

York 1 School District

1475 East Liberty Street
York, South Carolina

Grades	PK-12 District	
Enrollment	5,286 Students	
Superintendent	Dr Vernon Prosser	803-684-9916
Board Chair	Chris Revels	803-925-2840

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	Average
2006	Average	At-Risk
2005	Good	Below 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

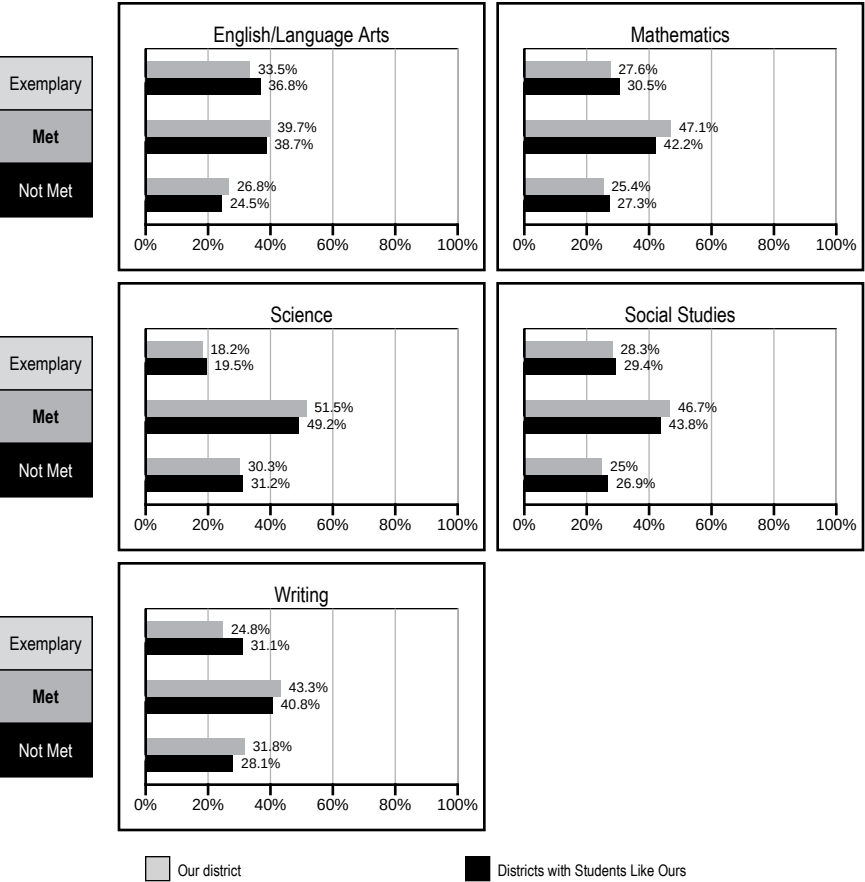
96.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	12	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	83.6%	86.1%	73.2%	80.8%	81.9%	77.2%
Passed one subtest	11.4%	9.5%	15.5%	10.9%	9.9%	12.1%
Passed no subtests	0.5%	4.4%	11.3%	8.3%	8.5%	10.8%

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	74.4%	78.2%
English 1	67.5%	69.5%
Physical Science	56.3%	56.1%
US History and the Constitution	28.8%	40.1%
All Subjects	57.7%	62.2%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=5,286)				
First graders who attended full-day kindergarten	99.5%	Down from 100.0%	98.7%	99.7%
Retention rate	2.1%	Down from 2.4%	2.5%	3.1%
Attendance rate	95.7%	Down from 95.8%	95.7%	95.7%
Eligible for gifted and talented	13.2%	Down from 13.7%	13.7%	11.2%
With disabilities other than speech	9.6%	Up from 9.4%	10.8%	10.6%
Older than usual for grade	2.8%	No Change	3.2%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.8%	0.7%	0.5%
Enrolled in AP/IB programs	7.3%	Up from 5.6%	16.1%	10.5%
Successful on AP/IB exams	42.9%	Down from 76.2%	54.0%	51.2%
Eligible for LIFE Scholarship	58.2%	Up from 32.0%	33.1%	30.8%
Enrolled in adult education GED or diploma programs	11	Down from 17	96	40
Completions in adult education GED or diploma programs	11	Down from 17	67	30
Annual dropout rate	2.9%	Down from 3.8%	3.4%	3.4%
Teachers (n=357)				
Teachers with advanced degrees	65.0%	Up from 63.2%	58.3%	56.8%
Continuing contract teachers	90.2%	Up from 83.9%	79.1%	76.7%
Teachers with emergency or provisional certificates	1.8%	Up from 1.3%	3.6%	4.6%
Teachers returning from previous year	91.7%	Down from 91.9%	90.0%	88.4%
Teacher attendance rate	94.9%	Down from 95.1%	95.4%	95.0%
Average teacher salary*	\$49,152	Up 4.0%	\$47,477	\$46,992
Vacancies for more than nine weeks	0.0%	No Change	0.1%	0.4%
Professional development days/teacher	12.9 days	Down from 13.3 days	13.0 days	13.1 days
District				
Superintendent's years at district	0.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 20.5 to 1	20.8 to 1	20.5 to 1
Prime instructional time	89.5%	Up from 89.1%	90.0%	89.8%
Dollars spent per pupil**	\$8,697	Up 6.3%	\$8,949	\$9,279
Percent of expenditures for teacher salaries**	56.3%	Down from 56.7%	55.8%	52.7%
Percent of expenditures for instruction**	59.2%	Down from 59.8%	58.9%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	8	No Change	15	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	5.8%	Up from 5.5%	4.8%	3.5%
Average age in years of school facilities	22 Years	No Change	26 Years	28 Years
Number of schools with SACS accreditation	8.0	No Change	15.0	8.0
Parents attending conferences	96.1%	N/A	95.1%	93.9%
Average administrator salary	\$81,359	Up 3.9%	\$79,295	\$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	296	98.0%	1663	57.7%	318	83.6%	Yes
Gender							
Male	146	97.9%	806	59.3%	156	80.1%	N/A
Female	150	98.0%	857	56.2%	162	87.0%	N/A
Racial/Ethnic Group							
White	230	97.8%	1210	64.4%	248	82.7%	N/A
African American	52	98.1%	360	38.1%	55	85.5%	N/A
Asian/Pacific Islander	N/A	N/A	28	60.7%	N/A	N/A	N/A
Hispanic	N/A	N/A	51	35.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	14	64.3%	N/A	N/A	N/A
Disability Status							
Disabled	17	76.5%	180	30.0%	20	55.0%	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	44	27.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	124	96.8%	889	48.5%	135	80.0%	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	98.0%	94.5%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	318	973
Number of Diplomas	266	701
Rate	83.6%	74.9%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	493	492	510	502	466	470	1469	1464		
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	18.0	18.4	19.8	19.7	19.3	18.9	19.0	19.4	19.2	19.1
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 single-member seats, 2 trustees elected to at-large seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	24.3 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Sparking potential. Inspiring success. These four words embody our school district's goal of providing our students with the support they will need to be successful in their life's aspirations. York School District One offers a student-centered learning environment that is safe, caring, individualized, and challenging. Using progressive educational approaches coupled with an emphasis on traditional expectations for student behavior and work ethic, our teachers and staff help each student find the right formula for success.

Our goal of creating a college-going culture continues to be reached by way of our positive achievement indicators. Our graduates go on to some of the most prestigious colleges in the nation, knowing that they have a solid educational background. The same is true for our graduates who go directly to work, into the military, or to other two and four year colleges and universities.

Our greatest strength continues to rest in our community stakeholders. We enjoy strong, unified support of our students and schools across the full expanse of the district. From the town of York, to the communities of Hickory Grove, Smyrna, Sharon, and McConnells, your support of our schools is what makes this district special.

Our teachers realize that the timeless traits of good teaching never change, and we promise that you can always count on them to be nurturing, challenging, inspiring, respectful, protective, and dependable.

This is truly an exciting time for our school community. We are anxiously awaiting the construction completion of our new high school and technology center. Opening in fall 2010, these state-of-the-art facilities will serve as reminders of our communities' commitment to education and the progression of this school district.

As our comprehensive high school alma-mater states, "We are one, we are many...different people, yet the same." This is who we are. Sparking potential. Inspiring success. – This is what we do!

Russell W. Booker, Ph.D.
Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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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	Newly Identified
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The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status
Hunter Street Elementary	RP-DELAY

The York 1 School District consists of 8 public schools with 1 of these schools, or 12.5%, 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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	2392	99.8	26.4	39.8	33.8	83.4	82.8	Yes	Yes
Gender									
Male	1212	99.8	31.5	37.4	31.1	78.7	79.3	N/A	N/A
Female	1180	99.8	21.1	42.3	36.5	88.2	86.5	N/A	N/A
Racial/Ethnic Group									
White	1761	99.8	22.3	38.7	39.1	85.9	89.5	Yes	Yes
African American	477	100.0	38.5	44.7	16.8	75.7	73.7	Yes	Yes
Asian/Pacific Islander	24	100.0	20.8	45.8	33.3	95.8	92.3	I/S	I/S
Hispanic	100	100.0	37.9	38.9	23.2	73.7	76.5	Yes	Yes
American Indian/Alaskan	30	96.7	42.3	30.8	26.9	80.8	82.5	I/S	I/S
Disability Status									
Disabled	337	99.1	57.9	26.0	16.1	50.3	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	82	100.0	42.9	41.6	15.6	72.7	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	1388	99.8	34.6	40.8	24.7	78.6	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	2391	99.8	24.9	47.4	27.7	82.6	78.9	Yes	Yes
Gender									
Male	1211	99.8	28.9	45.8	25.3	79.1	77.0	N/A	N/A
Female	1180	99.8	20.8	49.1	30.1	86.1	80.9	N/A	N/A
Racial/Ethnic Group									
White	1760	99.8	21.4	47.3	31.3	85.5	87.2	Yes	Yes
African American	477	100.0	36.5	47.8	15.6	72.8	66.7	Yes	Yes
Asian/Pacific Islander	24	100.0	25.0	41.7	33.3	83.3	93.0	I/S	I/S
Hispanic	100	100.0	26.3	50.5	23.2	82.1	76.0	Yes	Yes
American Indian/Alaskan	30	96.7	42.3	46.2	11.5	65.4	79.5	I/S	I/S
Disability Status									
Disabled	337	99.1	55.3	32.9	11.8	56.6	45.5	Yes	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	82	100.0	29.9	51.9	18.2	76.6	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	1387	99.9	31.4	48.9	19.7	77.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

NAV–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	1582	99.9	29.8	52.2	18.0	70.2	67.5
Gender							
Male	800	99.9	32.7	47.0	20.3	67.3	67.0
Female	782	99.9	26.8	57.5	15.7	73.2	68.0
Racial/Ethnic Group							
White	1169	99.8	25.5	52.7	21.8	74.5	79.5
African American	309	100.0	45.3	47.7	7.0	54.7	50.3
Asian/Pacific Islander	13	100.0	7.7	76.9	15.4	92.3	84.3
Hispanic	72	100.0	38.2	52.9	8.8	61.8	60.7
American Indian/Alaskan	19	100.0	22.2	72.2	5.6	77.8	71.2
Disability Status							
Disabled	221	100.0	53.2	35.0	11.8	46.8	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	54	100.0	42.0	56.0	2.0	58.0	59.6
Socio-Economic Status							
Subsided meals	921	99.8	38.6	49.9	11.4	61.4	55.1

Social Studies

All Students	1567	99.9	24.2	47.5	28.3	75.8	72.3
Gender							
Male	800	100.0	25.4	45.2	29.3	74.6	71.5
Female	767	99.7	22.9	49.9	27.3	77.1	73.2
Racial/Ethnic Group							
White	1173	99.9	21.5	45.5	33.1	78.5	80.7
African American	302	99.7	36.2	51.3	12.5	63.8	60.0
Asian/Pacific Islander	15	100.0	6.7	66.7	26.7	93.3	88.5
Hispanic	59	100.0	21.4	58.9	19.6	78.6	68.0
American Indian/Alaskan	18	100.0	26.7	66.7	6.7	73.3	72.2
Disability Status							
Disabled	226	100.0	48.0	39.7	12.3	52.0	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	47	100.0	20.5	59.1	20.5	79.5	67.9
Socio-Economic Status							
Subsided meals	896	99.9	30.1	50.2	19.6	69.9	62.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

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	2388	98.0	31.4	41.4	27.2	68.6	70.2	96.1	96.1
Gender									
Male	1220	97.1	40.5	39.7	19.8	59.5	63.2	96.0	96.0
Female	1168	99.0	22.0	43.2	34.8	78.0	77.5	96.1	96.3
Racial/Ethnic Group									
White	1753	98.4	27.7	41.4	30.8	72.3	79.1	95.7	95.9
African American	476	96.4	41.6	43.0	15.3	58.4	57.6	97.0	96.3
Asian/Pacific Islander	24	100.0	29.2	41.7	29.2	70.8	86.2	96.7	97.3
Hispanic	105	100.0	42.4	34.3	23.2	57.6	62.6	96.8	96.5
American Indian/Alaskan	30	93.3	48.0	40.0	12.0	52.0	68.7	96.4	94.9
Disability Status									
Disabled	330	89.7	73.9	20.0	6.1	26.1	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	82	100.0	48.1	34.2	17.7	51.9	61.2	97.0	96.8
Socio-Economic Status									
Subsidized meals	1372	97.7	39.4	41.3	19.4	60.6	58.9	95.7	95.6

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	430	100.0	26.4	35.4	38.2	73.6
	4	411	99.8	30.5	38.3	31.3	69.5
	5	397	100.0	18.0	47.8	34.1	82.0
	6	399	99.3	27.6	41.7	30.6	72.4
	7	352	100.0	23.6	36.6	39.9	76.4
	8	403	99.8	31.7	39.2	29.0	68.3
Mathematics							
2009	3	430	100.0	35.7	42.0	22.4	64.3
	4	410	100.0	25.0	49.0	26.0	75.0
	5	397	100.0	19.9	53.8	26.3	80.1
	6	399	99.3	20.6	45.5	33.9	79.4
	7	352	100.0	16.3	45.9	37.8	83.7
	8	403	99.8	30.1	48.7	21.2	69.9
Science							
2009	3	219	100.0	35.8	50.0	14.2	64.2
	4	409	100.0	32.6	55.4	12.0	67.4
	5	201	99.5	22.8	57.6	19.6	77.2
	6	201	99.5	36.2	52.7	11.2	63.8
	7	349	100.0	16.8	52.1	31.1	83.2
	8	203	100.0	40.4	42.6	17.0	59.6
Social Studies							
2009	3	212	99.5	21.6	47.4	30.9	78.4
	4	410	100.0	19.5	53.6	26.8	80.5
	5	201	100.0	21.8	51.3	26.9	78.2
	6	196	100.0	19.9	58.6	21.5	80.1
	7	349	100.0	29.5	38.3	32.2	70.5
	8	199	99.5	33.7	36.4	29.9	66.3
Writing							
2009	3	428	98.8	37.2	32.4	30.4	62.8
	4	409	98.3	36.0	44.1	19.9	64.0
	5	398	95.7	25.4	40.6	34.0	74.6
	6	396	99.0	32.1	41.2	26.7	67.9
	7	353	98.0	25.2	44.1	30.7	74.8
	8	404	98.3	31.0	46.8	22.2	69.0

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	370	99.7	17.1	35.3	31.4	16.2	58.0	61.8	No	Yes
Male	196	99.5	24.3	30.2	31.7	13.8	55.0	57.4	N/A	N/A
Female	174	100.0	8.9	41.1	31.0	19.0	61.3	66.1	N/A	N/A
White	250	100.0	13.6	31.7	35.0	19.8	66.3	74.3	Yes	Yes
African American	97	99.0	28.3	43.5	21.7	6.5	35.9	44.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	15	100.0	6.7	46.7	26.7	20.0	60.0	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	42	100.0	57.1	21.4	7.1	14.3	26.2	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	5	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	185	99.5	22.5	43.8	23.6	10.1	41.6	45.6	No	Yes

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

All Students	370	99.5	19.9	31.4	22.4	26.3	60.2	62.7	Yes	Yes
Male	196	99.0	22.8	30.7	19.6	27.0	56.6	61.8	N/A	N/A
Female	174	100.0	16.7	32.1	25.6	25.6	64.3	63.6	N/A	N/A
White	250	99.6	15.6	30.0	22.6	31.7	66.3	75.1	Yes	Yes
African American	97	99.0	33.7	35.9	18.5	12.0	42.4	45.1	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	15	100.0	6.7	33.3	26.7	33.3	66.7	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	42	100.0	59.5	21.4	9.5	9.5	21.4	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	5	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	185	99.5	28.7	36.5	17.4	17.4	47.8	47.9	No	Yes

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

All Students	363	94.2	58.7	18.5	11.0	6.1	N/A	N/A	N/A	N/A
Male	192	94.8	59.4	16.1	10.9	8.3	N/A	N/A	N/A	N/A
Female	171	93.6	57.9	21.1	11.1	3.5	N/A	N/A	N/A	N/A
White	248	94.8	53.2	19.8	13.3	8.5	N/A	N/A	N/A	N/A
African American	92	93.5	73.9	16.3	3.3	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	15	100.0	60.0	13.3	26.7	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	35	94.3	91.4	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	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	180	92.8	72.8	9.4	5.6	5.0	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	392	100.0	8.7	30.0	40.3	21.1	71.6	69.7
	2009	370	99.7	17.1	35.3	31.4	16.2	58.0	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	392	99.2	7.9	31.4	38.3	22.4	72.3	67.2
	2009	370	99.5	19.9	31.4	22.4	26.3	60.2	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	95.7%	94.0%*	Yes

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