



Marion 1 School District

719 North Main Street
Marion, South Carolina

Grades	PK-12 District	
Enrollment	2,844 Students	
Superintendent	Mr. Michael D. Lupo	843-423-1811
Board Chair	James Smith	843-423-2876

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

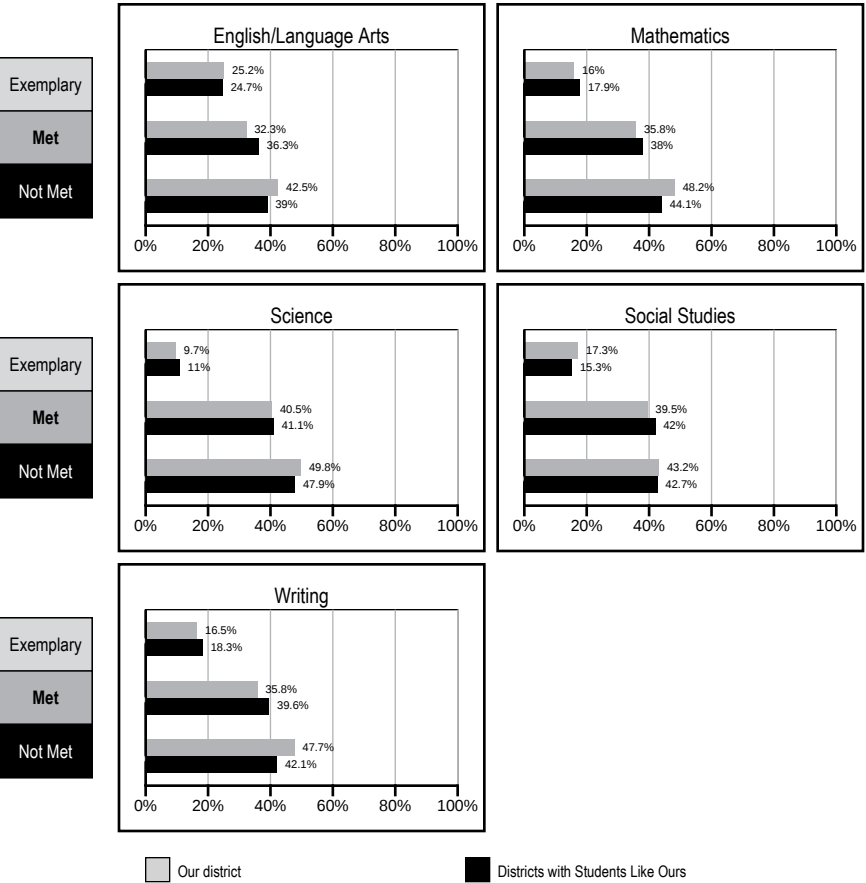
98.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

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

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	72.2%	66.0%	64.5%	72.8%	66.0%	65.5%
Passed one subtest	16.7%	16.2%	20.7%	16.0%	15.9%	17.9%
Passed no subtests	11.1%	17.8%	14.8%	11.2%	18.1%	16.6%

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	71.0%	66.6%
English 1	64.6%	61.8%
Physical Science	43.3%	39.8%
US History and the Constitution	14.7%	24.0%
All Subjects	49.8%	49.2%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=2,844)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	2.6%	Down from 4.3%	3.3%	2.3%
Attendance rate	96.1%	Up from 95.7%	95.1%	95.8%
Eligible for gifted and talented	8.4%	Down from 8.6%	6.9%	14.3%
With disabilities other than speech	12.4%	Down from 12.6%	11.8%	10.5%
Older than usual for grade	7.5%	Down from 7.6%	6.2%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.8%	0.7%
Enrolled in AP/IB programs	15.6%	Up from 11.2%	7.8%	12.1%
Successful on AP/IB exams	22.2%	Up from 18.4%	31.1%	50.0%
Eligible for LIFE Scholarship	33.9%	Up from 33.8%	27.8%	31.4%
Enrolled in adult education GED or diploma programs	63	Up from 40	43	47
Completions in adult education GED or diploma programs	20	Down from 29	21	29
Annual dropout rate	6.4%	Up from 3.3%	3.9%	3.1%
Teachers (n=191)				
Teachers with advanced degrees	58.1%	Up from 53.3%	56.2%	58.8%
Continuing contract teachers	76.4%	Up from 70.1%	76.4%	81.5%
Teachers with emergency or provisional certificates	7.0%	Down from 7.6%	7.6%	4.0%
Teachers returning from previous year	87.8%	Up from 85.6%	86.2%	89.3%
Teacher attendance rate	95.6%	No Change	94.7%	95.3%
Average teacher salary*	\$43,365	Up 2.3%	\$44,039	\$46,618
Vacancies for more than nine weeks	0.0%	Down from 0.5%	0.5%	0.2%
Professional development days/teacher	14.8 days	Up from 12.3 days	13.4 days	12.6 days
District				
Superintendent's years at district	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.1 to 1	19.6 to 1	20.9 to 1
Prime instructional time	91.1%	Up from 90.6%	88.8%	89.9%
Dollars spent per pupil**	\$8,836	Up 4.0%	\$10,307	\$9,364
Percent of expenditures for teacher salaries**	55.8%	Up from 53.9%	49.4%	53.3%
Percent of expenditures for instruction**	58.2%	Down from 58.9%	52.6%	56.3%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	4	No Change	6	9
Number of magnet schools	4	Up from 0	0	0
Portable classrooms	0.0%	No Change	2.3%	2.4%
Average age in years of school facilities	29 Years	Up from 28 Years	32 Years	27 Years
Number of schools with SACS accreditation	4.0	No Change	5.0	8.0
Parents attending conferences	94.0%	Down from 95.0%	96.0%	97.1%
Average administrator salary	\$72,709	No Change	\$75,319	\$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	160	86.9%	797	49.8%	213	57.7%	N/A
Gender							
Male	80	87.5%	412	51.7%	116	44.8%	N/A
Female	80	86.3%	385	47.8%	97	73.2%	N/A
Racial/Ethnic Group							
White	27	92.6%	191	68.1%	37	56.8%	N/A
African American	130	86.2%	593	44.0%	173	58.4%	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	21	57.1%	99	24.2%	33	39.4%	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	114	85.1%	581	44.9%	158	51.9%	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	86.9%	86.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	215	213	233	251
Number of Graduates in Cohort	131	123	164	169
Rate	60.9%	57.7%	72.6%	69.5%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	496	462	485	473	472	457	1453	1392		
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	16.8	16.0	18.5	18.2	18.0	15.6	18.3	17.7	18.0	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	7 trustees appointed
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	10.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

During 2009-2010, Marion School District One continued to focus on five (5) district-wide SMART goals (Strategic, Measurable, Attainable, Relevant, and Timely). Our first SMART goal is to create a safe and orderly school environment. School uniforms have been fully implemented at Johnakin Middle and Marion Intermediate Schools. Easterling Primary School adopted uniforms in 2009-2010 for implementation in 2010-2011. Marion Police Department SROs, as well as staff diligence, continued to be an integral part of our safety and security efforts to ensure close supervision of students.

Our second SMART goal is to build trust and teamwork among district staff for the benefit of students. The Board of Trustees and I continued a comprehensive review of the board governance section of the policy manual, focusing on student and instruction sections, aligning policies with law and state regulations. In addition, the Superintendent's Community and Employee Councils met throughout 2009-2010, targeting important areas of school work.

Addressing SMART goal three, the district continued to exercise sound fiscal management. We received a "clean" audit and continue to maintain clear communication between finance and all other district entities. We provided a balanced budget for 2009-2010. However, loss of state funding forced reliance on our fund balance to do so. We successfully avoided implementation of reduction-in-force during the school year.

SMART goal four addresses the recruitment and retention of quality personnel. Teacher attrition continues to be low and only critical vacancies are filled. Fifty-nine percent (59%) of our certified staff held master's degrees or higher in 2009-2010.

Our fifth SMART goal is to achieve academic improvement and provide instructional innovation. MSD1 demonstrated improvement in many areas of academic achievement. Academic gains were noted on PASS assessments in the following areas: Grade 3 – Social Studies; Grade 4 – Math, Science, and Social Studies; Grade 5 – English Language Arts and Social Studies; Grade 6 – all subject areas; Grade 7 – Science and Social Studies; Grade 8 – Math and Science. The district's longitudinal HSAP scores increased to the 91.9% passage rate level, and Marion High School was recognized as a Summa Cum Laude School for its improvement on SAT scores. Innovations included the implementation of the PUSH Program (Proceed Until Success Happens), a program to assist with our on-time graduation rate and continuation of our Vision 2020 Program, adding French foreign language to fourth grade instruction.

Our ongoing strategic vision is to provide Marion School District One students with a world-class education, empowering them to discover their individual gifts and talents. Marion School District One will continue to meet the many challenges that remain with commitment and optimism. The collective efforts of all our stakeholders to include students, parents, teachers and staff, board members, and the greater Marion community, will secure opportunities for our students, preparing them to meet the challenges in our ever-changing world.

Michael D. Lupo

No Child Left Behind

District Adequate Yearly Progress

No

This district met 14 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

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

1

Title I Schools' School Improvement Status

School	Status	School	Status
Marion High	R	Johnakin Middle	R
Easterling Primary	CA-DELAY	Marion Intermediate	RP-DELAY

The Marion 1 School District consists of 4 public schools with 4 of these schools, or 100%, 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	1178	99.3	42.9	32.5	24.6	71.4	83.5	Yes	Yes
Gender									
Male	608	99.2	49.7	29.9	20.5	65.4	80.1	N/A	N/A
Female	567	99.5	35.8	35.2	29	77.9	87	N/A	N/A
Racial/Ethnic Group									
White	293	100	22.9	32.4	44.7	86.3	89.6	Yes	Yes
African American	853	99.1	50.1	32.4	17.5	66.5	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	21	100	40	30	30	60	79.6	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	192	96.9	75.1	15.7	9.2	41.1	51.7	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	21	95.2	42.1	42.1	15.8	63.2	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	977	99.3	48.1	32.4	19.4	67.9	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	1178	99.8	48.3	36.2	15.5	66	80.4	Yes	Yes
Gender									
Male	608	99.8	53.1	32.6	14.3	61.3	78.4	N/A	N/A
Female	567	99.7	43.2	40.1	16.7	71	82.5	N/A	N/A
Racial/Ethnic Group									
White	293	100	31.3	38	30.6	79.9	87.8	Yes	Yes
African American	853	99.7	54.6	35.8	9.6	60.8	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	21	100	50	20	30	65	78.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	192	100	77.3	16.8	5.9	37.3	46.1	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	21	100	36.8	42.1	21.1	73.7	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	977	99.8	53.2	35.3	11.5	61.9	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	777	99.7	49.9	40.5	9.6	50.1	67.3
Gender							
Male	394	99.5	51.1	38	10.9	48.9	66.9
Female	380	100	48.7	43	8.3	51.3	67.7
Racial/Ethnic Group							
White	184	99.5	29	52.8	18.2	71	79.6
African American	567	99.8	57	36.2	6.7	43	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	17	100	43.8	43.8	12.5	56.3	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	128	99.2	71.3	22.1	6.6	28.7	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	17	100	53.3	40	6.7	46.7	58.6
Socio-Economic Status							
Subsidized meals	650	99.9	55.4	37.5	7.1	44.6	55.4

Social Studies

All Students	774	100	43.1	39.9	17	56.9	70.9
Gender							
Male	416	100	46.8	36.4	16.8	53.2	70.1
Female	357	100	38.9	44	17.1	61.1	71.7
Racial/Ethnic Group							
White	201	100	25.9	46.7	27.4	74.1	79.2
African American	558	100	49.4	37.5	13.1	50.6	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	127	100	64.5	33.1	2.5	35.5	39.3
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	13	100	50	25	25	50	68
Socio-Economic Status							
Subsidized meals	632	100	47.5	39.7	12.8	52.5	60.8

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1190	99	47.5	35.9	16.5	52.5	72.1	95.8	96.3
Gender									
Male	612	98.7	56.9	31.5	11.5	43.1	65.2	95.7	96.2
Female	578	99.3	37.6	40.6	21.8	62.4	79.2	95.9	96.4
Racial/Ethnic Group									
White	300	99.7	29.6	39.5	30.9	70.4	80.8	96	96.1
African American	858	98.7	54	34.7	11.4	46	59.7	95.7	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87	97.9	97.5
Hispanic	22	100	52.4	33.3	14.3	47.6	64.6	95.4	96.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	97.4	95
Disability Status									
Disabled	192	95.8	79.4	17.8	2.8	20.6	27.7	94.3	95.4
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	63.5	82.2	96
Limited English Proficient									
Limited English	22	100	55	40	5	45	63.7	97.4	97
Socio-Economic Status									
Subsidized meals	986	99.1	52.3	35.2	12.5	47.7	61.9	95.5	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	187	100	31.8	39.8	28.4	68.2
	4	223	100	45.3	35.5	19.2	54.7
	5	204	100	42.3	43.4	14.3	57.7
	6	220	100	46	38.9	15.2	54
	7	208	99.5	50.5	33.5	16	49.5
	8	217	99.5	49.8	32.8	17.4	50.2
2010	3	210	98.1	33	31.1	35.9	67
	4	174	98.3	38.3	32.3	29.3	61.7
	5	209	100	38.8	37.8	23.4	61.2
	6	196	100	50.3	31.6	18.2	49.7
	7	204	99.5	41.9	33.3	24.7	58.1
	8	185	100	56.7	28.1	15.2	43.3
Mathematics							
2009	3	187	100	50	27.8	22.2	50
	4	223	100	46.3	43.5	10.3	53.7
	5	204	100	51	36.2	12.8	49
	6	220	100	47.4	38.4	14.2	52.6
	7	208	99.5	42.8	42.8	14.4	57.2
	8	217	99.5	51.2	33.3	15.4	48.8
2010	3	210	100	44.7	33	22.3	55.3
	4	174	99.4	44.9	43.1	12	55.1
	5	209	99.5	46.3	34.8	18.9	53.7
	6	196	100	55.1	33.7	11.2	44.9
	7	204	99.5	43.9	41.9	14.1	56.1
	8	185	100	55.6	31.5	12.9	44.4
Science							
2009	3	97	100	61.5	30.8	7.7	38.5
	4	223	100	46.7	49.1	4.2	53.3
	5	103	100	62.4	33.7	4	37.6
	6	109	100	50.5	42.9	6.7	49.5
	7	208	99.5	43.3	49	7.7	56.7
	8	110	100	42.7	34	23.3	57.3
2010	3	104	100	55.4	31.7	12.9	44.6
	4	173	99.4	50.9	43.7	5.4	49.1
	5	105	100	45.5	46.5	7.9	54.5
	6	101	100	66.3	30.5	3.2	33.7
	7	203	100	41.4	44.4	14.1	58.6
	8	91	98.9	47.7	39.5	12.8	52.3

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	90	100	31.4	52.3	16.3	68.6
	4	223	100	35	55.1	9.8	65
	5	101	100	44.2	41.1	14.7	55.8
	6	111	100	24.5	58.5	17	75.5
	7	208	99.5	50	30.9	19.1	50
	8	106	100	43.9	36.7	19.4	56.1
2010	3	106	100	49.5	38.1	12.4	50.5
	4	173	100	36.5	55.1	8.4	63.5
	5	103	100	49	35	16	51
	6	95	100	32.6	53.3	14.1	67.4
	7	203	100	43.9	31.3	24.7	56.1
	8	94	100	50	25	25	50
Writing							
2009	3	188	98.9	47.1	32.2	20.7	52.9
	4	225	99.1	46	37.1	16.9	54
	5	203	99.5	51	34.2	14.8	49
	6	220	98.6	44.5	38.4	17.1	55.5
	7	204	99	38.3	45.1	16.6	61.7
	8	229	98.7	49.5	34.6	15.9	50.5
2010	3	210	98.6	48.5	26.2	25.2	51.5
	4	174	98.9	45.2	33.3	21.4	54.8
	5	209	99.5	46.5	35	18.5	53.5
	6	193	99	55.9	38.7	5.4	44.1
	7	203	98.5	48.2	42.1	9.6	51.8
	8	201	99.5	40.8	40.3	18.9	59.2

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	220	98.6	18.1	40.5	27.1	14.3	49.5	65.9	No	Yes
Male	113	99.1	21.3	41.7	24.1	13	45.4	60.8	N/A	N/A
Female	106	98.1	14.7	39.2	30.4	15.7	53.9	71	N/A	N/A
White	54	96.3	5.8	30.8	34.6	28.8	73.1	77.5	Yes	Yes
African American	162	99.4	22.1	44.2	24	9.7	41.6	49.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	43	97.7	37.5	45	15	2.5	20	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	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	164	98.8	23.2	39.4	27.7	9.7	43.9	51.5	No	Yes

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

All Students	220	98.6	32.9	36.7	17.6	12.9	41	62.3	No	Yes
Male	113	99.1	37	38.9	13.9	10.2	35.2	61.7	N/A	N/A
Female	106	98.1	28.4	34.3	21.6	15.7	47.1	63	N/A	N/A
White	54	96.3	17.3	34.6	23.1	25	61.5	75	Yes	Yes
African American	162	99.4	38.3	38.3	16.2	7.1	33.1	44	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	43	97.7	67.5	30	2.5	0	7.5	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	1	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	164	98.8	38.1	35.5	17.4	9	36.1	48.1	No	Yes

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

All Students	216	86.6	75.4	17.6	4.8	2.1	N/A	N/A	N/A	N/A
Male	113	83.2	74.5	18.1	4.3	3.2	N/A	N/A	N/A	N/A
Female	103	90.3	76.3	17.2	5.4	1.1	N/A	N/A	N/A	N/A
White	54	90.7	63.3	24.5	8.2	4.1	N/A	N/A	N/A	N/A
African American	158	84.8	79.9	15.7	3.7	0.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	39	76.9	93.3	6.7	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	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	160	84.4	80.0	14.8	3.0	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	199	100	17.6	43.6	30.3	8.5	52.1	61.8
	2010	220	98.6	18.1	40.5	27.1	14.3	49.5	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	199	100	28.7	33	23.4	14.9	50.5	62.7
	2010	220	98.6	32.9	36.7	17.6	12.9	41	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	1.4%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate, grades K-8	96.1%	94.0%*	Yes

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