

McCormick School District

821 North Mine Street
McCormick, SC 29835

Grades	PK-12 District	
Enrollment	864 Students	
Superintendent	Dr. Earlean Smiley	864-852-2435
Board Chair	Kathy Dulaney	864-852-2144

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	At-Risk
2008	Average	Below Average
2007	Average	Excellent
2006	Below Average	At-Risk

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

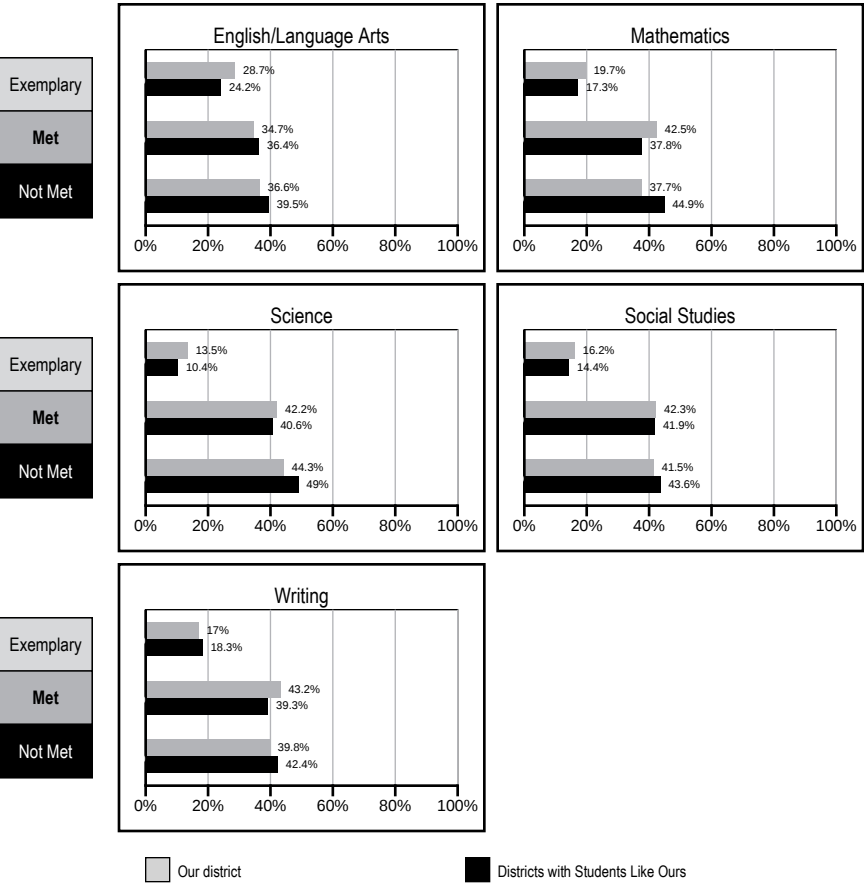
98.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	6	3

* 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	78.6%	66.7%	71.2%	72.3%	64.8%	64.8%
Passed one subtest	16.1%	18.3%	17.8%	15.6%	17.7%	18.0%
Passed no subtests	5.4%	15.0%	11.0%	12.1%	17.6%	17.3%

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	75.8%	66.7%
English 1	67.2%	59.8%
Physical Science	43.1%	39.0%
US History and the Constitution	23.7%	23.4%
All Subjects	52.4%	48.0%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=864)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	4.6%	Up from 3.6%	3.1%	2.3%
Attendance rate	95.6%	Down from 95.7%	95.3%	95.8%
Eligible for gifted and talented	2.4%	Up from 0.7%	6.2%	14.3%
With disabilities other than speech	8.6%	Up from 8.1%	10.6%	10.5%
Older than usual for grade	7.2%	Up from 5.3%	6.4%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Up from 1.0%	0.8%	0.7%
Enrolled in AP/IB programs	8.3%	No Change	6.1%	12.1%
Successful on AP/IB exams	N/A	N/A	40.0%	50.0%
Eligible for LIFE Scholarship	31.1%	Up from 30.6%	27.3%	31.4%
Enrolled in adult education GED or diploma programs	38	Up from 26	43	47
Completions in adult education GED or diploma programs	17	Down from 23	19	29
Annual dropout rate	4.3%	Up from 2.5%	3.7%	3.1%
Teachers (n=67)				
Teachers with advanced degrees	46.3%	Down from 48.0%	55.9%	58.8%
Continuing contract teachers	59.7%	Up from 54.7%	76.2%	81.5%
Teachers with emergency or provisional certificates	11.5%	Down from 20.3%	8.6%	4.0%
Teachers returning from previous year	78.0%	Up from 76.3%	86.2%	89.3%
Teacher attendance rate	94.2%	Down from 95.8%	94.8%	95.3%
Average teacher salary*	\$44,039	Up 3.1%	\$44,174	\$46,618
Vacancies for more than nine weeks	1.5%	Down from 2.7%	0.6%	0.2%
Professional development days/teacher	17.9 days	Down from 19.8 days	13.3 days	12.6 days
District				
Superintendent's years at district	5.5	Up from 4.5	4.0	3.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.1 to 1	19.6 to 1	20.9 to 1
Prime instructional time	88.6%	Down from 89.8%	88.7%	89.9%
Dollars spent per pupil**	\$12,437	Up 1.0%	\$10,450	\$9,364
Percent of expenditures for teacher salaries**	44.8%	Down from 45.2%	49.6%	53.3%
Percent of expenditures for instruction**	48.1%	Down from 48.9%	52.5%	56.3%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	3	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.3%	2.4%
Average age in years of school facilities	24 Years	Up from 23 Years	32 Years	27 Years
Number of schools with SACS accreditation	2.0	No Change	4.0	8.0
Parents attending conferences	96.7%	Up from 92.1%	96.4%	97.1%
Average administrator salary	\$70,065	No Change	\$75,058	\$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	49	87.8%	254	52.4%	65	70.8%	N/A
Gender							
Male	25	80.0%	125	51.2%	36	61.1%	N/A
Female	24	95.8%	129	53.5%	29	82.8%	N/A
Racial/Ethnic Group							
White	N/A	N/A	33	69.7%	N/A	N/A	N/A
African American	47	87.2%	218	49.1%	58	75.9%	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	17	23.5%	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	88.4%	204	50.0%	56	73.2%	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	87.8%	85.9%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	84	65	222	226
Number of Graduates in Cohort	61	46	154	154
Rate	72.6%	70.8%	70.3%	70.5%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	450	421	509	438	411	407	1370	1266		
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	15.5	17.7	17.8	16.3	16.3	16.1	17.2	16.2	16.8
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

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School District Governance

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	46.5 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The McCormick County School District experienced many exciting and challenging opportunities during the 2009-2010 school year. Our board of trustees and superintendent of schools, along with district staff, participated in the completion of our educational complex with the addition of the McCormick High School to that location. We are all very excited about the education complex and the programs that we will be able to introduce to the educational system in McCormick.

McCormick, like all the other school districts in the state of South Carolina, has experienced significant declines in revenue from the South Carolina General Assembly this school year. Our district has been fortunate in that we have not had to furlough employees during the 2009-2010 school year. However, with the anticipated shortfalls for 2010-2011, it may be a possibility that we have to explore.

Our schools have been involved in lots of great activities this school year for staff development and student learning. Some of the programs that we have implemented this year include the software program Education 2020, Classworks, and more staff development related to Measures of Academic Progress. The district, like many others in South Carolina, is using Measures of Academic Progress as in-house benchmark tests. We have also been working on ways to interpret data from various formats and sources to improve teaching and learning.

We are very fortunate to have a caring and dedicated staff in McCormick. Our staff and students are our greatest resources. The district is committed to providing the support needed to ensure that our students receive the best education possible. One strategy that began this school year is a review of the planning process. As a result of this review, the district completed an application to become a SACS Accredited District. This is one of many strategies being implemented in the 2010-2011 school year.

Dr. Sandra Calliham, Superintendent 2009-2010

No Child Left Behind

District Adequate Yearly Progress

No

This district met 16 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

The McCormick School District consists of 3 public schools with 0 of these schools, or 0%, 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."

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	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	367	98.9	37.3	34.5	28.2	74.6	83.5	Yes	Yes
Gender									
Male	188	97.9	41.8	31.5	26.6	69.6	80.1	N/A	N/A
Female	179	100	32.4	37.6	30	80	87	N/A	N/A
Racial/Ethnic Group									
White	63	100	13.3	45	41.7	90	89.6	Yes	Yes
African American	299	98.7	42.6	32.9	24.6	70.9	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	2	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	43	90.7	66.7	21.4	11.9	42.9	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	286	98.6	40.9	32.6	26.5	71.3	76.9	Yes	Yes

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

All Students	367	100	37.9	42.4	19.8	75.4	80.4	Yes	Yes
Gender									
Male	188	100	40.8	39.7	19.6	74.5	78.4	N/A	N/A
Female	179	100	34.7	45.3	20	76.5	82.5	N/A	N/A
Racial/Ethnic Group									
White	63	100	20	40	40	90	87.8	Yes	Yes
African American	299	100	41.5	42.9	15.6	72.3	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	2	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	43	100	76.2	11.9	11.9	40.5	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	286	100	39.8	42.3	17.9	72	72.8	Yes	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	240	99.6	43.9	42.5	13.6	56.1	67.3
Gender							
Male	118	100	42.1	45.6	12.3	57.9	66.9
Female	122	99.2	45.6	39.5	14.9	54.4	67.7
Racial/Ethnic Group							
White	36	100	27.3	45.5	27.3	72.7	79.6
African American	200	99.5	47.1	42.4	10.5	52.9	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	2	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	28	96.4	76.9	19.2	3.8	23.1	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	191	99.5	47	42.6	10.4	53	55.4

Social Studies

All Students	240	100	41.6	42.5	15.9	58.4	70.9
Gender							
Male	127	100	45.2	37.3	17.5	54.8	70.1
Female	113	100	37.4	48.6	14	62.6	71.7
Racial/Ethnic Group							
White	45	100	23.3	44.2	32.6	76.7	79.2
African American	194	100	46	42.3	11.6	54	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	N/A	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	28	100	70.4	22.2	7.4	29.6	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	181	100	46.4	41.9	11.7	53.6	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	365	99.5	39.8	43.2	17	60.2	72.1	96	96.3
Gender									
Male	187	99.5	47.5	37.2	15.3	52.5	65.2	95.9	96.2
Female	178	99.4	31.4	49.7	18.9	68.6	79.2	96.1	96.4
Racial/Ethnic Group									
White	63	98.4	27.1	47.5	25.4	72.9	80.8	94.5	96.1
African American	297	99.7	42.7	42.7	14.6	57.3	59.7	96.4	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87	95	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.6	90.3	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	41	95.1	84.6	12.8	2.6	15.4	27.7	95.1	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	N/A	N/AV	I/S	I/S	I/S	I/S	63.7	99.9	97
Socio-Economic Status									
Subsidized meals	285	99.3	43.7	40.8	15.5	56.3	61.9	96	95.8

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	65	100	21.3	39.3	39.3	78.7
	4	60	100	30.9	54.5	14.5	69.1
	5	76	100	30.7	45.3	24	69.3
	6	57	100	20.8	43.4	35.8	79.2
	7	71	100	50	36.4	13.6	50
	8	75	100	44.6	39.2	16.2	55.4
2010	3	60	95	23.7	30.5	45.8	76.3
	4	60	98.3	26.3	56.1	17.5	73.7
	5	54	100	30.2	56.6	13.2	69.8
	6	72	100	47.8	27.5	24.6	52.2
	7	53	100	33.3	23.5	43.1	66.7
	8	68	100	56.9	16.9	26.2	43.1
Mathematics							
2009	3	65	100	31.1	36.1	32.8	68.9
	4	60	100	40	47.3	12.7	60
	5	76	100	44	44	12	56
	6	57	100	20.8	47.2	32.1	79.2
	7	71	100	50	39.4	10.6	50
	8	75	100	48.6	33.8	17.6	51.4
2010	3	60	100	27.1	39	33.9	72.9
	4	60	100	26.3	56.1	17.5	73.7
	5	54	100	32.1	47.2	20.8	67.9
	6	72	100	39.1	44.9	15.9	60.9
	7	53	100	33.3	39.2	27.5	66.7
	8	68	100	64.6	29.2	6.2	35.4
Science							
2009	3	34	100	25	59.4	15.6	75
	4	60	100	32.7	61.8	5.5	67.3
	5	37	100	51.4	43.2	5.4	48.6
	6	29	100	29.6	55.6	14.8	70.4
	7	71	100	47	42.4	10.6	53
	8	39	100	71.1	18.4	10.5	28.9
2010	3	30	100	62.1	20.7	17.2	37.9
	4	60	100	40.4	50.9	8.8	59.6
	5	27	100	50	50	0	50
	6	37	97.3	47.1	44.1	8.8	52.9
	7	53	100	21.6	52.9	25.5	78.4
	8	33	100	61.3	22.6	16.1	38.7

Abbreviations for Missing Data

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N/R–Not Reported

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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	30	100	27.6	37.9	34.5	72.4
	4	60	100	20	70.9	9.1	80
	5	39	100	50	28.9	21.1	50
	6	28	100	N/AV	N/AV	N/AV	N/AV
	7	71	100	74.2	15.2	10.6	25.8
	8	36	100	47.2	47.2	5.6	52.8
2010	3	30	100	36.7	30	33.3	63.3
	4	60	100	26.3	59.6	14	73.7
	5	27	100	55.6	33.3	11.1	44.4
	6	35	100	44.1	44.1	11.8	55.9
	7	53	100	49	33.3	17.6	51
	8	35	100	47.1	44.1	8.8	52.9
Writing							
2009	3	64	100	34.4	42.6	23	65.6
	4	58	100	30.9	58.2	10.9	69.1
	5	77	100	40	42.7	17.3	60
	6	56	100	28.3	52.8	18.9	71.7
	7	73	100	62.7	26.9	10.4	37.3
	8	78	98.7	48	41.3	10.7	52
2010	3	61	100	20.3	54.2	25.4	79.7
	4	59	100	40.4	49.1	10.5	59.6
	5	54	100	24.5	49.1	26.4	75.5
	6	72	98.6	57.4	33.8	8.8	42.6
	7	53	98.1	32	52	16	68
	8	66	100	56.9	26.2	16.9	43.1

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	80	91.3	13	39.1	29	18.8	60.9	65.9	No	No
Male	45	93.3	15.8	39.5	23.7	21.1	55.3	60.8	N/A	N/A
Female	35	88.6	9.7	38.7	35.5	16.1	67.7	71	N/A	N/A
White	11	100	0	22.2	44.4	33.3	77.8	77.5	I/S	I/S
African American	69	89.9	15	41.7	26.7	16.7	58.3	49.7	No	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	16	81.3	58.3	33.3	0	8.3	16.7	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	69	91.3	14.8	41	31.1	13.1	59	51.5	No	Yes

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

All Students	80	91.3	21.7	44.9	24.6	8.7	37.7	62.3	No	No
Male	45	93.3	18.4	47.4	26.3	7.9	42.1	61.7	N/A	N/A
Female	35	88.6	25.8	41.9	22.6	9.7	32.3	63	N/A	N/A
White	11	100	0	22.2	77.8	0	88.9	75	I/S	I/S
African American	69	89.9	25	48.3	16.7	10	30	44	No	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	16	81.3	50	41.7	0	8.3	8.3	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	69	91.3	24.6	49.2	21.3	4.9	31.1	48.1	No	Yes

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

All Students	76	94.7	90.3	8.3	1.4	N/A	N/A	N/A	N/A	N/A
Male	43	95.3	92.7	4.9	2.4	N/A	N/A	N/A	N/A	N/A
Female	33	93.9	87.1	12.9	N/A	N/A	N/A	N/A	N/A	N/A
White	11	100.0	81.8	18.2	N/A	N/A	N/A	N/A	N/A	N/A
African American	65	93.8	91.8	6.6	1.6	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	N/A	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	12	75.0	N/AV	N/AV	N/AV	N/AV	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	66	95.5	93.7	6.3	N/A	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	63	98.4	15.3	37.3	33.9	13.6	61	61.8
	2010	80	91.3	13	39.1	29	18.8	60.9	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	63	98.4	32.2	35.6	23.7	8.5	45.8	62.7
	2010	80	91.3	21.7	44.9	24.6	8.7	37.7	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	8.0%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate, grades K-8	95.6%	94.0%*	Yes

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