



## Dorchester 2 School District

102 Green Wave  
Summerville, South

**Grades** PK-12 District  
**Enrollment** 22,386 Students  
**Superintendent** Joseph R. Pye 843-873-2901  
**Board Chair** Frances Townsend 843-873-1341

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Excellent*</b>
2009	Average	Below Average
2008	Average	Excellent
2007	Average	At-Risk
2006	Average	At-Risk

\* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

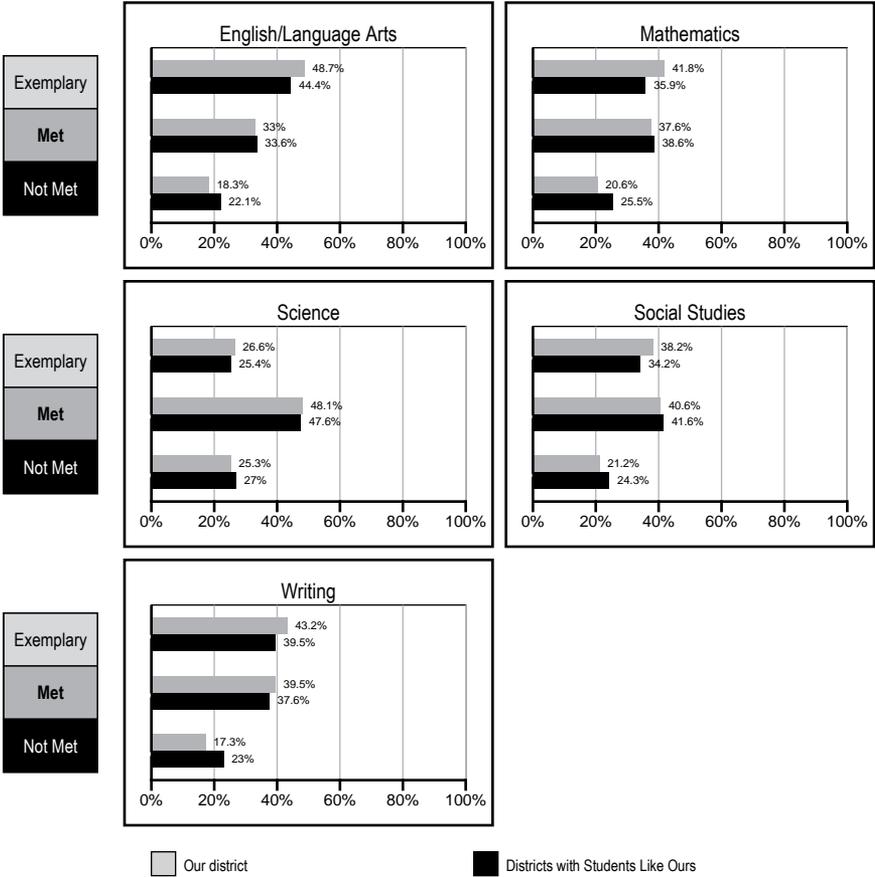
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.1%

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

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

\* 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	86.1%	81.6%	83.7%	86.5%	81.9%	82.8%
Passed one subtest	7.3%	10.3%	9.7%	7.3%	9.8%	9.8%
Passed no subtests	6.6%	8.1%	6.7%	6.3%	8.3%	7.5%

## 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	84.3%	85.6%
English 1	80.8%	79.8%
Physical Science	65.7%	65.1%
US History and the Constitution	59.0%	52.2%
All Subjects	72.9%	71.6%

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=22,386)</b>				
First graders who attended full-day kindergarten	98.9%	Down from 99.3%	98.0%	99.5%
Retention rate	1.1%	Down from 3.2%	1.7%	2.3%
Attendance rate	96.0%	Down from 96.1%	95.9%	95.8%
Eligible for gifted and talented	18.2%	Up from 14.4%	18.3%	14.3%
With disabilities other than speech	7.7%	No Change	9.0%	10.5%
Older than usual for grade	2.8%	Down from 4.0%	2.8%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Down from 4.8%	0.4%	0.7%
Enrolled in AP/IB programs	26.1%	Up from 17.2%	19.9%	12.1%
Successful on AP/IB exams	55.0%	Down from 66.7%	69.8%	50.0%
Eligible for LIFE Scholarship	29.6%	Down from 30.2%	38.0%	31.4%
Enrolled in adult education GED or diploma programs	296	Up from 245	159	47
Completions in adult education GED or diploma programs	251	Up from 207	97	29
Annual dropout rate	4.3%	Up from 3.1%	3.2%	3.1%
<b>Teachers (n=1344)</b>				
Teachers with advanced degrees	53.6%	Up from 52.5%	59.9%	58.8%
Continuing contract teachers	80.6%	Up from 70.6%	82.2%	81.5%
Teachers with emergency or provisional certificates	2.8%	Down from 4.5%	2.4%	4.0%
Teachers returning from previous year	87.7%	Up from 85.9%	90.7%	89.3%
Teacher attendance rate	94.0%	Down from 94.4%	95.3%	95.3%
Average teacher salary*	\$45,426	Down 1.3%	\$47,645	\$46,618
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.2%
Professional development days/teacher	13.0 days	Down from 13.9 days	12.7 days	12.6 days
<b>District</b>				
Superintendent's years at district	11.0	Up from 10.0	6.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 21.7 to 1	22.7 to 1	20.9 to 1
Prime instructional time	89.0%	Down from 89.5%	90.5%	89.9%
Dollars spent per pupil**	\$8,106	Up 3.9%	\$7,926	\$9,364
Percent of expenditures for teacher salaries**	56.8%	Up from 56.3%	56.7%	53.3%
Percent of expenditures for instruction**	60.5%	Up from 60.3%	58.8%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	20	No Change	23	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	9.2%	Down from 9.6%	4.8%	2.4%
Average age in years of school facilities	22 Years	Up from 21 Years	20 Years	27 Years
Number of schools with SACS accreditation	20.0	No Change	23.0	8.0
Parents attending conferences	98.3%	Up from 93.1%	98.2%	97.1%
Average administrator salary	\$79,613	No Change	\$80,344	\$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	1273	91.7%	6919	72.9%	1622	70.5%	N/A
<b>Gender</b>							
Male	630	90.6%	3595	72.5%	814	64.7%	N/A
Female	643	92.7%	3324	73.3%	807	76.2%	N/A
<b>Racial/Ethnic Group</b>							
White	786	95.9%	4283	80.6%	971	73.3%	N/A
African American	420	84.0%	2172	57.1%	553	65.3%	N/A
Asian/Pacific Islander	23	100.0%	159	83.6%	34	85.3%	N/A
Hispanic	38	86.8%	275	70.9%	56	64.3%	N/A
American Indian/Alaskan	N/A	N/A	30	70.0%	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	67	50.7%	486	38.5%	97	33.0%	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	112	53.6%	16	31.3%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	330	85.8%	2243	60.6%	448	58.5%	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
	91.7%	92.3%

**Four-Year Cohort Graduation Rate**

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	1512	1622	2291	1952
Number of Graduates in Cohort	1136	1143	1709	1436
Rate	75.1%	70.5%	74.6%	75.8%

\*Used to calculate current AYP.

**College Admissions Tests**

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	495	491	508	507	475	468	1478	1466		
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	21.3	20.0	21.9	21.1	22.0	20.9	21.6	20.9	21.8	20.8
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

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

**School District Governance**

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	29.5 per board member
Percent New Trustees Completing Orientation	100.0%

**District Superintendent's Report**

The 2009-2010 school year was one of challenges and achievements for Dorchester School District Two. The school system, with over 22,000 students, continues to experience growth as enrollment increased by 650 students this year, making it one of the fastest growing districts in the state. District Two is one of a few select districts in the state and nation to achieve district-wide accreditation as a quality school system by the Southern Association of Colleges and Schools.

Faced with the challenges of reductions in state funding, the district continued its commitment to increase student achievement with an emphasis on program efficiency and effectiveness. Technology has played an important role, serving individual needs of students through instructional software such as Waterford for primary grades, Compass, and Apex Learning. Key business partnerships have provided students quality programs such as Robotics and classroom mentoring by business professionals. The district also received a four-year 21st Century Community Learning Center Grant totaling \$494,962 to fund comprehensive afterschool programs at several middle schools.

The greatest resource of the district is the dedicated employees who constantly seek better ways to ensure student success. All schools and district staff have embraced the Professional Learning Community concept this year to focus on student learning and to build a collaborative culture. Explicit direct instruction, a teacher-centered approach to instruction, is being implemented in all schools. The district is one of only a few to have 100% of the 2,900 employees trained in the Darkness to Light Program to identify and prevent child abuse. Thirteen teachers attained National Board Certification, totaling 158 nationally certified teachers in district classrooms.

Extraordinary accomplishments of our schools and students were recognized at the state and national level. Five schools received 2009 Palmetto Gold Awards from the SC Education Oversight Committee for overall student performance, and five schools were honored for closing the achievement gap based on academic gains of student subgroups. Fort Dorchester Elementary was a finalist for the Palmetto's Finest Award. Three schools earned Red Carpet Awards for family-friendly environments, bringing the district total to 12 Red Carpet Schools. The district continues to receive recognition for leadership in arts education. Windsor Hill Arts Infused Elementary received the Kennedy Center for the Performing Arts National Arts Education Award, the third time the district has received this award. District Two received a four-year Arts in Education grant totaling \$900,000 from the U.S. Department of Education. The district fine arts coordinator received the 2010 Elizabeth O'Neill Verner Governor's Award for the Arts, the highest state award in the arts. The graduating class of 2010 was offered over \$20,721,853 in scholarships. Summerville High cheerleaders won the state championship for the second consecutive year. Fort Dorchester High wrestling team captured the state title this year. District SAT scores surpassed the state average, and ACT scores surpassed the state and national average. Our vision is that every child will reach his/her potential through Rigor, Relevance, and Relationships.

Joseph R. Pye, Superintendent

Abbreviations for Missing Data

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

No Child Left Behind

District Adequate Yearly Progress

No

This district met 35 out of 37 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.

16

Title I Schools' School Improvement Status

School	Status	School	Status
Knightsville Elementary	CA	William M Reeves Elementary	NI-DELAY

The Dorchester 2 School District consists of 20 public schools with 2 of these schools, or 10%, 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

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

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>									
All Students	10416	99.7	18.5	33.1	48.4	89.1	83.5	Yes	Yes
<b>Gender</b>									
Male	5312	99.7	22.1	32.9	45.1	86.1	80.1	N/A	N/A
Female	5104	99.8	14.9	33.3	51.9	92.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	6193	99.8	12.8	29.6	57.7	93	89.6	Yes	Yes
African American	3408	99.7	29.7	40	30.3	81.6	74.6	Yes	Yes
Asian/Pacific Islander	304	99.7	8.2	27.1	64.6	94.5	92.7	Yes	Yes
Hispanic	436	99.8	26.1	32.8	41	84.1	79.6	Yes	Yes
American Indian/Alaskan	75	100	4.2	38.9	56.9	95.8	85.1	Yes	Yes
<b>Disability Status</b>									
Disabled	1048	98.8	57.6	26	16.3	57.3	51.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	240	99.6	28.9	34.5	36.6	82.1	79	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	4400	99.7	27.5	37.9	34.6	83.1	76.9	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>									
All Students	10416	99.9	20.8	37.8	41.4	87.2	80.4	Yes	Yes
<b>Gender</b>									
Male	5312	99.9	22.1	36.3	41.6	85.5	78.4	N/A	N/A
Female	5104	99.9	19.5	39.3	41.2	88.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	6193	99.9	14.1	35.7	50.2	92	87.8	Yes	Yes
African American	3408	99.8	34.5	42.2	23.3	77.5	69.3	Yes	Yes
Asian/Pacific Islander	304	99.7	8.6	29.6	61.9	94.5	93.5	Yes	Yes
Hispanic	436	100	23.6	39.6	36.8	86.1	78.3	Yes	Yes
American Indian/Alaskan	75	100	12.5	33.3	54.2	93.1	83.2	Yes	Yes
<b>Disability Status</b>									
Disabled	1048	99.7	59.5	27.7	12.7	55	46.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	240	100	25.5	40.9	33.6	86.8	78.9	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	4400	99.8	30.5	41.2	28.3	80.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	6961	99.6	25.3	48.4	26.3	74.7	67.3
<b>Gender</b>							
Male	3520	99.6	25.8	45.2	29	74.2	66.9
Female	3441	99.7	24.7	51.7	23.6	75.3	67.7
<b>Racial/Ethnic Group</b>							
White	4108	99.7	15.9	49.8	34.3	84.1	79.6
African American	2302	99.5	43.5	45	11.5	56.5	49.7
Asian/Pacific Islander	206	100	9.6	54	36.4	90.4	84.4
Hispanic	291	99.7	31	51.7	17.3	69	59.4
American Indian/Alaskan	54	100	19.2	44.2	36.5	80.8	69.5
<b>Disability Status</b>							
Disabled	712	98	60.6	29.9	9.5	39.4	33.8
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
<b>Limited English Proficient</b>							
Limited English	160	100	41.5	42.1	16.4	58.5	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	2943	99.4	38.2	46.8	15	61.8	55.4
<b>Social Studies</b>							
All Students	6949	99.7	21.2	40.8	37.9	78.8	70.9
<b>Gender</b>							
Male	3534	99.5	22.2	37.1	40.7	77.8	70.1
Female	3415	99.9	20.2	44.6	35.1	79.8	71.7
<b>Racial/Ethnic Group</b>							
White	4095	99.7	15.4	38.5	46.1	84.6	79.2
African American	2311	99.6	32.5	45.3	22.2	67.5	58.4
Asian/Pacific Islander	209	100	9.9	36	54.2	90.1	86.8
Hispanic	291	100	25.6	42.5	31.9	74.4	68
American Indian/Alaskan	43	100	17.5	37.5	45	82.5	71.2
<b>Disability Status</b>							
Disabled	696	98.1	55.8	33.1	11.1	44.2	39.3
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
<b>Limited English Proficient</b>							
Limited English	161	100	30.9	42	27.2	69.1	68
<b>Socio-Economic Status</b>							
Subsidized meals	2919	99.6	30.8	45.4	23.8	69.2	60.8

Abbreviations for Missing Data

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

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
<b>Writing</b>									
All Students	10407	98.8	17.1	39.6	43.3	82.9	72.1	96	96.3
<b>Gender</b>									
Male	5306	98.4	22.6	41.7	35.6	77.4	65.2	96	96.2
Female	5101	99.2	11.4	37.5	51.1	88.6	79.2	96.1	96.4
<b>Racial/Ethnic Group</b>									
White	6181	98.9	11.8	36.6	51.6	88.2	80.8	95.8	96.1
African American	3410	98.4	26.9	45.8	27.4	73.1	59.7	96.4	96.4
Asian/Pacific Islander	305	100	9.5	30.5	60	90.5	87	97	97.5
Hispanic	436	99.1	24.8	42.7	32.5	75.2	64.6	96.1	96.6
American Indian/Alaskan	75	100	9.9	40.8	49.3	90.1	73.4	95.5	95
<b>Disability Status</b>									
Disabled	1040	90.8	62.3	29.4	8.3	37.7	27.7	95	95.4
<b>Migrant Status</b>									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
<b>Limited English Proficient</b>									
Limited English	240	100	28.6	43.7	27.7	71.4	63.7	96.5	97
<b>Socio-Economic Status</b>									
Subsidized meals	4340	98.5	25.9	45.6	28.4	74.1	61.9	95.5	95.8

Abbreviations for Missing Data

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

**PASS Performance By 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	1689	99.8	14.3	26.1	59.6	85.7
	4	1691	99.9	18.2	38.9	42.9	81.8
	5	1647	99.8	14	44	42	86
	6	1707	99.9	20.8	39.6	39.6	79.2
	7	1661	99.9	20.7	41.9	37.4	79.3
	8	1662	99.8	23.5	42.5	34	76.5
<b>2010</b>	3	1797	99.4	10.3	22.1	67.6	89.7
	4	1781	99.5	15.2	36.2	48.7	84.8
	5	1745	99.9	15.7	38.9	45.4	84.3
	6	1691	99.9	20.5	35.4	44	79.5
	7	1726	99.9	26.4	33.8	39.8	73.6
	8	1669	99.8	23.7	32.2	44.1	76.3
<b>Mathematics</b>							
<b>2009</b>	3	1689	99.8	22.8	36.8	40.3	77.2
	4	1691	99.9	15.8	49.1	35.1	84.2
	5	1647	99.8	19.2	48	32.8	80.8
	6	1707	99.9	26.1	45.4	28.4	73.9
	7	1661	99.9	21.5	44.4	34.1	78.5
	8	1662	99.9	27.7	43.7	28.6	72.3
<b>2010</b>	3	1797	99.8	16.5	24.9	58.7	83.5
	4	1781	99.8	14	39.5	46.5	86
	5	1745	99.9	20	40.9	39.1	80
	6	1691	100	23.8	39.2	37	76.2
	7	1726	99.9	26.5	37.7	35.8	73.5
	8	1669	99.8	24.5	45.1	30.4	75.5
<b>Science</b>							
<b>2009</b>	3	846	100	23.7	46.9	29.4	76.3
	4	1688	99.9	26.3	58.6	15	73.7
	5	821	99.8	26.4	56.9	16.7	73.6
	6	856	99.9	28.8	55.8	15.4	71.2
	7	1656	99.9	19.8	51.1	29.1	80.2
	8	836	99.8	25.9	42.8	31.3	74.1
<b>2010</b>	3	906	99.3	31	37.6	31.4	69
	4	1777	99.9	24.7	57.9	17.4	75.3
	5	873	99.3	31.4	51	17.6	68.6
	6	846	99.4	31.6	48.9	19.6	68.4
	7	1721	99.9	19.9	48.9	31.2	80.1
	8	835	99.4	19	35.7	45.3	81

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	842	99.9	15.5	41.1	43.5	84.5
	4	1687	99.9	11.8	53.5	34.7	88.2
	5	826	100	21	45.5	33.4	79
	6	857	99.9	17.7	52.6	29.7	82.3
	7	1656	99.9	26	34.6	39.3	74
	8	824	100	20.8	38.2	41	79.2
<b>2010</b>	3	894	99.7	13.6	41.4	45	86.4
	4	1776	99.9	18.7	48.1	33.2	81.3
	5	875	99.5	26.8	44.2	29.1	73.2
	6	848	99.4	15.7	47.3	37	84.3
	7	1722	99.9	29.5	31.5	39	70.5
	8	830	99.4	17.3	34.1	48.6	82.7
<b>Writing</b>							
<b>2009</b>	3	1681	98.8	21.3	27.2	51.5	78.7
	4	1682	98.5	19.4	36.6	44.1	80.6
	5	1649	98.3	13.8	36.3	49.9	86.2
	6	1703	98.7	17.5	40.5	42	82.5
	7	1666	99.1	17.8	40.8	41.4	82.2
	8	1647	99.2	19.8	42.5	37.8	80.2
<b>2010</b>	3	1784	98.3	17.2	32.8	49.9	82.8
	4	1774	98.7	16.4	37	46.5	83.6
	5	1747	98.4	14.8	36.1	49.1	85.2
	6	1695	98.9	17	42.5	40.5	83
	7	1732	99	22.4	42.9	34.7	77.6
	8	1675	99.6	14.7	46.7	38.6	85.3

Abbreviations for Missing Data

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

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	------------------------------------	---------------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	1653	99.4	8.2	28.3	31.9	31.7	74.8	65.9	Yes	Yes
Male	880	99.2	10.8	31.2	30.5	27.5	68.6	60.8	N/A	N/A
Female	773	99.6	5.3	25.1	33.4	36.3	81.7	71	N/A	N/A
White	1014	99.2	4.7	22.5	32.7	40.1	83.1	77.5	Yes	Yes
African American	523	99.6	14.3	41.2	29	15.5	58.4	49.7	No	Yes
Asian/Pacific Islander	45	100	7	18.6	37.2	37.2	83.7	80.2	Yes	Yes
Hispanic	61	100	20	24	38	18	64	56.8	No	Yes
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	134	97	45.3	42.7	9.4	2.6	24.8	21.3	No	Yes
Migrant	N/A	I/S	N/A	N/A						
Limited English	29	100	37.5	41.7	16.7	4.2	33.3	47.3	I/S	I/S
Subsidized meals	551	99.3	14.1	38.3	30	17.6	60.7	51.5	Yes	Yes

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

All Students	1653	99.4	12.9	30.5	29.2	27.5	67	62.3	Yes	Yes
Male	880	99.3	13.7	30.3	29.1	26.9	67.3	61.7	N/A	N/A
Female	773	99.5	11.9	30.6	29.3	28.2	66.7	63	N/A	N/A
White	1014	99.3	7.8	24	32.5	35.7	76.7	75	Yes	Yes
African American	523	99.6	23	43.7	24	9.3	47	44	No	Yes
Asian/Pacific Islander	45	100	7	25.6	18.6	48.8	83.7	85.5	Yes	Yes
Hispanic	61	98.4	20	34	26	20	56	56.7	No	Yes
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	134	97	62.4	24.8	11.1	1.7	19.7	22.1	No	Yes
Migrant	N/A	I/S	N/A	N/A						
Limited English	29	100	37.5	33.3	16.7	12.5	37.5	52.6	I/S	I/S
Subsidized meals	551	99.6	21	37.1	26.3	15.6	52.3	48.1	No	Yes

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

All Students	1652	92.4	44.8	23.6	13.8	17.8	N/A	N/A	N/A	N/A
Male	880	91.1	44.5	22.1	12.2	21.2	N/A	N/A	N/A	N/A
Female	772	93.8	45.2	25.3	15.5	14.1	N/A	N/A	N/A	N/A
White	1013	93.8	33.4	24.8	17.4	24.4	N/A	N/A	N/A	N/A
African American	523	90.4	66.8	21.1	6.8	5.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	45	88.9	35.0	25.0	22.5	17.5	N/A	N/A	N/A	N/A
Hispanic	61	88.5	63.0	22.2	3.7	11.1	N/A	N/A	N/A	N/A
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	126	79.4	86.0	3.0	4.0	7.0	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	29	93.1	77.8	14.8	3.7	3.7	N/A	N/A	N/A	N/A
Subsidized meals	550	91.8	60.6	23.2	8.9	7.3	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	2009	1572	98.8	11	31.8	33.1	24.1	69.3	61.8
	2010	1653	99.4	8.2	28.3	31.9	31.7	74.8	65.9

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>									
All Students	2009	1568	98.8	14	28.3	26.3	31.4	69.6	62.7
	2010	1653	99.4	12.9	30.5	29.2	27.5	67	62.3

**Teacher Quality and Student Attendance**

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate, grades K-8	96.0%	94.0%*	Yes

\* Or greater than last year

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

Abbreviations for Missing Data