



Clarendon 3 School District

P.O Drawer 270
Turbeville, SC 29162

Grades PK-12 District
Enrollment 1,237 Students
Superintendent Connie J. Dennis, Ph.D. 843-659-2188
Board Chair Dr. George Green 843-659-4917

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Excellent*
2010	Average	Average
2009	Below Average	Below Average
2008	Below Average	At-Risk
2007	Good	Good

* The District's 2011 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

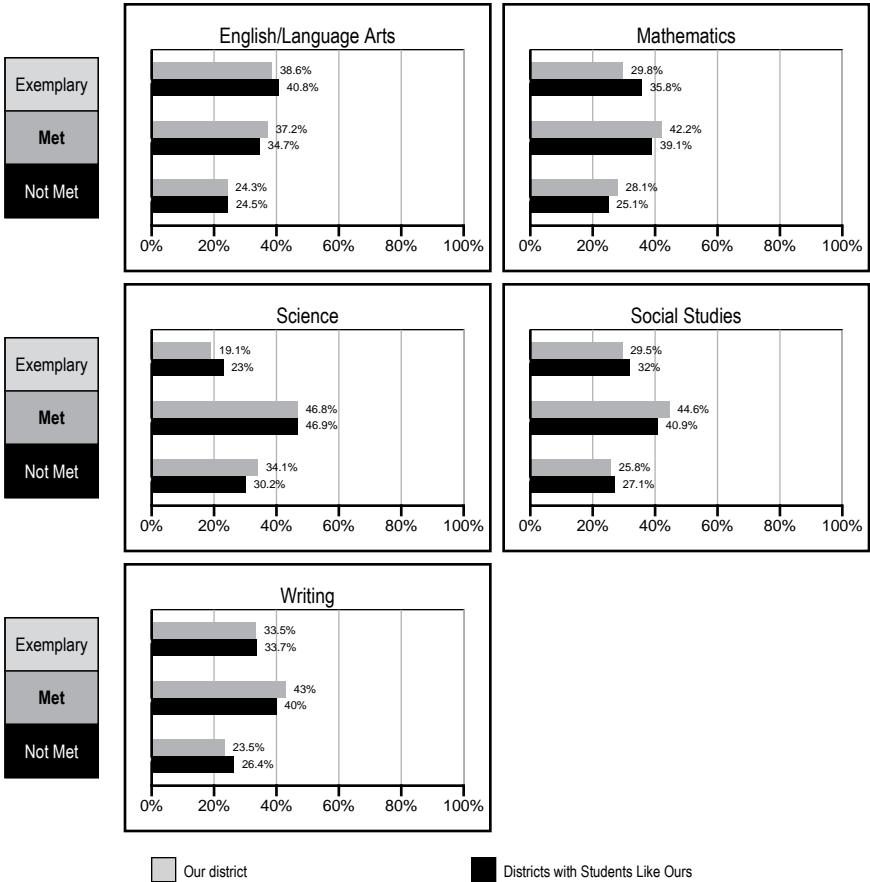
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	11	0	1

* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our District			Districts with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed both subtests	82.6%	76.4%	78.3%	77.1%	79.7%	78.9%
Passed one subtest	8.7%	9.1%	10.0%	12.1%	10.7%	12.3%
Passed no subtests	8.7%	14.6%	11.7%	10.8%	9.6%	8.8%

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	84.0%	82.3%
English 1	72.3%	72.5%
Biology 1/Applied Biology 2	25.0%	66.6%
Physical Science	53.2%	56.7%
US History and the Constitution	42.4%	44.7%
All Subjects	59.8%	65.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	101	83	876	806
Number of Graduates in Cohort	73	73	612	571
Rate	72.3%	88.0%	71.6%	74.9%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	101	N/A	797
Number of Graduates in Cohort	N/A	74	N/A	575
Rate	N/A	73.3%	N/A	73.7%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available 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=1,237)				
First graders who attended full-day kindergarten	95.3%	Down from 97.6%	99.1%	99.6%
Retention rate	1.6%	Down from 2.0%	2.0%	2.3%
Attendance rate	96.7%	Up from 95.2%	95.8%	95.8%
Served by gifted and talented program	14.7%	Down from 22.1%	19.0%	14.0%
With disabilities other than speech	8.1%	Down from 10.5%	7.7%	7.4%
Older than usual for grade	4.5%	Down from 5.7%	2.6%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.1%	0.9%	0.5%
Enrolled in AP/IB programs	0.0%	No Change	17.9%	12.2%
Successful on AP/IB exams	N/A	N/A	44.9%	52.9%
Eligible for LIFE Scholarship	29.3%	Up from 25.0%	30.8%	30.3%
Enrolled in adult education GED or diploma programs	41	Up from 35	80	66
Completions in adult education GED or diploma programs	35	Up from 25	43	35
Annual dropout rate	6.0%	Up from 2.8%	3.1%	2.8%
Teachers (n=70)				
Teachers with advanced degrees	57.1%	Up from 54.9%	61.6%	61.2%
Continuing contract teachers	90.0%	Up from 84.1%	88.0%	85.6%
Teachers returning from previous year	91.6%	Down from 94.4%	91.8%	90.3%
Teacher attendance rate	95.6%	Down from 95.7%	95.4%	95.2%
Average teacher salary*	\$44,264	Down 2.1%	\$47,569	\$46,166
Vacancies for more than nine weeks	2.9%	Up from 1.2%	0.0%	0.0%
Professional development days/teacher	10.9 days	Down from 12.7 days	11.8 days	12.2 days
District				
Superintendent's years at district	4.0	Up from 2.5	4.0	3.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.2 to 1	22.4 to 1	21.7 to 1
Prime instructional time	91.4%	Up from 89.5%	90.3%	90.1%
Dollars spent per pupil**	\$8,450	Up 0.6%	\$8,783	\$9,140
Percent of expenditures for teacher salaries**	54.6%	Down from 57.9%	54.6%	53.5%
Percent of expenditures for instruction**	59.4%	Down from 60.9%	58.3%	56.5%
Opportunities in the arts	Poor	Down from Good	Excellent	Excellent
Number of schools	2	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	2.5%	Down from 6.8%	1.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	2.0	No Change	13.0	8.0
Parents attending conferences	86.0%	Down from 92.7%	96.7%	96.6%
Average administrator salary	\$64,398	Down 3.6%	\$78,315	\$78,000

* 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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	82	96.3%	502	59.8%	101	72.3%	Yes
Gender							
Male	38	97.4%	240	60.4%	57	68.4%	N/A
Female	44	95.5%	251	61.0%	44	77.3%	N/A
Racial/Ethnic Group							
White	46	97.8%	334	68.6%	80	78.8%	N/A
African American	31	93.5%	146	44.5%	16	43.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	36.4%	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	N/A	N/A	28	28.6%	N/A	N/A	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	43	95.3%	241	52.3%	34	55.9%	N/A

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

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	96.3%	92.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	473	450	486	438	451	442	1410	1330		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	15.4	15.5	18.2	16.7	18.0	16.4	19.1	17.0	17.7	16.6
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	5.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 20 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

Newly Identified

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

Title I Schools' School Improvement Status

School	Status
Walker-Gamble Elementary	CA

The Clarendon 3 School District consists of 2 public schools with 1 of these schools, or 50%, 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."

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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	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	603	98	22.8	38.1	39	83.5	82.4	Yes	Yes
Gender									
Male	319	97.2	27.3	40.7	32	78.3	78.7	N/A	N/A
Female	284	98.9	17.8	35.3	46.8	89.2	86.2	N/A	N/A
Racial/Ethnic Group									
White	424	98.6	16	38.5	45.4	88.1	88.9	Yes	Yes
African American	150	96	41.6	35.8	22.6	70.1	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	27	100	32	44	24	80	79.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status									
Disabled	91	89	52.5	26.3	21.3	51.3	48.1	No	No
Migrant Status									
Migrant	17	100	25	50	25	87.5	68.9	N/A	N/A
Limited English Proficient									
Limited English	25	100	34.8	43.5	21.7	78.3	78.3	I/S	I/S
Socio-Economic Status									
Subsidized meals	336	96.7	32.5	41.8	25.7	76.2	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	603	99.7	28.2	42.7	29.2	81.2	81.9	Yes	Yes
Gender									
Male	319	99.4	31.9	40.1	28	78.5	79.9	N/A	N/A
Female	284	100	23.9	45.6	30.5	84.2	84.1	N/A	N/A
Racial/Ethnic Group									
White	424	99.5	21	43.3	35.7	86.8	88.9	Yes	Yes
African American	150	100	48.3	37.1	14.7	63.6	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	27	100	32	64	4	88	81.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status									
Disabled	91	100	63.3	24.4	12.2	43.3	47.3	No	Yes
Migrant Status									
Migrant	17	100	31.3	62.5	6.3	87.5	77.6	N/A	N/A
Limited English Proficient									
Limited English	25	100	34.8	60.9	4.3	87	81.4	I/S	I/S
Socio-Economic Status									
Subsidized meals	336	99.7	40.5	40.5	19	72	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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	398	99.3	33.6	47.4	19	66.4	68.6
Gender							
Male	219	99.5	35.7	45.5	18.8	64.3	68.3
Female	179	98.9	31	49.7	19.3	69	68.9
Racial/Ethnic Group							
White	281	99.3	23.2	52.9	23.9	76.8	80.7
African American	97	99	58.5	34	7.4	41.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	19	100	64.7	29.4	5.9	35.3	61.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	60	96.7	61.4	24.6	14	38.6	35.7
Migrant Status							
Migrant	13	100	58.3	33.3	8.3	41.7	42.9
Limited English Proficient							
Limited English	18	100	68.8	25	6.3	31.3	60.7
Socio-Economic Status							
Subsidized meals	216	98.6	50.5	39.7	9.8	49.5	57.3
Social Studies							
All Students	402	99.3	26.1	45	28.9	73.9	72.5
Gender							
Male	218	99.1	27.2	41.7	31.1	72.8	72
Female	184	99.5	24.7	48.9	26.4	75.3	73.1
Racial/Ethnic Group							
White	286	99.3	21	44.1	34.9	79	81
African American	95	99	40.4	46.1	13.5	59.6	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89
Hispanic	19	100	35.3	52.9	11.8	64.7	69.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	67	98.5	50.8	33.8	15.4	49.2	40.5
Migrant Status							
Migrant	11	100	20	60	20	80	53.8
Limited English Proficient							
Limited English	17	100	40	46.7	13.3	60	69.7
Socio-Economic Status							
Subsidized meals	228	99.1	34.9	42.8	22.3	65.1	62.9

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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	189	95.2	22.2	43.8	34.1	77.8	73.2	95.9	96.1
Gender									
Male	90	93.3	25.9	43.2	30.9	74.1	67.2	95.9	96.1
Female	99	97	18.9	44.2	36.8	81.1	79.4	96	96.2
Racial/Ethnic Group									
White	139	95.7	14.5	44.3	41.2	85.5	81.5	95.9	95.9
African American	41	95.1	48.6	37.8	13.5	51.4	61.3	95.8	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87	96.9	97.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	66.7	95.9	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	N/A	95.1
Disability Status									
Disabled	24	83.3	75	15	10	25	26	94.1	95.2
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	40.5	96.8	96.8
Limited English Proficient									
Limited English	7	I/S	I/S	I/S	I/S	I/S	65.7	95.9	96.9
Socio-Economic Status									
Subsidized meals	94	96.8	35.2	39.8	25	64.8	63.2	95.1	95.7

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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							
2010	3	101	99	20.4	27.6	52	79.6
	4	96	96.9	13.3	40	46.7	86.7
	5	99	100	18.6	46.4	35.1	81.4
	6	90	100	39.3	36.9	23.8	60.7
	7	101	97	26	39.6	34.4	74
	8	81	100	32.9	35.4	31.6	67.1
2011	3	109	91.7	20.6	32	47.4	79.4
	4	112	99.1	20.2	39.4	40.4	79.8
	5	91	100	13.6	45.5	40.9	86.4
	6	109	99.1	25.5	36.3	38.2	74.5
	7	83	100	40.2	32.9	26.8	59.8
	8	98	99	18.9	43.2	37.9	81.1
Mathematics							
2010	3	101	100	33.7	32.7	33.7	66.3
	4	96	100	15.6	45.6	38.9	84.4
	5	99	100	25.8	46.4	27.8	74.2
	6	90	100	41.7	42.9	15.5	58.3
	7	101	97	36.5	42.7	20.8	63.5
	8	81	100	40.5	41.8	17.7	59.5
2011	3	109	100	37.7	30.2	32.1	62.3
	4	112	100	19	41.9	39	81
	5	91	100	23.9	36.4	39.8	76.1
	6	109	99.1	27.5	56.9	15.7	72.5
	7	83	100	41.5	35.4	23.2	58.5
	8	98	99	21.1	54.7	24.2	78.9
Science							
2010	3	52	98.1	45.1	31.4	23.5	54.9
	4	96	97.9	23.9	51.1	25	76.1
	5	49	100	34.7	49	16.3	65.3
	6	45	97.8	59.5	40.5	0	40.5
	7	98	100	13.5	61.5	25	86.5
	8	41	97.6	35.9	48.7	15.4	64.1
2011	3	55	100	50	31.5	18.5	50
	4	112	100	25.7	53.3	21	74.3
	5	45	100	31.8	43.2	25	68.2
	6	56	98.2	44.4	46.3	9.3	55.6
	7	83	98.8	27.2	50.6	22.2	72.8
	8	47	97.9	32.6	52.2	15.2	67.4

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							
2010	3	51	100	24.5	46.9	28.6	75.5
	4	92	100	15.1	57	27.9	84.9
	5	51	96.1	40.4	42.6	17	59.6
	6	45	100	35.7	50	14.3	64.3
	7	98	100	41.7	41.7	16.7	58.3
	8	40	100	23.1	53.8	23.1	76.9
2011	3	56	100	25.9	48.1	25.9	74.1
	4	110	100	16.5	57.3	26.2	83.5
	5	47	100	28.9	44.4	26.7	71.1
	6	54	98.2	16.7	45.8	37.5	83.3
	7	83	98.8	45.7	35.8	18.5	54.3
	8	51	98	20.8	29.2	50	79.2
Writing							
2010	3	101	98	35.1	29.9	35.1	64.9
	4	95	95.8	18.6	39.5	41.9	81.4
	5	99	96	25.5	43.6	30.9	74.5
	6	89	97.8	39.3	36.9	23.8	60.7
	7	100	98	23.7	48.5	27.8	76.3
	8	81	100	27.8	43	29.1	72.2
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	90	93.3	21.7	37.3	41	78.3
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	99	97	22.6	49.5	28	77.4

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	60	96.7	7.3	38.2	27.3	27.3	70.9	68.0	No	Yes
Male	26	92.3	13.0	52.2	26.1	8.7	56.5	63.1	N/A	N/A
Female	34	100.0	3.1	28.1	28.1	40.6	81.3	73.1	N/A	N/A
White	42	95.2	7.7	25.6	30.8	35.9	76.9	79.4	I/S	Yes
African American	18	100.0	6.3	68.8	18.8	6.3	56.3	51.7	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	74.0	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	0	N/A	N/A	N/A	N/A	N/A	N/A	45.1	I/S	I/S
Subsidized meals	30	100.0	7.1	46.4	32.1	14.3	64.3	54.7	I/S	I/S

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

All Students	60	100.0	19.3	29.8	31.6	19.3	61.4	62.3	No	Yes
Male	26	100.0	28.0	36.0	12.0	24.0	52.0	61.4	N/A	N/A
Female	34	100.0	12.5	25.0	46.9	15.6	68.8	63.2	N/A	N/A
White	42	100.0	14.6	24.4	36.6	24.4	70.7	75.3	Yes	Yes
African American	18	100.0	31.3	43.8	18.8	6.3	37.5	42.9	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	67.7	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	0	N/A	N/A	N/A	N/A	N/A	N/A	47.1	I/S	I/S
Subsidized meals	30	100.0	25.0	39.3	17.9	17.9	50.0	48.5	I/S	I/S

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	60	96.7	67.2	13.8	6.9	12.1	N/A	N/A	N/A	N/A
Male	26	96.2	72.0	8.0	4.0	16.0	N/A	N/A	N/A	N/A
Female	34	97.1	63.6	18.2	9.1	9.1	N/A	N/A	N/A	N/A
White	42	97.6	61.0	17.1	7.3	14.6	N/A	N/A	N/A	N/A
African American	18	94.4	82.4	5.9	5.9	5.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	30	96.7	75.9	3.4	6.9	13.8	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	2010	110	100.0	17.4	33.9	32.1	16.5	62.4	65.9
	2011	60	96.7	7.3	38.2	27.3	27.3	70.9	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	110	100.0	21.1	33.9	29.4	15.6	55.0	62.3
	2011	60	100.0	19.3	29.8	31.6	19.3	61.4	62.3

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	4.4%

	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	96.7%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

Abbreviations for Missing Data

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