



Jasper School District

PO Box 848

Ridgeland, S.C. 29936

Grades	PK-12 District	
Enrollment	3,368 Students	
Superintendent	John Taylor	843-717-1100
Board Chair	Michael Hubbard	843-784-2654

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

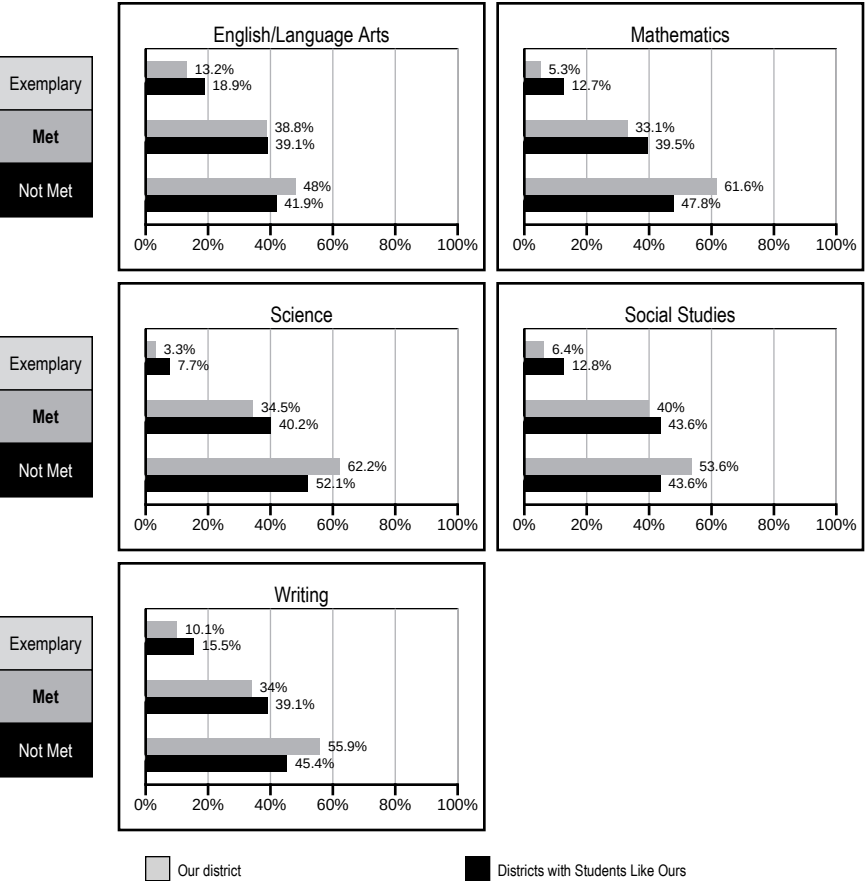
93.3%

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	55.0%	63.2%	54.2%	64.6%	70.1%	61.7%
Passed one subtest	24.3%	17.3%	21.7%	18.9%	15.8%	19.4%
Passed no subtests	20.8%	19.5%	24.1%	16.5%	14.1%	18.9%

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	45.1%	59.0%
English 1	35.3%	48.0%
Physical Science	24.0%	32.5%
US History and the Constitution	11.1%	18.2%
All Subjects	29.7%	40.1%

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,368)				
First graders who attended full-day kindergarten	94.0%	Down from 96.1%	100.0%	99.7%
Retention rate	2.0%	Down from 8.2%	4.0%	3.1%
Attendance rate	96.7%	Up from 96.3%	95.2%	95.7%
Eligible for gifted and talented	5.7%	Down from 6.6%	5.4%	11.2%
With disabilities other than speech	9.2%	Down from 10.1%	11.6%	10.6%
Older than usual for grade	5.3%	Down from 6.4%	5.8%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.9%	Down from 7.2%	0.3%	0.5%
Enrolled in AP/IB programs	1.6%	Down from 5.6%	6.9%	10.5%
Successful on AP/IB exams	N/A	N/A	44.4%	51.2%
Eligible for LIFE Scholarship	25.0%	Up from 18.3%	29.1%	30.8%
Enrolled in adult education GED or diploma programs	250	Up from 90	30	40
Completions in adult education GED or diploma programs	2	Down from 11	15	30
Annual dropout rate	3.3%	Up from 0.1%	3.8%	3.4%
Teachers (n=230)				
Teachers with advanced degrees	56.5%	Up from 52.9%	53.3%	56.8%
Continuing contract teachers	53.9%	Up from 42.0%	66.4%	76.7%
Teachers with emergency or provisional certificates	12.7%	Down from 19.4%	11.6%	4.6%
Teachers returning from previous year	75.0%	Down from 75.4%	83.5%	88.4%
Teacher attendance rate	96.7%	Up from 94.1%	95.0%	95.0%
Average teacher salary*	\$48,272	Up 4.9%	\$44,297	\$46,992
Vacancies for more than nine weeks	5.2%	Down from 6.7%	1.7%	0.4%
Professional development days/teacher	12.1 days	Down from 20.2 days	12.3 days	13.1 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 18.5 to 1	19.1 to 1	20.5 to 1
Prime instructional time	91.9%	Up from 87.3%	88.9%	89.8%
Dollars spent per pupil**	\$10,717	Up 22.6%	\$11,135	\$9,279
Percent of expenditures for teacher salaries**	46.2%	Down from 47.7%	48.1%	52.7%
Percent of expenditures for instruction**	50.2%	Down from 54.7%	52.5%	56.7%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	5	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	Down from 18.3%	3.1%	3.5%
Average age in years of school facilities	54 Years	Up from 53 Years	32 Years	28 Years
Number of schools with SACS accreditation	5.0	No Change	4.0	8.0
Parents attending conferences	85.5%	Down from 93.2%	92.2%	93.9%
Average administrator salary	\$81,886	Up 0.1%	\$73,870	\$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	62	100.0%	930	29.7%	214	73.8%	No
Gender							
Male	30	100.0%	465	28.2%	106	62.3%	N/A
Female	32	100.0%	465	31.2%	108	85.2%	N/A
Racial/Ethnic Group							
White	N/A	N/A	107	29.9%	28	42.9%	N/A
African American	56	100.0%	695	28.3%	160	79.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	121	35.5%	25	72.0%	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	88	14.8%	18	11.1%	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	112	36.6%	17	76.5%	N/A
Socio-Economic Status							
Subsidized meals	41	100.0%	639	31.6%	130	77.7%	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	100.0%	89.9%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	214	213
Number of Diplomas	158	147
Rate	73.8%	69.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	410	421	409	414	411	408	1231	1244		
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	14.0	13.5	16.4	15.8	16.5	15.7	17.1	15.4	16.1	15.2
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	County Council 1
Average Number of Hours of Training Annually	40.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

We have had a very productive year, with students excelling in academics, the arts, and athletics. That gives us great pride and instills hope for continued progress.

Our graduates, 114 at Ridgeland High School and 66 at Hardeeville High School, proudly marched with \$2,813,500 in college scholarship offers in hand.

Last year, our high schools were among the state's highest in student graduation rate, far above the state and national averages. Both Ridgeland and Hardeeville High Schools were also awarded the state's Palmetto Gold Award by the state's Educational Oversight Committee for their excellent academic performance and progress in narrowing the achievement gap of historically underachieving student demographics.

The district continues to stress the importance of literacy across all curricula and utilizes computerized testing to measure both student strengths and weaknesses.

We continue to seek the support and involvement of parents and community in our collective goal to provide the best possible education to our children in safe and nurturing environments. Education is a community effort and we must all resolve to share both the responsibility and the accountability.

The Jasper County School District is dedicated to providing all of our children with the opportunity to grow empowered and enabled to succeed in a global community.

John Taylor
Interim-Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 18 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
Hardeeville Elementary	R	Ridgeland Middle	R
Ridgeland Elementary	R		

The Jasper School District consists of 5 public schools with 3 of these schools, or 60%, 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	1368	99.0	47.9	39.0	13.1	65.1	82.8	Yes	Yes
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Gender

Male	716	99.2	51.4	36.7	11.9	59.7	79.3	N/A	N/A
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Female	652	98.8	44.0	41.5	14.5	71.2	86.5	N/A	N/A
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Racial/Ethnic Group

White	170	100.0	34.0	44.0	22.0	79.4	89.5	Yes	Yes
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African American	903	99.6	51.7	36.4	11.9	60.7	73.7	Yes	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
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Hispanic	280	97.1	43.6	44.4	12.0	71.6	76.5	Yes	Yes
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
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Disability Status

Disabled	166	99.4	74.2	20.0	5.8	39.4	52.0	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
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Limited English Proficient

Limited English	270	96.3	43.6	44.9	11.5	71.6	75.1	Yes	Yes
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Socio-Economic Status

Subsided meals	1153	99.2	49.8	37.9	12.3	64.3	75.5	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1368	99.6	61.7	33.3	5.0	51.9	78.9	No	Yes
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Gender

Male	716	99.4	62.5	32.4	5.1	50.0	77.0	N/A	N/A
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Female	652	99.7	60.9	34.2	4.9	54.0	80.9	N/A	N/A
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Racial/Ethnic Group

White	170	100.0	47.5	46.1	6.4	68.1	87.2	Yes	Yes
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African American	903	99.7	66.5	28.9	4.7	47.1	66.7	No	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
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Hispanic	280	98.9	53.4	41.5	5.1	59.7	76.0	Yes	Yes
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
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Disability Status

Disabled	166	99.4	85.2	14.2	0.6	25.2	45.5	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
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Limited English Proficient

Limited English	270	98.9	52.8	41.5	5.7	58.9	76.1	Yes	Yes
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Socio-Economic Status

Subsided meals	1153	99.7	62.8	32.5	4.7	50.8	70.2	No	Yes
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* 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	927	99.4	62.3	34.8	2.9	37.7	67.5
Gender							
Male	482	99.2	60.9	35.5	3.6	39.1	67.0
Female	445	99.6	63.7	34.1	2.2	36.3	68.0
Racial/Ethnic Group							
White	122	99.2	43.7	53.4	2.9	56.3	79.5
African American	607	99.8	66.7	31.4	1.9	33.3	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	186	97.9	57.2	36.1	6.6	42.8	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	120	100.0	79.8	18.4	1.8	20.2	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	180	97.8	57.1	36.2	6.7	42.9	59.6
Socio-Economic Status							
Subsided meals	773	99.5	64.0	34.1	1.9	36.0	55.1

Social Studies

All Students	921	98.9	52.8	41.2	6.0	47.2	72.3
Gender							
Male	495	98.8	54.3	40.3	5.4	45.7	71.5
Female	426	99.1	50.9	42.3	6.8	49.1	73.2
Racial/Ethnic Group							
White	109	97.3	44.8	50.6	4.6	55.2	80.7
African American	615	99.5	55.9	37.7	6.3	44.1	60.0
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	190	97.9	46.5	48.8	4.7	53.5	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	111	99.1	73.1	25.0	1.9	26.9	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	183	97.8	46.3	48.2	5.5	53.7	67.9
Socio-Economic Status							
Subsided meals	783	99.2	53.3	41.3	5.4	46.7	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	1370	97.4	55.8	32.7	11.5	44.2	70.2	96.1	96.1
Gender									
Male	711	97.2	65.7	26.6	7.7	34.3	63.2	95.9	96.0
Female	659	97.6	44.9	39.4	15.7	55.1	77.5	96.4	96.3
Racial/Ethnic Group									
White	169	97.6	40.4	40.4	19.1	59.6	79.1	95.1	95.9
African American	901	97.8	59.4	30.7	9.9	40.6	57.6	96.4	96.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.2	96.2	97.3
Hispanic	285	96.8	52.7	34.9	12.4	47.3	62.6	96.1	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.7	92.9	94.9
Disability Status									
Disabled	161	90.1	92.0	8.0	N/A	8.0	26.1	95.3	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	269	98.5	52.8	34.1	13.1	47.2	61.2	96.1	96.8
Socio-Economic Status									
Subsidized meals	1154	97.3	56.6	32.2	11.2	43.4	58.9	96.2	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	235	100.0	38.4	40.3	21.3	61.6
	4	234	100.0	49.1	37.4	13.6	50.9
	5	204	100.0	41.4	46.1	12.6	58.6
	6	243	98.8	54.5	35.3	10.3	45.5
	7	245	97.6	57.3	32.2	10.6	42.7
	8	207	97.6	45.2	44.6	10.2	54.8
Mathematics							
2009	3	235	100.0	67.1	25.0	7.9	32.9
	4	234	100.0	47.7	47.2	5.1	52.3
	5	204	100.0	65.4	31.4	3.1	34.6
	6	243	99.6	63.4	31.3	5.4	36.6
	7	245	98.4	60.8	35.2	4.0	39.2
	8	207	99.5	66.8	28.9	4.2	33.2
Science							
2009	3	121	100.0	72.8	23.7	3.5	27.2
	4	234	100.0	58.6	40.5	0.9	41.4
	5	103	100.0	53.6	44.3	2.1	46.4
	6	122	99.2	71.6	26.6	1.8	28.4
	7	245	98.0	59.3	36.3	4.4	40.7
	8	102	100.0	63.2	31.6	5.3	36.8
Social Studies							
2009	3	115	100.0	58.7	28.8	12.5	41.3
	4	233	100.0	43.5	52.8	3.7	56.5
	5	101	100.0	55.3	38.3	6.4	44.7
	6	122	99.2	35.7	57.4	7.0	64.3
	7	245	97.6	72.3	23.2	4.5	27.7
	8	105	97.1	39.4	54.3	6.4	60.6
Writing							
2009	3	232	98.3	57.0	20.6	22.4	43.0
	4	235	98.7	50.5	37.3	12.3	49.5
	5	205	99.0	56.7	31.4	11.9	43.3
	6	243	95.1	59.1	35.9	5.0	40.9
	7	242	96.7	57.1	35.3	7.6	42.9
	8	213	96.7	54.1	35.6	10.3	45.9

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	209	98.1	30.4	46.4	16.0	7.2	36.6	61.8	No	Yes
Male	105	98.1	30.6	45.9	17.3	6.1	37.8	57.4	N/A	N/A
Female	104	98.1	30.2	46.9	14.6	8.3	35.4	66.1	N/A	N/A
White	27	92.6	19.0	33.3	33.3	14.3	61.9	74.3	I/S	I/S
African American	157	99.4	30.7	48.0	14.7	6.7	34.0	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	23	95.7	42.9	42.9	9.5	4.8	28.6	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	33	93.9	70.0	20.0	6.7	3.3	16.7	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	21	100.0	45.0	45.0	5.0	5.0	25.0	38.5	I/S	I/S
Subsized meals	144	99.3	31.7	48.2	15.1	5.0	32.4	45.6	No	Yes

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

All Students	209	98.1	38.1	36.1	18.0	7.7	38.7	62.7	No	Yes
Male	105	98.1	37.8	37.8	18.4	6.1	35.7	61.8	N/A	N/A
Female	104	98.1	38.5	34.4	17.7	9.4	41.7	63.6	N/A	N/A
White	27	92.6	38.1	23.8	14.3	23.8	47.6	75.1	I/S	I/S
African American	157	99.4	38.7	38.0	18.0	5.3	36.0	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	23	95.7	33.3	33.3	23.8	9.5	52.4	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	33	93.9	80.0	13.3	3.3	3.3	13.3	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	21	100.0	35.0	30.0	25.0	10.0	50.0	52.3	I/S	I/S
Subsized meals	144	99.3	36.7	36.7	20.1	6.5	38.8	47.9	No	Yes

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

All Students	205	69.3	63.9	2.9	2.4	N/A	N/A	N/A	N/A	N/A
Male	103	65.0	59.2	3.9	1.9	N/A	N/A	N/A	N/A	N/A
Female	102	73.5	68.6	2.0	2.9	N/A	N/A	N/A	N/A	N/A
White	27	63.0	55.6	7.4	N/A	N/A	N/A	N/A	N/A	N/A
African American	154	71.4	66.2	1.9	3.2	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	22	63.6	59.1	4.5	N/A	N/A	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	29	58.6	55.2	3.4	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	21	66.7	61.9	4.8	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	141	70.9	66.0	2.1	2.8	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	230	96.5	23.5	42.2	27.5	6.9	50.0	69.7
	2009	209	98.1	30.4	46.4	16.0	7.2	36.6	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	229	96.5	30.9	41.2	24.0	3.9	37.7	67.2
	2009	209	98.1	38.1	36.1	18.0	7.7	38.7	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	10.9%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.9%	0.0%	No
Student attendance rate, grades K-8	96.7%	94.0%*	Yes

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