



Anderson 5 School District

400 Pearman Dairy Road
Anderson, South Carolina

Grades	PK-12 District	
Enrollment	12,465 Students	
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Average	At-Risk
2008	Average	Good
2007	Average	Below Average
2006	Average	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 2009-10 whose 2008-09 test scores were located

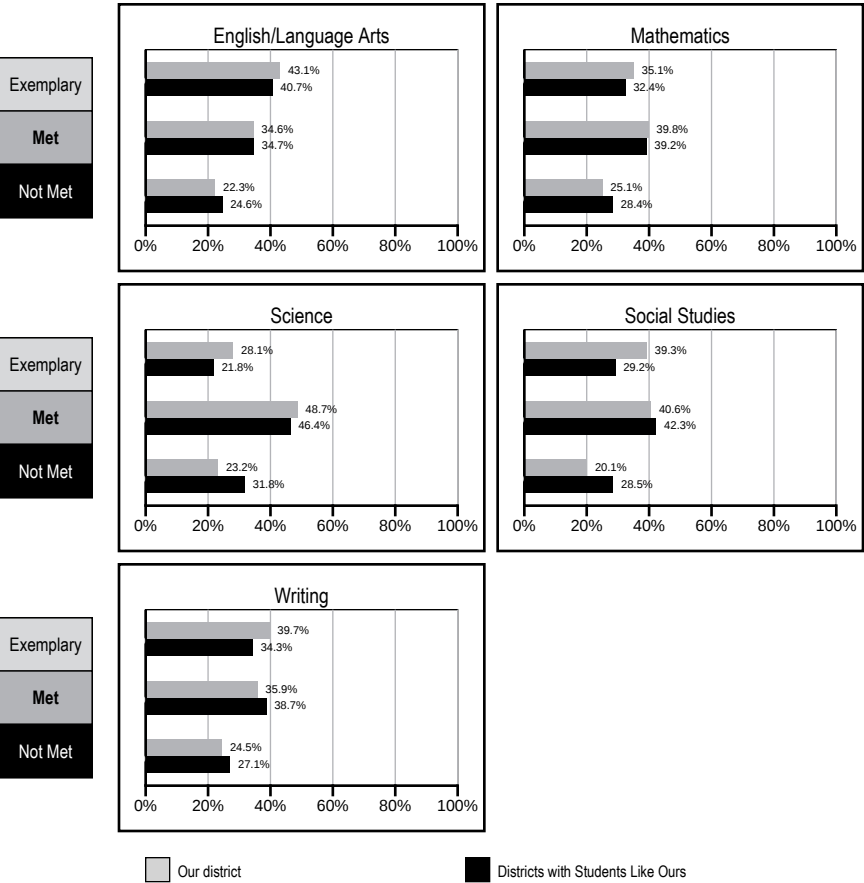
97.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	16	1	0

* 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	81.3%	77.8%	82.3%	82.8%	78.0%	79.9%
Passed one subtest	9.8%	10.5%	10.0%	9.6%	11.8%	10.6%
Passed no subtests	8.9%	11.7%	7.7%	8.1%	10.2%	9.5%

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	89.3%	80.4%
English 1	84.4%	74.9%
Physical Science	65.9%	59.2%
US History and the Constitution	53.1%	44.4%
All Subjects	74.8%	65.4%

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=12,465)				
First graders who attended full-day kindergarten	99.0%	Down from 99.1%	98.8%	99.5%
Retention rate	1.5%	Down from 2.6%	1.7%	2.3%
Attendance rate	99.4%	Up from 96.3%	95.9%	95.8%
Eligible for gifted and talented	20.3%	Up from 13.7%	17.4%	14.3%
With disabilities other than speech	11.9%	Down from 12.0%	10.1%	10.5%
Older than usual for grade	3.1%	No Change	3.6%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.3%	0.7%	0.7%
Enrolled in AP/IB programs	15.3%	Down from 19.3%	16.3%	12.1%
Successful on AP/IB exams	76.6%	Down from 78.3%	49.7%	50.0%
Eligible for LIFE Scholarship	45.2%	Up from 38.0%	36.9%	31.4%
Enrolled in adult education GED or diploma programs	231	Up from 227	45	47
Completions in adult education GED or diploma programs	79	Down from 85	35	29
Annual dropout rate	4.2%	Down from 5.5%	3.4%	3.1%
Teachers (n=851)				
Teachers with advanced degrees	54.8%	Up from 51.9%	59.9%	58.8%
Continuing contract teachers	87.0%	Up from 77.8%	84.6%	81.5%
Teachers with emergency or provisional certificates	3.9%	Up from 3.5%	2.9%	4.0%
Teachers returning from previous year	90.6%	Up from 89.4%	91.3%	89.3%
Teacher attendance rate	94.5%	Down from 95.5%	95.5%	95.3%
Average teacher salary*	\$46,353	Up 0.4%	\$47,617	\$46,618
Vacancies for more than nine weeks	0.6%	Up from 0.5%	0.1%	0.2%
Professional development days/teacher	11.3 days	Down from 11.7 days	12.3 days	12.6 days
District				
Superintendent's years at district	10.0	Up from 9.0	3.0	3.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.4 to 1	21.5 to 1	20.9 to 1
Prime instructional time	93.3%	Up from 91.1%	90.8%	89.9%
Dollars spent per pupil**	\$8,854	Down 2.0%	\$8,825	\$9,364
Percent of expenditures for teacher salaries**	56.3%	Up from 56.1%	56.0%	53.3%
Percent of expenditures for instruction**	59.0%	Up from 58.9%	58.4%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	15	No Change	13	9
Number of magnet schools	4	Up from 1	0	0
Portable classrooms	9.3%	Up from 5.7%	3.5%	2.4%
Average age in years of school facilities	29 Years	Up from 28 Years	25 Years	27 Years
Number of schools with SACS accreditation	15.0	No Change	13.0	8.0
Parents attending conferences	94.8%	Down from 94.9%	97.1%	97.1%
Average administrator salary	\$85,202	No Change	\$81,014	\$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	759	89.1%	3491	74.8%	951	67.7%	N/A
Gender							
Male	350	85.4%	1729	78.4%	459	62.1%	N/A
Female	409	92.2%	1762	71.3%	492	73.0%	N/A
Racial/Ethnic Group							
White	445	94.4%	2114	81.3%	549	74.1%	N/A
African American	283	81.3%	1170	61.6%	360	58.3%	N/A
Asian/Pacific Islander	N/A	N/A	67	95.5%	10	90.0%	N/A
Hispanic	13	69.2%	104	73.1%	21	42.9%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	66	45.5%	302	39.7%	91	36.3%	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	110	74.5%	14	42.9%	N/A
Socio-Economic Status							
Subsidized meals	321	81.6%	1610	64.3%	426	58.2%	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	89.1%	90.9%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	849	951	927	862
Number of Graduates in Cohort	640	644	662	603
Rate	75.4%	67.7%	75.0%	71.8%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	496	488	521	505	485	467	1503	1460		
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	19.8	19.6	21.0	21.2	20.9	20.7	20.5	21.1	20.7	20.8
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

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	7 trustees elected to single-member seats, 2 trustees elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	3.1 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

In a second year of economic recession and severe budget cuts, our students, parents, and teachers managed to continue our academic progress. The achievements we saw this year include:

Two of our schools – Concord Elementary and T.L. Hanna High – received their International Baccalaureate authorization, something only a very small percentage of schools have earned. With McCants Middle School working towards authorization, we will soon have a kindergarten through 12th grade track of international studies that will enrich our students.

Southwood Middle School was named a national AVID Demonstration School, one of only two in the state and only 118 nationwide to earn this honor. Also, Southwood was one of two schools in the state named a “School to Watch” by the National Forum to Accelerate Middle Grades Reform.

McLees Elementary School was one of five state schools to earn the Exemplary Writing Award and one of two state schools to receive the Literacy Spot Award, which recognizes outstanding emergent literacy programs.

Eight schools earned a total of 10 Palmetto Gold or Silver awards this year. For General Performance, McCants, Concord, Calhoun Academy of the Arts, and Midway Elementary earned Gold Awards. Centerville Elementary, Homeland Park Elementary, and Nevitt Forest Community School of Innovation earned Silver Awards. For Closing the Achievement Gaps, Concord earned a Gold Award and Nevitt Forest and Westside High earned Silver Awards.

For the second consecutive year, Midway Elementary School of Science and Engineering was a finalist for the Palmetto’s Finest Schools Award, the most prestigious statewide school award. Also, for the tenth consecutive year, our district earned the SchoolMatch “What Parents Want” Award, a national award given for meeting family needs. Only 16 percent of the nation’s school districts earn this honor.

In individual honors, Dr. Jeff Wilson, our assistant superintendent for instructional services, earned the District Level Administrator of the Year award from the South Carolina Association of School Administrators (SCASA). Likewise, Layne Putnam, assistant principal of New Prospect, was named Elementary Assistant Principal of the Year by SCASA. Also, Lakeside Middle School math teacher Christi Fricks was one of just 87 teachers in the nation to earn the Presidential Award for Excellence in Mathematics and Science Teaching.

Of course, the other important sign of progress in our district was the continuation of our \$140 million building program, which was approved by more than 60 percent of district voters in our April 2007 referendum.

District Five Superintendent Betty T. Bagley

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 31 out of 33 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
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The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.	4
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Title I Schools' School Improvement Status

School	Status
Southwood Middle	CA-HOLD

The Anderson 5 School District consists of 15 public schools with 1 of these schools, or 6.7%, 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	5747	99.6	22.5	34.6	43	86.4	83.5	Yes	Yes
Gender									
Male	2958	99.5	26.5	33	40.5	83.4	80.1	N/A	N/A
Female	2784	99.7	18.2	36.2	45.6	89.7	87	N/A	N/A
Racial/Ethnic Group									
White	3277	99.9	14	30.9	55.1	91.6	89.6	Yes	Yes
African American	2166	99.3	35.4	39.7	24.9	78.6	74.6	Yes	Yes
Asian/Pacific Islander	69	100	13.8	29.2	56.9	90.8	92.7	Yes	Yes
Hispanic	201	99	21.4	41.7	37	87.5	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	866	98.2	61.1	25.3	13.7	55	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	203	99.5	26.4	41.8	31.8	84.1	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	3297	99.4	32.1	39.6	28.3	80.3	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	5747	99.8	25.2	40	34.8	84.4	80.4	Yes	Yes
Gender									
Male	2958	99.9	27.5	37.8	34.8	82.1	78.4	N/A	N/A
Female	2784	99.8	22.8	42.4	34.8	87	82.5	N/A	N/A
Racial/Ethnic Group									
White	3277	99.9	16.4	37.9	45.7	90.7	87.8	Yes	Yes
African American	2166	99.7	39.7	42.7	17.6	74.1	69.3	Yes	Yes
Asian/Pacific Islander	69	100	7.7	26.2	66.2	95.4	93.5	Yes	Yes
Hispanic	201	100	18.2	50	31.8	90.1	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	866	99.4	65.3	25.6	9.1	49.3	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	203	100	18.2	46.8	35	89.1	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	3297	99.8	36.1	43.1	20.8	76.8	72.8	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	3838	99.8	23	48.8	28.1	77	67.3
Gender							
Male	1936	99.7	24.5	45.8	29.7	75.5	66.9
Female	1899	99.8	21.6	51.9	26.6	78.4	67.7
Racial/Ethnic Group							
White	2161	99.8	13.7	47.3	39	86.3	79.6
African American	1467	99.7	37.1	50.7	12.3	62.9	49.7
Asian/Pacific Islander	45	100	9.3	39.5	51.2	90.7	84.4
Hispanic	140	100	24.4	54.8	20.7	75.6	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	582	99.3	58.1	33.1	8.8	41.9	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	138	100	26.7	50.7	22.6	73.3	58.6
Socio-Economic Status							
Subsidized meals	2222	99.8	32.5	51	16.5	67.5	55.4

Social Studies

All Students	3824	99.7	19.9	41	39.2	80.1	70.9
Gender							
Male	1957	99.6	21.4	36.8	41.9	78.6	70.1
Female	1863	99.7	18.3	45.3	36.4	81.7	71.7
Racial/Ethnic Group							
White	2211	99.7	14.2	35.6	50.2	85.8	79.2
African American	1424	99.7	28.8	49.2	22	71.2	58.4
Asian/Pacific Islander	43	100	4.9	43.9	51.2	95.1	86.8
Hispanic	123	99.2	19.8	42.2	37.9	80.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	569	98.8	50.7	36.8	12.5	49.3	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	135	99.3	23	41.2	35.8	77	68
Socio-Economic Status							
Subsidized meals	2160	99.6	28.6	47.4	24	71.4	60.8

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	District Attendance Rate	State Attendance Rate
Writing									
All Students	5719	99.1	24.3	36	39.8	75.7	72.1	99.9	96.3
Gender									
Male	2945	99.1	30.5	36.3	33.2	69.5	65.2	99.9	96.2
Female	2774	99.2	17.7	35.6	46.7	82.3	79.2	99.9	96.4
Racial/Ethnic Group									
White	3259	99.2	16	33.1	50.9	84	80.8	99.9	96.1
African American	2161	99.2	36.4	40.2	23.5	63.6	59.7	99.9	96.4
Asian/Pacific Islander	67	97	14.3	23.8	61.9	85.7	87	99.9	97.5
Hispanic	203	99	30.4	40.7	28.9	69.6	64.6	99.9	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.4	99.9	95
Disability Status									
Disabled	857	95.8	69.6	23	7.4	30.4	27.7	99.9	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	206	99	31.8	40.8	27.4	68.2	63.7	99.9	97
Socio-Economic Status									
Subsidized meals	3287	99.1	34.1	40.7	25.2	65.9	61.9	99.9	95.8

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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	972	100	16.1	28.7	55.2	83.9
	4	966	100	20.4	40.5	39.1	79.6
	5	958	100	15.2	39	45.8	84.8
	6	952	99.9	22	43.4	34.6	78
	7	933	100	24.3	39.2	36.5	75.7
	8	870	99.7	21.5	41.5	36.9	78.5
2010	3	988	99.6	17.1	24.7	58.1	82.9
	4	990	98.9	20.4	39.2	40.4	79.6
	5	954	99.9	17.4	42.1	40.5	82.6
	6	956	99.9	21.6	36.4	42	78.4
	7	931	99.7	25.9	34.5	39.6	74.1
	8	919	99.8	33.5	30.6	36	66.5
Mathematics							
2009	3	972	100	26	38	36	74
	4	965	100	20.5	45.9	33.5	79.5
	5	958	100	19.6	46	34.4	80.4
	6	952	100	21.1	42.4	36.5	78.9
	7	932	100	25.6	45.2	29.2	74.4
	8	870	99.7	20.5	43.2	36.3	79.5
2010	3	988	100	27.4	32.2	40.4	72.6
	4	990	99.6	20.3	45.3	34.4	79.7
	5	954	99.9	24.2	40.9	34.9	75.8
	6	956	99.9	23	38.6	38.4	77
	7	931	99.9	27.1	40.2	32.7	72.9
	8	919	99.8	29.9	42.7	27.4	70.1
Science							
2009	3	491	100	26.3	42.2	31.5	73.7
	4	964	100	17.2	57.5	25.3	82.8
	5	484	99.6	20.5	54.6	24.9	79.5
	6	476	97.7	18.3	53.8	27.8	81.7
	7	932	100	16.9	54.9	28.2	83.1
	8	437	99.5	20.1	40.7	39.2	79.9
2010	3	498	99	37.5	32.2	30.3	62.5
	4	989	100	20.1	58	21.8	79.9
	5	477	99.8	22.3	56.1	21.6	77.7
	6	478	100	22.8	55	22.2	77.2
	7	930	100	18.2	47.5	34.3	81.8
	8	463	99.6	24.7	35.9	39.5	75.3

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	485	100	13.4	39.9	46.7	86.6
	4	964	99.9	9.9	46.9	43.2	90.1
	5	477	100	16.7	42.6	40.6	83.3
	6	479	98.1	10.6	51.8	37.6	89.4
	7	929	100	23.6	33.2	43.2	76.4
	8	431	100	16.5	33.7	49.8	83.5
2010	3	494	98.8	18.8	42.8	38.4	81.2
	4	986	100	17.4	44.3	38.3	82.6
	5	477	99.6	20.3	43	36.7	79.7
	6	478	100	12.3	47.7	40	87.7
	7	929	99.8	26.3	34.1	39.6	73.7
	8	453	100	21.2	36	42.8	78.8
Writing							
2009	3	972	99	24.5	28.6	46.9	75.5
	4	963	99.4	29.1	35.2	35.7	70.9
	5	953	99.2	21.7	36.7	41.5	78.3
	6	954	99.4	22.7	38	39.3	77.3
	7	933	99	25.1	39.8	35.1	74.9
	8	878	99.7	22.8	41.7	35.5	77.2
2010	3	986	98.3	26	33.6	40.4	74
	4	993	99.2	24.5	35.7	39.8	75.5
	5	951	98.6	22.2	33.4	44.4	77.8
	6	943	100	22.9	35.9	41.1	77.1
	7	927	99.2	23.3	38	38.7	76.7
	8	919	99.6	26.8	39.4	33.9	73.2

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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	889	98.9	10.2	30.8	29.2	29.8	70.5	65.9	Yes	Yes
Male	432	98.1	11.4	33.6	31.9	23.2	66.9	60.8	N/A	N/A
Female	456	99.6	9.1	28.1	26.8	36.1	73.9	71	N/A	N/A
White	532	99.4	5.6	23	31.9	39.5	79.4	77.5	Yes	Yes
African American	305	98	17.8	43.5	25.3	13.4	56.2	49.7	Yes	Yes
Asian/Pacific Islander	15	100	0	13.3	26.7	60	100	80.2	I/S	I/S
Hispanic	32	96.9	20	46.7	23.3	10	43.3	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	140	97.9	38	45.7	12.4	3.9	23.3	21.3	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	31	96.8	22.2	36.1	22.2	19.4	52.8	47.3	I/S	I/S
Subsidized meals	429	98.8	15.7	43.8	27.4	13.1	58.1	51.5	Yes	Yes

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

All Students	889	98.9	14	32.2	27.3	26.5	65.8	62.3	No	Yes
Male	432	98.1	16.2	28.7	29.2	25.8	67.6	61.7	N/A	N/A
Female	456	99.6	12	35.4	25.4	27.2	64.2	63	N/A	N/A
White	532	99.4	8.4	27.2	29.2	35.2	75.7	75	Yes	Yes
African American	305	98	24.3	40.4	24.7	10.6	47.9	44	No	Yes
Asian/Pacific Islander	15	100	0	0	26.7	73.3	100	85.5	I/S	I/S
Hispanic	32	96.9	20	53.3	20	6.7	50	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	140	97.9	51.2	34.9	10.9	3.1	23.3	22.1	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	31	96.8	19.4	36.1	19.4	25	61.1	52.6	I/S	I/S
Subsidized meals	429	98.8	20.6	43.1	24.2	12.1	51.8	48.1	Yes	Yes

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

All Students	890	92.2	54.0	21.2	10.7	14.1	N/A	N/A	N/A	N/A
Male	435	88.7	50.3	23.8	9.3	16.6	N/A	N/A	N/A	N/A
Female	455	95.6	57.2	18.9	12.0	12.0	N/A	N/A	N/A	N/A
White	533	93.4	43.8	23.3	12.4	20.5	N/A	N/A	N/A	N/A
African American	306	90.8	74.1	16.5	7.2	2.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	15	100.0	6.7	46.7	20.0	26.7	N/A	N/A	N/A	N/A
Hispanic	32	81.3	61.5	15.4	11.5	11.5	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	137	73.0	91.0	7.0	2.0	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	38	86.8	51.5	21.2	12.1	15.2	N/A	N/A	N/A	N/A
Subsidized meals	428	89.3	73.6	16.2	7.3	2.9	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	885	99.5	14.6	31.3	29.8	24.2	64.2	61.8
	2010	889	98.9	10.2	30.8	29.2	29.8	70.5	65.9

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

All Students	2009	884	99.7	17.7	28.9	23.5	29.9	64.9	62.7
	2010	889	98.9	14	32.2	27.3	26.5	65.8	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate, grades K-8	99.4%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.