

Union School District

130 W. Main Street
Union, South Carolina

Grades PK-12 District
Enrollment 4,629 Students
Superintendent Dr. David L. Eubanks 864-429-1740
Board Chair Dr. Wanda R. All 864-429-0746

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	Below Average	Below Average
2007	Below Average	Below Average
2006	Below 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

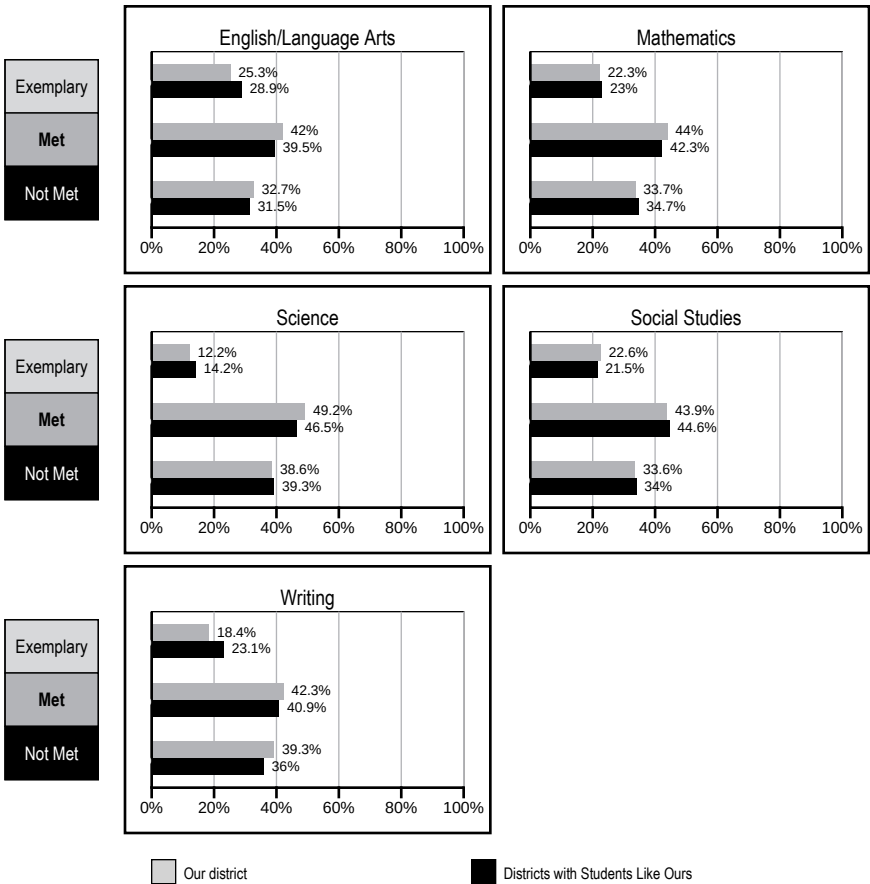
98.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	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	71.8%	73.4%	71.1%	75.4%	78.1%	72.3%
Passed one subtest	15.7%	14.1%	13.5%	13.7%	11.2%	14.6%
Passed no subtests	12.5%	12.5%	15.4%	10.9%	10.6%	13.1%

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	76.5%	75.3%
English 1	54.3%	61.2%
Physical Science	49.3%	45.0%
US History and the Constitution	33.6%	35.3%
All Subjects	54.7%	54.8%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=4,629)				
First graders who attended full-day kindergarten	99.7%	Down from 100.0%	100.0%	99.7%
Retention rate	2.9%	Down from 4.0%	3.4%	3.1%
Attendance rate	94.6%	Up from 94.4%	95.7%	95.7%
Eligible for gifted and talented	12.5%	Down from 13.5%	11.7%	11.2%
With disabilities other than speech	14.3%	Down from 14.4%	10.7%	10.6%
Older than usual for grade	3.0%	Down from 3.5%	4.9%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 1.6%	0.6%	0.5%
Enrolled in AP/IB programs	6.6%	Up from 5.1%	7.8%	10.5%
Successful on AP/IB exams	51.1%	Up from 30.3%	51.1%	51.2%
Eligible for LIFE Scholarship	9.9%	Up from 7.5%	29.5%	30.8%
Enrolled in adult education GED or diploma programs	53	Down from 92	40	40
Completions in adult education GED or diploma programs	53	Down from 91	22	30
Annual dropout rate	3.4%	Up from 0.6%	4.0%	3.4%
Teachers (n=333)				
Teachers with advanced degrees	56.5%	Up from 56.4%	56.4%	56.8%
Continuing contract teachers	73.6%	Down from 75.2%	78.7%	76.7%
Teachers with emergency or provisional certificates	4.3%	Down from 6.5%	4.9%	4.6%
Teachers returning from previous year	90.1%	Up from 89.1%	88.2%	88.4%
Teacher attendance rate	94.7%	Up from 93.6%	95.2%	95.0%
Average teacher salary*	\$47,078	Up 3.1%	\$46,188	\$46,992
Vacancies for more than nine weeks	0.0%	Down from 0.3%	0.4%	0.4%
Professional development days/teacher	12.4 days	Down from 14.9 days	13.4 days	13.1 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.2 to 1	20.1 to 1	20.5 to 1
Prime instructional time	88.8%	Up from 86.6%	89.7%	89.8%
Dollars spent per pupil**	\$8,761	Up 5.0%	\$9,347	\$9,279
Percent of expenditures for teacher salaries**	55.1%	Down from 56.2%	52.7%	52.7%
Percent of expenditures for instruction**	58.8%	Down from 60.5%	56.1%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	9	Down from 10	9	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	10.1%	Up from 8.2%	2.3%	3.5%
Average age in years of school facilities	43 Years	No Change	28 Years	28 Years
Number of schools with SACS accreditation	9.0	Down from 10.0	9.0	8.0
Parents attending conferences	96.0%	N/A	95.1%	93.9%
Average administrator salary	\$77,098	Up 4.9%	\$78,492	\$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	276	90.9%	1284	54.7%	342	72.5%	No
Gender							
Male	122	88.5%	680	55.3%	163	66.9%	N/A
Female	154	92.9%	604	54.0%	179	77.7%	N/A
Racial/Ethnic Group							
White	165	93.3%	743	63.7%	198	73.2%	N/A
African American	107	86.9%	515	41.2%	136	72.1%	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	32	56.3%	168	21.4%	50	36.0%	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	11	54.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	148	86.5%	692	43.5%	185	66.5%	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	90.9%	92.9%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	342	393
Number of Diplomas	248	300
Rate	72.5%	75.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	449	443	465	453	432	444	1346	1341		
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	16.4	17.5	18.2	18.4	17.1	18.0	17.4	18.4	17.4	18.2
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

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

District Superintendent's Report

The 2008-2009 school year has presented many challenges. The greatest has been the reduction of school funding from state sources. Every effort has been made to reduce expenses and retain programs and staff important to student achievement. Union County Schools has excellent student-teacher ratios, and the goal has been to retain that very important statistic. Smaller classes result in greater attention by teachers to the progress of each student. It can also result in more and better communication with the home. The Board of Trustees, staff, and administration have worked hard to examine every aspect of school district operations to assure that the emphasis continues to be on the classroom.

Progress continues on two new schools. One will replace Sims Jr. High and Excelsior Middle schools and will house grades six, seven, and eight. The other will replace Jonesville Elementary and Jonesville Middle and will house kindergarten through grade eight. The addition of these two schools and the closing of four current schools have helped tremendously with budget preparation for 2009-2010. Efficiencies gained in these two facilities will pay dividends to Union County Schools for many years to come as they provide a great environment for the students in Union County to grow and learn.

Two academic programs were added during the 2008-2009 school year. A foreign language program was added for all students in kindergarten through grade eight. This is a very important area for all students as they grow up in an economy that has no international borders. Students must seek to understand the cultures and languages of many people. An orchestra program was also added for grade five with the goal to move the program to grade six in 2009-2010 and expand one additional grade level each year. There were over eighty students enrolled with the program during the first year with that number exceeding expectation. It is anticipated that the number will increase in future years and will provide another opportunity for students to experience an area that will provide enjoyment for a lifetime.

Progress continues as do challenges. Every effort must be made to seek areas to improve. We must hire the best staff, have high expectations, and maintain focus on our core business, which is student achievement.

Dr. David L. Eubanks, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 18 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

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
Buffalo Elementary	NI	Jonesville Elementary	CSI-DELAY
Foster Park Elementary	NI	Monarch Elementary	CSI-DELAY

The Union School District consists of 9 public schools with 4 of these schools, or 44.4%, 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	2091	100.0	32.5	42.1	25.4	78.2	82.8	Yes	Yes
Gender									
Male	1083	100.0	35.0	40.6	24.4	75.5	79.3	N/A	N/A
Female	1008	100.0	29.9	43.7	26.4	80.9	86.5	N/A	N/A
Racial/Ethnic Group									
White	1253	100.0	25.0	41.9	33.1	83.7	89.5	Yes	Yes
African American	809	100.0	44.3	43.0	12.6	69.5	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	16	100.0	33.3	33.3	33.3	80.0	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	394	100.0	60.4	32.7	6.9	52.5	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	12	100.0	33.3	25.0	41.7	75.0	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	1362	100.0	39.3	42.4	18.4	73.7	75.5	Yes	Yes

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

All Students	2091	100.0	33.3	44.3	22.4	77.2	78.9	Yes	Yes
Gender									
Male	1083	100.0	33.6	42.6	23.9	76.8	77.0	N/A	N/A
Female	1008	100.0	33.0	46.2	20.8	77.6	80.9	N/A	N/A
Racial/Ethnic Group									
White	1253	100.0	26.0	43.6	30.4	82.1	87.2	Yes	Yes
African American	809	100.0	45.1	45.5	9.5	69.0	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	16	100.0	26.7	53.3	20.0	86.7	76.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	394	100.0	63.3	31.4	5.3	51.5	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	12	100.0	25.0	41.7	33.3	83.3	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	1362	100.0	39.6	44.7	15.7	72.1	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	1382	99.9	38.1	49.6	12.3	61.9	67.5
Gender							
Male	711	99.9	36.7	48.5	14.7	63.3	67.0
Female	671	99.9	39.5	50.7	9.8	60.5	68.0
Racial/Ethnic Group							
White	842	100.0	29.5	53.5	17.0	70.5	79.5
African American	522	99.6	52.2	43.7	4.2	47.8	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	265	100.0	66.0	30.1	3.9	34.0	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	6	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	889	99.8	44.6	47.8	7.6	55.4	55.1
Social Studies							
All Students	1385	100.0	32.9	44.3	22.8	67.1	72.3
Gender							
Male	717	100.0	31.2	40.1	28.7	68.8	71.5
Female	668	100.0	34.8	48.6	16.6	65.2	73.2
Racial/Ethnic Group							
White	860	100.0	27.3	44.3	28.4	72.7	80.7
African American	506	100.0	42.9	44.1	12.9	57.1	60.0
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	11	100.0	18.2	63.6	18.2	81.8	68.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	259	100.0	58.7	32.0	9.3	41.3	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	10	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	878	100.0	38.3	46.2	15.5	61.7	62.1

Abbreviations for Missing Data

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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	District Attendance Rate	State Attendance Rate
Writing									
All Students	2091	99.0	38.9	40.3	20.8	61.1	70.2	95.6	96.1
Gender									
Male	1083	98.4	44.5	39.4	16.1	55.5	63.2	95.5	96.0
Female	1008	99.5	33.0	41.3	25.8	67.0	77.5	95.7	96.3
Racial/Ethnic Group									
White	1256	99.0	31.6	42.2	26.2	68.4	79.1	95.0	95.9
African American	806	98.9	50.6	37.5	11.9	49.4	57.6	96.5	96.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.2	96.2	97.3
Hispanic	16	100.0	26.7	46.7	26.7	73.3	62.6	96.7	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.7	96.0	94.9
Disability Status									
Disabled	388	96.7	80.9	15.2	3.9	19.1	26.1	94.7	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	12	100.0	25.0	41.7	33.3	75.0	61.2	97.3	96.8
Socio-Economic Status									
Subsidized meals	1344	98.6	46.9	38.6	14.5	53.1	58.9	95.2	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	351	100.0	29.9	35.2	34.9	70.1
	4	336	100.0	27.7	46.1	26.2	72.3
	5	350	100.0	25.5	50.4	24.0	74.5
	6	381	100.0	36.0	40.3	23.7	64.0
	7	340	100.0	39.9	37.5	22.7	60.1
	8	333	100.0	35.7	43.6	20.7	64.3
Mathematics							
2009	3	351	100.0	37.5	40.2	22.3	62.5
	4	336	100.0	24.9	40.8	34.3	75.1
	5	350	100.0	37.8	48.4	13.8	62.2
	6	381	100.0	31.2	46.8	22.0	68.8
	7	340	100.0	33.5	44.4	22.1	66.5
	8	333	100.0	34.5	45.1	20.4	65.5
Science							
2009	3	174	100.0	47.6	37.6	14.7	52.4
	4	335	100.0	34.4	50.6	15.0	65.6
	5	173	100.0	38.6	55.6	5.8	61.4
	6	191	99.5	45.9	47.0	7.0	54.1
	7	340	100.0	32.3	53.8	13.9	67.7
	8	169	99.4	37.7	48.1	14.2	62.3
Social Studies							
2009	3	178	100.0	20.9	47.7	31.4	79.1
	4	336	100.0	22.1	54.2	23.7	77.9
	5	177	100.0	43.5	40.0	16.5	56.5
	6	190	100.0	31.2	54.8	14.0	68.8
	7	339	100.0	44.5	34.2	21.2	55.5
	8	165	100.0	34.4	33.8	31.8	65.6
Writing							
2009	3	354	98.9	41.0	28.3	30.7	59.0
	4	335	98.2	31.6	44.9	23.4	68.4
	5	353	99.2	36.7	42.2	21.1	63.3
	6	377	98.7	40.9	41.4	17.7	59.1
	7	340	99.1	43.5	42.2	14.3	56.5
	8	332	99.7	39.1	43.1	17.8	60.9

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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	324	98.8	20.6	37.9	23.5	18.0	54.2	61.8	No	Yes
Male	166	98.2	19.6	37.9	21.6	20.9	52.9	57.4	N/A	N/A
Female	158	99.4	21.6	37.9	25.5	15.0	55.6	66.1	N/A	N/A
White	198	99.5	20.9	31.6	23.5	24.1	56.7	74.3	No	Yes
African American	120	97.5	21.2	48.7	23.9	6.2	48.7	44.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	2	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	60	100.0	64.9	24.6	8.8	1.8	15.8	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	177	98.3	28.5	44.2	19.4	7.9	41.8	45.6	No	Yes

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

All Students	323	98.8	22.3	26.2	29.8	21.6	63.0	62.7	No	Yes
Male	165	98.8	21.6	21.6	29.4	27.5	68.0	61.8	N/A	N/A
Female	158	98.7	23.0	30.9	30.3	15.8	57.9	63.6	N/A	N/A
White	198	99.5	19.8	19.8	34.2	26.2	71.1	75.1	Yes	Yes
African American	119	97.5	27.7	38.4	22.3	11.6	47.3	45.1	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	2	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	60	98.3	60.7	23.2	10.7	5.4	25.0	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	176	98.9	27.9	32.1	27.9	12.1	52.1	47.9	Yes	Yes

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

All Students	322	86.0	56.8	15.2	8.1	5.9	N/A	N/A	N/A	N/A
Male	164	87.2	50.0	18.3	11.6	7.3	N/A	N/A	N/A	N/A
Female	158	84.8	63.9	12.0	4.4	4.4	N/A	N/A	N/A	N/A
White	197	86.3	51.3	18.8	10.2	6.1	N/A	N/A	N/A	N/A
African American	119	84.9	66.4	10.1	4.2	4.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	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	58	55.2	51.7	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	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	175	81.7	62.3	12.6	4.6	2.3	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	324	98.1	16.0	40.2	30.1	13.7	55.9	69.7
	2009	324	98.8	20.6	37.9	23.5	18.0	54.2	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	323	98.5	20.9	33.3	33.0	12.7	58.8	67.2
	2009	323	98.8	22.3	26.2	29.8	21.6	63.0	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	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No
Student attendance rate, grades K-8	94.6%	94.0%*	Yes

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