



Greenwood 52 School District

605 Johnston Road
Ninety Six, South Carolina

Grades	PK-12 District	
Enrollment	1,639 Students	
Superintendent	Dr. Mark Petersen	864-543-3100
Board Chair	Mr. Sam Corley	864-223-2082

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

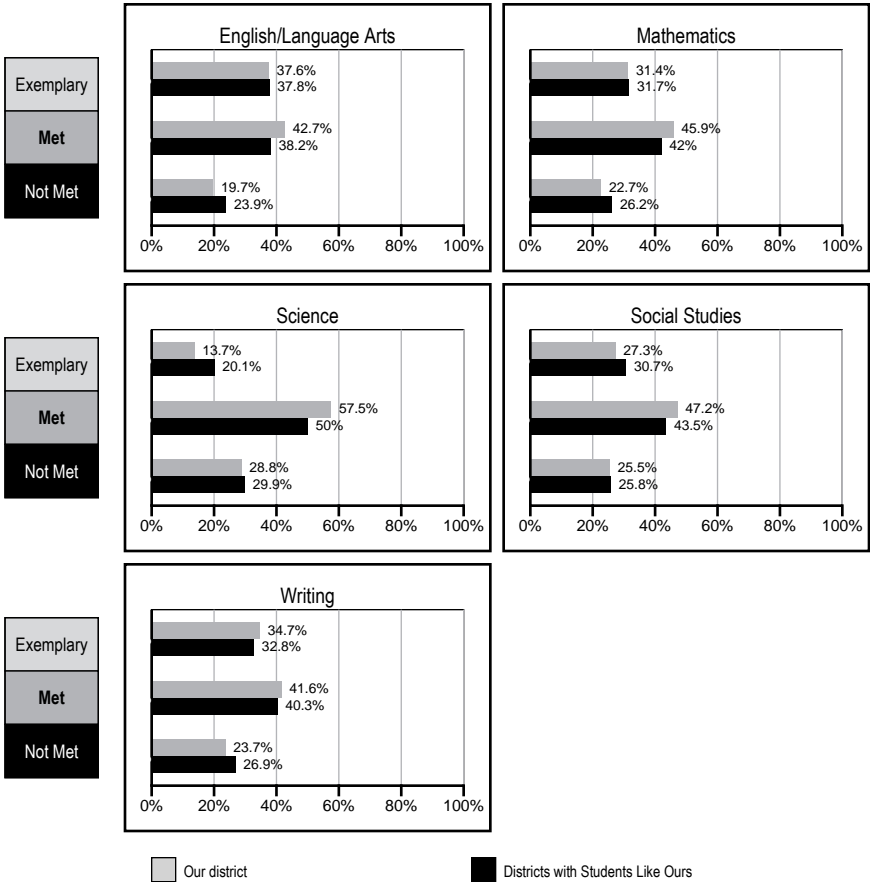
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	4	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

Percent	Our District			Districts with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed both subtests	90.0%	92.5%	83.7%	81.1%	84.1%	78.5%
Passed one subtest	5.4%	5.0%	11.5%	10.5%	9.0%	11.8%
Passed no subtests	4.6%	2.5%	4.8%	8.4%	7.4%	9.7%

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	93.0%	80.9%
English 1	69.9%	72.6%
Physical Science	71.4%	60.5%
US History and the Constitution	50.4%	44.4%
All Subjects	72.3%	65.7%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,639)				
First graders who attended full-day kindergarten	98.4%	Up from 13.9%	98.7%	99.7%
Retention rate	2.6%	Down from 2.7%	2.6%	3.1%
Attendance rate	96.3%	Down from 96.4%	96.2%	95.7%
Eligible for gifted and talented	17.9%	Down from 18.0%	16.6%	11.2%
With disabilities other than speech	7.0%	Up from 6.5%	9.9%	10.6%
Older than usual for grade	2.2%	Down from 2.3%	3.0%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.4%	0.5%	0.5%
Enrolled in AP/IB programs	15.6%	Down from 19.2%	18.9%	10.5%
Successful on AP/IB exams	41.9%	Up from 31.3%	51.0%	51.2%
Eligible for LIFE Scholarship	37.4%	Up from 30.6%	35.0%	30.8%
Enrolled in adult education GED or diploma programs	0	No Change	65	40
Completions in adult education GED or diploma programs	0	No Change	59	30
Annual dropout rate	0.6%	Down from 1.2%	3.8%	3.4%
Teachers (n=109)				
Teachers with advanced degrees	54.1%	Down from 54.2%	59.0%	56.8%
Continuing contract teachers	89.9%	Up from 80.4%	78.2%	76.7%
Teachers with emergency or provisional certificates	5.6%	Up from 5.0%	2.9%	4.6%
Teachers returning from previous year	92.4%	Up from 91.8%	90.1%	88.4%
Teacher attendance rate	92.4%	Down from 95.6%	95.5%	95.0%
Average teacher salary*	\$47,842	Up 4.4%	\$48,084	\$46,992
Vacancies for more than nine weeks	0.9%	Up from 0.0%	0.0%	0.4%
Professional development days/teacher	15.1 days	Down from 16.4 days	12.7 days	13.1 days
District				
Superintendent's years at district	0.0	Down from 6.0	3.0	3.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 21.6 to 1	21.2 to 1	20.5 to 1
Prime instructional time	87.4%	Down from 90.2%	90.5%	89.8%
Dollars spent per pupil**	\$8,589	Up 2.1%	\$8,569	\$9,279
Percent of expenditures for teacher salaries**	51.1%	Up from 48.9%	55.9%	52.7%
Percent of expenditures for instruction**	58.0%	Up from 54.3%	58.5%	56.7%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Number of schools	4	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	39.5%	Up from 20.7%	4.0%	3.5%
Average age in years of school facilities	36 Years	Up from 35 Years	23 Years	28 Years
Number of schools with SACS accreditation	4.0	No Change	13.0	8.0
Parents attending conferences	99.1%	Up from 98.9%	95.0%	93.9%
Average administrator salary	\$68,943	Up 3.3%	\$78,551	\$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	118	95.8%	535	72.3%	135	79.3%	No
Gender							
Male	54	98.1%	282	70.6%	58	84.5%	N/A
Female	64	93.8%	253	74.3%	76	75.0%	N/A
Racial/Ethnic Group							
White	96	100.0%	418	77.0%	110	80.0%	N/A
African American	22	77.3%	105	52.4%	23	78.3%	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	10	60.0%	60	30.0%	12	41.7%	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	40	90.0%	234	61.1%	47	68.1%	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	95.8%	95.0%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	135	927
Number of Diplomas	107	678
Rate	79.3%	75.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	465	484	484	498	467	462	1416	1444		
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	18.9	18.2	19.7	19.2	19.3	17.4	18.9	18.4	19.3
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	5 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	2.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Our supportive community takes pride in the progress our schools have made. Much of our success must be attributed to the community and the active role that they and our parents take in our schools. Ninety Six is a special place and we are fortunate to have a close relationship between the schools and the community. We are proud of the accomplishments of our schools, students, and faculty in the Ninety Six School district.

The teachers and administrators work diligently to provide meaningful educational experiences for our students. Our staff continues to provide a quality educational and athletic program for our students, and we have had a very good year in our academic and athletic programs.

Academically, our scores continue to improve. Two out of four of our schools made Adequate Yearly Progress this year, and two of our schools made Excellent on their report card. Ninety Six High School was recognized as a National Blue Ribbon School finalist and received a bronze award from US News and World Report. The Ninety Six High School Band finished second in the state band competition, while the cross country team made the state finals. Our choruses from the primary and elementary schools are always a shining star in the "In the spotlight" program.

We were successful in passing a \$29 million referendum to construct a combination middle/high school complex. We appreciate the confidence the community showed in us in approving this project. The completion of this project will take approximately three years and is in the planning stage at this time.

Mark Petersen
Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 19 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

The Greenwood 52 School District consists of 4 public schools with 0 of these schools, or 0%, 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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	755	100.0	19.6	42.7	37.7	88.4	82.8	Yes	Yes
Gender									
Male	387	100.0	25.1	40.5	34.4	83.9	79.3	N/A	N/A
Female	368	100.0	13.7	45.1	41.2	93.3	86.5	N/A	N/A
Racial/Ethnic Group									
White	574	100.0	14.9	42.7	42.3	91.6	89.5	Yes	Yes
African American	173	100.0	35.5	43.4	21.1	77.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	62	100.0	82.8	13.8	3.4	32.8	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	2	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsized meals	354	100.0	30.0	42.7	27.3	80.7	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	755	100.0	22.6	46.0	31.4	85.7	78.9	Yes	Yes
Gender									
Male	387	100.0	26.5	41.0	32.5	82.0	77.0	N/A	N/A
Female	368	100.0	18.5	51.3	30.3	89.6	80.9	N/A	N/A
Racial/Ethnic Group									
White	574	100.0	16.5	45.9	37.5	89.7	87.2	Yes	Yes
African American	173	100.0	43.4	45.2	11.4	72.3	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	62	100.0	75.9	20.7	3.4	36.2	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	2	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsized meals	354	100.0	31.8	47.2	21.1	78.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	511	100.0	28.5	57.8	13.7	71.5	67.5
Gender							
Male	251	100.0	31.3	55.6	13.2	68.7	67.0
Female	260	100.0	25.8	59.9	14.3	74.2	68.0
Racial/Ethnic Group							
White	387	100.0	21.0	62.3	16.7	79.0	79.5
African American	120	100.0	53.5	42.1	4.4	46.5	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	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	48	100.0	75.6	20.0	4.4	24.4	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	1	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	254	100.0	40.2	53.1	6.7	59.8	55.1
Social Studies							
All Students	509	100.0	25.4	47.3	27.4	74.6	72.3
Gender							
Male	271	100.0	27.1	42.1	30.8	72.9	71.5
Female	238	100.0	23.4	53.2	23.4	76.6	73.2
Racial/Ethnic Group							
White	395	100.0	20.3	48.8	30.8	79.7	80.7
African American	108	100.0	44.7	41.7	13.6	55.3	60.0
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	37	100.0	62.9	34.3	2.9	37.1	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	1	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	228	100.0	36.2	50.5	13.3	63.8	62.1

Abbreviations for Missing Data

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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	754	100.0	23.5	39.5	37.0	76.5	70.2	96.5	96.1
Gender									
Male	384	100.0	31.0	40.3	28.6	69.0	63.2	96.6	96.0
Female	370	100.0	15.6	38.5	45.8	84.4	77.5	96.4	96.3
Racial/Ethnic Group									
White	574	100.0	20.0	38.7	41.4	80.0	79.1	96.4	95.9
African American	172	100.0	35.9	41.9	22.2	64.1	57.6	97.0	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.2	95.6	97.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.6	97.6	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	96.1	94.9
Disability Status									
Disabled	63	100.0	82.8	12.1	5.2	17.2	26.1	95.7	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	2	I/S	I/S	I/S	I/S	I/S	61.2	97.2	96.8
Socio-Economic Status									
Subsided meals	351	100.0	34.9	38.8	26.3	65.1	58.9	96.1	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	118	100.0	7.8	32.2	60.0	92.2
	4	124	100.0	21.5	40.5	38.0	78.5
	5	136	100.0	11.0	50.0	39.0	89.0
	6	125	100.0	22.5	46.7	30.8	77.5
	7	141	100.0	22.1	51.5	26.5	77.9
	8	111	100.0	34.6	31.8	33.6	65.4
Mathematics							
2009	3	118	100.0	13.9	48.7	37.4	86.1
	4	124	100.0	19.0	41.3	39.7	81.0
	5	136	100.0	14.7	55.1	30.1	85.3
	6	125	100.0	25.0	56.7	18.3	75.0
	7	141	100.0	24.3	39.7	36.0	75.7
	8	111	100.0	41.1	32.7	26.2	58.9
Science							
2009	3	61	100.0	29.3	44.8	25.9	70.7
	4	124	100.0	22.3	62.8	14.9	77.7
	5	68	100.0	16.2	70.6	13.2	83.8
	6	62	100.0	40.0	51.7	8.3	60.0
	7	141	100.0	28.7	62.5	8.8	71.3
	8	55	100.0	44.2	38.5	17.3	55.8
Social Studies							
2009	3	57	100.0	7.0	50.9	42.1	93.0
	4	124	100.0	19.0	53.7	27.3	81.0
	5	68	100.0	26.5	38.2	35.3	73.5
	6	63	100.0	8.3	66.7	25.0	91.7
	7	141	100.0	41.2	43.4	15.4	58.8
	8	56	100.0	36.4	29.1	34.5	63.6
Writing							
2009	3	117	100.0	15.7	32.2	52.2	84.3
	4	124	100.0	24.0	43.0	33.1	76.0
	5	137	100.0	16.9	36.8	46.3	83.1
	6	125	100.0	27.5	45.8	26.7	72.5
	7	142	100.0	28.5	39.4	32.1	71.5
	8	109	100.0	29.2	39.6	31.1	70.8

Abbreviations for Missing Data

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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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	104	100.0	7.8	43.1	31.4	17.6	64.7	61.8	Yes	Yes
Male	61	100.0	11.7	40.0	28.3	20.0	61.7	57.4	N/A	N/A
Female	43	100.0	2.4	47.6	35.7	14.3	69.0	66.1	N/A	N/A
White	81	100.0	7.5	41.3	32.5	18.8	67.5	74.3	Yes	Yes
African American	22	100.0	9.5	52.4	28.6	9.5	52.4	44.9	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	12	100.0	58.3	33.3	8.3	N/A	8.3	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	46	100.0	13.3	51.1	28.9	6.7	48.9	45.6	No	Yes

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

All Students	104	100.0	12.7	29.4	34.3	23.5	72.5	62.7	Yes	Yes
Male	61	100.0	15.0	23.3	35.0	26.7	73.3	61.8	N/A	N/A
Female	43	100.0	9.5	38.1	33.3	19.0	71.4	63.6	N/A	N/A
White	81	100.0	13.8	26.3	35.0	25.0	75.0	75.1	Yes	Yes
African American	22	100.0	9.5	42.9	33.3	14.3	61.9	45.1	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	12	100.0	41.7	41.7	8.3	8.3	33.3	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	46	100.0	15.6	40.0	35.6	8.9	64.4	47.9	No	Yes

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

All Students	104	97.1	51.9	21.2	13.5	10.6	N/A	N/A	N/A	N/A
Male	61	96.7	49.2	18.0	16.4	13.1	N/A	N/A	N/A	N/A
Female	43	97.7	55.8	25.6	9.3	7.0	N/A	N/A	N/A	N/A
White	81	97.5	49.4	22.2	12.3	13.6	N/A	N/A	N/A	N/A
African American	22	95.5	63.6	18.2	13.6	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	1	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	12	91.7	75.0	8.3	8.3	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	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	46	97.8	58.7	26.1	10.9	2.2	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	122	100.0	3.4	21.2	36.4	39.0	83.1	69.7
	2009	104	100.0	7.8	43.1	31.4	17.6	64.7	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	122	100.0	6.8	24.6	34.7	33.9	79.7	67.2
	2009	104	100.0	12.7	29.4	34.3	23.5	72.5	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	N/A	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	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