



Marion 7 School District

PO Box 1439
Rains, SC 29589

Grades	PK-12 District	
Enrollment	675 Students	
Superintendent	Dr. Dan Strickland	843-423-2891
Board Chair	McKeiver Williamson	843-423-6545

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good*
2010	Below Average	Good
2009	At-Risk	At-Risk
2008	Below Average	Excellent
2007	Below Average	Good

* The District's 2011 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

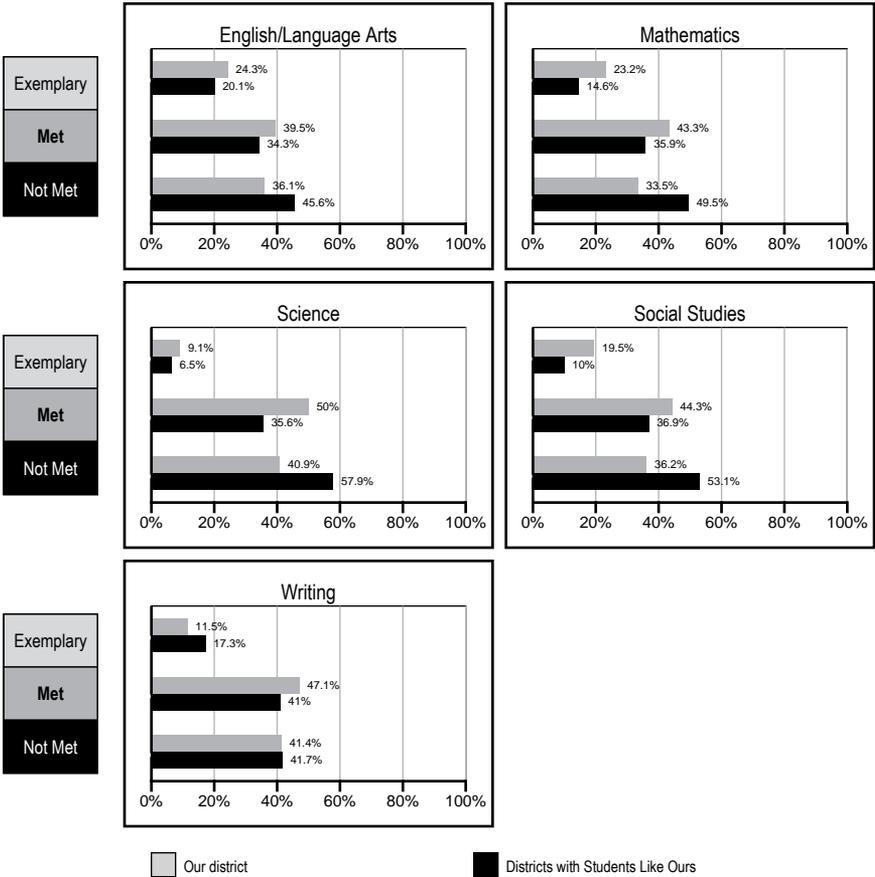
98.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	4	2	5

* Ratings are calculated with data available by 11/09/2011.

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		
	2009	2010	2011	2009	2010	2011
Passed both subtests	67.9%	58.5%	61.1%	59.9%	61.1%	63.1%
Passed one subtest	18.9%	11.3%	19.4%	21.6%	17.4%	18.6%
Passed no subtests	13.2%	30.2%	19.4%	18.5%	21.4%	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	71.8%	62.1%
English 1	60.0%	47.8%
Biology 1/Applied Biology 2	39.4%	43.9%
Physical Science	39.2%	40.6%
US History and the Constitution	42.9%	21.4%
All Subjects	50.2%	42.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	69	47	151	150
Number of Graduates in Cohort	54	39	109	104
Rate	78.3%	83.0%	73.0%	72.3%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	69	N/A	150
Number of Graduates in Cohort	N/A	54	N/A	111
Rate	N/A	78.3%	N/A	74.4%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=675)				
First graders who attended full-day kindergarten	100.0%	Up from 98.1%	100.0%	99.6%
Retention rate	4.9%	Up from 1.8%	3.7%	2.3%
Attendance rate	94.8%	Down from 97.6%	95.4%	95.8%
Served by gifted and talented program	3.8%	Up from 3.5%	4.4%	14.0%
With disabilities other than speech	6.8%	Down from 14.3%	7.3%	7.4%
Older than usual for grade	4.1%	Down from 5.8%	4.4%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.4%	0.5%
Enrolled in AP/IB programs	0.0%	No Change	1.2%	12.2%
Successful on AP/IB exams	N/A	N/A	N/A	52.9%
Eligible for LIFE Scholarship	13.5%	Down from 29.6%	24.6%	30.3%
Enrolled in adult education GED or diploma programs	7	Up from 4	14	66
Completions in adult education GED or diploma programs	2	Up from 1	7	35
Annual dropout rate	0.8%	Up from 0.4%	2.1%	2.8%
Teachers (n=56)				
Teachers with advanced degrees	75.0%	Up from 72.6%	60.0%	61.2%
Continuing contract teachers	85.7%	Up from 71.0%	77.5%	85.6%
Teachers returning from previous year	86.1%	Up from 84.2%	83.4%	90.3%
Teacher attendance rate	95.8%	Up from 95.7%	94.2%	95.2%
Average teacher salary*	\$41,427	Down 2.1%	\$42,696	\$46,166
Vacancies for more than nine weeks	0.0%	No Change	1.2%	0.0%
Professional development days/teacher	26.4 days	Up from 20.6 days	12.7 days	12.2 days
District				
Superintendent's years at district	0.5	Down from 16.0	2.0	3.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.9 to 1	20.0 to 1	21.7 to 1
Prime instructional time	88.5%	Down from 91.5%	88.7%	90.1%
Dollars spent per pupil**	\$13,271	Up 2.8%	\$11,174	\$9,140
Percent of expenditures for teacher salaries**	43.9%	Down from 45.4%	46.4%	53.5%
Percent of expenditures for instruction**	51.2%	Down from 51.9%	51.0%	56.5%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	2	Down from 3	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	10.0%	Up from 9.1%	9.5%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	2.0	Down from 3.0	4.0	8.0
Parents attending conferences	100.0%	No Change	93.7%	96.6%
Average administrator salary	\$82,991	Up 3.3%	\$73,582	\$78,000

* 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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	47	91.5%	315	50.2%	69	78.3%	Yes
Gender							
Male	22	90.9%	140	49.3%	33	72.7%	N/A
Female	25	92.0%	173	50.9%	36	83.3%	N/A
Racial/Ethnic Group							
White	N/A	N/A	31	64.5%	N/A	N/A	N/A
African American	43	90.7%	280	48.6%	59	83.1%	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	30	20.0%	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	41	90.2%	287	49.8%	65	80.0%	N/A

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

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	91.5%	85.5%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	385	407	425	472	394	406	1204	1285		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	13.3	14.1	16.5	17.5	14.5	14.7	17.2	16.3	15.5	15.7
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

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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	12.7 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Marion School District Seven takes great pride in the accomplishments of its students and staff during the 2010-2011 school year. It is through a competent and caring staff, the hard work of students, and the support of parents that students continue to improve academically and develop into contributing members of our nation, state, and community.

The school district continued to focus on implementing our ambitious goals set by our district strategic/accountability plan and our school-based renewal plans. All stakeholders joined together to establish these goals. The plans ensure that our students receive the opportunity to attain the best possible education with the resources available.

District Seven is indeed fortunate to have highly-effective, qualified teachers. Over 70 percent of the professional staff has earned degrees above a bachelors. Six staff members have National Board Certification. Teachers and administrators continually seek to enhance their skills through graduate courses, study groups, professional learning communities and activities sponsored by professional organizations.

Through the cooperative, supportive efforts of the community, parents, and staff, our students will achieve at high levels in the classroom and as adults. By staying focused on what is best for our students, we will continue to provide a high quality education.

Your input and participation is welcomed. Your support and cooperation to ensure student success is appreciated.

Everette M. Dean, Jr.

No Child Left Behind

District Adequate Yearly Progress

No

This district met 14 out of 19 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

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status
Creek Bridge High	CSI-DELAY

The Marion 7 School District consists of 2 public schools with 1 of these schools, or 50%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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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 = 79.4% (Met or Exemplary)									
All Students	288	98.6	36.2	39.6	24.2	71.9	82.4	No	Yes
Gender									
Male	149	98.7	48.9	36.1	15	60.2	78.7	N/A	N/A
Female	139	98.6	22.8	43.3	33.9	84.3	86.2	N/A	N/A
Racial/Ethnic Group									
White	34	94.1	41.4	17.2	41.4	75.9	88.9	I/S	I/S
African American	245	99.2	35	43	22	72.2	72.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status									
Disabled	64	95.3	79.7	16.9	3.4	35.6	48.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	7	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status									
Subsidized meals	273	98.5	36.8	39.7	23.5	71.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)									
All Students	288	99	33.3	43.3	23.4	79.3	81.9	Yes	Yes
Gender									
Male	149	99.3	42.5	42.5	14.9	68.7	79.9	N/A	N/A
Female	139	98.6	23.6	44.1	32.3	90.6	84.1	N/A	N/A
Racial/Ethnic Group									
White	34	97.1	23.3	33.3	43.3	76.7	88.9	I/S	I/S
African American	245	99.2	34.1	44.8	21.1	80.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status									
Disabled	64	96.9	66.7	28.3	5	48.3	47.3	Yes	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	7	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status									
Subsidized meals	273	98.9	33.9	42.3	23.8	78.2	74.9	Yes	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
Science							
All Students	190	99.5	40.9	50	9.1	59.1	68.6
Gender							
Male	97	100	46.1	47.2	6.7	53.9	68.3
Female	93	98.9	35.6	52.9	11.5	64.4	68.9
Racial/Ethnic Group							
White	22	95.5	35	50	15	65	80.7
African American	164	100	41.4	50	8.6	58.6	51.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	40	100	78.9	18.4	2.6	21.1	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	4	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status							
Subsidized meals	179	99.4	41.8	49.7	8.5	58.2	57.3
Social Studies							
All Students	193	98.5	35.5	45.3	19.2	64.5	72.5
Gender							
Male	100	99	41.6	44.9	13.5	58.4	72
Female	93	97.9	28.9	45.8	25.3	71.1	73.1
Racial/Ethnic Group							
White	21	95.2	29.4	35.3	35.3	70.6	81
African American	164	98.8	34.5	47.3	18.2	65.5	60
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	44	95.5	78	14.6	7.3	22	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	6	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status							
Subsidized meals	185	98.4	36.1	45.2	18.7	63.9	62.9

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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	96	96.9	40.7	47.7	11.6	59.3	73.2	95.5	96.1
Gender									
Male	49	93.9	46.7	48.9	4.4	53.3	67.2	95.7	96.1
Female	47	100	34.1	46.3	19.5	65.9	79.4	95.3	96.2
Racial/Ethnic Group									
White	13	100	30.8	46.2	23.1	69.2	81.5	93.5	95.9
African American	80	96.3	42.9	48.6	8.6	57.1	61.3	96	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	N/A	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.7	92.1	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	N/A	95.1
Disability Status									
Disabled	25	88	86.4	13.6	0	13.6	26	95	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	85.8	96.8
Limited English Proficient									
Limited English	2	I/S	I/S	I/S	I/S	I/S	65.7	92.1	96.9
Socio-Economic Status									
Subsidized meals	91	96.7	41.5	47.6	11	58.5	63.2	95.4	95.7

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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							
2010	3	55	100	26	48	26	74
	4	40	100	22.5	47.5	30	77.5
	5	58	96.6	32.7	34.5	32.7	67.3
	6	46	100	63.4	24.4	12.2	36.6
	7	47	97.9	57.8	33.3	8.9	42.2
	8	42	100	61	22	17.1	39
2011	3	43	97.7	21.6	27	51.4	78.4
	4	53	98.1	21.7	47.8	30.4	78.3
	5	46	97.8	23.3	58.1	18.6	76.7
	6	54	100	28.6	36.7	34.7	71.4
	7	42	97.6	60	30	10	40
	8	50	100	62.2	35.6	2.2	37.8
Mathematics							
2010	3	55	100	58	24	18	42
	4	40	100	22.5	50	27.5	77.5
	5	58	96.6	21.8	41.8	36.4	78.2
	6	46	100	61	29.3	9.8	39
	7	47	97.9	55.6	35.6	8.9	44.4
	8	42	100	65.9	34.1	0	34.1
2011	3	43	97.7	29.7	37.8	32.4	70.3
	4	53	100	31.9	42.6	25.5	68.1
	5	46	97.8	18.6	48.8	32.6	81.4
	6	54	100	26.5	53.1	20.4	73.5
	7	42	97.6	42.5	37.5	20	57.5
	8	50	100	51.1	37.8	11.1	48.9
Science							
2010	3	27	100	60	32	8	40
	4	40	100	25	65	10	75
	5	28	96.4	30.8	65.4	3.8	69.2
	6	23	100	70	30	0	30
	7	46	100	53.3	42.2	4.4	46.7
	8	21	100	60	20	20	40
2011	3	22	100	55.6	44.4	0	44.4
	4	53	100	38.3	57.4	4.3	61.7
	5	22	100	40.9	45.5	13.6	59.1
	6	26	100	24	72	4	76
	7	42	97.6	42.5	42.5	15	57.5
	8	25	100	50	33.3	16.7	50

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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							
2010	3	28	96.4	33.3	58.3	8.3	66.7
	4	40	100	15	67.5	17.5	85
	5	29	96.6	50	42.9	7.1	50
	6	23	100	52.4	38.1	9.5	47.6
	7	46	100	77.8	20	2.2	22.2
	8	21	100	66.7	19	14.3	33.3
2011	3	21	95.2	26.3	57.9	15.8	73.7
	4	53	100	25.5	51.1	23.4	74.5
	5	24	95.8	47.6	42.9	9.5	52.4
	6	28	100	16.7	54.2	29.2	83.3
	7	42	97.6	55	35	10	45
	8	25	100	38.1	33.3	28.6	61.9
Writing							
2010	3	52	98.1	40.8	42.9	16.3	59.2
	4	41	97.6	25.6	46.2	28.2	74.4
	5	58	91.4	30.8	42.3	26.9	69.2
	6	46	100	71.4	21.4	7.1	28.6
	7	47	97.9	64.4	28.9	6.7	35.6
	8	42	95.2	56.4	41	2.6	43.6
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	46	93.5	26.8	53.7	19.5	73.2
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	50	100	53.3	42.2	4.4	46.7

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	74	97.3	29.0	50.7	15.9	4.3	27.5	68.0	No	Yes
Male	35	94.3	25.0	56.3	15.6	3.1	21.9	63.1	N/A	N/A
Female	39	100.0	32.4	45.9	16.2	5.4	32.4	73.1	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	79.4	I/S	I/S
African American	66	98.5	29.7	51.6	15.6	3.1	26.6	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	11	100.0	72.7	27.3	N/A	N/A	N/A	74.0	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	0	N/A	N/A	N/A	N/A	N/A	N/A	45.1	I/S	I/S
Subsidized meals	67	97.0	27.0	54.0	15.9	3.2	27.0	54.7	No	Yes

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

All Students	74	97.3	31.9	52.2	7.2	8.7	23.2	62.3	No	Yes
Male	35	94.3	28.1	56.3	9.4	6.3	21.9	61.4	N/A	N/A
Female	39	100.0	35.1	48.6	5.4	10.8	24.3	63.2	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	75.3	I/S	I/S
African American	66	98.5	32.8	51.6	6.3	9.4	21.9	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	11	100.0	81.8	18.2	N/A	N/A	N/A	67.7	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	0	N/A	N/A	N/A	N/A	N/A	N/A	47.1	I/S	I/S
Subsidized meals	67	97.0	30.2	54.0	6.3	9.5	22.2	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	74	97.3	80.6	11.1	5.6	2.8	N/A	N/A	N/A	N/A
Male	35	97.1	82.4	8.8	5.9	2.9	N/A	N/A	N/A	N/A
Female	39	97.4	78.9	13.2	5.3	2.6	N/A	N/A	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	66	97.0	82.8	7.8	6.3	3.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	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	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	11	100.0	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	67	97.0	81.5	10.8	6.2	1.5	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	2010	53	100.0	38.5	36.5	25.0	0.0	34.6	65.9
	2011	74	97.3	29.0	50.7	15.9	4.3	27.5	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	53	100.0	30.8	44.2	25.0	0.0	36.5	62.3
	2011	74	97.3	31.9	52.2	7.2	8.7	23.2	62.3

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	2.5%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate, grades K-8	94.8%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

Abbreviations for Missing Data