



Marion Two School District

P.O. Box 689

Mullins, South Carolina

Grades	PK-12 District	
Enrollment	1,950 Students	
Superintendent	Dr. Nathaniel Miller	843-464-3700
Board Chair	Mrs. Elizabeth Hammond	843-464-3700

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	Below Average	Excellent
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	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 2008-09 whose 2007-08 test scores were located

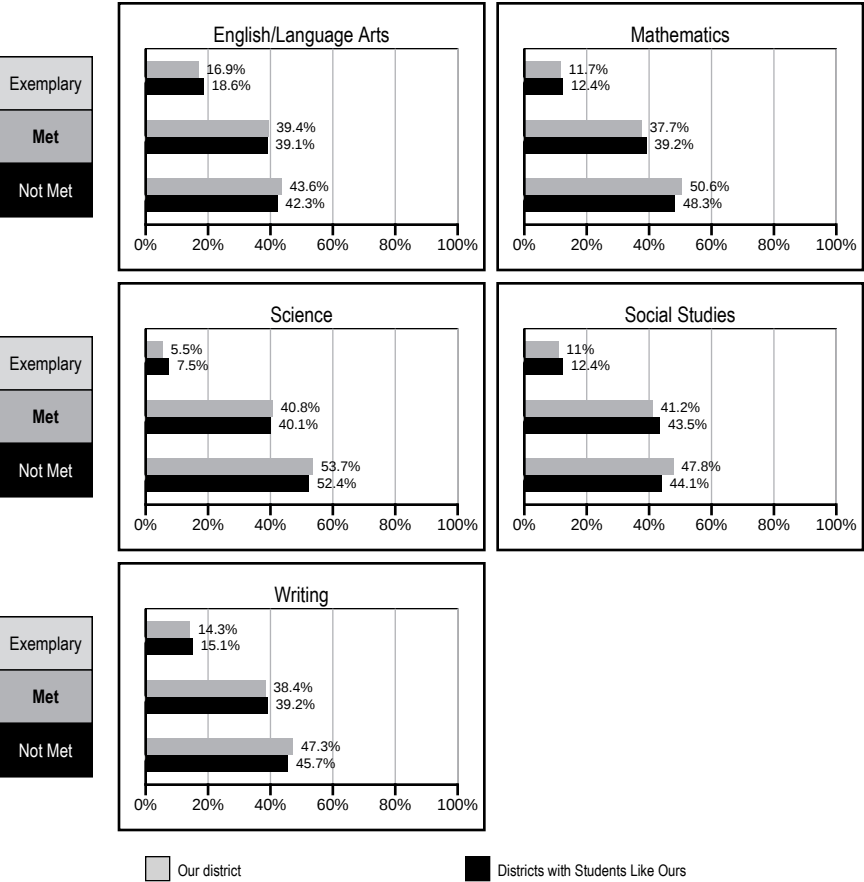
96.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 06/01/2010.

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	2007	2008	2009	2007	2008	2009
Passed both subtests	76.4%	74.7%	64.3%	65.8%	70.3%	62.3%
Passed one subtest	14.3%	15.1%	12.7%	17.9%	15.5%	19.5%
Passed no subtests	9.3%	10.3%	23.0%	16.3%	14.3%	18.3%

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	83.7%	60.9%
English 1	42.8%	48.8%
Physical Science	25.7%	33.4%
US History and the Constitution	14.1%	18.3%
All Subjects	41.3%	41.1%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,950)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	4.0%	Down from 4.4%	3.9%	3.1%
Attendance rate	93.5%	Down from 94.2%	95.3%	95.7%
Eligible for gifted and talented	9.7%	Up from 9.6%	5.6%	11.2%
With disabilities other than speech	13.4%	Down from 14.8%	11.6%	10.6%
Older than usual for grade	5.4%	Down from 7.3%	6.1%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.6%	0.4%	0.5%
Enrolled in AP/IB programs	5.7%	Up from 5.0%	6.4%	10.5%
Successful on AP/IB exams	48.0%	N/A	38.0%	51.2%
Eligible for LIFE Scholarship	30.2%	Down from 32.7%	29.3%	30.8%
Enrolled in adult education GED or diploma programs	16	Up from 9	28	40
Completions in adult education GED or diploma programs	11	Up from 3	15	30
Annual dropout rate	6.4%	Up from 5.6%	3.6%	3.4%
Teachers (n=134)				
Teachers with advanced degrees	51.5%	Up from 46.7%	53.1%	56.8%
Continuing contract teachers	66.4%	Down from 68.9%	67.7%	76.7%
Teachers with emergency or provisional certificates	11.9%	Down from 14.2%	11.5%	4.6%
Teachers returning from previous year	86.3%	Down from 88.0%	83.4%	88.4%
Teacher attendance rate	93.9%	Down from 95.2%	95.0%	95.0%
Average teacher salary*	\$44,297	Up 3.6%	\$44,165	\$46,992
Vacancies for more than nine weeks	1.5%	Down from 2.2%	1.6%	0.4%
Professional development days/teacher	11.0 days	Down from 24.5 days	13.2 days	13.1 days
District				
Superintendent's years at district	3.5	Up from 2.5	3.8	3.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 20.1 to 1	19.1 to 1	20.5 to 1
Prime instructional time	86.3%	Down from 87.5%	89.1%	89.8%
Dollars spent per pupil**	\$10,291	Up 16.1%	\$11,242	\$9,279
Percent of expenditures for teacher salaries**	46.3%	Down from 48.7%	47.9%	52.7%
Percent of expenditures for instruction**	51.0%	Down from 51.9%	52.3%	56.7%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Number of schools	4	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	9.7%	Up from 5.2%	3.0%	3.5%
Average age in years of school facilities	36 Years	Up from 35 Years	32 Years	28 Years
Number of schools with SACS accreditation	4.0	No Change	4.0	8.0
Parents attending conferences	98.7%	Up from 98.2%	92.6%	93.9%
Average administrator salary	\$74,796	Up 4.1%	\$74,218	\$79,261

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	132	96.2%	642	41.3%	148	82.4%	Yes
Gender							
Male	57	94.7%	329	43.8%	67	76.1%	N/A
Female	75	97.3%	313	38.7%	81	87.7%	N/A
Racial/Ethnic Group							
White	31	100.0%	170	55.9%	36	80.6%	N/A
African American	98	94.9%	461	34.9%	108	83.3%	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	71.4%	109	20.2%	17	47.1%	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	91	94.5%	485	37.5%	104	76.9%	N/A

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

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	96.2%	90.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	148	202
Number of Diplomas	122	140
Rate	82.4%	70.4%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	429	451	445	476	427	437	1301	1364		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	15.6	15.7	16.8	17.5	16.2	16.5	16.5	17.6	16.4	17.0
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees appointed
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	34.4 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 school over a greater grade span and schools are able to instruct students with greater directed instruction. The restructuring has allowed for greater vertical articulation and fewer student transitions. The district has implemented computerized MAP tests and Testview to not only assess instruction but to evaluate student performance more readily.

The utilization of an effective afterschool program that blends both the arts and academics has allowed for additional achievements in both academics and the arts. Mullins High School continues to show improvement in both academics and in closing the achievement gap between majority and minority populations. Mullins High was awarded both Palmetto Gold and Silver Awards, while McCormick Elementary received the Palmetto Silver Award.

Improved student academics were evident by the district and several schools received an "excellent improvement rating." The entire district has implemented the Achieve 3000 Reading Program K-10 as well as other strategies to enhance academic performance.

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

No Child Left Behind

District Adequate Yearly Progress

No

This district met 13 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

School	Status	School	Status
Mccormick Elementary	NI	N Mullins Primary	NI

The Marion Two School District consists of 4 public schools with 2 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	808	99.3	43.1	39.8	17.1	70.8	82.8	Yes	Yes
Gender									
Male	407	99.0	49.7	35.2	15.0	65.0	79.3	N/A	N/A
Female	401	99.5	36.4	44.4	19.2	76.6	86.5	N/A	N/A
Racial/Ethnic Group									
White	209	100.0	31.8	41.8	26.4	77.6	89.5	Yes	Yes
African American	573	99.0	47.9	39.1	13.0	67.9	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	16	100.0	37.5	31.3	31.3	68.8	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	138	99.3	72.1	18.4	9.6	46.3	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	1	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsidized meals	686	99.1	45.8	39.4	14.8	69.6	75.5	Yes	Yes

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

All Students	808	99.3	50.1	38.2	11.7	61.7	78.9	Yes	Yes
Gender									
Male	407	98.8	52.1	34.9	13.0	59.1	77.0	N/A	N/A
Female	401	99.8	48.2	41.5	10.4	64.2	80.9	N/A	N/A
Racial/Ethnic Group									
White	209	100.0	42.3	41.8	15.9	75.1	87.2	Yes	Yes
African American	573	99.0	53.9	36.2	9.9	56.3	66.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	16	100.0	31.3	50.0	18.8	68.8	76.0	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	138	97.8	77.6	17.9	4.5	32.1	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	1	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsidized meals	686	99.3	53.0	37.9	9.2	58.8	70.2	Yes	Yes

* 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

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	538	98.5	52.2	42.1	5.7	47.8	67.5
Gender							
Male	260	98.9	51.4	42.9	5.7	48.6	67.0
Female	278	98.2	52.9	41.4	5.7	47.1	68.0
Racial/Ethnic Group							
White	134	100.0	36.7	54.7	8.6	63.3	79.5
African American	390	98.0	58.6	37.1	4.4	41.4	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	96	96.9	69.6	26.1	4.3	30.4	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	456	98.5	54.9	40.0	5.1	45.1	55.1

Social Studies

All Students	536	98.3	46.4	42.2	11.4	53.6	72.3
Gender							
Male	279	99.3	47.5	41.1	11.3	52.5	71.5
Female	257	97.3	45.1	43.5	11.4	54.9	73.2
Racial/Ethnic Group							
White	137	99.3	39.5	41.1	19.4	60.5	80.7
African American	379	97.9	48.9	43.8	7.3	51.1	60.0
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	12	100.0	50.0	25.0	25.0	50.0	68.0
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	83	96.4	69.6	25.3	5.1	30.4	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	1	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	457	98.3	49.2	42.2	8.6	50.8	62.1

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	811	98.0	46.6	38.0	15.4	53.4	70.2	94.9	96.1
Gender									
Male	408	96.6	51.9	36.5	11.6	48.1	63.2	94.6	96.0
Female	403	99.5	41.5	39.4	19.1	58.5	77.5	95.2	96.3
Racial/Ethnic Group									
White	211	96.7	37.6	44.2	18.3	62.4	79.1	93.8	95.9
African American	575	98.4	50.7	35.7	13.6	49.3	57.6	95.3	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.2	99.1	97.3
Hispanic	16	100.0	25.0	43.8	31.3	75.0	62.6	95.1	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	68.7	92.5	94.9
Disability Status									
Disabled	141	92.9	85.2	14.1	0.8	14.8	26.1	93.5	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	1	I/S	I/S	I/S	I/S	I/S	61.2	97.2	96.8
Socio-Economic Status									
Subsidized meals	678	97.8	49.8	36.8	13.4	50.2	58.9	94.8	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	138	100.0	52.2	30.6	17.2	47.8
	4	130	99.2	43.9	43.1	13.0	56.1
	5	148	98.7	29.4	43.4	27.3	70.6
	6	120	98.3	33.9	47.5	18.6	66.1
	7	141	100.0	52.3	34.6	13.1	47.7
	8	131	99.2	47.2	40.7	12.2	52.8
Mathematics							
2009	3	138	100.0	66.4	24.6	9.0	33.6
	4	130	98.5	45.9	39.3	14.8	54.1
	5	148	98.0	36.6	43.0	20.4	63.4
	6	120	100.0	45.4	49.6	5.0	54.6
	7	141	100.0	50.8	40.8	8.5	49.2
	8	131	99.2	56.1	32.5	11.4	43.9
Science							
2009	3	67	98.5	66.2	29.2	4.6	33.8
	4	128	99.2	51.2	45.5	3.3	48.8
	5	76	97.4	43.8	42.5	13.7	56.2
	6	61	95.1	46.6	51.7	1.7	53.4
	7	141	100.0	50.0	43.1	6.9	50.0
	8	65	98.5	59.0	37.7	3.3	41.0
Social Studies							
2009	3	71	95.8	63.1	27.7	9.2	36.9
	4	129	99.2	27.9	63.9	8.2	72.1
	5	72	98.6	43.5	39.1	17.4	56.5
	6	59	93.2	27.3	58.2	14.5	72.7
	7	140	100.0	67.4	25.6	7.0	32.6
	8	65	100.0	41.9	38.7	19.4	58.1
Writing							
2009	3	138	97.8	65.2	26.5	8.3	34.8
	4	131	97.7	43.4	44.3	12.3	56.6
	5	149	96.6	38.1	44.6	17.3	61.9
	6	122	98.4	40.8	40.0	19.2	59.2
	7	140	99.3	46.5	36.4	17.1	53.5
	8	131	98.5	45.2	36.3	18.5	54.8

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 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	131	96.2	29.4	47.6	17.5	5.6	32.5	61.8	No	Yes
Male	73	94.5	29.0	55.1	11.6	4.3	24.6	57.4	N/A	N/A
Female	58	98.3	29.8	38.6	24.6	7.0	42.1	66.1	N/A	N/A
White	29	96.6	17.9	53.6	17.9	10.7	42.9	74.3	I/S	I/S
African American	100	96.0	33.3	44.8	17.7	4.2	29.2	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	24	95.8	69.6	30.4	N/A	N/A	N/A	19.4	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	38.5	I/S	I/S
Subsized meals	107	97.2	32.7	46.2	17.3	3.8	28.8	45.6	No	Yes

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

All Students	131	96.2	29.4	38.9	25.4	6.3	50.0	62.7	No	Yes
Male	73	94.5	24.6	43.5	24.6	7.2	49.3	61.8	N/A	N/A
Female	58	98.3	35.1	33.3	26.3	5.3	50.9	63.6	N/A	N/A
White	29	96.6	10.7	42.9	35.7	10.7	67.9	75.1	I/S	I/S
African American	100	96.0	35.4	38.5	20.8	5.2	43.8	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	24	95.8	65.2	26.1	8.7	N/A	21.7	21.8	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	52.3	I/S	I/S
Subsized meals	107	97.2	30.8	37.5	26.0	5.8	47.1	47.9	No	Yes

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

All Students	130	96.9	87.7	7.7	1.5	N/A	N/A	N/A	N/A	N/A
Male	72	97.2	87.5	8.3	1.4	N/A	N/A	N/A	N/A	N/A
Female	58	96.6	87.9	6.9	1.7	N/A	N/A	N/A	N/A	N/A
White	29	100.0	79.3	13.8	6.9	N/A	N/A	N/A	N/A	N/A
African American	99	96.0	90.9	5.1	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	23	87.0	87.0	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	106	96.2	87.7	6.6	1.9	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	2008	153	98.0	17.5	46.9	30.1	5.6	50.3	69.7
	2009	131	96.2	29.4	47.6	17.5	5.6	32.5	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	153	98.0	19.6	44.8	23.1	12.6	50.3	67.2
	2009	131	96.2	29.4	38.9	25.4	6.3	50.0	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.6%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.4%	0.0%	No
Student attendance rate, grades K-8	93.5%	94.0%*	No

* Or greater than last year

** Adjusted to account for natural variation in performance.