increase our accomplishments this year. Thank you for your support and help in achieving our goals.

H. Randall Dozier, Ph.D.

No Child Left Behind

District Adequate Yearly Progress

No

This district met 27 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
Andrews Elementary	R	Carvers Bay High	NI
Mcdonald Road Elementary	NI	Carvers Bay Middle	R-DELAY
Rosemary Middle	RP		

The Georgetown School District consists of 18 public schools with 5 of these schools, or 27.8%, 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	4473	99.9	27.5	39.3	33.2	81.6	82.8	Yes	Yes
Gender									
Male	2335	99.8	32.0	38.0	30.0	77.5	79.3	N/A	N/A
Female	2138	100.0	22.6	40.7	36.7	86.0	86.5	N/A	N/A
Racial/Ethnic Group									
White	2270	99.9	16.1	37.0	46.9	89.9	89.5	Yes	Yes
African American	2050	99.9	39.9	41.7	18.4	72.4	73.7	Yes	Yes
Asian/Pacific Islander	27	100.0	12.5	41.7	45.8	91.7	92.3	I/S	I/S
Hispanic	120	100.0	32.8	41.4	25.9	80.2	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	520	99.4	71.7	20.8	7.5	39.7	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	106	100.0	34.3	44.4	21.2	78.8	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	2736	99.8	36.5	42.0	21.6	75.4	75.5	Yes	Yes

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

All Students	4473	99.9	28.6	44.1	27.3	80.4	78.9	Yes	Yes
Gender									
Male	2335	99.7	31.8	40.6	27.6	77.7	77.0	N/A	N/A
Female	2138	100.0	25.3	47.9	26.9	83.3	80.9	N/A	N/A
Racial/Ethnic Group									
White	2270	99.9	16.8	44.2	39.0	88.9	87.2	Yes	Yes
African American	2050	99.9	42.0	43.8	14.2	70.7	66.7	Yes	Yes
Asian/Pacific Islander	27	100.0	4.2	41.7	54.2	95.8	93.0	I/S	I/S
Hispanic	120	100.0	29.3	44.8	25.9	84.5	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	520	99.2	72.6	22.5	5.0	36.4	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	106	100.0	29.3	50.5	20.2	83.8	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	2736	99.8	37.5	45.4	17.2	73.7	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
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Science

All Students	2972	99.9	34.2	49.8	16.1	65.8	67.5
Gender							
Male	1549	99.8	36.5	46.2	17.3	63.5	67.0
Female	1423	100.0	31.7	53.6	14.7	68.3	68.0
Racial/Ethnic Group							
White	1518	99.9	20.4	54.7	24.9	79.6	79.5
African American	1351	99.9	49.4	44.8	5.8	50.6	50.3
Asian/Pacific Islander	19	100.0	12.5	31.3	56.3	87.5	84.3
Hispanic	81	100.0	41.8	43.0	15.2	58.2	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	342	99.4	73.2	22.9	3.8	26.8	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	74	100.0	44.9	44.9	10.1	55.1	59.6
Socio-Economic Status							
Subsided meals	1810	99.9	44.9	47.0	8.1	55.1	55.1

Social Studies

All Students	2974	99.8	29.6	44.6	25.7	70.4	72.3
Gender							
Male	1535	99.7	30.0	40.7	29.3	70.0	71.5
Female	1439	99.9	29.2	48.8	22.0	70.8	73.2
Racial/Ethnic Group							
White	1505	99.8	18.4	43.4	38.2	81.6	80.7
African American	1367	99.8	42.0	46.1	12.0	58.0	60.0
Asian/Pacific Islander	19	100.0	5.9	52.9	41.2	94.1	88.5
Hispanic	79	100.0	34.2	39.5	26.3	65.8	68.0
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	338	99.4	66.0	28.6	5.4	34.0	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	67	100.0	38.7	41.9	19.4	61.3	67.9
Socio-Economic Status							
Subsided meals	1814	99.8	39.5	46.3	14.2	60.5	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	4469	98.7	30.5	39.8	29.7	69.5	70.2	96.2	96.1
Gender									
Male	2334	98.4	38.1	37.9	24.0	61.9	63.2	96.1	96.0
Female	2135	99.0	22.3	41.9	35.8	77.7	77.5	96.3	96.3
Racial/Ethnic Group									
White	2252	98.9	19.8	40.7	39.5	80.2	79.1	95.6	95.9
African American	2061	98.4	42.1	39.0	18.9	57.9	57.6	96.8	96.3
Asian/Pacific Islander	29	100.0	15.4	38.5	46.2	84.6	86.2	97.3	97.3
Hispanic	121	98.4	35.3	36.2	28.4	64.7	62.6	96.7	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	68.7	93.2	94.9
Disability Status									
Disabled	490	92.5	83.9	12.8	3.3	16.1	26.1	95.0	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	106	98.1	37.4	39.4	23.2	62.6	61.2	97.2	96.8
Socio-Economic Status									
Subsidized meals	2731	98.6	40.3	40.0	19.6	59.7	58.9	96.0	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	831	100.0	24.9	33.8	41.3	75.1
	4	736	99.9	25.3	39.7	35.1	74.7
	5	751	100.0	18.5	45.9	35.6	81.5
	6	666	100.0	27.4	44.2	28.4	72.6
	7	747	99.9	33.9	33.5	32.5	66.1
	8	742	99.6	35.3	40.0	24.7	64.7
Mathematics							
2009	3	831	100.0	32.0	39.9	28.1	68.0
	4	736	99.7	19.1	49.4	31.5	80.9
	5	751	100.0	21.6	47.6	30.8	78.4
	6	666	100.0	26.6	42.8	30.6	73.4
	7	747	99.9	32.8	42.3	24.9	67.2
	8	742	99.6	39.0	43.0	18.0	61.0
Science							
2009	3	415	100.0	37.0	49.1	13.9	63.0
	4	736	99.9	34.2	54.9	10.9	65.8
	5	378	99.7	32.4	53.5	14.1	67.6
	6	332	100.0	34.8	54.5	10.7	65.2
	7	742	99.9	27.8	46.6	25.6	72.2
	8	369	100.0	45.3	38.3	16.4	54.7
Social Studies							
2009	3	416	100.0	28.8	48.1	23.1	71.2
	4	736	99.9	21.6	50.3	28.2	78.4
	5	373	100.0	26.9	43.7	29.4	73.1
	6	334	99.4	24.8	56.3	18.9	75.2
	7	745	99.9	43.4	32.1	24.5	56.6
	8	370	99.5	25.6	45.3	29.1	74.4
Writing							
2009	3	831	98.8	30.6	32.1	37.4	69.4
	4	732	99.2	31.9	39.7	28.4	68.1
	5	746	98.7	23.6	41.3	35.1	76.4
	6	667	99.3	30.4	44.8	24.9	69.6
	7	749	97.3	31.1	40.6	28.4	68.9
	8	744	98.9	35.5	41.9	22.5	64.5

Abbreviations for Missing Data

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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	719	99.0	16.5	36.9	26.8	19.8	57.1	61.8	No	Yes
Male	368	99.2	21.8	35.9	26.6	15.8	51.1	57.4	N/A	N/A
Female	351	98.9	10.9	38.1	27.1	23.9	63.4	66.1	N/A	N/A
White	339	98.8	8.9	26.8	32.9	31.4	73.2	74.3	Yes	Yes
African American	361	99.2	23.5	46.4	21.2	8.9	42.7	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	16	100.0	18.8	31.3	31.3	18.8	50.0	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	111	98.2	59.8	32.7	5.6	1.9	12.1	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	8	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	404	98.8	23.4	46.3	21.1	9.3	41.4	45.6	No	Yes

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

All Students	718	99.0	21.7	32.1	26.3	19.9	59.1	62.7	Yes	Yes
Male	368	98.9	24.4	32.6	23.8	19.3	55.2	61.8	N/A	N/A
Female	350	99.1	18.9	31.6	28.9	20.6	63.1	63.6	N/A	N/A
White	338	99.1	12.6	24.6	29.5	33.2	74.2	75.1	Yes	Yes
African American	361	98.9	30.7	37.9	23.3	8.0	45.1	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	16	100.0	12.5	50.0	25.0	12.5	56.3	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	111	98.2	68.2	27.1	3.7	0.9	11.2	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	8	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	403	98.5	32.0	36.4	23.0	8.5	46.0	47.9	No	Yes

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

All Students	713	94.0	66.6	13.3	7.7	6.3	N/A	N/A	N/A	N/A
Male	364	92.9	63.7	13.7	8.0	7.4	N/A	N/A	N/A	N/A
Female	349	95.1	69.6	12.9	7.4	5.2	N/A	N/A	N/A	N/A
White	337	94.4	52.2	17.8	11.9	12.5	N/A	N/A	N/A	N/A
African American	357	93.8	80.1	9.0	4.2	0.6	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	16	93.8	68.8	18.8	N/A	6.3	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	105	85.7	82.9	2.9	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	8	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	401	91.5	76.6	9.5	3.0	2.5	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	761	99.3	14.5	33.9	29.3	22.3	61.9	69.7
	2009	719	99.0	16.5	36.9	26.8	19.8	57.1	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	761	99.2	16.4	33.8	30.9	18.9	62.1	67.2
	2009	718	99.0	21.7	32.1	26.3	19.9	59.1	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate, grades K-8	95.8%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.