



Dillon 2 School District

405 West Washington
Dillon, SC 29536

Grades	PK-12 District	
Enrollment	3,535 Students	
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

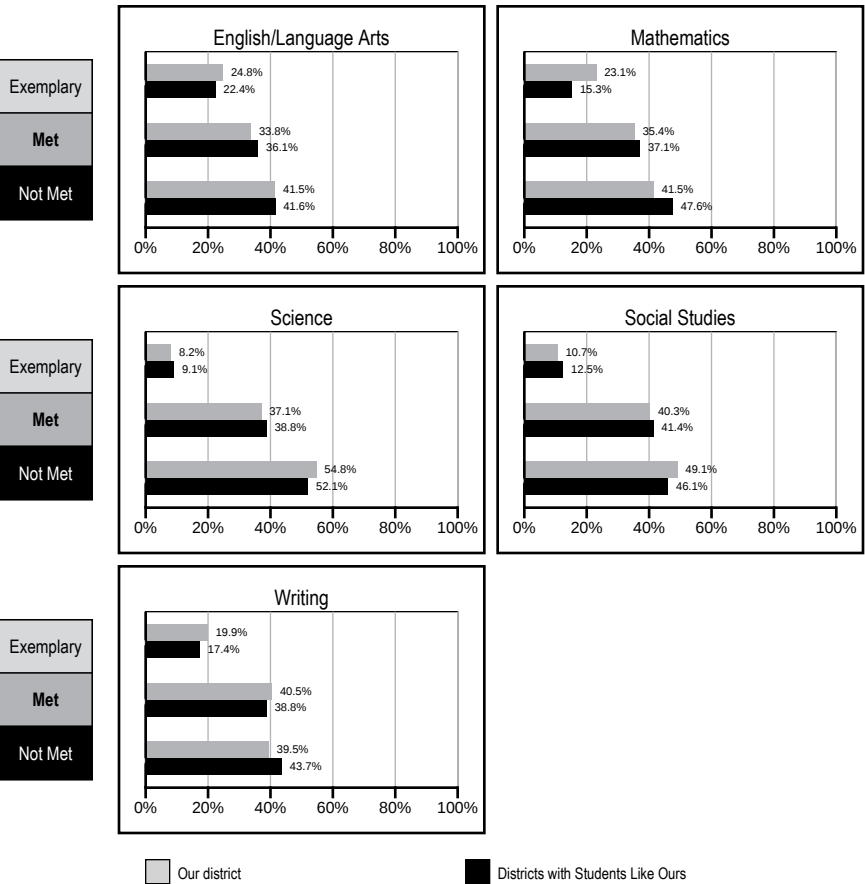
95.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	9	6

* 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	72.6%	63.9%	64.8%	70.8%	61.8%	63.8%
Passed one subtest	13.3%	16.3%	14.2%	15.3%	19.9%	17.4%
Passed no subtests	14.2%	19.8%	21.1%	14.0%	18.3%	18.7%

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	77.4%	63.0%
English 1	51.7%	55.7%
Physical Science	47.1%	37.8%
US History and the Constitution	23.4%	22.2%
All Subjects	52.5%	45.2%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,535)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	3.8%	Down from 4.8%	3.3%	2.3%
Attendance rate	94.7%	Down from 95.1%	95.5%	95.8%
Eligible for gifted and talented	4.9%	Up from 4.7%	5.6%	14.3%
With disabilities other than speech	6.7%	Up from 6.4%	10.7%	10.5%
Older than usual for grade	7.6%	Up from 7.1%	6.3%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.7%	0.7%
Enrolled in AP/IB programs	5.0%	Down from 5.9%	7.5%	12.1%
Successful on AP/IB exams	N/A	N/A	38.1%	50.0%
Eligible for LIFE Scholarship	27.8%	Up from 21.5%	28.3%	31.4%
Enrolled in adult education GED or diploma programs	157	Up from 131	43	47
Completions in adult education GED or diploma programs	52	Up from 48	14	29
Annual dropout rate	5.4%	Up from 3.4%	2.6%	3.1%
Teachers (n=212)				
Teachers with advanced degrees	52.8%	Up from 50.0%	55.9%	58.8%
Continuing contract teachers	72.6%	Up from 68.9%	71.8%	81.5%
Teachers with emergency or provisional certificates	4.0%	Down from 7.2%	11.0%	4.0%
Teachers returning from previous year	92.1%	Up from 90.4%	83.5%	89.3%
Teacher attendance rate	95.6%	Up from 95.2%	95.0%	95.3%
Average teacher salary*	\$44,308	Down 0.6%	\$43,776	\$46,618
Vacancies for more than nine weeks	0.0%	Down from 2.3%	1.4%	0.2%
Professional development days/teacher	10.7 days	Down from 20.3 days	12.8 days	12.6 days
District				
Superintendent's years at district	19.0	Up from 18.0	2.0	3.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 19.6 to 1	19.6 to 1	20.9 to 1
Prime instructional time	89.5%	Up from 88.5%	89.2%	89.9%
Dollars spent per pupil**	\$8,629	Up 3.3%	\$11,372	\$9,364
Percent of expenditures for teacher salaries**	48.0%	Down from 48.1%	48.0%	53.3%
Percent of expenditures for instruction**	51.3%	Down from 51.7%	52.1%	56.3%
Opportunities in the arts	Good	Up from Fair	Good	Excellent
Number of schools	6	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	13.4%	Down from 13.8%	2.4%	2.4%
Average age in years of school facilities	43 Years	Up from 42 Years	32 Years	27 Years
Number of schools with SACS accreditation	5.0	No Change	4.0	8.0
Parents attending conferences	100.0%	Up from 97.5%	96.5%	97.1%
Average administrator salary	\$83,966	No Change	\$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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	196	84.7%	1006	52.5%	227	67.4%	N/A
Gender							
Male	83	86.7%	502	48.0%	103	59.2%	N/A
Female	113	83.2%	504	56.9%	124	74.2%	N/A
Racial/Ethnic Group							
White	48	87.5%	234	64.5%	59	62.7%	N/A
African American	140	82.9%	696	48.6%	159	68.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	25	64.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	23	56.5%	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	42	21.4%	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	50	48.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	149	85.9%	837	50.5%	154	79.9%	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	84.7%	85.2%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	248	227	190	213
Number of Graduates in Cohort	181	153	133	147
Rate	73.0%	67.4%	70.6%	71.2%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	424	421	443	454	425	427	1292	1302		
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	15.2	14.7	17.3	17.5	15.9	16.0	17.3	17.7	16.6	16.6
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 appointed
Fiscal Authority	Appointed Legislative Delegation
Average Number of Hours of Training Annually	6.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

In Dillon District Two, our highest priority is to ensure a quality education for all students by providing opportunities that promote student success and lifelong learning. There will be opportunities for improvement as we implement the new five-year District Strategic Plan and prepare for the Palmetto Assessment of State Standards (PASS), High School Assessment Program (HSAP), and end-of-course exams.

Some of our accomplishments are:

- Reading First Grant was continued at South Elementary for grades K-3.
- Technology improvements included: Promethean Boards in many classrooms, wireless access at all schools, the addition of a technology coach to provide training for teachers, the utilization of the ePortfolio System for teachers, podcasting, IP-based television delivery, and providing email for students to allow them to communicate with others around the world.
- Eighteen teachers have achieved National Board Certification (NBPTS).
- TAP-Teacher Advancement Program was continued for teachers in grades 7-8.
- Bond referendum passed to build a new middle school for grades 6-8.
- Curriculum Coordinators have been placed at each school for grades 4-12 to promote standards for learning.

Below are barriers that prevent ongoing student progress:

- 93 percent of our students are eligible for free or reduced price lunch.
- Dillon District Two is a rural community with a limited industrial base.
- New construction and renovations are needed in Dillon District Two.
- Implementing the No Child Left Behind (NCLB) federal requirements is also a concern.

Special thanks go to students, parents, staff, Board of Trustees, and the entire community for their hard work and support.

D. Ray Rogers, Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 25 out of 33 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	Continuing District Improvement
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The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.	1
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Title I Schools' School Improvement Status

School	Status	School	Status
J V Martin Jr High	R-HOLD	Gordon Elementary	R

The Dillon 2 School District consists of 6 public schools with 2 of these schools, or 33.3%, 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	1573	99.8	41.9	33.6	24.5	71.7	83.5	Yes	Yes
Gender									
Male	795	99.6	45.4	32.6	21.9	68.7	80.1	N/A	N/A
Female	778	99.9	38.3	34.6	27.1	74.8	87	N/A	N/A
Racial/Ethnic Group									
White	357	99.4	27.1	33	39.8	81.7	89.6	Yes	Yes
African American	1057	99.9	46.7	33.6	19.7	69	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	58	100	22.6	56.6	20.8	90.6	79.6	Yes	Yes
American Indian/Alaskan	49	100	33.3	35.4	31.3	72.9	85.1	Yes	Yes
Disability Status									
Disabled	144	97.9	79.7	13.8	6.5	38.4	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	100	100	48.2	35.3	16.5	64.7	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	1433	99.8	44.4	34.1	21.4	69.9	76.9	Yes	Yes

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

All Students	1573	99.9	41.9	35.4	22.7	70.8	80.4	Yes	Yes
Gender									
Male	795	99.8	44	34.1	21.9	69.6	78.4	N/A	N/A
Female	778	100	39.8	36.7	23.5	72.1	82.5	N/A	N/A
Racial/Ethnic Group									
White	357	99.7	25.4	38.6	36	82.6	87.8	Yes	Yes
African American	1057	100	46.8	35.1	18.1	67.8	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	58	100	30.2	41.5	28.3	86.8	78.3	Yes	Yes
American Indian/Alaskan	49	100	39.6	27.1	33.3	70.8	83.2	Yes	Yes
Disability Status									
Disabled	144	99.3	73.9	21	5.1	37.7	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	100	100	52.9	27.1	20	60	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	1433	99.9	44.5	35.9	19.6	69.1	72.8	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	1038	99.7	54.8	37.3	8	45.2	67.3
Gender							
Male	524	99.8	53.1	38.6	8.3	46.9	66.9
Female	514	99.6	56.5	35.9	7.6	43.5	67.7
Racial/Ethnic Group							
White	223	100	31.3	54	14.7	68.7	79.6
African American	709	99.7	61.9	32.1	5.9	38.1	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	43	100	43.6	48.7	7.7	56.4	59.4
American Indian/Alaskan	32	100	51.6	38.7	9.7	48.4	69.5
Disability Status							
Disabled	97	97.9	85.7	9.9	4.4	14.3	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	68	98.5	58.9	33.9	7.1	41.1	58.6
Socio-Economic Status							
Subsidized meals	947	99.7	57.5	35.9	6.6	42.5	55.4

Social Studies

All Students	1030	99.5	49.1	40.3	10.5	50.9	70.9
Gender							
Male	524	99.4	49.7	37.4	12.9	50.3	70.1
Female	506	99.6	48.6	43.4	8.1	51.4	71.7
Racial/Ethnic Group							
White	235	99.6	38.5	44.8	16.7	61.5	79.2
African American	697	99.4	52.7	38.4	8.8	47.3	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	34	100	29	58.1	12.9	71	68
American Indian/Alaskan	29	100	37.9	55.2	6.9	62.1	71.2
Disability Status							
Disabled	93	97.9	78.4	20.5	1.1	21.6	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	64	100	51.9	38.5	9.6	48.1	68
Socio-Economic Status							
Subsidized meals	942	99.5	51.8	39.6	8.6	48.2	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	1598	98.6	39.4	40.6	20	60.6	72.1	95.9	96.3
Gender									
Male	815	98.3	47.1	37.8	15.1	52.9	65.2	95.7	96.2
Female	783	99	31.3	43.5	25.1	68.7	79.2	96	96.4
Racial/Ethnic Group									
White	365	98.6	25.1	41.5	33.3	74.9	80.8	95	96.1
African American	1078	98.7	44.4	39.6	16	55.6	59.7	96.1	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87	97.8	97.5
Hispanic	56	100	18.9	66	15.1	81.1	64.6	97.3	96.6
American Indian/Alaskan	51	98	24.5	46.9	28.6	75.5	73.4	93.6	95
Disability Status									
Disabled	147	89.8	80.9	16	3.1	19.1	27.7	95.5	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	97	97.9	45.8	43.4	10.8	54.2	63.7	97.7	97
Socio-Economic Status									
Subsidized meals	1452	98.8	42	40.4	17.7	58	61.9	95.8	95.8

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	291	100	27.6	39.3	33.1	72.4
	4	257	100	42.7	39.9	17.3	57.3
	5	290	100	35.9	43.6	20.5	64.1
	6	239	99.6	40.4	41.7	17.8	59.6
	7	235	100	42.3	45.5	12.2	57.7
	8	232	100	55.2	32.6	12.2	44.8
2010	3	294	100	24	30.1	45.9	76
	4	274	98.9	44.1	35.6	20.3	55.9
	5	252	100	38.9	40.1	21.1	61.1
	6	288	100	47.5	34.4	18.1	52.5
	7	222	99.6	49	31.4	19.5	51
	8	242	100	51.3	29.3	19.4	48.7
Mathematics							
2009	3	291	100	37.5	37.5	25.1	62.5
	4	257	100	36.7	44.4	19	63.3
	5	290	100	35.2	44.3	20.5	64.8
	6	239	99.6	34.8	43.5	21.7	65.2
	7	235	100	40.5	47.7	11.7	59.5
	8	232	100	55.2	28.5	16.3	44.8
2010	3	294	100	31.2	31.9	36.9	68.8
	4	274	99.6	40.6	36.4	23	59.4
	5	252	100	40.9	39.7	19.4	59.1
	6	288	100	46.5	34.8	18.8	53.5
	7	222	99.6	48.1	35.7	16.2	51.9
	8	242	100	46.1	34.5	19.4	53.9
Science							
2009	3	147	100	61.4	34.3	4.3	38.6
	4	257	100	48.8	41.9	9.3	51.2
	5	145	96.6	45.9	47.4	6.8	54.1
	6	121	100	55.1	40.7	4.2	44.9
	7	234	100	39.8	44.3	15.8	60.2
	8	115	100	59.1	34.5	6.4	40.9
2010	3	146	100	55.8	31.9	12.3	44.2
	4	272	100	54.4	39.1	6.5	45.6
	5	126	99.2	54.5	38.8	6.6	45.5
	6	146	100	63.2	33.3	3.5	36.8
	7	220	99.6	47.1	43.3	9.6	52.9
	8	127	100	57.9	32.2	9.9	42.1

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
Social Studies							
2009	3	146	100	23.4	58.4	18.2	76.6
	4	257	100	41.5	51.2	7.3	58.5
	5	145	96.6	64.1	26.7	9.2	35.9
	6	117	100	29.5	66.1	4.5	70.5
	7	234	100	44.1	37.8	18	55.9
	8	117	98.3	58.2	34.5	7.3	41.8
2010	3	150	99.3	33.6	45.5	21	66.4
	4	273	100	44.8	48.3	6.9	55.2
	5	126	99.2	64.5	26.6	8.9	35.5
	6	143	98.6	40.9	51.1	8	59.1
	7	220	99.6	61.5	27.9	10.6	38.5
	8	118	100	49.1	40.4	10.5	50.9
Writing							
2009	3	291	97.9	28.8	33.9	37.2	71.2
	4	257	100	49.2	32.5	18.3	50.8
	5	293	100	46.4	26.6	27	53.6
	6	241	97.5	42.9	31	26.1	57.1
	7	232	98.7	40.1	36.9	23	59.9
	8	235	98.7	48.9	39.5	11.7	51.1
2010	3	293	98	29.1	38.2	32.7	70.9
	4	277	98.6	45.3	40.4	14.3	54.7
	5	255	99.6	36.8	38.5	24.7	63.2
	6	291	99	41.6	39.5	18.9	58.4
	7	233	98.7	38.5	45	16.5	61.5
	8	249	98	45.5	43.4	11.1	54.5

Abbreviations for Missing Data

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

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	261	100	25.4	40.9	20.2	13.5	47.6	65.9	No	Yes
Male	131	100	32	42.4	16.8	8.8	40.8	60.8	N/A	N/A
Female	130	100	18.9	39.4	23.6	18.1	54.3	71	N/A	N/A
White	70	100	9.1	36.4	28.8	25.8	68.2	77.5	Yes	Yes
African American	174	100	29.6	43.2	18.3	8.9	40.8	49.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	18	100	73.3	13.3	0	13.3	20	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	10	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	218	100	26.1	45	18	10.9	43.6	51.5	No	Yes

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

All Students	261	100	29.8	40.5	19	10.7	44	62.3	No	Yes
Male	131	100	38.4	39.2	13.6	8.8	36	61.7	N/A	N/A
Female	130	100	21.3	41.7	24.4	12.6	52	63	N/A	N/A
White	70	100	13.6	39.4	25.8	21.2	63.6	75	No	Yes
African American	174	100	34.3	41.4	17.2	7.1	37.9	44	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	18	100	86.7	0	6.7	6.7	13.3	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	10	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	218	100	31.3	42.2	17.5	9	40.8	48.1	No	Yes

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

All Students	259	96.5	68.0	20.4	6.8	4.8	N/A	N/A	N/A	N/A
Male	130	96.2	73.6	16.0	7.2	3.2	N/A	N/A	N/A	N/A
Female	129	96.9	62.4	24.8	6.4	6.4	N/A	N/A	N/A	N/A
White	69	95.7	54.5	24.2	12.1	9.1	N/A	N/A	N/A	N/A
African American	173	97.7	72.8	19.5	5.3	2.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	16	93.8	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	10	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	216	96.8	72.7	18.2	6.2	2.9	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	209	98.6	26.2	43.6	18.8	11.4	43.1	61.8
	2010	261	100	25.4	40.9	20.2	13.5	47.6	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	209	98.6	27.2	37.1	20.8	14.9	51	62.7
	2010	261	100	29.8	40.5	19	10.7	44	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	0.4%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate, grades K-8	94.7%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.