



Bamberg 2 School District

62 Holly Avenue
Denmark, SC 29042

Grades	PK-12 District	
Enrollment	902 Students	
Superintendent	Dr. Jake Sello	803-793-3346
Board Chair	Larry Bias	803-793-5929

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Average
2009	At-Risk	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	Below 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 2009-10 whose 2008-09 test scores were located

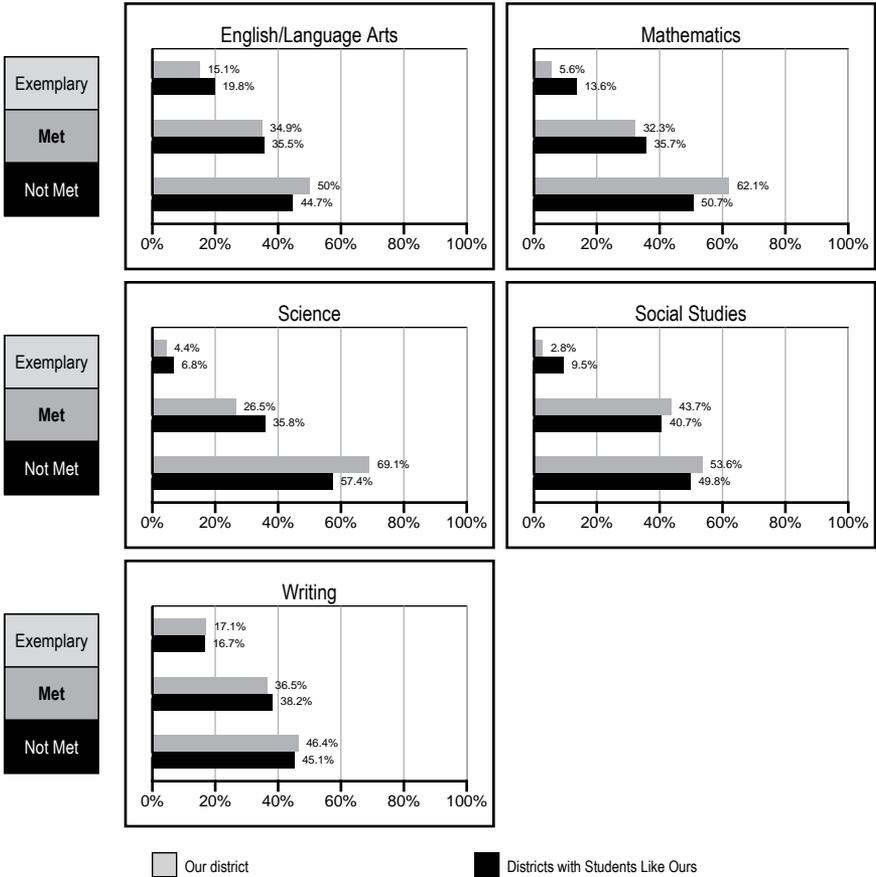
94%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	7	4

* 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

Percent	Our District			Districts with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed both subtests	64.6%	60.9%	60.3%	70.3%	60.8%	61.9%
Passed one subtest	21.5%	21.9%	15.9%	15.2%	20.4%	17.2%
Passed no subtests	13.8%	17.2%	23.8%	14.5%	18.8%	20.9%

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	44.8%	61.1%
English 1	49.3%	51.0%
Physical Science	31.7%	35.9%
US History and the Constitution	16.9%	20.8%
All Subjects	36.5%	42.6%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=902)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	5.6%	Up from 4.0%	3.2%	2.3%
Attendance rate	98.0%	Up from 96.2%	95.3%	95.8%
Eligible for gifted and talented	3.5%	Down from 5.1%	5.3%	14.3%
With disabilities other than speech	8.5%	Up from 7.0%	10.7%	10.5%
Older than usual for grade	5.1%	Down from 5.8%	6.2%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	Up from 0.2%	0.9%	0.7%
Enrolled in AP/IB programs	0.0%	No Change	6.1%	12.1%
Successful on AP/IB exams	N/A	N/A	40.0%	50.0%
Eligible for LIFE Scholarship	37.5%	Up from 25.5%	28.5%	31.4%
Enrolled in adult education GED or diploma programs	8	No Change	24	47
Completions in adult education GED or diploma programs	4	No Change	10	29
Annual dropout rate	4.8%	Up from 4.3%	2.4%	3.1%
Teachers (n=65)				
Teachers with advanced degrees	67.7%	Up from 55.2%	55.2%	58.8%
Continuing contract teachers	55.4%	Down from 61.2%	69.6%	81.5%
Teachers with emergency or provisional certificates	23.2%	Down from 30.8%	15.1%	4.0%
Teachers returning from previous year	82.6%	Up from 79.8%	82.7%	89.3%
Teacher attendance rate	94.3%	Up from 92.5%	95.1%	95.3%
Average teacher salary*	\$43,865	Down 0.7%	\$43,086	\$46,618
Vacancies for more than nine weeks	3.1%	Down from 7.5%	1.6%	0.2%
Professional development days/teacher	10.5 days	Down from 12.2 days	11.5 days	12.6 days
District				
Superintendent's years at district	1.0	Down from 3.0	1.0	3.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 20.7 to 1	19.3 to 1	20.9 to 1
Prime instructional time	90.7%	Up from 87.7%	89.2%	89.9%
Dollars spent per pupil**	\$11,404	Up 0.4%	\$11,759	\$9,364
Percent of expenditures for teacher salaries**	44.4%	Down from 44.9%	46.8%	53.3%
Percent of expenditures for instruction**	46.9%	Down from 47.1%	51.5%	56.3%
Opportunities in the arts	Good	Up from Fair	Good	Excellent
Number of schools	3	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	15.2%	Down from 56.0%	3.8%	2.4%
Average age in years of school facilities	33 Years	No Change	34 Years	27 Years
Number of schools with SACS accreditation	3.0	Up from 2.0	4.0	8.0
Parents attending conferences	88.1%	Down from 88.6%	97.1%	97.1%
Average administrator salary	\$71,732	No Change	\$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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	65	70.8%	260	36.5%	79	67.1%	N/A
Gender							
Male	35	62.9%	130	38.5%	41	61.0%	N/A
Female	30	80.0%	130	34.6%	38	73.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	64	71.9%	246	36.2%	78	66.7%	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	N/A	N/A	18	16.7%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	63	69.8%	239	34.7%	76	65.8%	N/A

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

HSAP Passage Rate by Spring 2010

Percent	Our District	Districts with Students Like Ours
	70.8%	84.5%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	71	79	174	178
Number of Graduates in Cohort	48	53	123	125
Rate	67.6%	67.1%	71.0%	71.6%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	413	438	401	443	437	468	1250	1348		
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	13.7	13.9	16.0	16.1	15.3	15.8	16.6	15.3	15.5	15.4
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

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School District Governance

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	28.8 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

As superintendent, this has been a very rewarding school year for me. I have observed many of our students in various classes and have gotten to know many of them by name.

The Class of 2010 is to be congratulated for their academic achievement. This class garnered \$5,618,008 in scholarships. We congratulate them for their efforts, their families for their sacrifices, and our instructional staff for their dedication and support.

Higher expectations for all of our students remain a legislative reality and a moral imperative. We will continue to be "Committed to Successful Learning, Student by Student." We will also continue to improve student achievement in all areas. Additionally, we will be implementing Bamberg School District Two's Collaborative Assessment for Planning and Achievement (CAPA) Transformation Model, which will focus on expanding learning time for reading and math instruction. This will be accomplished through a 90-minute block schedule. The CAPA Model focuses on intensive reading instruction, which gives struggling students and special needs students the critical literacy and math skills needed to succeed in rigorous English Language Arts and mathematics courses.

As you review this report card, think of it as a new opportunity to move our students toward a report card rating of "Good" and, ultimately, "Excellent." This can be done. We will continue to monitor our students and provide the necessary support and appropriate resources for achieving success.

Please accept my deep appreciation for your continued efforts with our students and your support for quality public education – the genius of our democracy.

Dr. Jake Sello, Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 2 out of 17 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

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.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Denmark-Olar Middle	R	Denmark-Olar Elementary	R

The Bamberg 2 School District consists of 3 public schools with 2 of these schools, or 66.7%, 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."

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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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	390	96.7	51.3	33.7	15	66.6	83.5	Yes	Yes
Gender									
Male	194	97.4	56.5	33.3	10.2	59.1	80.1	N/A	N/A
Female	196	95.9	46.3	34	19.7	73.9	87	N/A	N/A
Racial/Ethnic Group									
White	7	I/S	I/S	I/S	I/S	I/S	89.6	I/S	I/S
African American	374	96.5	51	33.7	15.3	66.3	74.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	60	88.3	86.4	11.9	1.7	28.8	51.7	No	No
Migrant Status									
Migrant	7	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	13	100	69.2	30.8	0	69.2	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	361	97.2	52.4	32.6	15	65.7	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	390	98.2	62.9	31.5	5.6	49.6	80.4	No	Yes
Gender									
Male	194	98.5	63.6	30.5	5.9	50.3	78.4	N/A	N/A
Female	196	98	62.2	32.4	5.3	48.9	82.5	N/A	N/A
Racial/Ethnic Group									
White	7	I/S	I/S	I/S	I/S	I/S	87.8	I/S	I/S
African American	374	98.1	62.5	31.9	5.6	50.3	69.3	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	60	95	93.2	5.1	1.7	16.9	46.1	No	Yes
Migrant Status									
Migrant	7	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	13	100	84.6	15.4	0	30.8	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	361	98.9	64.7	30.5	4.8	48.3	72.8	No	Yes

* Adjusted to account for natural variation in performance.

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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
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Science

All Students	252	98.8	68.6	27.3	4.1	31.4	67.3
Gender							
Male	134	99.3	71.9	21.9	6.3	28.1	66.9
Female	118	98.3	64.9	33.3	1.8	35.1	67.7
Racial/Ethnic Group							
White	5	I/S	I/S	I/S	I/S	I/S	79.6
African American	242	98.8	68.7	27.5	3.9	31.3	49.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	44	95.5	90.5	7.1	2.4	9.5	33.8
Migrant Status							
Migrant	3	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	7	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status							
Subsidized meals	233	98.7	70.7	26.2	3.1	29.3	55.4

Social Studies

All Students	255	99.2	52.8	44.3	2.8	47.2	70.9
Gender							
Male	113	98.2	60.2	35.2	4.6	39.8	70.1
Female	142	100	47.1	51.4	1.4	52.9	71.7
Racial/Ethnic Group							
White	5	I/S	I/S	I/S	I/S	I/S	79.2
African American	243	99.2	53.2	43.8	3	46.8	58.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	32	96.9	83.9	12.9	3.2	16.1	39.3
Migrant Status							
Migrant	6	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	10	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	237	99.2	52.4	44.6	3	47.6	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	388	97.9	45.7	37	17.3	54.3	72.1	97.9	96.3
Gender									
Male	192	97.9	53.6	34.4	12	46.4	65.2	97.6	96.2
Female	196	98	38	39.6	22.5	62	79.2	98.1	96.4
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	80.8	92	96.1
African American	371	98.1	46.1	36.2	17.7	53.9	59.7	98.1	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	N/A	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	64.6	97.1	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.4	97.6	95
Disability Status									
Disabled	64	92.2	88.1	10.2	1.7	11.9	27.7	96.1	95.4
Migrant Status									
Migrant	7	I/S	I/S	I/S	I/S	I/S	63.5	97.8	96
Limited English Proficient									
Limited English	9	I/S	I/S	I/S	I/S	I/S	63.7	97.7	97
Socio-Economic Status									
Subsidized meals	368	97.8	47.7	35.4	16.9	52.3	61.9	97.8	95.8

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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	66	100	32.3	45.2	22.6	67.7
	4	64	98.4	48.3	31.7	20	51.7
	5	64	98.4	49.2	37.7	13.1	50.8
	6	56	98.2	50	40.7	9.3	50
	7	77	93.5	54.4	35.3	10.3	45.6
	8	65	96.9	59.7	30.6	9.7	40.3
2010	3	61	96.7	40.4	24.6	35.1	59.6
	4	69	89.9	47.7	40	12.3	52.3
	5	64	98.4	45.2	40.3	14.5	54.8
	6	68	100	54.5	36.4	9.1	45.5
	7	55	98.2	66	24.5	9.4	34
	8	72	97.2	54.3	34.3	11.4	45.7
Mathematics							
2009	3	66	100	62.9	30.6	6.5	37.1
	4	64	98.4	61.7	36.7	1.7	38.3
	5	64	100	58.1	35.5	6.5	41.9
	6	56	98.2	61.1	31.5	7.4	38.9
	7	77	94.8	55.9	39.7	4.4	44.1
	8	65	96.9	72.6	17.7	9.7	27.4
2010	3	61	98.4	75.4	15.8	8.8	24.6
	4	69	95.7	50.8	43.1	6.2	49.2
	5	64	100	57.1	31.7	11.1	42.9
	6	68	100	65.2	31.8	3	34.8
	7	55	98.2	67.9	28.3	3.8	32.1
	8	72	97.2	62.9	35.7	1.4	37.1
Science							
2009	3	33	100	50	40.6	9.4	50
	4	64	98.4	51.7	45	3.3	48.3
	5	35	100	51.5	48.5	0	48.5
	6	27	100	76.9	23.1	0	23.1
	7	77	94.8	75	23.5	1.5	25
	8	30	100	69	27.6	3.4	31
2010	3	29	100	74.1	14.8	11.1	25.9
	4	68	100	52.3	44.6	3.1	47.7
	5	32	90.6	65.5	27.6	6.9	34.5
	6	33	100	81.3	18.8	0	18.8
	7	54	100	75.5	20.8	3.8	24.5
	8	35	100	77.1	20	2.9	22.9

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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	33	100	26.7	56.7	16.7	73.3
	4	64	98.4	31.7	65	3.3	68.3
	5	30	100	70	23.3	6.7	30
	6	28	100	46.4	53.6	0	53.6
	7	77	92.2	79.1	19.4	1.5	20.9
	8	33	100	60.6	39.4	0	39.4
2010	3	31	100	50	43.3	6.7	50
	4	68	100	32.3	67.7	0	67.7
	5	32	96.9	60	33.3	6.7	40
	6	35	100	58.8	41.2	0	41.2
	7	54	100	77.4	20.8	1.9	22.6
	8	35	97.1	44.1	50	5.9	55.9
Writing							
2009	3	67	100	38.1	41.3	20.6	61.9
	4	64	98.4	50	38.3	11.7	50
	5	63	95.2	32.8	48.3	19	67.2
	6	55	100	50	40.7	9.3	50
	7	75	94.7	54.4	30.9	14.7	45.6
	8	65	95.4	46.8	35.5	17.7	53.2
2010	3	60	100	47.4	29.8	22.8	52.6
	4	69	98.6	40.9	40.9	18.2	59.1
	5	64	93.8	39	30.5	30.5	61
	6	67	100	59.1	28.8	12.1	40.9
	7	57	94.7	44.2	44.2	11.5	55.8
	8	71	100	42.9	47.1	10	57.1

Abbreviations for Missing Data

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

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	141	44.7	30.6	40.3	19.4	9.7	38.7	65.9	No	No
Male	70	34.3	43.5	39.1	8.7	8.7	30.4	60.8	N/A	N/A
Female	67	58.2	23.1	41	25.6	10.3	43.6	71	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	77.5	I/S	I/S
African American	130	46.2	30.5	40.7	18.6	10.2	39	49.7	No	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	12	50	83.3	16.7	0	0	0	21.3	I/S	I/S
Migrant	4	I/S	N/A	N/A						
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	128	46.1	32.8	39.7	19	8.6	36.2	51.5	No	No

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

All Students	141	45.4	34.9	46	17.5	1.6	31.7	62.3	No	No
Male	70	35.7	41.7	41.7	12.5	4.2	29.2	61.7	N/A	N/A
Female	67	58.2	30.8	48.7	20.5	0	33.3	63	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	75	I/S	I/S
African American	130	46.9	33.3	46.7	18.3	1.7	31.7	44	No	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	12	50	66.7	33.3	0	0	16.7	22.1	I/S	I/S
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	128	46.9	35.6	44.1	18.6	1.7	33.9	48.1	No	No

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

All Students	72	63.9	82.6	13.0	4.3	N/A	N/A	N/A	N/A	N/A
Male	31	58.1	77.8	11.1	11.1	N/A	N/A	N/A	N/A	N/A
Female	41	68.3	85.7	14.3	N/A	N/A	N/A	N/A	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	69	63.8	81.8	13.6	4.5	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	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	67	62.7	83.3	11.9	4.8	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	2009	66	95.5	27	49.2	17.5	6.3	41.3	61.8
	2010	141	44.7	30.6	40.3	19.4	9.7	38.7	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	66	97	28.1	53.1	17.2	1.6	34.4	62.7
	2010	141	45.4	34.9	46	17.5	1.6	31.7	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	21.8%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	21.8%	0.0%	No
Student attendance rate, grades K-8	98.0%	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