



Clarendon 1 School District

P. O. Box 38, 12 South
Summerton, South

Grades	PK-12 District	
Enrollment	931 Students	
Superintendent	Dr. Rose H. Wilder	803-485-2325
Board Chair	Mr. John D. Bonaparte	803-505-2222

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good*
2009	Below Average	At-Risk
2008	Below Average	Excellent
2007	At-Risk	At-Risk
2006	Below Average	Below Average

* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 2009-10 whose 2008-09 test scores were located

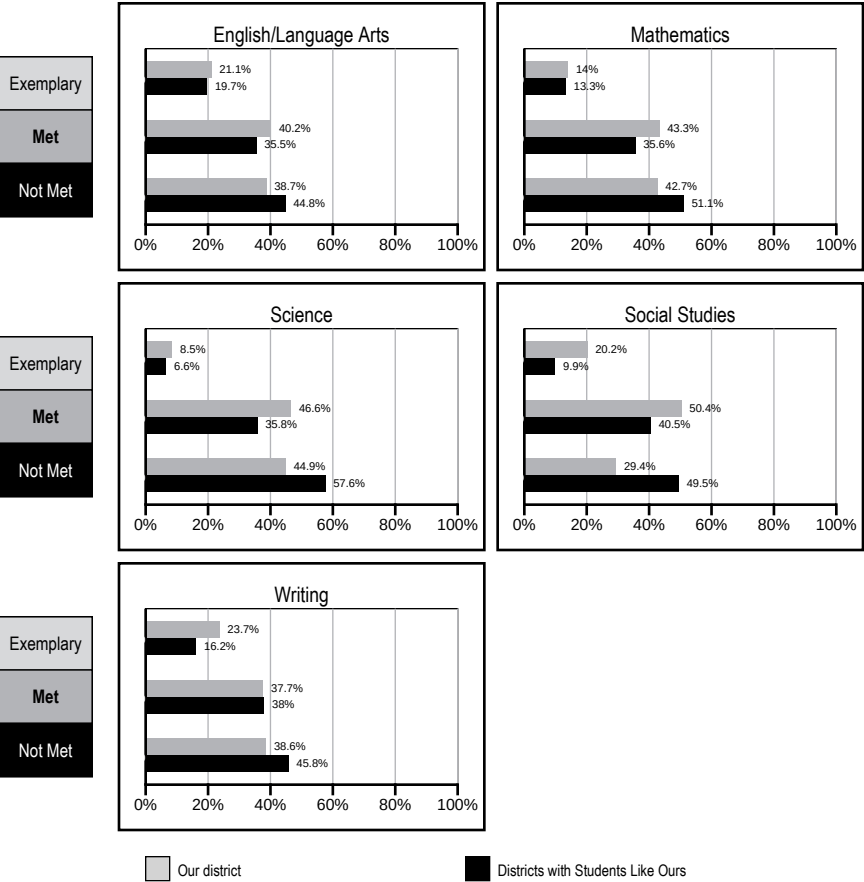
97.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	7	5

* Ratings are calculated with data available by 03/24/2011.

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	2008	2009	2010	2008	2009	2010
Passed both subtests	67.8%	64.0%	69.8%	67.5%	60.7%	61.6%
Passed one subtest	20.7%	20.0%	19.1%	15.7%	20.8%	17.5%
Passed no subtests	11.5%	16.0%	11.1%	16.8%	18.5%	20.9%

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	76.9%	60.1%
English 1	67.3%	51.7%
Physical Science	60.0%	36.1%
US History and the Constitution	23.1%	20.6%
All Subjects	55.6%	42.6%

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=931)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	1.2%	Down from 2.7%	3.2%	2.3%
Attendance rate	97.6%	No Change	95.4%	95.8%
Eligible for gifted and talented	7.6%	Down from 9.2%	5.6%	14.3%
With disabilities other than speech	10.9%	Down from 11.1%	10.7%	10.5%
Older than usual for grade	4.9%	Down from 6.2%	6.0%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 2.0%	0.7%	0.7%
Enrolled in AP/IB programs	0.0%	No Change	6.1%	12.1%
Successful on AP/IB exams	N/A	N/A	38.1%	50.0%
Eligible for LIFE Scholarship	26.4%	Down from 33.7%	28.4%	31.4%
Enrolled in adult education GED or diploma programs	1	Down from 2	35	47
Completions in adult education GED or diploma programs	1	Down from 2	10	29
Annual dropout rate	1.3%	Down from 1.8%	2.1%	3.1%
Teachers (n=61)				
Teachers with advanced degrees	54.1%	Up from 51.5%	55.2%	58.8%
Continuing contract teachers	57.4%	Up from 54.5%	67.1%	81.5%
Teachers with emergency or provisional certificates	15.2%	Up from 10.3%	14.5%	4.0%
Teachers returning from previous year	75.2%	Up from 69.3%	82.6%	89.3%
Teacher attendance rate	96.2%	Up from 94.9%	95.1%	95.3%
Average teacher salary*	\$41,846	Up 1.3%	\$43,274	\$46,618
Vacancies for more than nine weeks	1.6%	Up from 0.0%	1.6%	0.2%
Professional development days/teacher	14.7 days	Up from 14.5 days	11.6 days	12.6 days
District				
Superintendent's years at district	6.0	Up from 5.0	1.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 17.2 to 1	19.5 to 1	20.9 to 1
Prime instructional time	92.3%	Up from 89.8%	89.4%	89.9%
Dollars spent per pupil**	\$12,648	Up 8.3%	\$11,372	\$9,364
Percent of expenditures for teacher salaries**	42.5%	Down from 46.0%	47.4%	53.3%
Percent of expenditures for instruction**	45.3%	Down from 50.3%	51.5%	56.3%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	4	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	3.4%	Up from 1.5%	3.8%	2.4%
Average age in years of school facilities	33 Years	Up from 32 Years	34 Years	27 Years
Number of schools with SACS accreditation	4.0	No Change	4.0	8.0
Parents attending conferences	99.3%	Up from 74.9%	96.7%	97.1%
Average administrator salary	\$76,530	No Change	\$74,681	\$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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	83	85.5%	257	55.6%	95	77.9%	N/A
Gender							
Male	43	79.1%	106	48.1%	52	69.2%	N/A
Female	40	92.5%	151	60.9%	43	88.4%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	82	85.4%	245	53.9%	92	79.3%	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	12	58.3%	26	15.4%	13	53.8%	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	76	84.2%	195	52.3%	85	76.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	85.5%	84.6%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	97	95	165	185
Number of Graduates in Cohort	79	74	117	131
Rate	81.4%	77.9%	70.5%	72.1%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	379	N/A	412	N/A	393	N/A	1184	N/A		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	14.7	12.7	16.7	16.2	16.2	14.6	16.8	16.4	16.3	15.1
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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School District Governance

Board Membership	5 trustees elected to at-large seats, 4 trustees appointed
Fiscal Authority	County Council
Average Number of Hours of Training Annually	18.2 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

It has been a banner year for Clarendon School District One!!!! We are continuing our quest for excellence. Three of our four schools, Summerton Early Childhood Center, St. Paul Elementary, and Scott's Branch Middle, earned the title of "Red Carpet School." The middle school met AYP, and the high school won the Gold Award for student achievement for the third consecutive time. St. Paul Elementary School earned a Silver Award from the USDA for promoting healthy eating habits. Summerton Early Childhood Center is in the initial phase of seeking national accreditation. St. Paul Elementary School received a letter of commendation from Save the Children because of the strong viable partnership and success with the program at the school. St. Paul was also selected as a pilot site by the state to use Edison Learning Force as a part of the curriculum. Scott's Branch Middle is a partner with Edison Learning. All schools were reaccredited by the Southern Association of Colleges and Schools. We were able to continue the infusion of the arts in our curriculum.

All students in grades 5th and 6th were given laptops for instructional and personal use. This initiative was made possible through a competitive grant. Kindergarten through fifth grade teachers had the capability through technology to view out-of-state teachers as they taught, and those teachers could also observe our teachers teaching. We were able to have this experience with a grant from the Anneburg Foundation. We had our groundbreaking celebration in February for a new elementary school that is scheduled for opening in the 2011-12 school year.

Our students continued the tradition of winning awards in the areas of academics, the arts, and sports. One student made history for the district by earning an appointment to the US Naval Academy based upon his academic and athletic ability. Some of our eighth grade students earned 3-5 credits toward their high school units. We added additional minutes to the instructional day for students in kindergarten through eighth grade. All of our classrooms are equipped with promethean boards.

We continued with the celebration of recognizing students for academics, attendance, citizenship, sports, and other recognition. The ongoing financial constraint is a major challenge for the district. However, through furloughing, careful planning, and wise spending, we may be able to have a balanced budget for the 2010-2011 school year. Again, we are continuing our quest for excellence in Clarendon School District One. We are respectfully asking for your continued support.

Dr. Rose H. Wilder, Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 14 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	NI-HO
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NI-HO

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

School	Status
St Paul Elementary	NI-DELAY

The Clarendon 1 School District consists of 4 public schools with 1 of these schools, or 25%, 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	386	97.7	39.8	39.5	20.7	75.6	83.5	Yes	Yes
Gender									
Male	192	96.9	45.3	36.3	18.4	68.7	80.1	N/A	N/A
Female	194	98.5	34.3	42.7	23	82.6	87	N/A	N/A
Racial/Ethnic Group									
White	11	90.9	60	20	20	60	89.6	I/S	I/S
African American	368	97.8	39.7	39.9	20.4	75.9	74.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	66	87.9	88.9	9.5	1.6	34.9	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	356	97.8	39.6	40.5	19.9	75.3	76.9	Yes	Yes

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

All Students	386	99.7	42.6	43.4	14	71.7	80.4	Yes	Yes
Gender									
Male	192	100	49.2	37.4	13.4	68.2	78.4	N/A	N/A
Female	194	99.5	36	49.4	14.6	75.3	82.5	N/A	N/A
Racial/Ethnic Group									
White	11	100	60	20	20	40	87.8	I/S	I/S
African American	368	99.7	42.2	44.3	13.5	72.1	69.3	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	66	100	87.3	12.7	0	28.6	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	356	100	42.9	44	13.1	72	72.8	Yes	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	251	99.6	44.6	46.8	8.6	55.4	67.3
Gender							
Male	130	100	47.1	45.5	7.4	52.9	66.9
Female	121	99.2	42	48.2	9.8	58	67.7
Racial/Ethnic Group							
White	7	I/S	I/S	I/S	I/S	I/S	79.6
African American	241	100	43.4	47.8	8.8	56.6	49.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	44	100	83.7	16.3	0	16.3	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status							
Subsidized meals	232	100	44.7	47	8.2	55.3	55.4

Social Studies

All Students	255	100	29.1	50.6	20.3	70.9	70.9
Gender							
Male	128	100	31.9	47.9	20.2	68.1	70.1
Female	127	100	26.3	53.4	20.3	73.7	71.7
Racial/Ethnic Group							
White	8	I/S	I/S	I/S	I/S	I/S	79.2
African American	243	100	29.2	51.5	19.3	70.8	58.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	41	100	68.4	31.6	0	31.6	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	237	100	28.9	52	19.1	71.1	60.8

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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	389	99	38.1	38.1	23.9	61.9	72.1	96.4	96.3
Gender									
Male	193	99.5	44.4	35.6	20	55.6	65.2	96.4	96.2
Female	196	98.5	31.7	40.6	27.8	68.3	79.2	96.5	96.4
Racial/Ethnic Group									
White	13	92.3	I/S	I/S	I/S	I/S	80.8	95.6	96.1
African American	369	99.2	38.1	38.1	23.8	61.9	59.7	96.5	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	98.5	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.6	95.4	96.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	N/A	95
Disability Status									
Disabled	64	100	85.5	14.5	0	14.5	27.7	96.6	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	92.6	96
Limited English Proficient									
Limited English	N/A	N/AV	I/S	I/S	I/S	I/S	63.7	N/A	97
Socio-Economic Status									
Subsidized meals	357	100	38.2	37.9	23.8	61.8	61.9	96.4	95.8

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	63	98.4	31.1	34.4	34.4	68.9
	4	70	98.6	37.9	45.5	16.7	62.1
	5	60	100	39	52.5	8.5	61
	6	62	100	42.6	36.1	21.3	57.4
	7	46	100	52.3	31.8	15.9	47.7
	8	55	100	47.1	43.1	9.8	52.9
2010	3	67	92.5	21.9	23.4	54.7	78.1
	4	60	95	36.8	47.4	15.8	63.2
	5	75	98.7	35.9	51.6	12.5	64.1
	6	64	100	45	41.7	13.3	55
	7	61	100	42.9	35.7	21.4	57.1
	8	59	100	58.9	37.5	3.6	41.1
Mathematics							
2009	3	63	98.4	59	34.4	6.6	41
	4	70	98.6	37.9	51.5	10.6	62.1
	5	60	100	72.9	25.4	1.7	27.1
	6	62	100	41	44.3	14.8	59
	7	46	100	50	47.7	2.3	50
	8	55	100	45.1	41.2	13.7	54.9
2010	3	67	100	29.7	26.6	43.8	70.3
	4	60	100	43.9	50.9	5.3	56.1
	5	75	98.7	42.2	45.3	12.5	57.8
	6	64	100	43.3	48.3	8.3	56.7
	7	61	100	39.3	51.8	8.9	60.7
	8	59	100	58.9	39.3	1.8	41.1
Science							
2009	3	31	100	32.3	61.3	6.5	67.7
	4	70	98.6	39.4	53	7.6	60.6
	5	31	100	63.3	33.3	3.3	36.7
	6	31	100	40	60	0	60
	7	46	100	40.9	52.3	6.8	59.1
	8	27	100	56	36	8	44
2010	3	34	100	40.6	53.1	6.3	59.4
	4	60	100	47.4	45.6	7	52.6
	5	35	100	34.5	51.7	13.8	65.5
	6	32	100	64.5	35.5	0	35.5
	7	61	100	23.2	60.7	16.1	76.8
	8	29	96.6	75	21.4	3.6	25

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
Social Studies							
2009	3	31	100	40	50	10	60
	4	70	98.6	28.8	57.6	13.6	71.2
	5	29	100	65.5	27.6	6.9	34.5
	6	31	96.8	23.3	46.7	30	76.7
	7	46	100	59.1	22.7	18.2	40.9
	8	28	92.9	56	32	12	44
2010	3	33	100	15.6	46.9	37.5	84.4
	4	60	100	19.3	70.2	10.5	80.7
	5	39	100	57.1	28.6	14.3	42.9
	6	32	100	24.1	65.5	10.3	75.9
	7	61	100	33.9	44.6	21.4	66.1
	8	30	100	25	39.3	35.7	75
Writing							
2009	3	64	100	36.1	32.8	31.1	63.9
	4	73	98.6	39.1	43.5	17.4	60.9
	5	60	96.7	50	44.8	5.2	50
	6	62	100	37.7	41	21.3	62.3
	7	48	100	45.7	39.1	15.2	54.3
	8	55	100	37.3	41.2	21.6	62.7
2010	3	69	100	22.7	28.8	48.5	77.3
	4	61	100	39.7	36.2	24.1	60.3
	5	74	98.7	24.6	43.1	32.3	75.4
	6	64	100	61.7	26.7	11.7	38.3
	7	61	96.7	30.9	50.9	18.2	69.1
	8	60	98.3	51.8	44.6	3.6	48.2

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

All Students	64	75	13.6	43.2	29.5	13.6	59.1	65.9	Yes	No
Male	26	73.1	17.6	41.2	35.3	5.9	47.1	60.8	N/A	N/A
Female	38	76.3	11.1	44.4	25.9	18.5	66.7	71	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	77.5	I/S	I/S
African American	59	74.6	14.6	41.5	31.7	12.2	58.5	49.7	Yes	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	21.3	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	47.3	I/S	I/S
Subsidized meals	56	80.4	14	44.2	27.9	14	58.1	51.5	Yes	No

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

All Students	64	73.4	22.7	40.9	22.7	13.6	54.5	62.3	Yes	No
Male	26	73.1	29.4	41.2	11.8	17.6	47.1	61.7	N/A	N/A
Female	38	73.7	18.5	40.7	29.6	11.1	59.3	63	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	75	I/S	I/S
African American	59	74.6	24.4	43.9	17.1	14.6	51.2	44	Yes	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	22.1	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	52.6	I/S	I/S
Subsidized meals	56	78.6	23.3	41.9	20.9	14	53.5	48.1	Yes	No

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

All Students	64	92.2	64.4	11.9	8.5	15.3	N/A	N/A	N/A	N/A
Male	26	88.5	73.9	13.0	N/A	13.0	N/A	N/A	N/A	N/A
Female	38	94.7	58.3	11.1	13.9	16.7	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	59	93.2	65.5	10.9	7.3	16.4	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	3	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	5	I/S	I/S	I/S	I/S	I/S	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
Subsidized meals	56	96.4	61.1	13.0	9.3	16.7	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	2009	78	96.2	21.9	52.1	17.8	8.2	45.2	61.8
	2010	64	75	13.6	43.2	29.5	13.6	59.1	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	78	96.2	26	54.8	13.7	5.5	39.7	62.7
	2010	64	73.4	22.7	40.9	22.7	13.6	54.5	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	6.8%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No
Student attendance rate, grades K-8	97.6%	94.0%*	Yes

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