



Clarendon 3 School District

P.O Drawer 270
Turbeville, SC 29162

Grades	PK-12 District	
Enrollment	1,266 Students	
Superintendent	Connie J. Dennis, Ph. D	843-659-2188
Board Chair	Dr. George Green	843-659-4917

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

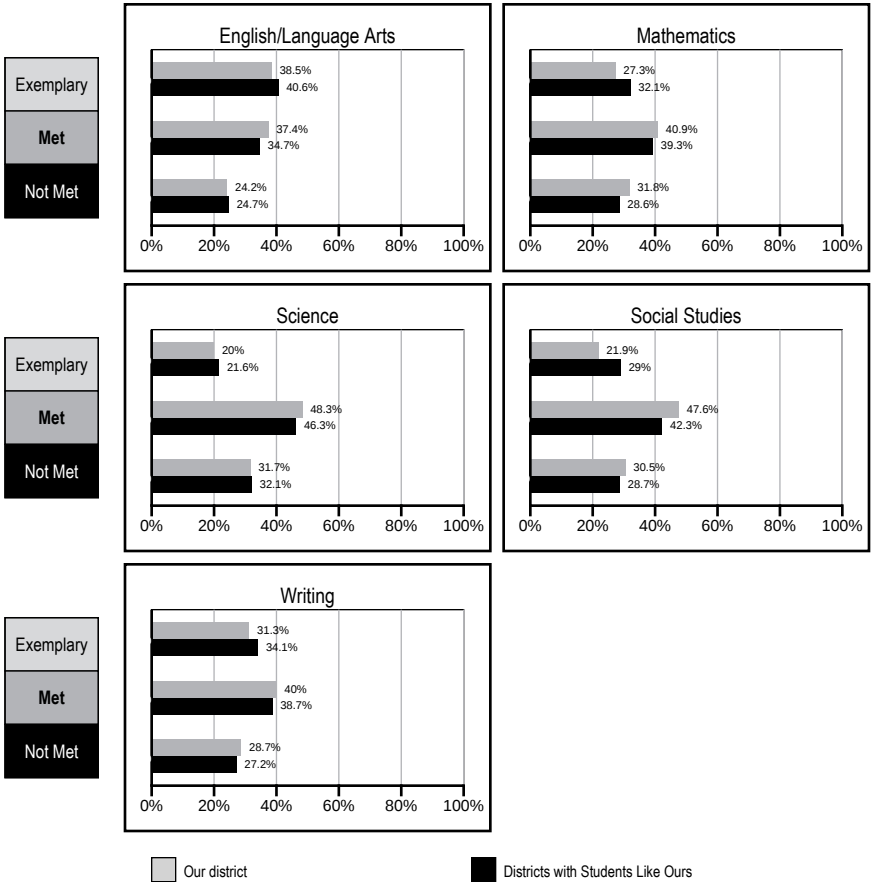
97.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	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	77.5%	82.6%	76.4%	81.3%	77.1%	79.7%
Passed one subtest	8.8%	8.7%	9.1%	10.2%	12.1%	10.7%
Passed no subtests	13.7%	8.7%	14.6%	8.5%	10.8%	9.6%

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	64.5%	79.9%
English 1	60.8%	74.8%
Physical Science	31.6%	58.7%
US History and the Constitution	41.7%	44.0%
All Subjects	49.9%	65.1%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,266)				
First graders who attended full-day kindergarten	97.6%	Up from 96.1%	98.8%	99.5%
Retention rate	2.0%	Down from 2.3%	1.8%	2.3%
Attendance rate	95.2%	Down from 95.6%	95.8%	95.8%
Eligible for gifted and talented	22.1%	Up from 14.0%	17.3%	14.3%
With disabilities other than speech	10.5%	Up from 8.8%	10.3%	10.5%
Older than usual for grade	5.7%	Down from 6.2%	3.7%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.2%	0.7%	0.7%
Enrolled in AP/IB programs	0.0%	No Change	16.4%	12.1%
Successful on AP/IB exams	N/A	N/A	47.8%	50.0%
Eligible for LIFE Scholarship	25.0%	Down from 25.5%	35.4%	31.4%
Enrolled in adult education GED or diploma programs	35	Up from 10	42	47
Completions in adult education GED or diploma programs	25	Up from 10	34	29
Annual dropout rate	2.8%	Up from 1.5%	3.2%	3.1%
Teachers (n=82)				
Teachers with advanced degrees	54.9%	Down from 57.1%	59.7%	58.8%
Continuing contract teachers	84.1%	Up from 82.1%	84.9%	81.5%
Teachers with emergency or provisional certificates	2.5%	No Change	3.1%	4.0%
Teachers returning from previous year	94.4%	Up from 93.6%	91.5%	89.3%
Teacher attendance rate	95.7%	Up from 93.5%	95.6%	95.3%
Average teacher salary*	\$45,223	Down 0.2%	\$47,614	\$46,618
Vacancies for more than nine weeks	1.2%	Down from 3.6%	0.1%	0.2%
Professional development days/teacher	12.7 days	Down from 13.0 days	12.1 days	12.6 days
District				
Superintendent's years at district	2.5	Up from 1.5	3.0	3.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.3 to 1	21.5 to 1	20.9 to 1
Prime instructional time	89.5%	Up from 87.8%	91.1%	89.9%
Dollars spent per pupil**	\$8,399	Up 5.1%	\$8,854	\$9,364
Percent of expenditures for teacher salaries**	57.9%	Up from 56.9%	55.7%	53.3%
Percent of expenditures for instruction**	60.9%	Up from 59.4%	58.2%	56.3%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	2	Down from 3	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	6.8%	Up from 3.5%	3.6%	2.4%
Average age in years of school facilities	36 Years	Up from 35 Years	25 Years	27 Years
Number of schools with SACS accreditation	2.0	Down from 3.0	13.0	8.0
Parents attending conferences	92.7%	Down from 93.8%	97.2%	97.1%
Average administrator salary	\$66,823	No Change	\$80,155	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	85	85.9%	377	49.9%	101	72.3%	N/A
Gender							
Male	50	80.0%	198	44.4%	57	68.4%	N/A
Female	35	94.3%	179	55.9%	44	77.3%	N/A
Racial/Ethnic Group							
White	69	92.8%	228	59.6%	80	78.8%	N/A
African American	13	53.8%	137	32.8%	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	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	N/A	N/A	48	18.8%	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	27	70.4%	203	41.4%	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 2010

	Our District	Districts with Students Like Ours
Percent	85.9%	90.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	112	101	800	876
Number of Graduates in Cohort	89	73	584	612
Rate	79.5%	72.3%	76.3%	71.6%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	473	476	492	485	458	455	1422	1417		
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	16.6	15.4	19.0	18.2	18.6	18.0	19.1	19.1	18.5	17.7
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	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	5.8 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Clarendon County School District Three remains a center of academic achievement. Resources have always been limited but were even more so during the 2009-2010 school year due to the serious budget cuts received. The district continues to monitor the use of taxpayers' dollars to best meet the needs of our students. Our united commitment is to prepare each student to become a productive citizen of the world.

The report card provides important data about Clarendon County School District Three for our community. Accountability laws direct the targets of academic achievement for which each administrator and teacher must plan. We realize the challenges and focus on leading each student to academic success. District and school administrators and teachers focus on best practices and state standards in daily/weekly planning and professional development opportunities.

The Board of Trustees has worked diligently to support academic excellence and has planned an operating budget with regard to significant monetary reductions. Our community continues to have high expectations for the schools and the district. The parental support is appreciated by all.

The district is proud of the academic accomplishments that have been made. All schools remain accredited by the Southern Association of Colleges and Schools. East Clarendon High achieved a first-time pass rate of 82.6% on the HSAP exam. This school also earned the distinction of Magna Cum Laude for Rapid Improvement on the SAT. Walker-Gamble Elementary received a Gold Award for Excellent Improvement on the state PASS test and a Silver Award for Closing the Achievement Gap. East Clarendon Middle School received a Silver award for Closing the Achievement Gap. Walker Gamble Elementary and East Clarendon High met all AYP indicators. East Clarendon Middle met all but one AYP indicator. Four eighth grade students were recognized as South Carolina Junior Scholars. The senior class earned \$1,678,050 in scholarship funds.

Thank you for the supportive role you provide in the success of our schools and the local community.

Connie J. Dennis, Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 17 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	N/A
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Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status
Walker-Gamble Elementary	CSI

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."

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	571	98.8	24.5	37.5	38	84.3	83.5	Yes	Yes
Gender									
Male	303	98.4	28.2	35.2	36.6	81.3	80.1	N/A	N/A
Female	268	99.3	20.5	39.9	39.5	87.5	87	N/A	N/A
Racial/Ethnic Group									
White	407	99	17.1	37.3	45.5	89.8	89.6	Yes	Yes
African American	137	97.8	47.4	36.1	16.5	67.7	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	24	100	19	52.4	28.6	85.7	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	86	96.5	53.6	28.6	17.9	53.6	51.7	No	Yes
Migrant Status									
Migrant	16	100	23.1	46.2	30.8	84.6	69.5	N/A	N/A
Limited English Proficient									
Limited English	22	100	16.7	50	33.3	88.9	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	307	98.7	34.7	38.5	26.8	76.6	76.9	Yes	Yes

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

All Students	571	99.5	31.8	41.7	26.5	79.5	80.4	Yes	Yes
Gender									
Male	303	99	33.5	39.4	27.1	76.8	78.4	N/A	N/A
Female	268	100	30	44.1	25.9	82.5	82.5	N/A	N/A
Racial/Ethnic Group									
White	407	99.5	24.8	43.5	31.7	84.7	87.8	Yes	Yes
African American	137	99.3	54.1	33.1	12.8	62.4	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	24	100	23.8	66.7	9.5	90.5	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	86	100	69	20.2	10.7	38.1	46.1	No	Yes
Migrant Status									
Migrant	16	100	23.1	69.2	7.7	92.3	71.4	N/A	N/A
Limited English Proficient									
Limited English	22	100	22.2	66.7	11.1	94.4	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	307	99.7	41.6	40.9	17.5	71.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	382	98.4	31	49.3	19.7	69	67.3
Gender							
Male	197	97.5	32.3	49.5	18.3	67.7	66.9
Female	185	99.5	29.6	49.2	21.2	70.4	67.7
Racial/Ethnic Group							
White	275	99.3	19.9	56	24.1	80.1	79.6
African American	90	97.8	61.2	31.8	7.1	38.8	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	14	85.7	66.7	33.3	0	33.3	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	56	94.6	75	15.4	9.6	25	33.8
Migrant Status							
Migrant	8	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	13	84.6	60	40	0	40	58.6
Socio-Economic Status							
Subsidized meals	202	97	44.4	41.8	13.8	55.6	55.4

Social Studies

All Students	379	99.2	30	48.3	21.7	70	70.9
Gender							
Male	192	99	29.6	44.1	26.3	70.4	70.1
Female	187	99.5	30.4	52.5	17.1	69.6	71.7
Racial/Ethnic Group							
White	273	99.3	24.6	48.1	27.3	75.4	79.2
African American	88	98.9	47.6	46.4	6	52.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	16	100	28.6	64.3	7.1	71.4	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	51	94.1	63	26.1	10.9	37	39.3
Migrant Status							
Migrant	11	100	44.4	44.4	11.1	55.6	55
Limited English Proficient							
Limited English	14	100	33.3	58.3	8.3	66.7	68
Socio-Economic Status							
Subsidized meals	198	98.5	41.8	46.2	12.1	58.2	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	565	97.5	28.3	40.2	31.5	71.7	72.1	94.7	N/A
Gender									
Male	299	97	36.9	38.4	24.7	63.1	65.2	94.5	N/A
Female	266	98.1	19	42.2	38.8	81	79.2	95	N/A
Racial/Ethnic Group									
White	402	98.3	20.8	39.3	39.8	79.2	80.8	94.7	N/A
African American	137	96.4	51.9	37.4	10.7	48.1	59.7	94.8	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	96.8	N/A
Hispanic	23	95.7	20	80	0	80	64.6	94.6	N/A
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	N/A	N/A
Disability Status									
Disabled	85	89.4	74.3	18.9	6.8	25.7	27.7	93.2	N/A
Migrant Status									
Migrant	15	100	23.1	76.9	0	76.9	63.5	94.1	N/A
Limited English Proficient									
Limited English	21	90.5	17.6	82.4	0	82.4	63.7	94.9	N/A
Socio-Economic Status									
Subsidized meals	304	97	39.2	43.1	17.7	60.8	61.9	94	N/A

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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	92	100	18.2	39.8	42	81.8
	4	98	100	14	38.7	47.3	86
	5	84	100	20	42.5	37.5	80
	6	98	99	20.4	50.5	29	79.6
	7	81	100	28.2	41	30.8	71.8
	8	78	98.7	48.6	29.2	22.2	51.4
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
Mathematics							
2009	3	92	100	22.7	36.4	40.9	77.3
	4	98	100	12.9	54.8	32.3	87.1
	5	84	100	30	46.3	23.8	70
	6	98	99	28	50.5	21.5	72
	7	81	100	35.9	41	23.1	64.1
	8	78	98.7	45.8	34.7	19.4	54.2
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
Science							
2009	3	47	100	29.5	52.3	18.2	70.5
	4	97	100	18.5	71.7	9.8	81.5
	5	42	97.6	25	62.5	12.5	75
	6	49	98	43.5	54.3	2.2	56.5
	7	81	100	21.8	56.4	21.8	78.2
	8	37	97.3	57.6	33.3	9.1	42.4
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

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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	48	97.9	19.1	59.6	21.3	80.9
	4	95	100	5.6	62.2	32.2	94.4
	5	42	97.6	43.6	46.2	10.3	56.4
	6	48	97.9	6.5	76.1	17.4	93.5
	7	81	100	53.8	30.8	15.4	46.2
	8	40	100	44.7	31.6	23.7	55.3
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
Writing							
2009	3	92	91.3	25.6	31.7	42.7	74.4
	4	99	96	14.4	53.3	32.2	85.6
	5	83	100	38.8	37.5	23.8	61.3
	6	97	96.9	28.6	54.9	16.5	71.4
	7	83	100	35.4	41.8	22.8	64.6
	8	75	100	39.7	42.5	17.8	60.3
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

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	110	100	17.4	33.9	32.1	16.5	62.4	65.9	No	Yes
Male	54	100	22.2	42.6	20.4	14.8	48.1	60.8	N/A	N/A
Female	56	100	12.7	25.5	43.6	18.2	76.4	71	N/A	N/A
White	63	100	4.8	36.5	33.3	25.4	76.2	77.5	Yes	Yes
African American	44	100	34.9	27.9	32.6	4.7	44.2	49.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	2	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	10	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	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	52	100	29.4	29.4	35.3	5.9	51	51.5	No	Yes

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

All Students	110	100	21.1	33.9	29.4	15.6	55	62.3	No	Yes
Male	54	100	31.5	38.9	22.2	7.4	40.7	61.7	N/A	N/A
Female	56	100	10.9	29.1	36.4	23.6	69.1	63	N/A	N/A
White	63	100	7.9	38.1	31.7	22.2	68.3	75	No	Yes
African American	44	100	37.2	27.9	27.9	7	39.5	44	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	2	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	10	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	1	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	52	100	33.3	29.4	29.4	7.8	43.1	48.1	No	Yes

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

All Students	110	94.5	85.6	8.7	2.9	2.9	N/A	N/A	N/A	N/A
Male	54	96.3	88.5	5.8	3.8	1.9	N/A	N/A	N/A	N/A
Female	56	92.9	82.7	11.5	1.9	3.8	N/A	N/A	N/A	N/A
White	63	96.8	78.7	13.1	3.3	4.9	N/A	N/A	N/A	N/A
African American	44	90.9	95.0	2.5	2.5	N/A	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	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	10	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	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	52	92.3	91.7	4.2	4.2	N/A	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	92	100	6.9	37.9	37.9	17.2	70.1	61.8
	2010	110	100	17.4	33.9	32.1	16.5	62.4	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	92	100	13.8	40.2	29.9	16.1	62.1	62.7
	2010	110	100	21.1	33.9	29.4	15.6	55	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	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%*	Yes

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