



## Dillon 2 School District

405 West Washington  
Dillon, SC 29536

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	3,526 Students	
<b>Superintendent</b>	D Ray Rogers	843-774-1200
<b>Board Chair</b>	Fitzgerald Lytch	843-774-5454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Below Average</b>
2008	Below Average	Below Average
2007	Below Average	Good
2006	At-Risk	At-Risk
2005	Average	Below 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**

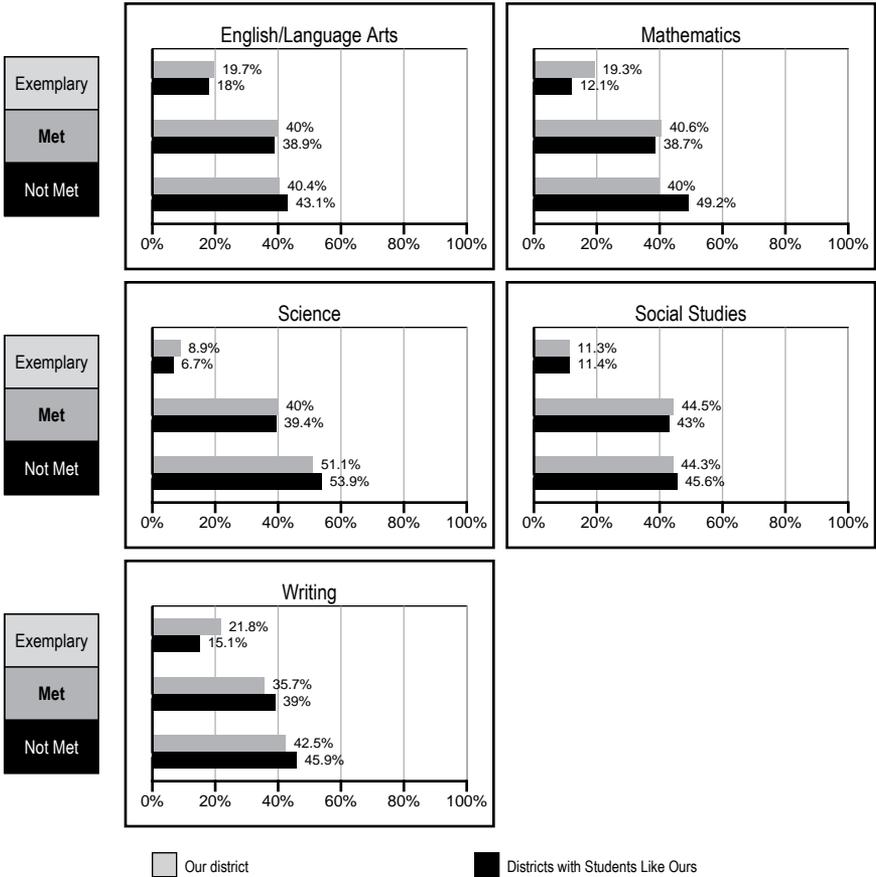
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.8%

**ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\***

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

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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

Percent	Our District			Districts with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed both subtests	71.6%	72.6%	63.9%	65.8%	70.8%	61.8%
Passed one subtest	16.9%	13.3%	16.3%	17.9%	15.3%	19.9%
Passed no subtests	11.5%	14.2%	19.8%	16.3%	14.0%	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	69.4%	60.4%
English 1	46.1%	48.2%
Physical Science	52.4%	32.3%
US History and the Constitution	24.3%	17.6%
All Subjects	49.5%	40.4%

Abbreviations for Missing Data

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## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=3,526)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	4.8%	Down from 5.0%	3.9%	3.1%
Attendance rate	95.1%	Up from 93.8%	95.2%	95.7%
Eligible for gifted and talented	4.7%	Down from 5.6%	5.3%	11.2%
With disabilities other than speech	6.4%	Up from 6.2%	11.6%	10.6%
Older than usual for grade	7.1%	Down from 7.3%	6.0%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.8%	0.4%	0.5%
Enrolled in AP/IB programs	5.9%	Up from 5.4%	6.8%	10.5%
Successful on AP/IB exams	N/A	N/A	31.5%	51.2%
Eligible for LIFE Scholarship	21.5%	Down from 29.5%	29.0%	30.8%
Enrolled in adult education GED or diploma programs	131	Up from 53	25	40
Completions in adult education GED or diploma programs	48	Up from 14	13	30
Annual dropout rate	3.4%	Down from 5.2%	3.4%	3.4%
<b>Teachers (n=222)</b>				
Teachers with advanced degrees	50.0%	Down from 51.6%	53.6%	56.8%
Continuing contract teachers	68.9%	Down from 72.9%	63.8%	76.7%
Teachers with emergency or provisional certificates	7.2%	Up from 6.8%	11.8%	4.6%
Teachers returning from previous year	90.4%	Down from 90.6%	82.1%	88.4%
Teacher attendance rate	95.2%	Up from 94.3%	95.1%	95.0%
Average teacher salary*	\$44,562	Up 3.5%	\$43,724	\$46,992
Vacancies for more than nine weeks	2.3%	Up from 0.9%	1.9%	0.4%
Professional development days/teacher	20.3 days	Up from 18.6 days	13.2 days	13.1 days
<b>District</b>				
Superintendent's years at district	18.0	Up from 17.0	3.3	3.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.6 to 1	19.0 to 1	20.5 to 1
Prime instructional time	88.5%	Up from 85.9%	89.1%	89.8%
Dollars spent per pupil**	\$8,352	Up 7.0%	\$11,356	\$9,279
Percent of expenditures for teacher salaries**	48.1%	Down from 50.3%	47.5%	52.7%
Percent of expenditures for instruction**	51.7%	Down from 53.5%	52.2%	56.7%
Opportunities in the arts	Fair	Down from Good	Excellent	Excellent
Number of schools	6	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	13.8%	Down from 13.9%	3.0%	3.5%
Average age in years of school facilities	42 Years	Up from 41 Years	33 Years	28 Years
Number of schools with SACS accreditation	5.0	No Change	4.0	8.0
Parents attending conferences	97.5%	N/A	92.6%	93.9%
Average administrator salary	\$83,966	Up 4.3%	\$74,681	\$79,261

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**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	218	91.3%	963	49.5%	248	73.0%	Yes
<b>Gender</b>							
Male	96	86.5%	494	43.7%	114	71.1%	N/A
Female	122	95.1%	469	55.7%	134	74.6%	N/A
<b>Racial/Ethnic Group</b>							
White	58	98.3%	246	65.0%	71	62.0%	N/A
African American	153	88.9%	674	42.9%	167	77.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	16	68.8%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	25	68.0%	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	14	21.4%	36	13.9%	18	5.6%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	16	68.8%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	172	89.5%	782	47.7%	177	76.8%	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	91.3%	90.1%

**On-Time Graduation Rate**

	Our District	Districts with Students Like Ours
Number of Students	248	190
Number of Diplomas	181	133
Rate	73.0%	70.6%

**College Admissions Tests**

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	398	424	459	443	424	425	1282	1292		
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	15.5	15.2	17.9	17.3	16.2	15.9	17.0	17.3	16.8	16.6
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

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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	0.0%

**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 life-long learning. There will be opportunities for improvement as we continue to implement the 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:

- 21st Century Learning Grant funded an after-school program for grades 6-8, and the Reading First Grant funded an extended school year for students in grades K-2.
- 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.
- Seventeen teachers have achieved National Board Certification (NBPTS).
- TAP-Teacher Advancement Program was implemented 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:

- 88.0 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

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

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
J V Martin Jr High	R	Gordon Elementary	RP

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."

## 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	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>									
All Students	1544	99.9	40.1	40.5	19.4	72.2	82.8	Yes	Yes
<b>Gender</b>									
Male	782	100.0	45.4	38.2	16.4	69.0	79.3	N/A	N/A
Female	762	99.9	34.7	42.8	22.5	75.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	353	100.0	24.0	41.5	34.5	82.2	89.5	Yes	Yes
African American	1082	99.9	45.3	40.2	14.6	69.1	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	56	100.0	38.5	42.3	19.2	73.1	76.5	Yes	Yes
American Indian/Alaskan	46	100.0	40.5	38.1	21.4	66.7	82.5	Yes	Yes
<b>Disability Status</b>									
Disabled	147	99.3	73.5	21.2	5.3	37.9	52.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	56	100.0	37.5	42.9	19.6	71.4	75.1	Yes	Yes
<b>Socio-Economic Status</b>									
Subsided meals	1380	99.9	42.6	40.2	17.2	70.3	75.5	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>									
All Students	1544	99.9	39.6	41.0	19.3	68.7	78.9	Yes	Yes
<b>Gender</b>									
Male	782	100.0	41.9	40.5	17.6	66.4	77.0	N/A	N/A
Female	762	99.9	37.3	41.6	21.1	71.1	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	353	100.0	22.8	43.1	34.2	82.2	87.2	Yes	Yes
African American	1082	99.9	45.6	39.8	14.6	63.6	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	56	100.0	23.1	53.8	23.1	84.6	76.0	Yes	Yes
American Indian/Alaskan	46	100.0	45.2	38.1	16.7	66.7	79.5	Yes	Yes
<b>Disability Status</b>									
Disabled	147	99.3	75.0	22.0	3.0	34.1	45.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	56	100.0	25.0	53.6	21.4	83.9	76.1	Yes	Yes
<b>Socio-Economic Status</b>									
Subsided meals	1380	99.9	42.2	41.3	16.5	66.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>							
All Students	1019	99.5	50.1	41.1	8.8	49.9	67.5
<b>Gender</b>							
Male	518	99.0	47.2	42.7	10.2	52.8	67.0
Female	501	100.0	53.1	39.5	7.3	46.9	68.0
<b>Racial/Ethnic Group</b>							
White	234	99.6	28.4	54.0	17.7	71.6	79.5
African American	713	99.6	57.8	36.6	5.7	42.2	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	33	100.0	43.3	40.0	16.7	56.7	60.7
American Indian/Alaskan	34	97.1	41.9	48.4	9.7	58.1	71.2
<b>Disability Status</b>							
Disabled	82	97.6	76.7	20.5	2.7	23.3	35.6
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
<b>Limited English Proficient</b>							
Limited English	32	100.0	40.6	40.6	18.8	59.4	59.6
<b>Socio-Economic Status</b>							
Subsized meals	908	99.5	53.7	39.7	6.6	46.3	55.1
<b>Social Studies</b>							
All Students	1016	99.3	43.1	45.6	11.3	56.9	72.3
<b>Gender</b>							
Male	509	99.2	44.8	43.8	11.5	55.2	71.5
Female	507	99.4	41.5	47.5	11.0	58.5	73.2
<b>Racial/Ethnic Group</b>							
White	241	99.6	29.7	50.0	20.3	70.3	80.7
African American	708	99.3	47.6	44.6	7.8	52.4	60.0
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	39	100.0	47.2	36.1	16.7	52.8	68.0
American Indian/Alaskan	25	96.0	31.8	50.0	18.2	68.2	72.2
<b>Disability Status</b>							
Disabled	104	99.0	68.4	29.5	2.1	31.6	43.5
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
<b>Limited English Proficient</b>							
Limited English	40	100.0	50.0	32.5	17.5	50.0	67.9
<b>Socio-Economic Status</b>							
Subsized meals	907	99.3	45.6	44.8	9.6	54.4	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
<b>Writing</b>									
All Students	1549	98.8	42.5	33.2	24.3	57.5	70.2	95.1	96.1
<b>Gender</b>									
Male	785	98.9	49.3	31.2	19.4	50.7	63.2	94.8	96.0
Female	764	98.8	35.5	35.1	29.4	64.5	77.5	95.3	96.3
<b>Racial/Ethnic Group</b>									
White	360	98.6	30.1	31.9	38.0	69.9	79.1	94.3	95.9
African American	1083	99.0	46.9	33.9	19.2	53.1	57.6	95.4	96.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.2	96.0	97.3
Hispanic	54	98.2	35.8	30.2	34.0	64.2	62.6	96.3	96.5
American Indian/Alaskan	45	100.0	42.9	28.6	28.6	57.1	68.7	91.7	94.9
<b>Disability Status</b>									
Disabled	145	89.7	83.5	12.4	4.1	16.5	26.1	94.6	95.2
<b>Migrant Status</b>									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	98.6	96.5
<b>Limited English Proficient</b>									
Limited English	57	98.3	37.5	28.6	33.9	62.5	61.2	96.2	96.8
<b>Socio-Economic Status</b>									
Subsidized meals	1385	98.9	45.1	33.1	21.8	54.9	58.9	95.1	95.6

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	291	100.0	27.6	39.3	33.1	72.4
	4	257	100.0	42.7	39.9	17.3	57.3
	5	290	100.0	35.9	43.6	20.5	64.1
	6	239	99.6	40.4	41.7	17.8	59.6
	7	235	100.0	42.3	45.5	12.2	57.7
	8	232	100.0	55.2	32.6	12.2	44.8
<b>Mathematics</b>							
<b>2009</b>	3	291	100.0	37.5	37.5	25.1	62.5
	4	257	100.0	36.7	44.4	19.0	63.3
	5	290	100.0	35.2	44.3	20.5	64.8
	6	239	99.6	34.8	43.5	21.7	65.2
	7	235	100.0	40.5	47.7	11.7	59.5
	8	232	100.0	55.2	28.5	16.3	44.8
<b>Science</b>							
<b>2009</b>	3	147	100.0	61.4	34.3	4.3	38.6
	4	257	100.0	48.8	41.9	9.3	51.2
	5	145	96.6	45.9	47.4	6.8	54.1
	6	121	100.0	55.1	40.7	4.2	44.9
	7	234	100.0	39.8	44.3	15.8	60.2
	8	115	100.0	59.1	34.5	6.4	40.9
<b>Social Studies</b>							
<b>2009</b>	3	146	100.0	23.4	58.4	18.2	76.6
	4	257	100.0	41.5	51.2	7.3	58.5
	5	145	96.6	64.1	26.7	9.2	35.9
	6	117	100.0	29.5	66.1	4.5	70.5
	7	234	100.0	44.1	37.8	18.0	55.9
	8	117	98.3	58.2	34.5	7.3	41.8
<b>Writing</b>							
<b>2009</b>	3	291	97.9	28.8	33.9	37.2	71.2
	4	257	100.0	49.2	32.5	18.3	50.8
	5	293	100.0	46.4	26.6	27.0	53.6
	6	241	97.5	42.9	31.0	26.1	57.1
	7	232	98.7	40.1	36.9	23.0	59.9
	8	235	98.7	48.9	39.5	11.7	51.1

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	209	98.6	26.2	43.6	18.8	11.4	43.1	61.8	No	Yes
Male	109	97.2	35.6	41.3	12.5	10.6	38.5	57.4	N/A	N/A
Female	100	100.0	16.3	45.9	25.5	12.2	48.0	66.1	N/A	N/A
White	61	96.7	14.0	33.3	29.8	22.8	61.4	74.3	Yes	Yes
African American	138	99.3	31.9	47.4	14.1	6.7	35.6	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	3	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	19	100.0	73.7	5.3	N/A	21.1	26.3	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	3	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	173	98.3	28.0	45.8	17.3	8.9	39.3	45.6	No	Yes

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

All Students	209	98.6	27.2	37.1	20.8	14.9	51.0	62.7	No	Yes
Male	109	97.2	27.9	37.5	17.3	17.3	51.0	61.8	N/A	N/A
Female	100	100.0	26.5	36.7	24.5	12.2	51.0	63.6	N/A	N/A
White	61	96.7	17.5	33.3	19.3	29.8	63.2	75.1	No	Yes
African American	138	99.3	32.6	37.8	20.7	8.9	45.9	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	3	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	19	100.0	73.7	5.3	N/A	21.1	26.3	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	3	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	173	98.3	30.4	36.9	19.6	13.1	47.0	47.9	No	Yes

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

All Students	205	92.2	57.1	21.0	7.8	6.3	N/A	N/A	N/A	N/A
Male	106	88.7	54.7	17.9	6.6	9.4	N/A	N/A	N/A	N/A
Female	99	96.0	59.6	24.2	9.1	3.0	N/A	N/A	N/A	N/A
White	59	93.2	44.1	23.7	13.6	11.9	N/A	N/A	N/A	N/A
African American	136	91.9	65.4	18.4	5.9	2.2	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	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	15	86.7	80.0	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	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	169	92.9	59.2	20.7	7.1	5.9	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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>									
All Students	2008	226	100.0	19.4	36.4	30.9	13.4	56.7	69.7
	2009	209	98.6	26.2	43.6	18.8	11.4	43.1	61.8
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>									
All Students	2008	226	100.0	20.7	36.4	29.5	13.4	53.0	67.2
	2009	209	98.6	27.2	37.1	20.8	14.9	51.0	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	7.3%	5.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.3%	0.0%	No
Student attendance rate, grades K-8	95.1%	94.0%*	Yes

\* Or greater than last year

\*\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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