



HAMPTON 2 School District

319 4th St. East
Estill, SC 29918

Grades PK-12 District
Enrollment 1,136 Students
Superintendent Dr. Deonia A. Simmons (803) 625-5002
Board Chair Rev. Benjamin Burison (803) 625-3464

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	Average
2007	At-Risk	Average
2006	At-Risk	At-Risk
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.

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

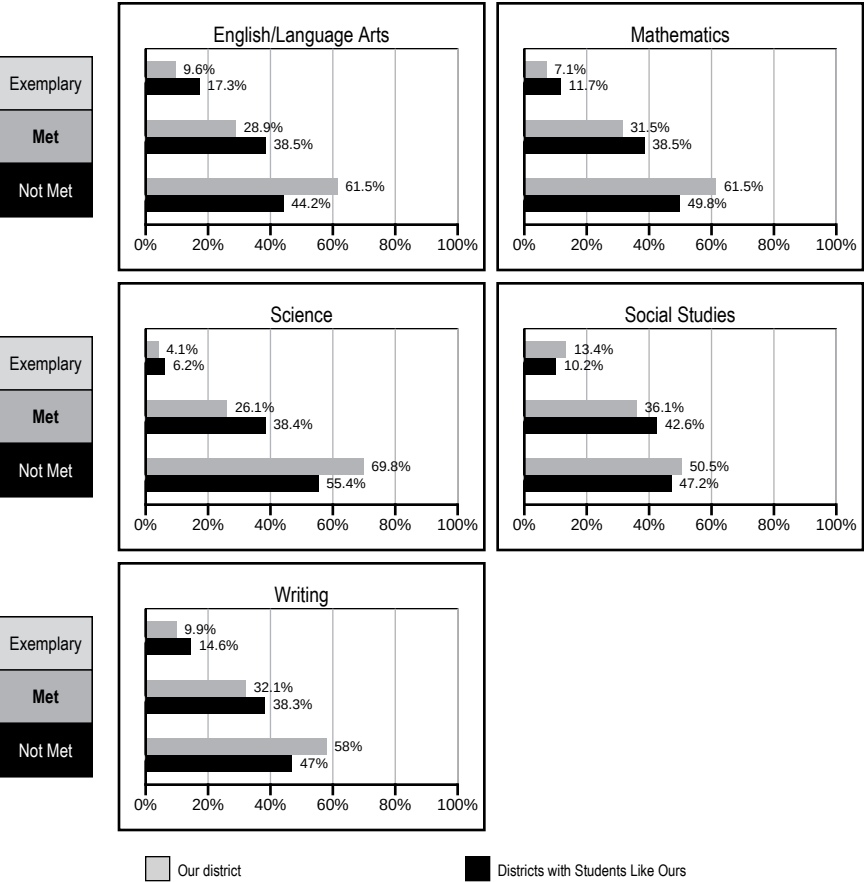
98.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	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

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	37.5%	57.7%	36.9%	64.4%	70.3%	60.8%
Passed one subtest	2.6%	19.2%	35.9%	18.7%	15.2%	20.4%
Passed no subtests	36.5%	23.1%	27.2%	16.9%	14.5%	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	26.5%	59.7%
English 1	37.0%	46.5%
Physical Science	21.7%	32.5%
US History and the Constitution	23.4%	18.1%
All Subjects	26.8%	39.9%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,136)				
First graders who attended full-day kindergarten	95.0%	Down from 100.0%	100.0%	99.7%
Retention rate	2.0%	Down from 5.4%	3.8%	3.1%
Attendance rate	95.2%	Down from 96.0%	95.2%	95.7%
Eligible for gifted and talented	6.3%	Up from 4.1%	5.4%	11.2%
With disabilities other than speech	11.6%	Down from 12.0%	11.6%	10.6%
Older than usual for grade	6.2%	Down from 8.3%	5.8%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.1%	0.4%	0.5%
Enrolled in AP/IB programs	21.2%	Up from 4.4%	5.7%	10.5%
Successful on AP/IB exams	N/A	N/A	38.0%	51.2%
Eligible for LIFE Scholarship	29.4%	Up from 20.8%	28.9%	30.8%
Enrolled in adult education GED or diploma programs	8	Down from 26	19	40
Completions in adult education GED or diploma programs	0	Down from 7	11	30
Annual dropout rate	4.5%	Up from 1.8%	3.4%	3.4%
Teachers (n=96)				
Teachers with advanced degrees	47.9%	Down from 48.9%	53.8%	56.8%
Continuing contract teachers	56.3%	Up from 55.3%	61.2%	76.7%
Teachers with emergency or provisional certificates	20.0%	Up from 18.6%	11.9%	4.6%
Teachers returning from previous year	76.0%	Down from 80.0%	81.0%	88.4%
Teacher attendance rate	100.0%	Up from 98.3%	95.0%	95.0%
Average teacher salary*	\$42,881	Up 3.6%	\$44,158	\$46,992
Vacancies for more than nine weeks	4.2%	Down from 4.3%	2.1%	0.4%
Professional development days/teacher	6.4 days	Down from 17.1 days	13.1 days	13.1 days
District				
Superintendent's years at district	1.0	Up from 0.0	3.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.8 to 1	19.0 to 1	20.5 to 1
Prime instructional time	91.0%	Down from 91.5%	88.9%	89.8%
Dollars spent per pupil**	\$11,349	Up 7.5%	\$11,349	\$9,279
Percent of expenditures for teacher salaries**	46.4%	No Change	47.3%	52.7%
Percent of expenditures for instruction**	50.4%	No Change	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	25.9%	Down from 26.5%	5.3%	3.5%
Average age in years of school facilities	49 Years	Up from 48 Years	33 Years	28 Years
Number of schools with SACS accreditation	1.0	Down from 2.0	4.0	8.0
Parents attending conferences	81.4%	Down from 86.3%	91.5%	93.9%
Average administrator salary	\$71,602	Up 2.8%	\$74,796	\$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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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	81	72.8%	497	26.8%	98	54.1%	No
Gender							
Male	45	75.6%	216	22.2%	52	57.7%	N/A
Female	36	69.4%	281	30.2%	46	50.0%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	81	72.8%	483	25.9%	95	55.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	13	53.8%	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	11	9.1%	69	2.9%	12	16.7%	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	13	53.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	61	68.9%	439	25.5%	75	49.3%	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	72.8%	89.6%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	98	174
Number of Diplomas	53	123
Rate	54.1%	71.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	355	404	371	387	362	377	1088	1168		
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	14.6	13.7	17.3	15.7	15.6	16.0	16.5	16.1	16.1	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

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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	42.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The mission of Hampton County School District 2 is to ensure that all students reach their potential by providing challenging educational experiences. Hampton School District 2 consists of three schools- Estill Elementary, Estill Middle, and Estill High. The District serves approximately 1,105 students. Our motto is "Success and Nothing Less!"

Education is an adventure that requires a commitment from all stakeholders. To that end, we are hoping that every parent, business entity, and community leader will assist us in achieving our goal of providing our students with a quality education that will enable every student to function in a global society. All of us -parents, teachers, administrators, community leaders, and businesses - must be committed to providing a quality education for all of our students.

The District is implementing research-proven programs to promote our students' academic success. Although the District has made a significant attempt to provide research-proven programs, we realize that our students play an important role in the educational process. Each student must put forth the effort that is required for them to be successful.

In order to provide our students with a quality education, we must intensify our efforts to attract the most committed, capable, and caring educators. Although recruiting is a significant challenge, the District is committed to ensuring that each classroom is taught by a teacher who possesses the aforementioned characteristics. To ensure continuous improvement within our current teaching staff, the District offers continuous professional development opportunities for the teachers who are currently employed by the District.

By making data-based decisions, exploring the use of different curricular frameworks, and offering relevant staff development, Hampton County District 2 will continue to evolve into a premier school district.

Deonia A. Simmons, Ed.D.

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 9 out of 17 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
Estill Middle	R	Estill Elementary	CA

The HAMPTON 2 School District consists of 3 public schools with 2 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."

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	481	99.4	60.5	29.6	9.9	56.7	82.8	No	Yes
Gender									
Male	243	99.6	70.9	22.0	7.0	42.7	79.3	N/A	N/A
Female	238	99.2	50.0	37.2	12.8	70.8	86.5	N/A	N/A
Racial/Ethnic Group									
White	9	I/S	I/S	I/S	I/S	I/S	89.5	I/S	I/S
African American	453	99.3	61.1	29.7	9.1	56.7	73.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	19	100.0	47.4	26.3	26.3	63.2	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	94	98.9	84.7	11.8	3.5	28.2	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	16	100.0	43.8	25.0	31.3	62.5	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	448	99.3	61.6	29.1	9.2	56.2	75.5	No	Yes

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

All Students	481	99.6	60.5	32.2	7.3	51.2	78.9	No	Yes
Gender									
Male	243	99.6	66.1	26.9	7.0	45.8	77.0	N/A	N/A
Female	238	99.6	54.9	37.6	7.5	56.6	80.9	N/A	N/A
Racial/Ethnic Group									
White	9	I/S	I/S	I/S	I/S	I/S	87.2	I/S	I/S
African American	453	99.6	61.4	31.9	6.8	50.4	66.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	19	100.0	36.8	47.4	15.8	78.9	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	94	98.9	80.0	17.6	2.4	29.4	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	16	100.0	31.3	50.0	18.8	81.3	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	448	99.6	61.1	32.9	5.9	50.5	70.2	No	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
Science							
All Students	323	99.7	69.0	27.1	3.9	31.0	67.5
Gender							
Male	165	99.4	72.4	23.7	3.9	27.6	67.0
Female	158	100.0	65.6	30.5	3.9	34.4	68.0
Racial/Ethnic Group							
White	4	I/S	I/S	I/S	I/S	I/S	79.5
African American	304	99.7	69.4	27.4	3.1	30.6	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	15	100.0	53.3	26.7	20.0	46.7	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	64	98.4	86.0	10.5	3.5	14.0	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	12	100.0	50.0	33.3	16.7	50.0	59.6
Socio-Economic Status							
Subsided meals	300	99.7	70.8	26.1	3.2	29.2	55.1

Social Studies

All Students	323	99.7	49.5	36.7	13.8	50.5	72.3
Gender							
Male	159	99.4	55.6	29.1	15.2	44.4	71.5
Female	164	100.0	43.5	44.2	12.3	56.5	73.2
Racial/Ethnic Group							
White	9	I/S	I/S	I/S	I/S	I/S	80.7
African American	301	99.7	49.8	36.5	13.7	50.2	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	13	100.0	30.8	46.2	23.1	69.2	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	66	98.5	72.6	21.0	6.5	27.4	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	11	100.0	27.3	45.5	27.3	72.7	67.9
Socio-Economic Status							
Subsided meals	301	99.7	51.6	36.1	12.3	48.4	62.1

Abbreviations for Missing Data

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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	486	98.4	57.2	32.0	10.7	42.8	70.2	95.6	96.1
Gender									
Male	247	98.0	66.5	27.4	6.1	33.5	63.2	95.0	96.0
Female	239	98.7	47.8	36.7	15.5	52.2	77.5	96.2	96.3
Racial/Ethnic Group									
White	11	100.0	I/S	I/S	I/S	I/S	79.1	87.2	95.9
African American	455	98.2	57.5	32.5	10.0	42.5	57.6	95.7	96.3
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.2	N/A	97.3
Hispanic	20	100.0	47.4	26.3	26.3	52.6	62.6	96.9	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	N/A	94.9
Disability Status									
Disabled	91	92.3	90.0	10.0	N/A	10.0	26.1	94.3	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	17	100.0	43.8	25.0	31.3	56.3	61.2	96.9	96.8
Socio-Economic Status									
Subsidized meals	454	98.2	59.3	31.3	9.4	40.7	58.9	95.5	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	76	100.0	56.0	28.0	16.0	44.0
	4	88	98.9	62.4	25.9	11.8	37.6
	5	86	100.0	62.4	32.9	4.7	37.6
	6	73	98.6	64.3	27.1	8.6	35.7
	7	78	100.0	57.5	34.2	8.2	42.5
	8	80	98.8	60.0	29.2	10.8	40.0
Mathematics							
2009	3	76	100.0	64.0	32.0	4.0	36.0
	4	88	98.9	47.1	38.8	14.1	52.9
	5	86	100.0	67.1	29.4	3.5	32.9
	6	73	98.6	57.1	37.1	5.7	42.9
	7	78	100.0	67.1	26.0	6.8	32.9
	8	80	100.0	61.5	29.2	9.2	38.5
Science							
2009	3	38	100.0	73.7	23.7	2.6	26.3
	4	88	98.9	69.4	27.1	3.5	30.6
	5	42	100.0	88.1	9.5	2.4	11.9
	6	36	100.0	77.8	22.2	N/A	22.2
	7	78	100.0	52.1	42.5	5.5	47.9
	8	41	100.0	65.6	25.0	9.4	34.4
Social Studies							
2009	3	38	100.0	59.5	32.4	8.1	40.5
	4	88	98.9	56.5	37.6	5.9	43.5
	5	44	100.0	72.1	25.6	2.3	27.9
	6	36	100.0	14.7	58.8	26.5	85.3
	7	78	100.0	42.5	32.9	24.7	57.5
	8	39	100.0	42.4	39.4	18.2	57.6
Writing							
2009	3	79	100.0	66.2	19.5	14.3	33.8
	4	90	97.8	55.8	31.4	12.8	44.2
	5	87	98.9	75.3	20.0	4.7	24.7
	6	74	98.7	52.1	32.4	15.5	47.9
	7	75	96.0	55.7	38.6	5.7	44.3
	8	81	98.8	32.8	55.2	11.9	67.2

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

All Students	105	99.0	30.0	48.0	18.0	4.0	33.0	61.8	No	Yes
Male	48	97.9	40.0	48.9	8.9	2.2	26.7	57.4	N/A	N/A
Female	57	100.0	21.8	47.3	25.5	5.5	38.2	66.1	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	74.3	I/S	I/S
African American	104	99.0	29.3	48.5	18.2	4.0	33.3	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	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	18	94.4	73.3	26.7	N/A	N/A	6.7	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	97	99.0	31.5	47.8	17.4	3.3	30.4	45.6	No	Yes

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

All Students	105	99.0	58.0	28.0	11.0	3.0	20.0	62.7	No	Yes
Male	48	97.9	53.3	37.8	4.4	4.4	17.8	61.8	N/A	N/A
Female	57	100.0	61.8	20.0	16.4	1.8	21.8	63.6	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	75.1	I/S	I/S
African American	104	99.0	58.6	27.3	11.1	3.0	20.2	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	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	18	94.4	86.7	13.3	N/A	N/A	N/A	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	97	99.0	59.8	27.2	9.8	3.3	18.5	47.9	No	Yes

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

All Students	104	76.9	75.0	1.0	1.0	N/A	N/A	N/A	N/A	N/A
Male	47	68.1	63.8	2.1	2.1	N/A	N/A	N/A	N/A	N/A
Female	57	84.2	84.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	103	76.7	74.8	1.0	1.0	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	17	47.1	47.1	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	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	96	75.0	72.9	1.0	1.0	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	106	98.1	26.8	39.2	27.8	6.2	41.2	69.7
	2009	105	99.0	30.0	48.0	18.0	4.0	33.0	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	106	98.1	34.0	32.0	24.7	9.3	45.4	67.2
	2009	105	99.0	58.0	28.0	11.0	3.0	20.0	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	10.1%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.1%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%*	Yes

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