



Hampton 2 School District

PO BOX 1028
ESTILL, SC 29918

Grades PK-12 District
Enrollment 1,108 Students
Superintendent Dr. Deonia A. Simmons 803-625-5001
Board Chair Benjamin Burison 803-625-5002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|------|-----------------|-------------------|
| 2010 | At-Risk | Excellent* |
| 2009 | At-Risk | At-Risk |
| 2008 | At-Risk | Average |
| 2007 | At-Risk | Average |
| 2006 | At-Risk | At-Risk |

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

DEFINITIONS OF SCHOOL RATING TERMS

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

SOUTH CAROLINA PERFORMANCE GOAL

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

SOUTH CAROLINA PERFORMANCE VISION

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

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

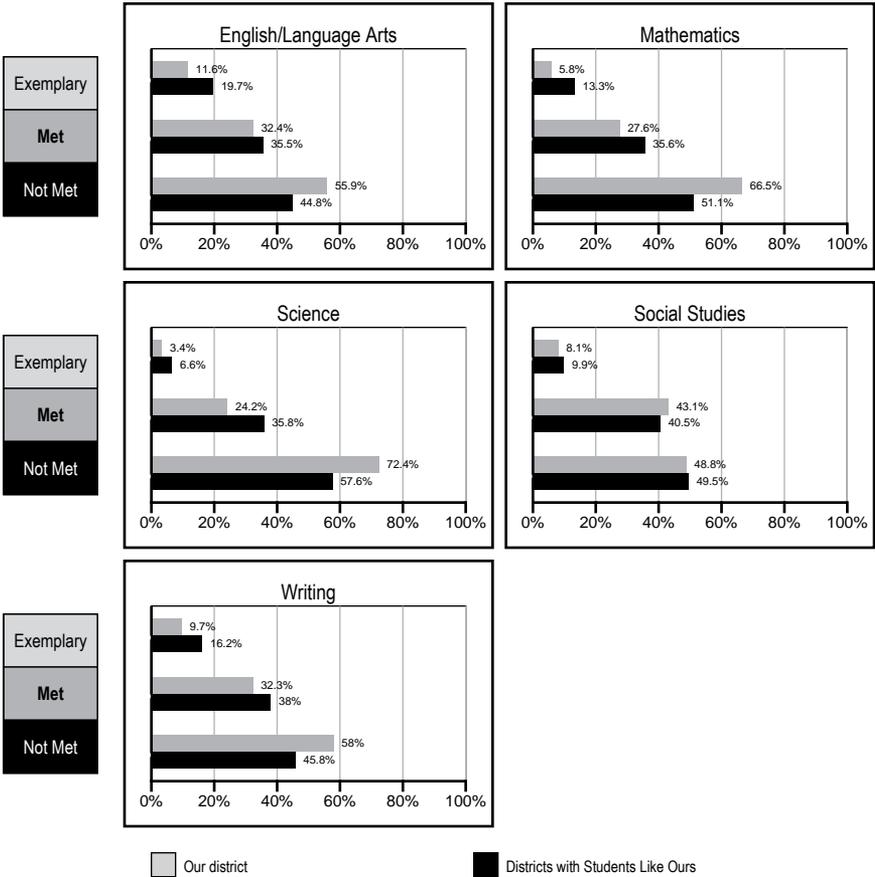
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.7%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 4 | 7 | 5 |

* 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 | 57.7% | 36.9% | 49.5% | 70.3% | 60.8% | 61.6% |
| Passed one subtest | 19.2% | 35.9% | 25.8% | 15.2% | 20.4% | 17.5% |
| Passed no subtests | 23.1% | 27.2% | 24.7% | 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 | 35.9% | 60.1% |
| English 1 | 36.6% | 51.7% |
| Physical Science | 15.0% | 36.1% |
| US History and the Constitution | 15.3% | 20.6% |
| All Subjects | 27.0% | 42.6% |

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 |
|--|--------------|-----------------------|-----------------------------------|-----------------|
| Students (n=1,108) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 95.0% | 100.0% | 99.5% |
| Retention rate | 3.7% | Up from 2.0% | 3.2% | 2.3% |
| Attendance rate | 95.2% | No Change | 95.4% | 95.8% |
| Eligible for gifted and talented | 5.6% | Down from 6.3% | 5.6% | 14.3% |
| With disabilities other than speech | 12.6% | Up from 11.6% | 10.7% | 10.5% |
| Older than usual for grade | 7.4% | Up from 6.2% | 6.0% | 4.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.3% | Down from 0.5% | 0.7% | 0.7% |
| Enrolled in AP/IB programs | 9.4% | Down from 21.2% | 6.1% | 12.1% |
| Successful on AP/IB exams | N/A | N/A | 38.1% | 50.0% |
| Eligible for LIFE Scholarship | 16.9% | Down from 29.4% | 28.4% | 31.4% |
| Enrolled in adult education GED or diploma programs | 2 | Down from 8 | 35 | 47 |
| Completions in adult education GED or diploma programs | 0 | No Change | 10 | 29 |
| Annual dropout rate | 2.3% | Down from 4.5% | 2.1% | 3.1% |
| Teachers (n=82) | | | | |
| Teachers with advanced degrees | 50.0% | Up from 47.9% | 55.2% | 58.8% |
| Continuing contract teachers | 65.9% | Up from 56.3% | 67.1% | 81.5% |
| Teachers with emergency or provisional certificates | 12.9% | Down from 20.0% | 14.5% | 4.0% |
| Teachers returning from previous year | 75.0% | Down from 76.0% | 82.6% | 89.3% |
| Teacher attendance rate | 95.6% | Down from 100.0% | 95.1% | 95.3% |
| Average teacher salary* | \$45,173 | Up 5.3% | \$43,274 | \$46,618 |
| Vacancies for more than nine weeks | 1.2% | Down from 4.2% | 1.6% | 0.2% |
| Professional development days/teacher | 8.6 days | Up from 6.4 days | 11.6 days | 12.6 days |
| District | | | | |
| Superintendent's years at district | 1.0 | No Change | 1.0 | 3.0 |
| Student-teacher ratio in core subjects | 20.4 to 1 | Up from 20.3 to 1 | 19.5 to 1 | 20.9 to 1 |
| Prime instructional time | 89.2% | Down from 91.0% | 89.4% | 89.9% |
| Dollars spent per pupil** | \$14,243 | Up 25.5% | \$11,372 | \$9,364 |
| Percent of expenditures for teacher salaries** | 44.2% | Down from 46.4% | 47.4% | 53.3% |
| Percent of expenditures for instruction** | 46.2% | Down from 50.4% | 51.5% | 56.3% |
| Opportunities in the arts | Good | No Change | Good | Excellent |
| Number of schools | 3 | No Change | 5 | 9 |
| Number of magnet schools | 0 | No Change | 0 | 0 |
| Portable classrooms | 35.5% | Up from 25.9% | 3.8% | 2.4% |
| Average age in years of school facilities | 50 Years | Up from 49 Years | 34 Years | 27 Years |
| Number of schools with SACS accreditation | 2.0 | Up from 1.0 | 4.0 | 8.0 |
| Parents attending conferences | 98.5% | Up from 81.4% | 96.7% | 97.1% |
| Average administrator salary | \$71,602 | 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

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 | 91 | 80.2% | 330 | 27.0% | 104 | 67.3% | N/A |
| Gender | | | | | | | |
| Male | 46 | 69.6% | 167 | 29.3% | 56 | 51.8% | N/A |
| Female | 45 | 91.1% | 163 | 24.5% | 48 | 85.4% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | 89 | 79.8% | 312 | 24.7% | 99 | 68.7% | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | 16 | 75.0% | 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 | 56 | 7.1% | 11 | 18.2% | 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 | 16 | 75.0% | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 80 | 77.5% | 306 | 26.8% | 91 | 64.8% | 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 |
|---------|--------------|-----------------------------------|
| | 80.2% | 84.6% |

Four-Year Cohort Graduation Rate

| | Our District | | Districts with Students Like Ours | |
|--|--------------|-------|-----------------------------------|-------|
| | 2009* | 2010 | 2009* | 2010 |
| Number of Students in Four-Year Cohort | 98 | 104 | 174 | 185 |
| Number of Graduates in Cohort | 53 | 70 | 123 | 131 |
| Rate | 54.1% | 67.3% | 71.0% | 72.1% |

*Used to calculate current AYP.

College Admissions Tests

| SAT | Critical Reading | | Math | | Writing | | Total | | | |
|----------|------------------|------|------|------|---------|------|---------|------|-------|------|
| | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | | |
| District | 404 | 356 | 387 | 389 | 377 | 360 | 1168 | 1105 | | |
| 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 | 12.8 | 15.7 | 16.1 | 16.0 | 13.9 | 16.1 | 15.9 | 15.5 | 14.8 |
| 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 | 5 trustees elected to at-large seats |
| Fiscal Authority | County Council |
| Average Number of Hours of Training Annually | 40.0 per board member |
| Percent New Trustees Completing Orientation | 100.0% |

District Superintendent's Report

The mission of Hampton County School District 2 is to ensure that all students reach their potential by providing challenging educational experiences. Hampton School District 2 consists of three schools—Estill Elementary, Estill Middle, and Estill High. The district serves approximately 1,050 students.

Education is an adventure that requires a commitment from all stakeholders. To that end, we are hoping that every parent, business entity, and community leader will assist us in achieving our goal of providing our students with a quality education that will enable every student to function in a global society. All of us—parents, teachers, administrators, community leaders, and businesses—must be committed to providing a quality education for all of our students.

The District is implementing research-proven programs to promote our students' academic success. Although the district has made a significant attempt to provide research-proven programs, we realize that our students play an important role in the educational process. Each student must put forth the effort that is required for them to be successful.

In order to provide our students with a quality education, we must intensify our efforts to attract the most committed, capable, and caring educators. Although recruiting is a significant challenge, the district is committed to ensuring that each classroom is taught by a teacher who possesses the aforementioned characteristics. To ensure continuous improvement within our current teaching staff, the district offers continuous professional development opportunities for the teachers who are currently employed by the district.

By making data-based decisions, exploring the use of different curricular frameworks, and offering relevant staff development, Hampton County District 2 will continue to evolve into a premier school district.

Deonia A. Simmons, Ed.D.

Abbreviations for Missing Data

No Child Left Behind

District Adequate Yearly Progress

No

This district met 11 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

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 |
|---------------|--------|-------------------|--------|
| Estill Middle | R | Estill Elementary | RP |

The Hampton 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." |

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 |
|---|-------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary) | | | | | | | | | |
| All Students | 461 | 96.5 | 57.5 | 31.2 | 11.3 | 62.2 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 233 | 95.3 | 68.9 | 24.6 | 6.6 | 53.9 | 80.1 | N/A | N/A |
| Female | 228 | 97.8 | 46 | 37.9 | 16.1 | 70.5 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | 89.6 | I/S | I/S |
| African American | 443 | 96.4 | 58.5 | 30.4 | 11.1 | 61.8 | 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 | 13 | 100 | 30.8 | 53.8 | 15.4 | 76.9 | 79.6 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | |
| Disabled | 93 | 83.9 | 83.5 | 13.2 | 3.3 | 31.9 | 51.7 | No | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | 69.5 | N/A | N/A |
| Limited English Proficient | | | | | | | | | |
| Limited English | 11 | 100 | 36.4 | 45.5 | 18.2 | 72.7 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 441 | 96.4 | 58.9 | 31.2 | 9.9 | 60.7 | 76.9 | Yes | Yes |
| Mathematics - State Performance Objective = 57.8% (Met or Exemplary) | | | | | | | | | |
| All Students | 461 | 98.1 | 67.3 | 27 | 5.8 | 50.4 | 80.4 | No | Yes |
| Gender | | | | | | | | | |
| Male | 233 | 97.4 | 71.1 | 24.6 | 4.4 | 42.1 | 78.4 | N/A | N/A |
| Female | 228 | 98.7 | 63.4 | 29.5 | 7.1 | 58.9 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | 87.8 | I/S | I/S |
| African American | 443 | 98 | 68.2 | 26.3 | 5.5 | 49.8 | 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 | 13 | 100 | 38.5 | 46.2 | 15.4 | 69.2 | 78.3 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | |
| Disabled | 93 | 90.3 | 94.5 | 4.4 | 1.1 | 15.4 | 46.1 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | 71.4 | N/A | N/A |
| Limited English Proficient | | | | | | | | | |
| Limited English | 11 | 100 | 45.5 | 36.4 | 18.2 | 63.6 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 441 | 98 | 69.1 | 26.3 | 4.6 | 48.7 | 72.8 | No | 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 |
|-----------------------------------|----------------------------------|----------|-----------|-------|-------------|--------------------------------|-----------------------------|
| Science | | | | | | | |
| All Students | 302 | 100 | 72.3 | 24.3 | 3.4 | 27.7 | 67.3 |
| Gender | | | | | | | |
| Male | 149 | 100 | 77.9 | 19.3 | 2.8 | 22.1 | 66.9 |
| Female | 153 | 100 | 66.9 | 29.1 | 4 | 33.1 | 67.7 |
| Racial/Ethnic Group | | | | | | | |
| White | 4 | I/S | I/S | I/S | I/S | I/S | 79.6 |
| African American | 294 | 100 | 72.2 | 24.3 | 3.5 | 27.8 | 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 | N/A | I/S | I/S | I/S | I/S | I/S | 69.5 |
| Disability Status | | | | | | | |
| Disabled | 61 | 100 | 96.7 | 1.7 | 1.7 | 3.3 | 33.8 |
| Migrant Status | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | 36.5 |
| Limited English Proficient | | | | | | | |
| Limited English | 4 | I/S | I/S | I/S | I/S | I/S | 58.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 287 | 100 | 74.5 | 22.7 | 2.8 | 25.5 | 55.4 |
| Social Studies | | | | | | | |
| All Students | 298 | 100 | 49 | 42.9 | 8.2 | 51 | 70.9 |
| Gender | | | | | | | |
| Male | 149 | 100 | 49 | 42.9 | 8.2 | 51 | 70.1 |
| Female | 149 | 100 | 49 | 42.9 | 8.2 | 51 | 71.7 |
| Racial/Ethnic Group | | | | | | | |
| White | 4 | I/S | I/S | I/S | I/S | I/S | 79.2 |
| African American | 282 | 100 | 50 | 42.4 | 7.6 | 50 | 58.4 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | 86.8 |
| Hispanic | 12 | 100 | 33.3 | 58.3 | 8.3 | 66.7 | 68 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | 71.2 |
| Disability Status | | | | | | | |
| Disabled | 50 | 100 | 87.8 | 12.2 | 0 | 12.2 | 39.3 |
| Migrant Status | | | | | | | |
| Migrant | N/A | 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 | 285 | 100 | 50.5 | 42.3 | 7.1 | 49.5 | 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 |
|-----------------------------------|-------------------------------|----------|-----------|-------|-------------|-----------------------------|--------------------------|--------------------------|-----------------------|
| Writing | | | | | | | | | |
| All Students | 460 | 99.4 | 57.9 | 32.4 | 9.8 | 42.1 | 72.1 | 95.6 | 96.3 |
| Gender | | | | | | | | | |
| Male | 232 | 99.6 | 71.1 | 24.6 | 4.4 | 28.9 | 65.2 | 95.2 | 96.2 |
| Female | 228 | 99.1 | 44.4 | 40.4 | 15.2 | 55.6 | 79.2 | 95.9 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | 80.8 | 90.8 | 96.1 |
| African American | 442 | 99.3 | 58.4 | 31.6 | 9.9 | 41.6 | 59.7 | 95.6 | 96.4 |
| Asian/Pacific Islander | N/A | N/AV | I/S | I/S | I/S | I/S | 87 | N/A | 97.5 |
| Hispanic | 13 | 100 | 38.5 | 53.8 | 7.7 | 61.5 | 64.6 | 97.1 | 96.6 |
| American Indian/Alaskan | N/A | N/AV | I/S | I/S | I/S | I/S | 73.4 | N/A | 95 |
| Disability Status | | | | | | | | | |
| Disabled | 93 | 96.8 | 94.4 | 5.6 | 0 | 5.6 | 27.7 | 95.2 | 95.4 |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/AV | I/S | I/S | I/S | I/S | 63.5 | N/A | 96 |
| Limited English Proficient | | | | | | | | | |
| Limited English | 10 | I/S | I/S | I/S | I/S | I/S | 63.7 | 97 | 97 |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 440 | 99.3 | 59 | 31.7 | 9.3 | 41 | 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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 76 | 100 | 56 | 28 | 16 | 44 |
| | 4 | 88 | 98.9 | 62.4 | 25.9 | 11.8 | 37.6 |
| | 5 | 86 | 100 | 62.4 | 32.9 | 4.7 | 37.6 |
| | 6 | 73 | 98.6 | 64.3 | 27.1 | 8.6 | 35.7 |
| | 7 | 78 | 100 | 57.5 | 34.2 | 8.2 | 42.5 |
| | 8 | 80 | 98.8 | 60 | 29.2 | 10.8 | 40 |
| 2010 | 3 | 83 | 86.8 | 50.6 | 24.7 | 24.7 | 49.4 |
| | 4 | 73 | 94.5 | 52.8 | 40.3 | 6.9 | 47.2 |
| | 5 | 83 | 100 | 50 | 39 | 11 | 50 |
| | 6 | 82 | 100 | 58.8 | 38.8 | 2.5 | 41.3 |
| | 7 | 67 | 100 | 63.6 | 18.2 | 18.2 | 36.4 |
| | 8 | 73 | 98.6 | 71.8 | 23.9 | 4.2 | 28.2 |
| Mathematics | | | | | | | |
| 2009 | 3 | 76 | 100 | 64 | 32 | 4 | 36 |
| | 4 | 88 | 98.9 | 47.1 | 38.8 | 14.1 | 52.9 |
| | 5 | 86 | 100 | 67.1 | 29.4 | 3.5 | 32.9 |
| | 6 | 73 | 98.6 | 57.1 | 37.1 | 5.7 | 42.9 |
| | 7 | 78 | 100 | 67.1 | 26 | 6.8 | 32.9 |
| | 8 | 80 | 100 | 61.5 | 29.2 | 9.2 | 38.5 |
| 2010 | 3 | 83 | 95.2 | 71.6 | 18.5 | 9.9 | 28.4 |
| | 4 | 73 | 94.5 | 72.2 | 23.6 | 4.2 | 27.8 |
| | 5 | 83 | 100 | 63.4 | 28 | 8.5 | 36.6 |
| | 6 | 82 | 100 | 75 | 22.5 | 2.5 | 25 |
| | 7 | 67 | 100 | 59.1 | 39.4 | 1.5 | 40.9 |
| | 8 | 73 | 98.6 | 60.6 | 32.4 | 7 | 39.4 |
| Science | | | | | | | |
| 2009 | 3 | 38 | 100 | 73.7 | 23.7 | 2.6 | 26.3 |
| | 4 | 88 | 98.9 | 69.4 | 27.1 | 3.5 | 30.6 |
| | 5 | 42 | 100 | 88.1 | 9.5 | 2.4 | 11.9 |
| | 6 | 36 | 100 | 77.8 | 22.2 | 0 | 22.2 |
| | 7 | 78 | 100 | 52.1 | 42.5 | 5.5 | 47.9 |
| | 8 | 41 | 100 | 65.6 | 25 | 9.4 | 34.4 |
| 2010 | 3 | 42 | 100 | 82.9 | 17.1 | 0 | 17.1 |
| | 4 | 73 | 100 | 59.7 | 37.5 | 2.8 | 40.3 |
| | 5 | 41 | 100 | 80 | 15 | 5 | 20 |
| | 6 | 42 | 100 | 87.8 | 9.8 | 2.4 | 12.2 |
| | 7 | 67 | 100 | 66.7 | 30.3 | 3 | 33.3 |
| | 8 | 37 | 100 | 69.4 | 22.2 | 8.3 | 30.6 |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 38 | 100 | 59.5 | 32.4 | 8.1 | 40.5 |
| | 4 | 88 | 98.9 | 56.5 | 37.6 | 5.9 | 43.5 |
| | 5 | 44 | 100 | 72.1 | 25.6 | 2.3 | 27.9 |
| | 6 | 36 | 100 | 14.7 | 58.8 | 26.5 | 85.3 |
| | 7 | 78 | 100 | 42.5 | 32.9 | 24.7 | 57.5 |
| | 8 | 39 | 100 | 42.4 | 39.4 | 18.2 | 57.6 |
| 2010 | 3 | 41 | 100 | 72.5 | 22.5 | 5 | 27.5 |
| | 4 | 73 | 100 | 44.4 | 48.6 | 6.9 | 55.6 |
| | 5 | 42 | 100 | 61.9 | 35.7 | 2.4 | 38.1 |
| | 6 | 40 | 100 | 17.9 | 79.5 | 2.6 | 82.1 |
| | 7 | 67 | 100 | 43.9 | 36.4 | 19.7 | 56.1 |
| | 8 | 35 | 100 | 60 | 34.3 | 5.7 | 40 |
| Writing | | | | | | | |
| 2009 | 3 | 79 | 100 | 66.2 | 19.5 | 14.3 | 33.8 |
| | 4 | 90 | 97.8 | 55.8 | 31.4 | 12.8 | 44.2 |
| | 5 | 87 | 98.9 | 75.3 | 20 | 4.7 | 24.7 |
| | 6 | 74 | 98.7 | 52.1 | 32.4 | 15.5 | 47.9 |
| | 7 | 75 | 96 | 55.7 | 38.6 | 5.7 | 44.3 |
| | 8 | 81 | 98.8 | 32.8 | 55.2 | 11.9 | 67.2 |
| 2010 | 3 | 83 | 100 | 56.8 | 27.2 | 16 | 43.2 |
| | 4 | 73 | 100 | 51.4 | 41.7 | 6.9 | 48.6 |
| | 5 | 82 | 100 | 50 | 34.1 | 15.9 | 50 |
| | 6 | 81 | 100 | 63.8 | 31.3 | 5 | 36.3 |
| | 7 | 68 | 100 | 59.7 | 32.8 | 7.5 | 40.3 |
| | 8 | 73 | 95.9 | 66.7 | 27.5 | 5.8 | 33.3 |

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 | 94 | 98.9 | 27.2 | 46.7 | 14.1 | 12 | 35.9 | 65.9 | No | Yes |
| Male | 42 | 97.6 | 29.3 | 53.7 | 12.2 | 4.9 | 31.7 | 60.8 | N/A | N/A |
| Female | 52 | 100 | 25.5 | 41.2 | 15.7 | 17.6 | 39.2 | 71 | N/A | N/A |
| White | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 77.5 | I/S | I/S |
| African American | 90 | 98.9 | 27 | 48.3 | 13.5 | 11.2 | 34.8 | 49.7 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 80.2 | I/S | I/S |
| Hispanic | 3 | 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 | 14 | 92.9 | 61.5 | 30.8 | 0 | 7.7 | 7.7 | 21.3 | 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 | 47.3 | I/S | I/S |
| Subsidized meals | 85 | 98.8 | 28.9 | 45.8 | 14.5 | 10.8 | 33.7 | 51.5 | No | Yes |

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

| | | | | | | | | | | |
|-------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 94 | 97.9 | 46.2 | 30.8 | 13.2 | 9.9 | 31.9 | 62.3 | No | Yes |
| Male | 42 | 95.2 | 52.5 | 32.5 | 7.5 | 7.5 | 25 | 61.7 | N/A | N/A |
| Female | 52 | 100 | 41.2 | 29.4 | 17.6 | 11.8 | 37.3 | 63 | N/A | N/A |
| White | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 75 | I/S | I/S |
| African American | 90 | 97.8 | 46.6 | 31.8 | 12.5 | 9.1 | 30.7 | 44 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 85.5 | I/S | I/S |
| Hispanic | 3 | 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 | 14 | 92.9 | 84.6 | 7.7 | 7.7 | 0 | 7.7 | 22.1 | 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 | 52.6 | I/S | I/S |
| Subsidized meals | 85 | 97.6 | 50 | 31.7 | 11 | 7.3 | 26.8 | 48.1 | No | Yes |

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

| | | | | | | | | | | |
|-------------------------|-----|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 93 | 89.2 | 86.7 | 9.6 | 2.4 | 1.2 | N/A | N/A | N/A | N/A |
| Male | 42 | 83.3 | 85.7 | 11.4 | 2.9 | N/A | N/A | N/A | N/A | N/A |
| Female | 51 | 94.1 | 87.5 | 8.3 | 2.1 | 2.1 | N/A | N/A | N/A | N/A |
| White | N/A | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| African American | 89 | 89.9 | 87.5 | 8.8 | 2.5 | 1.3 | 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 | N/A | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 13 | 76.9 | N/AV | N/AV | N/AV | N/AV | 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 |
| Subsidized meals | 84 | 89.3 | 88.0 | 9.3 | 1.3 | 1.3 | 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* |
|---|-------------|-------------------------------|----------|---------------|---------|--------------|------------|------------------------------------|---------------------------------|
| English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced) | | | | | | | | | |
| All Students | 2009 | 105 | 99 | 30 | 48 | 18 | 4 | 33 | 61.8 |
| | 2010 | 94 | 98.9 | 27.2 | 46.7 | 14.1 | 12 | 35.9 | 65.9 |

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

| | | | | | | | | | |
|--------------|------|-----|------|------|------|------|-----|------|------|
| All Students | 2009 | 105 | 99 | 58 | 28 | 11 | 3 | 20 | 62.7 |
| | 2010 | 94 | 97.9 | 46.2 | 30.8 | 13.2 | 9.9 | 31.9 | 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 | 4.4% | 5.6% | |
| | Our District | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 4.4% | 0.0% | No |
| Student attendance rate, grades K-8 | 95.2% | 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