



Marion Two School District

P.O. Box 689

Mullins, South Carolina

Grades	PK-12 District	
Enrollment	1,984 Students	
Superintendent	Dr. Nathaniel Miller	843-464-3700
Board Chair	Elizabeth Hammond	843-464-3700

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Excellent*
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Average	Average
2004	Average	Below Average

* The District's 2008 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 DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

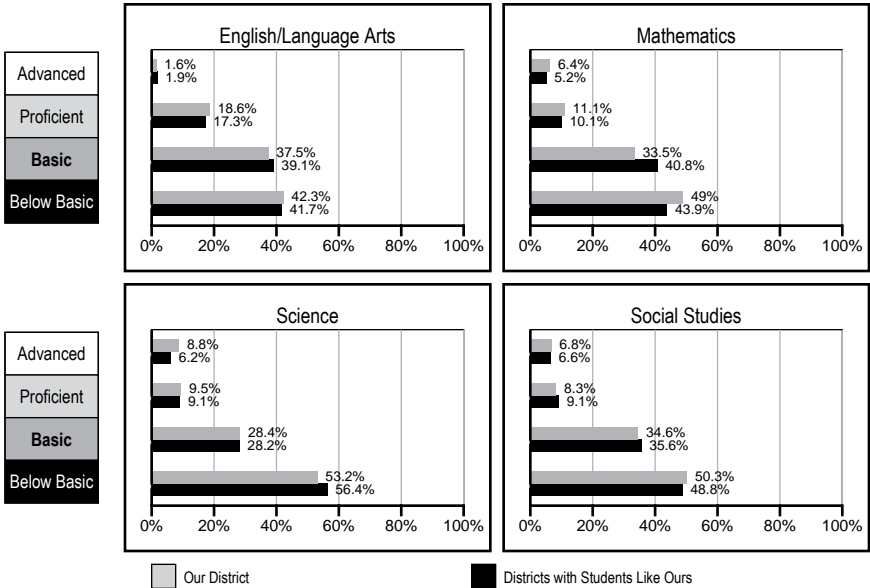
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	6	10

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

Percent	Our District			Districts with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed both subtests	63.4	76.4	74.7	60.1	65.8	70.3
Passed 1 subtest	16.9	14.3	15.1	17.3	17.9	15.5
Passed no subtests	19.7	9.3	10.3	22.7	16.3	14.3

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	70.0	58.7
English 1	52.2	44.0
Physical Science	19.5	29.9
All Subjects	38.8	45.5

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,984)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	98.9%
Retention rate	4.4%	Up from 3.7%	5.2%	4.0%
Attendance rate	94.2%	Down from 96.3%	95.3%	95.6%
Eligible for gifted and talented	9.6%	Up from 7.9%	6.0%	11.4%
With disabilities other than speech	14.8%	Up from 11.2%	11.2%	10.5%
Older than usual for grade	7.3%	Up from 4.6%	6.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 1.6%	1.1%	0.8%
Enrolled in AP/IB programs	5.0%	Down from 5.6%	6.6%	10.3%
Successful on AP/IB exams	N/A	N/A	20.0%	56.0%
Eligible for LIFE Scholarship	32.7%	Up from 29.1%	26.4%	31.1%
Enrolled in adult education GED or diploma programs	9	Up from 6	37	48
Completions in adult education GED or diploma programs	3	Down from 4	13	27
Annual dropout rate	5.6%	Up from 2.9%	4.3%	3.8%
Teachers (n=135)				
Teachers with advanced degrees	46.7%	Up from 37.1%	53.0%	54.8%
Continuing contract teachers	68.9%	Down from 82.3%	61.3%	73.9%
Teachers with emergency or provisional certificates	14.2%	Up from 3.5%	14.3%	5.0%
Teachers returning from previous year	88.0%	Up from 87.9%	84.4%	88.8%
Teacher attendance rate	95.2%	Up from 95.1%	94.6%	94.9%
Average teacher salary	\$42,750	Up 3.2%	\$42,622	\$45,107
Vacancies for more than nine weeks	2.2%	Down from 4.0%	1.8%	0.5%
Professional development days/teacher	24.5 days	Up from 17.3 days	16.5 days	15.2 days
District				
Superintendent's years at district	2.5	Up from 1.5	2.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 23.1 to 1	18.7 to 1	20.2 to 1
Prime instructional time	87.5%	Down from 89.6%	87.9%	89.1%
Dollars spent per pupil*	\$8,863	Up 3.3%	\$9,684	\$8,666
Percent of expenditures for teacher salaries*	48.7%	Down from 52.0%	47.9%	53.1%
Percent of expenditures for instruction*	51.9%	Down from 55.5%	52.0%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	98.2%	Up from 96.9%	94.5%	98.2%
Number of schools	4	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	5.2%	Up from 5.0%	4.6%	4.3%
Average age in years of school facilities	34 Years	No Change	31 Years	26 Years
Number of schools with SACS accreditation	4.0	No Change	4.0	8.0
Average administrator salary	\$71,864	Up 7.7%	\$71,370	\$76,032

* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	109	95.4%	459	47.3%	119	74.8%	Yes
Gender							
Male	60	93.3%	252	46.4%	63	61.9%	N/A
Female	47	97.9%	206	48.1%	54	88.9%	N/A
Racial/Ethnic Group							
White	28	92.9%	100	56.0%	28	71.4%	N/A
African American	78	96.2%	352	44.0%	88	75.0%	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	14	100.0%	83	27.7%	19	42.1%	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	77	96.1%	351	43.6%	86	73.3%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	95.4%	88.8%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	119	179
Number of Diplomas	89	132
Rate	74.8%	73.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	447	429	472	445	438	427	919	874		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	15.2	15.6	17.0	16.8	16.6	16.2	17.0	16.5	16.5	16.4
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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

School District Governance

Board Membership	7 trustees appointed
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	36.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Marion School District Two serves the educational needs of over 2,100 students in a population base of 13,000 residents. Located in a small rural area of the Pee Dee, the district operates four schools on five sites with 150 teachers. Approximately 80 percent of our students qualify for free or reduced lunch. Over 40 percent of the families live below the poverty level and have a taxable income of less than eight thousand dollars. Marion County continues to rank near the top in the state in unemployment.

With grade restructuring, students remain in schools over a greater grade span and schools are able to learn the students better and focus on specific student needs. This has allowed for greater vertical articulation and fewer student transitions. With the computerized MAP tests, teachers are able to know, within days of administration, specific student deficiencies and they are then able to design curriculum and instruction to meet individual needs.

The utilization of after school programs and Title One support programs were effective in the increase gains made in the achievement of the students. Mullins High School continues to show increased improvement in the SAT scores and the graduation rate.

All district schools have had campus security and vulnerability assessments conducted; feedback from reports helps determine the avenue each school needs to take to make their learning environment safe and secure. School administrators have received training in developing Crisis Response Teams within their school so that emergencies can be handled as efficiently as possible.

Marion School District Two enjoys a healthy partnership with several businesses in the community. These partnerships have been forged in the areas of financial support, mentoring, community forums, and participation and services in kind. We appreciate our community and its involvement.

The main focus of the Marion School District Two's Board of Trustees is to foster the development of a well-rounded individual that will someday become a productive citizen and community member. The board recognizes that this can only be accomplished through the support of our community as well as our legislative delegation.

Nathaniel Miller, Ph.D., Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 12 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

N/A

Title I Schools' School Improvement Status

The Marion Two School District consists of 4 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. Sanction: Implement the restructuring plan.
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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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	873	99.2	42.0	37.7	18.7	1.6	30.1	48.2	No	Yes
Gender										
Male	450	99.1	53.1	31.1	14.4	1.4	24.5	41.7	N/A	N/A
Female	423	99.3	30.3	44.8	23.3	1.8	36.0	55.0	N/A	N/A
Racial/Ethnic Group										
White	226	99.1	33.7	36.1	26.9	3.4	42.8	60.0	No	Yes
African American	620	99.2	45.9	38.1	15.2	0.8	24.9	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	20	100.0	5.6	61.1	33.3	N/A	50.0	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	160	98.8	81.1	11.5	3.4	4.1	8.8	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	6	I/S	I/S	I/S	I/S	I/S	I/S	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	739	99.1	44.8	38.2	15.9	1.1	26.4	34.0	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	873	99.2	48.7	33.7	11.2	6.4	24.9	45.8	No	Yes
Gender										
Male	450	99.3	52.9	29.4	10.6	7.1	24.0	45.6	N/A	N/A
Female	423	99.1	44.1	38.3	11.8	5.8	25.8	45.9	N/A	N/A
Racial/Ethnic Group										
White	226	99.1	36.1	37.0	15.9	11.1	37.0	59.0	No	Yes
African American	620	99.2	53.8	32.5	9.1	4.6	19.6	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	20	100.0	33.3	38.9	22.2	5.6	38.9	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	160	98.1	76.2	17.7	2.7	3.4	8.8	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	6	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	739	99.1	51.3	33.9	9.1	5.7	21.0	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	583	99.8	53.2	28.5	9.6	8.7	18.2	35.7	95.2	96.1
Gender										
Male	305	100.0	55.0	25.3	10.4	9.3	19.7	37.4	94.8	96.0
Female	278	99.6	51.3	32.1	8.7	7.9	16.6	33.8	95.7	96.3
Racial/Ethnic Group										
White	139	100.0	33.3	38.0	13.2	15.5	28.7	49.2	94.7	96.0
African American	422	99.8	60.7	25.2	7.9	6.2	14.1	17.0	95.4	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	58.0	97.4	97.3
Hispanic	15	100.0	30.8	46.2	7.7	15.4	23.1	24.9	95.1	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.5	94.6
Disability Status										
Disabled	108	100.0	75.7	16.5	1.9	5.8	7.8	14.0	93.8	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.9	96.8
Socio-Economic Status										
Subsided meals	492	99.8	56.7	27.7	7.8	7.8	15.6	21.1	95.0	95.6
Social Studies										
All Students	582	99.8	50.2	34.7	8.3	6.9	15.2	34.0	95.2	96.1
Gender										
Male	298	100.0	49.3	32.4	10.9	7.4	18.3	36.6	94.8	96.0
Female	284	99.7	51.1	37.0	5.6	6.3	11.9	31.3	95.7	96.3
Racial/Ethnic Group										
White	160	100.0	35.1	40.5	14.2	10.1	24.3	44.5	94.7	96.0
African American	406	99.8	56.7	32.6	5.9	4.9	10.8	19.1	95.4	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.4	97.3
Hispanic	11	100.0	27.3	36.4	18.2	18.2	36.4	27.5	95.1	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.5	94.6
Disability Status										
Disabled	102	100.0	61.1	26.3	7.4	5.3	12.6	14.4	93.8	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.9	96.8
Socio-Economic Status										
Subsided meals	496	99.8	53.9	34.0	6.5	5.6	12.1	21.0	95.0	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	152	96.7	31.7	42.4	24.5	1.4	25.9
	4	130	99.2	37.3	34.9	27.0	0.8	27.8
	5	149	99.3	53.3	32.1	13.9	0.7	14.6
	6	163	97.6	51.6	36.6	9.8	2.0	11.8
	7	155	100.0	54.2	34.5	10.6	0.7	11.3
2008	3	136	100.0	20.2	48.8	27.1	3.9	31.0
	4	152	98.7	41.7	32.6	25.0	0.7	25.7
	5	134	98.5	35.2	40.8	23.2	0.8	24.0
	6	147	100.0	51.1	36.7	10.1	2.2	12.2
	7	140	99.3	42.4	40.2	15.9	1.5	17.4
8	164	98.8	57.4	29.7	12.3	0.6	12.9	
Mathematics								
2007	3	152	98.7	50.0	39.3	9.3	1.4	10.7
	4	130	100.0	44.9	29.1	20.5	5.5	26.0
	5	149	98.7	39.7	44.9	11.0	4.4	15.4
	6	163	96.9	47.7	32.0	11.8	8.5	20.3
	7	155	100.0	47.9	37.3	10.6	4.2	14.8
2008	3	136	98.5	45.7	44.1	6.3	3.9	10.2
	4	152	99.3	42.8	29.7	15.9	11.7	27.6
	5	134	99.3	28.6	38.1	23.8	9.5	33.3
	6	147	100.0	54.7	30.9	7.2	7.2	14.4
	7	140	99.3	47.7	38.6	8.3	5.3	13.6
8	164	98.8	68.4	23.9	6.5	1.3	7.7	
Science								
2007	3	77	100.0	70.8	22.2	5.6	1.4	6.9
	4	130	100.0	62.2	25.2	7.9	4.7	12.6
	5	75	100.0	67.6	21.1	4.2	7.0	11.3
	6	84	98.8	57.5	22.5	12.5	7.5	20.0
	7	155	99.4	60.3	34.0	2.8	2.8	5.7
2008	3	71	100.0	42.4	37.9	9.1	10.6	19.7
	4	150	100.0	46.5	27.8	13.2	12.5	25.7
	5	66	100.0	44.4	25.4	15.9	14.3	30.2
	6	75	100.0	76.4	13.9	2.8	6.9	9.7
	7	140	99.3	54.5	31.1	9.1	5.3	14.4
8	81	100.0	58.4	33.8	5.2	2.6	7.8	
Social Studies								
2007	3	74	100.0	34.3	52.2	11.9	1.5	13.4
	4	130	100.0	46.5	40.2	11.8	1.6	13.4
	5	73	100.0	71.2	19.7	6.1	3.0	9.1
	6	79	97.5	37.8	45.9	13.5	2.7	16.2
	7	155	99.4	67.6	28.2	2.8	1.4	4.2
2008	3	70	100.0	29.4	44.1	20.6	5.9	26.5
	4	151	100.0	49.0	34.5	7.6	9.0	16.6
	5	67	100.0	52.4	30.2	6.3	11.1	17.5
	6	73	100.0	44.1	38.2	7.4	10.3	17.6
	7	140	99.3	61.4	28.0	5.3	5.3	10.6
8	81	100.0	55.1	38.5	6.4	N/A	6.4	

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	153	98.0	17.5	46.9	30.1	5.6	50.3	69.7	Yes	Yes
Male	86	96.5	17.5	48.8	31.3	2.5	47.5	64.6	N/A	N/A
Female	67	100.0	17.5	44.4	28.6	9.5	54.0	74.8	N/A	N/A
White	33	100.0	6.5	48.4	32.3	12.9	64.5	81.7	I/S	I/S
African American	120	97.5	20.5	46.4	29.5	3.6	46.4	53.6	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	37	94.6	37.5	56.3	6.3	N/A	15.6	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	113	98.2	18.7	50.5	28.0	2.8	48.6	55.1	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	153	98.0	19.6	44.8	23.1	12.6	50.3	67.2	Yes	Yes
Male	86	96.5	15.0	45.0	27.5	12.5	51.3	66.3	N/A	N/A
Female	67	100.0	25.4	44.4	17.5	12.7	49.2	68.0	N/A	N/A
White	33	100.0	16.1	25.8	35.5	22.6	64.5	79.6	I/S	I/S
African American	120	97.5	20.5	50.0	19.6	9.8	46.4	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	37	94.6	46.9	40.6	9.4	3.1	21.9	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	113	98.2	21.5	46.7	23.4	8.4	48.6	53.1	Yes	Yes

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

All Students	190	87.9	83.2	4.2	0.5	N/A	N/A	N/A	N/A	N/A
Male	107	86.0	80.4	4.7	0.9	N/A	N/A	N/A	N/A	N/A
Female	83	90.4	86.7	3.6	N/A	N/A	N/A	N/A	N/A	N/A
White	37	89.2	81.1	5.4	2.7	N/A	N/A	N/A	N/A	N/A
African American	151	87.4	84.1	3.3	N/A	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	1	I/S	I/S	I/S	I/S	I/S	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	42	76.2	76.2	N/A	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	148	86.5	83.1	2.7	0.7	N/A	N/A	N/A	N/A	N/A

* Adj - 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 and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	148	93.9	9.6	45.6	30.9	14.0	63.2	70.7
	2008	153	98.0	17.5	46.9	30.1	5.6	50.3	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	148	95.9	18.8	45.7	20.3	15.2	50.7	62.2
	2008	153	98.0	19.6	44.8	23.1	12.6	50.3	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate, grades K-8	94.2%	94.0%	Yes

* Or greater than last year