



Union School District

130 W. Main Street
Union, South Carolina

Grades	PK-12 District	
Enrollment	4,545 Students	
Superintendent	Dr. Kristi Woodall	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

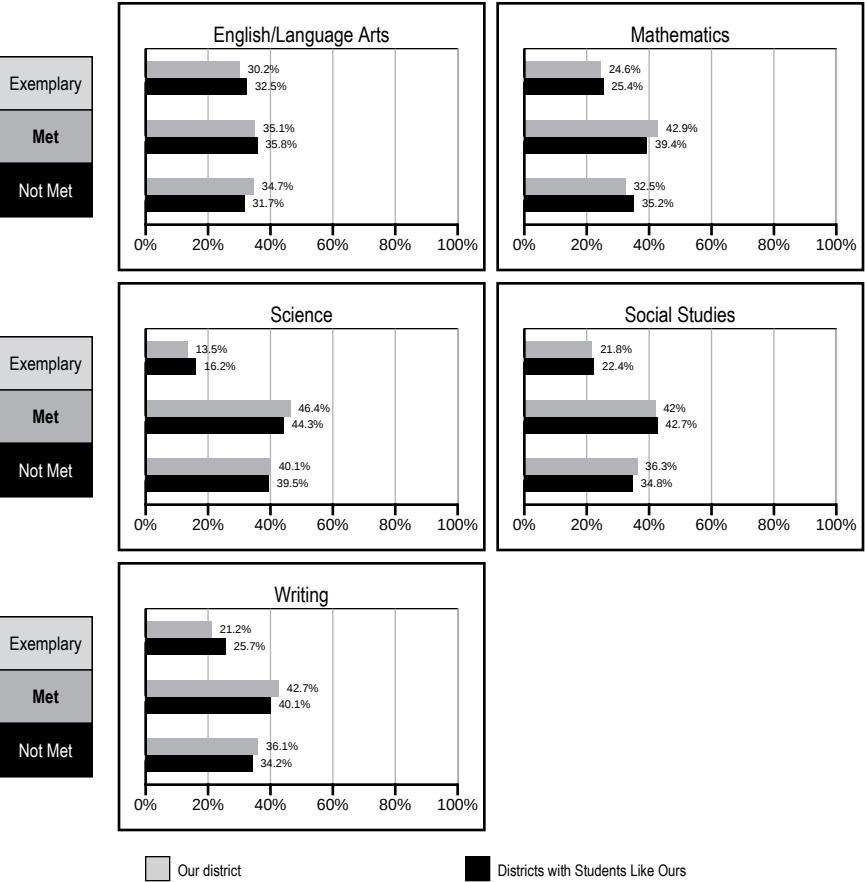
99%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	17	5	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	73.4%	71.1%	71.3%	78.1%	72.3%	75.1%
Passed one subtest	14.1%	13.5%	15.2%	11.2%	14.6%	12.5%
Passed no subtests	12.5%	15.4%	13.5%	10.6%	13.1%	12.5%

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	75.8%	79.9%
English 1	57.1%	66.9%
Physical Science	47.1%	49.6%
US History and the Constitution	36.4%	38.7%
All Subjects	55.8%	59.5%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=4,545)				
First graders who attended full-day kindergarten	100.0%	Up from 99.7%	100.0%	99.5%
Retention rate	1.8%	Down from 2.9%	2.9%	2.3%
Attendance rate	95.2%	Up from 94.6%	95.7%	95.8%
Eligible for gifted and talented	8.6%	Down from 12.5%	12.3%	14.3%
With disabilities other than speech	14.1%	Down from 14.3%	11.1%	10.5%
Older than usual for grade	3.8%	Up from 3.0%	4.9%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.1%	0.7%	0.7%
Enrolled in AP/IB programs	6.8%	Up from 6.6%	7.6%	12.1%
Successful on AP/IB exams	48.9%	Down from 51.1%	48.3%	50.0%
Eligible for LIFE Scholarship	29.3%	Up from 9.9%	33.4%	31.4%
Enrolled in adult education GED or diploma programs	63	Up from 53	47	47
Completions in adult education GED or diploma programs	61	Up from 53	31	29
Annual dropout rate	0.9%	Down from 3.4%	3.3%	3.1%
Teachers (n=300)				
Teachers with advanced degrees	54.7%	Down from 56.5%	58.8%	58.8%
Continuing contract teachers	83.0%	Up from 73.6%	83.2%	81.5%
Teachers with emergency or provisional certificates	5.0%	Up from 4.3%	3.9%	4.0%
Teachers returning from previous year	90.8%	Up from 90.1%	89.1%	89.3%
Teacher attendance rate	94.4%	Down from 94.7%	95.2%	95.3%
Average teacher salary*	\$45,503	Down 3.3%	\$45,687	\$46,618
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.2%
Professional development days/teacher	12.9 days	Up from 12.4 days	12.6 days	12.6 days
District				
Superintendent's years at district	0.5	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 20.5 to 1	20.8 to 1	20.9 to 1
Prime instructional time	89.1%	Up from 88.8%	89.8%	89.9%
Dollars spent per pupil**	\$8,913	Up 1.7%	\$9,353	\$9,364
Percent of expenditures for teacher salaries**	55.1%	No Change	53.0%	53.3%
Percent of expenditures for instruction**	59.3%	Up from 58.8%	55.5%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	8	Down from 9	8	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	5.5%	Down from 10.1%	1.4%	2.4%
Average age in years of school facilities	26 Years	Down from 43 Years	29 Years	27 Years
Number of schools with SACS accreditation	8.0	Down from 9.0	8.0	8.0
Parents attending conferences	98.6%	Up from 96.0%	97.5%	97.1%
Average administrator salary	\$77,098	No Change	\$78,492	\$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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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	257	85.6%	1351	55.8%	324	71.6%	N/A
Gender							
Male	132	81.1%	701	56.1%	162	68.5%	N/A
Female	125	90.4%	650	55.5%	162	74.7%	N/A
Racial/Ethnic Group							
White	135	90.4%	805	62.5%	174	70.7%	N/A
African American	119	79.8%	528	45.1%	145	73.1%	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	29	48.3%	185	34.1%	34	38.2%	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	145	81.4%	853	48.3%	177	69.5%	N/A

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

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	85.6%	89.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	342	324	393	409
Number of Graduates in Cohort	248	232	300	294
Rate	72.5%	71.6%	75.7%	72.6%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	443	429	453	444	444	412	1341	1286		
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	17.5	15.5	18.4	17.6	18.0	16.8	18.4	17.6	18.2	17.0
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	9 trustees elected to single-member seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	12.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The 2009-2010 school year has presented both challenges and successes. We have maintained quality despite a reduction in state funding. Every effort has been made to reduce expenses while retaining the programs that are important for student achievement. Union County Schools has excellent student teacher ratios, and the goal has been to retain that very important statistic. Smaller classes result in greater attention by teachers to the progress of each student. It can also result in more and better communication with the home. The Board of Trustees, staff, and administration have worked hard to examine every aspect of school district operations to assure that the emphasis continues to be on the classroom.

The district is proud to have successfully opened two new schools, Sims Middle School, housing grades 6-8, and Jonesville Elementary Middle School, housing grades K-8. The opening of these two energy efficient schools and the closing of four older schools have helped tremendously with this year's budget. Efficiencies gained in these two facilities will pay dividends to Union County Schools for many years to come as they provide a great environment for the students in Union County to grow and learn. An Open House was held at each site to celebrate the addition of the new facilities with the community.

I look forward to serving you as superintendent. Progress continues as do challenges. Every effort must be made to seek areas for improvement. We are pursuing partnerships and grant funding to address the unique needs of our district.

Dr. Kristi Woodall, Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 19 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	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.	0
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Title I Schools' School Improvement Status

School	Status	School	Status
Buffalo Elementary	CSI	Foster Park Elementary	NI-DELAY

The Union School District consists of 8 public schools with 2 of these schools, or 25%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	2115	99.8	34.7	35.3	30	78.4	83.5	Yes	Yes
Gender									
Male	1064	99.9	36.7	35.5	27.8	76.3	80.1	N/A	N/A
Female	1051	99.6	32.6	35	32.3	80.7	87	N/A	N/A
Racial/Ethnic Group									
White	1274	99.8	28.9	34.5	36.6	82.3	89.6	Yes	Yes
African American	813	99.6	43.9	36.5	19.6	72.5	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	16	100	28.6	50	21.4	78.6	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	378	99.7	68.7	23.5	7.8	48.5	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	11	100	36.4	54.5	9.1	72.7	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	1439	99.8	40.4	36.5	23.1	74.8	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	2115	99.8	32.6	43	24.4	78.1	80.4	Yes	Yes
Gender									
Male	1064	99.9	31.5	44.3	24.2	78	78.4	N/A	N/A
Female	1051	99.7	33.6	41.7	24.7	78.1	82.5	N/A	N/A
Racial/Ethnic Group									
White	1274	99.8	26.9	42.2	30.9	82.3	87.8	Yes	Yes
African American	813	99.8	41.7	44.3	14	71.6	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	16	100	21.4	50	28.6	78.6	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	378	99.7	68.2	25.6	6.2	47.4	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	11	100	27.3	54.5	18.2	72.7	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	1439	99.9	38.2	43.8	18	74.1	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	1415	99.8	40.1	46.6	13.3	59.9	67.3
Gender							
Male	704	99.9	38.3	46.1	15.6	61.7	66.9
Female	711	99.7	41.8	47.2	10.9	58.2	67.7
Racial/Ethnic Group							
White	843	99.9	31	50	19	69	79.6
African American	551	99.6	54.6	41	4.5	45.4	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	13	100	36.4	54.5	9.1	63.6	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	255	99.6	71.8	23.4	4.8	28.2	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	9	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status							
Subsidized meals	971	99.7	46.7	44.9	8.5	53.3	55.4

Social Studies

All Students	1406	99.8	36.2	42.3	21.5	63.8	70.9
Gender							
Male	729	99.9	34.4	41	24.6	65.6	70.1
Female	677	99.7	38.1	43.8	18.1	61.9	71.7
Racial/Ethnic Group							
White	837	99.9	32.1	40.3	27.6	67.9	79.2
African American	551	99.6	42.6	44.9	12.5	57.4	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	12	100	18.2	72.7	9.1	81.8	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	262	99.2	65.9	28.2	5.9	34.1	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	6	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	972	99.7	42	42.6	15.4	58	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	2110	99	35.9	42.9	21.3	64.1	72.1	95.5	96.3
Gender									
Male	1059	98.7	43.2	41.1	15.7	56.8	65.2	95.4	96.2
Female	1044	99.3	28.5	44.6	26.9	71.5	79.2	95.6	96.4
Racial/Ethnic Group									
White	1264	98.9	29.7	44	26.3	70.3	80.8	95	96.1
African American	812	99.3	45.4	41.1	13.5	54.6	59.7	96.4	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87	97.3	97.5
Hispanic	15	93.3	30.8	61.5	7.7	69.2	64.6	95.1	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	73.4	88.6	95
Disability Status									
Disabled	378	96.3	76.7	19.7	3.6	23.3	27.7	94.6	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	11	100	27.3	63.6	9.1	72.7	63.7	96.4	97
Socio-Economic Status									
Subsidized meals	1441	99	42.4	42.5	15.1	57.6	61.9	95.2	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	351	100	29.9	35.2	34.9	70.1
	4	336	100	27.7	46.1	26.2	72.3
	5	350	100	25.5	50.4	24	74.5
	6	381	100	36	40.3	23.7	64
	7	340	100	39.9	37.5	22.7	60.1
	8	333	100	35.7	43.6	20.7	64.3
2010	3	350	100	22.6	24.6	52.8	77.4
	4	342	99.7	31.4	39.8	28.7	68.6
	5	342	100	25.2	49.8	24.9	74.8
	6	360	100	35.3	35.3	29.3	64.7
	7	371	99.5	45.8	29.9	24.3	54.2
	8	346	99.4	47.3	32.8	19.8	52.7
Mathematics							
2009	3	351	100	37.5	40.2	22.3	62.5
	4	336	100	24.9	40.8	34.3	75.1
	5	350	100	37.8	48.4	13.8	62.2
	6	381	100	31.2	46.8	22	68.8
	7	340	100	33.5	44.4	22.1	66.5
	8	333	100	34.5	45.1	20.4	65.5
2010	3	350	100	30.9	33.8	35.3	69.1
	4	342	100	24.9	50.9	24.3	75.1
	5	342	100	34.3	42.2	23.4	65.7
	6	360	100	33	43.3	23.6	67
	7	371	99.5	36.9	41.3	21.8	63.1
	8	346	99.4	35.5	46.2	18.3	64.5
Science							
2009	3	174	100	47.6	37.6	14.7	52.4
	4	335	100	34.4	50.6	15	65.6
	5	173	100	38.6	55.6	5.8	61.4
	6	191	99.5	45.9	47	7	54.1
	7	340	100	32.3	53.8	13.9	67.7
	8	169	99.4	37.7	48.1	14.2	62.3
2010	3	180	100	43.9	34.7	21.4	56.1
	4	341	99.7	36.3	55.9	7.8	63.7
	5	173	99.4	37.8	49.4	12.8	62.2
	6	179	100	50.3	41.6	8.1	49.7
	7	368	100	40.6	47.6	11.8	59.4
	8	172	99.4	34.5	41.7	23.8	65.5

Abbreviations for Missing Data

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I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	178	100	20.9	47.7	31.4	79.1
	4	336	100	22.1	54.2	23.7	77.9
	5	177	100	43.5	40	16.5	56.5
	6	190	100	31.2	54.8	14	68.8
	7	339	100	44.5	34.2	21.2	55.5
	8	165	100	34.4	33.8	31.8	65.6
2010	3	171	100	25.5	37.6	37	74.5
	4	341	99.7	24	55.9	20.1	76
	5	169	99.4	46.6	38	15.3	53.4
	6	182	100	24.6	52.5	22.9	75.4
	7	369	100	52.2	31.6	16.2	47.8
	8	172	100	39.1	36.7	24.3	60.9
Writing							
2009	3	354	98.9	41	28.3	30.7	59
	4	335	98.2	31.6	44.9	23.4	68.4
	5	353	99.2	36.7	42.2	21.1	63.3
	6	377	98.7	40.9	41.4	17.7	59.1
	7	340	99.1	43.5	42.2	14.3	56.5
	8	332	99.7	39.1	43.1	17.8	60.9
2010	3	348	99.1	29.3	37.6	33.1	70.7
	4	345	99.1	33.8	42.8	23.4	66.2
	5	341	98.8	31.1	42.7	26.2	68.9
	6	360	98.6	34.3	44.1	21.6	65.7
	7	371	99.2	52.5	39.7	7.8	47.5
	8	345	99.1	33.1	50.3	16.6	66.9

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	358	98.9	18.2	36.1	26.6	19.1	58.1	65.9	No	Yes
Male	181	98.3	25	36.4	24.4	14.2	46.6	60.8	N/A	N/A
Female	177	99.4	11.2	35.9	28.8	24.1	70	71	N/A	N/A
White	224	99.1	15	29.9	30.8	24.3	67.8	77.5	No	Yes
African American	132	98.5	23.8	45.4	20	10.8	42.3	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	68	100	59.7	32.8	6	1.5	13.4	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	2	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	220	98.6	25.7	39.3	22.4	12.6	47.7	51.5	Yes	Yes

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

All Students	357	99.4	23.6	30.5	24.8	21	55.6	62.3	No	Yes
Male	180	98.9	26.7	25.6	25.6	22.2	55.7	61.7	N/A	N/A
Female	177	100	20.5	35.7	24	19.9	55.6	63	N/A	N/A
White	224	99.6	19.1	26	26	28.8	64.7	75	No	Yes
African American	131	99.2	31.5	38.5	21.5	8.5	40	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	68	100	61.2	29.9	6	3	16.4	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	2	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	219	99.5	32.6	31.2	21.9	14.4	44.7	48.1	No	Yes

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

All Students	358	86.0	68.2	20.8	7.5	3.6	N/A	N/A	N/A	N/A
Male	181	80.7	67.8	17.8	8.9	5.5	N/A	N/A	N/A	N/A
Female	177	91.5	68.5	23.5	6.2	1.9	N/A	N/A	N/A	N/A
White	224	88.4	64.1	21.2	9.6	5.1	N/A	N/A	N/A	N/A
African American	132	81.8	75.9	19.4	3.7	0.9	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	67	56.7	97.4	N/A	2.6	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	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	220	81.8	72.8	18.3	6.7	2.2	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	324	98.8	20.6	37.9	23.5	18	54.2	61.8
	2010	358	98.9	18.2	36.1	26.6	19.1	58.1	65.9

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

All Students	2009	323	98.8	22.3	26.2	29.8	21.6	63	62.7
	2010	357	99.4	23.6	30.5	24.8	21	55.6	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	1.5%	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.

Abbreviations for Missing Data

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