

Dillon 1 School District

PO Box 644

Lake View, SC 29563

Grades PK-12 District

Enrollment 905 Students

Superintendent Stephen Laird 843-759-3001

Board Chair Earl Gleason, Jr. 843-464-2288

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Excellent*
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Average	Good

* The District's 2008 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 DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

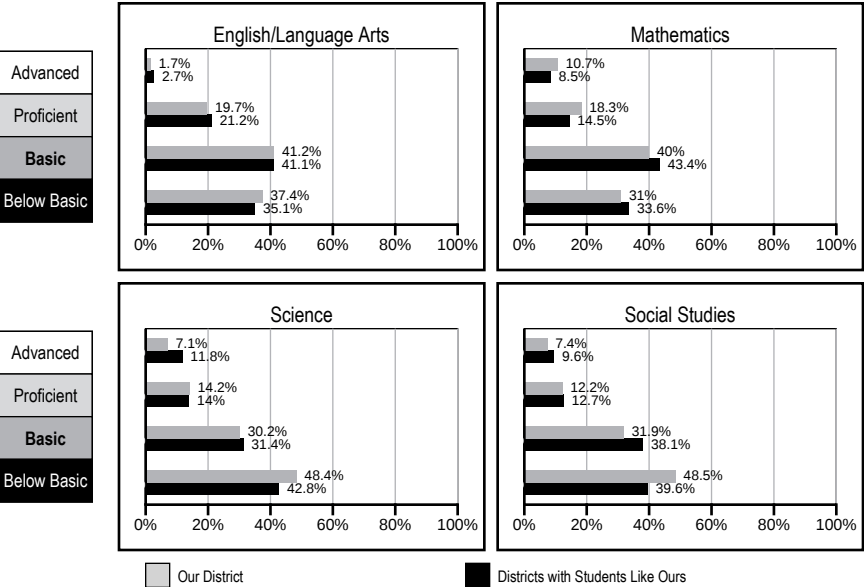
95.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	6	3

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	64.7	76.6	71.4	68.2	70.0	73.2
Passed 1 subtest	19.6	9.4	20.6	15.3	16.6	14.8
Passed no subtests	15.7	14.1	7.9	16.5	13.4	11.9

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	72.2	66.0
English 1	58.2	51.4
Physical Science	58.2	46.1
All Subjects	64.2	55.8

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=905)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	98.9%
Retention rate	2.7%	Up from 2.5%	4.2%	4.0%
Attendance rate	95.0%	Down from 96.4%	95.3%	95.6%
Eligible for gifted and talented	3.0%	Down from 3.9%	8.0%	11.4%
With disabilities other than speech	11.2%	Up from 8.5%	11.5%	10.5%
Older than usual for grade	5.7%	Up from 3.2%	5.2%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Up from 0.5%	0.9%	0.8%
Enrolled in AP/IB programs	4.1%	Down from 8.6%	7.4%	10.3%
Successful on AP/IB exams	N/A	N/A	55.4%	56.0%
Eligible for LIFE Scholarship	30.0%	Up from 29.8%	29.4%	31.1%
Enrolled in adult education GED or diploma programs	0	No Change	23	48
Completions in adult education GED or diploma programs	0	No Change	19	27
Annual dropout rate	4.1%	Up from 0.4%	4.0%	3.8%
Teachers (n=61)				
Teachers with advanced degrees	36.1%	Up from 33.9%	54.0%	54.8%
Continuing contract teachers	67.2%	Up from 64.5%	67.9%	73.9%
Teachers with emergency or provisional certificates	9.6%	Down from 10.0%	8.8%	5.0%
Teachers returning from previous year	88.1%	Up from 86.7%	86.2%	88.8%
Teacher attendance rate	95.1%	Up from 93.0%	95.3%	94.9%
Average teacher salary	\$39,511	Up 2.2%	\$43,506	\$45,107
Vacancies for more than nine weeks	1.6%	Down from 4.8%	0.8%	0.5%
Professional development days/teacher	22.3 days	Up from 21.5 days	17.7 days	15.2 days
District				
Superintendent's years at district	17.0	Up from 16.0	4.0	3.0
Student-teacher ratio in core subjects	19.3 to 1	No Change	20.5 to 1	20.2 to 1
Prime instructional time	86.4%	Up from 85.9%	88.9%	89.1%
Dollars spent per pupil*	\$8,615	Up 6.2%	\$8,524	\$8,666
Percent of expenditures for teacher salaries*	50.2%	Up from 49.9%	51.4%	53.1%
Percent of expenditures for instruction*	54.3%	Up from 53.4%	55.2%	56.5%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Parents attending conferences	96.2%	Up from 94.1%	96.2%	98.2%
Number of schools	3	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	2.8%	4.3%
Average age in years of school facilities	38 Years	No Change	29 Years	26 Years
Number of schools with SACS accreditation	0.0	No Change	6.0	8.0
Average administrator salary	\$79,497	Up 4.9%	\$76,673	\$76,032

* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	46	91.3%	230	65.2%	53	88.7%	Yes
Gender							
Male	20	95.0%	125	63.2%	21	95.2%	N/A
Female	26	88.5%	105	67.6%	32	84.4%	N/A
Racial/Ethnic Group							
White	16	100.0%	129	67.4%	20	80.0%	N/A
African American	30	86.7%	94	59.6%	33	93.9%	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	N/A	N/A	10	80.0%	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	36	91.7%	136	58.8%	39	92.3%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	91.3%	89.7%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	53	306
Number of Diplomas	47	225
Rate	88.7%	73.4%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	418	409	437	463	405	430	855	872		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	13.5	13.2	16.5	16.4	15.4	15.0	15.7	15.8	15.4	15.2
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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

School District Governance

Board Membership	7 trustees appointed
Fiscal Authority	Appointed Legislative Delegation
Average Number of Hours of Training Annually	4.7 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The Dillon District One schools are committed to excellence for all students in all areas. Our schools have worked extremely hard to meet the needs of our students. The current report card is based on spring 2008 test scores which have not yet been published. The 2007 report card led to Lake View Elementary and Lake View High School being named Palmetto Gold winners. Lake View Elementary also won the Red Carpet award this year. We are extremely proud of these schools and their staff.

To help our students meet the standards of the state we again had an after school program for middle school students in need. The teachers and students in these programs should be commended for the extra time they spent working on academics.

Continued improvement is our goal, and to meet this goal there is an expanded emphasis on literacy. The balanced literacy model, which has been successful at the elementary school, is being expanded to the middle school. We have also planned for computer assisted teaching to help teachers with differentiating instruction for students.

The Dillon County community is to be commended for passing a sales tax referendum for school buildings. This money will allow us to renovate and build new buildings on our campuses. We thank you for your support.

Our schools cannot succeed without the contributions of parents and community. Our students need your support in every area of their lives. Make them aware that academic achievement is the key to success in life. We thank you for all you have done and ask that you continue your support.

Stephen Laird
Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 13 out of 21 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
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N/A

Title I Schools' School Improvement Status

School	Status
Lake View Elementary	NI

The Dillon 1 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	365	99.5	37.0	41.4	19.8	1.7	30.9	48.2	No	Yes
Gender										
Male	175	99.4	43.9	38.4	15.9	1.8	25.0	41.7	N/A	N/A
Female	190	99.5	30.7	44.1	23.5	1.7	36.3	55.0	N/A	N/A
Racial/Ethnic Group										
White	161	100.0	27.7	45.2	25.2	1.9	41.9	60.0	No	Yes
African American	179	98.9	46.1	37.7	15.0	1.2	19.8	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	16	100.0	28.6	57.1	7.1	7.1	28.6	47.0	I/S	I/S
Disability Status										
Disabled	65	100.0	73.0	19.0	4.8	3.2	7.9	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	285	99.3	41.9	41.6	15.4	1.1	24.0	34.0	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	365	99.5	30.6	40.2	18.4	10.8	40.5	45.8	No	Yes
Gender										
Male	175	99.4	32.9	41.5	17.1	8.5	34.8	45.6	N/A	N/A
Female	190	99.5	28.5	39.1	19.6	12.8	45.8	45.9	N/A	N/A
Racial/Ethnic Group										
White	161	100.0	24.5	34.2	22.6	18.7	52.9	59.0	Yes	Yes
African American	179	98.9	36.5	45.5	14.4	3.6	28.1	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	16	100.0	35.7	42.9	14.3	7.1	42.9	46.2	I/S	I/S
Disability Status										
Disabled	65	100.0	58.7	31.7	7.9	1.6	12.7	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	285	99.3	36.7	39.7	15.7	7.9	34.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
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Science

All Students	239	100.0	48.4	30.2	14.2	7.1	21.3	35.7	95.6	96.1
Gender										
Male	110	100.0	46.2	29.8	16.3	7.7	24.0	37.4	95.7	96.0
Female	129	100.0	50.4	30.6	12.4	6.6	19.0	33.8	95.6	96.3
Racial/Ethnic Group										
White	111	100.0	32.7	34.6	25.2	7.5	32.7	49.2	95.1	96.0
African American	115	100.0	64.5	24.3	4.7	6.5	11.2	17.0	96.3	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.0	97.8	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	24.9	91.1	96.5
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.7	94.6
Disability Status										
Disabled	40	100.0	78.9	13.2	7.9	N/A	7.9	14.0	95.3	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	24.4	92.0	96.8
Socio-Economic Status										
Subsided meals	184	100.0	56.6	27.7	9.8	5.8	15.6	21.1	95.4	95.6

Social Studies

All Students	243	100.0	48.5	31.9	12.2	7.4	19.7	34.0	95.6	96.1
Gender										
Male	122	100.0	52.2	28.3	9.7	9.7	19.5	36.6	95.7	96.0
Female	121	100.0	44.8	35.3	14.7	5.2	19.8	31.3	95.6	96.3
Racial/Ethnic Group										
White	110	100.0	41.0	31.4	18.1	9.5	27.6	44.5	95.1	96.0
African American	114	100.0	56.9	30.3	7.3	5.5	12.8	19.1	96.3	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.8	97.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	27.5	91.1	96.5
American Indian/Alaskan	11	100.0	66.7	22.2	N/A	11.1	11.1	32.7	93.7	94.6
Disability Status										
Disabled	49	100.0	58.3	29.2	8.3	4.2	12.5	14.4	95.3	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	27.3	92.0	96.8
Socio-Economic Status										
Subsided meals	193	100.0	52.7	29.1	11.5	6.6	18.1	21.0	95.4	95.6

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	56	100.0	20.8	45.8	33.3	N/A	33.3
	4	58	100.0	17.3	40.4	42.3	N/A	42.3
	5	68	98.5	54.8	35.5	9.7	N/A	9.7
	6	71	100.0	55.1	26.1	17.4	1.4	18.8
	7	52	100.0	43.2	40.9	15.9	N/A	15.9
2008	8	71	97.2	38.7	50.0	9.7	1.6	11.3
	3	57	100.0	9.4	35.8	49.1	5.7	54.7
	4	50	100.0	24.4	44.4	28.9	2.2	31.1
	5	62	100.0	45.9	45.9	6.6	1.6	8.2
	6	67	97.0	50.0	32.8	17.2	N/A	17.2
2008	7	70	100.0	50.7	37.3	11.9	N/A	11.9
	8	59	100.0	32.1	54.7	11.3	1.9	13.2
Mathematics								
2007	3	56	100.0	37.5	52.1	8.3	2.1	10.4
	4	58	100.0	19.2	42.3	25.0	13.5	38.5
	5	68	98.5	33.9	56.5	6.5	3.2	9.7
	6	71	100.0	29.0	39.1	15.9	15.9	31.9
	7	52	100.0	13.6	52.3	15.9	18.2	34.1
2008	8	71	97.2	22.6	62.9	12.9	1.6	14.5
	3	57	100.0	22.6	32.1	24.5	20.8	45.3
	4	50	100.0	17.8	46.7	20.0	15.6	35.6
	5	62	100.0	44.3	36.1	14.8	4.9	19.7
	6	67	97.0	29.7	31.3	26.6	12.5	39.1
2008	7	70	100.0	28.4	50.7	11.9	9.0	20.9
	8	59	100.0	37.7	45.3	13.2	3.8	17.0
Science								
2007	3	28	100.0	41.7	20.8	33.3	4.2	37.5
	4	58	100.0	28.8	44.2	13.5	13.5	26.9
	5	34	97.1	65.5	31.0	N/A	3.4	3.4
	6	36	100.0	62.9	20.0	11.4	5.7	17.1
	7	52	100.0	56.8	34.1	9.1	N/A	9.1
2008	8	37	97.3	34.4	46.9	18.8	N/A	18.8
	3	29	100.0	29.6	22.2	37.0	11.1	48.1
	4	49	100.0	29.5	38.6	15.9	15.9	31.8
	5	30	100.0	65.5	24.1	10.3	N/A	10.3
	6	32	100.0	59.4	21.9	9.4	9.4	18.8
2008	7	70	100.0	55.2	32.8	7.5	4.5	11.9
	8	29	100.0	50.0	34.6	15.4	N/A	15.4
Social Studies								
2007	3	31	100.0	18.2	50.0	27.3	4.5	31.8
	4	58	100.0	9.6	53.8	21.2	15.4	36.5
	5	33	100.0	78.1	18.8	3.1	N/A	3.1
	6	35	100.0	29.4	61.8	5.9	2.9	8.8
	7	52	100.0	68.2	27.3	4.5	N/A	4.5
2008	8	34	97.1	56.7	43.3	N/A	N/A	N/A
	3	28	100.0	7.7	38.5	26.9	26.9	53.8
	4	50	100.0	15.6	42.2	31.1	11.1	42.2
	5	32	100.0	75.0	9.4	6.3	9.4	15.6
	6	33	100.0	40.6	50.0	6.3	3.1	9.4
2008	7	70	100.0	74.6	22.4	1.5	1.5	3.0
	8	30	100.0	55.6	37.0	7.4	N/A	7.4

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 and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	68	92.6	23.0	49.2	14.8	13.1	42.6	69.7	No	Yes
Male	32	90.6	31.0	55.2	6.9	6.9	34.5	64.6	N/A	N/A
Female	36	94.4	15.6	43.8	21.9	18.8	50.0	74.8	N/A	N/A
White	36	91.7	25.8	41.9	12.9	19.4	38.7	81.7	I/S	I/S
African American	30	93.3	21.4	53.6	17.9	7.1	46.4	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	11	72.7	62.5	25.0	12.5	N/A	12.5	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	47	89.4	31.7	43.9	17.1	7.3	36.6	55.1	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	68	92.6	14.8	37.7	39.3	8.2	55.7	67.2	Yes	Yes
Male	32	90.6	20.7	24.1	44.8	10.3	58.6	66.3	N/A	N/A
Female	36	94.4	9.4	50.0	34.4	6.3	53.1	68.0	N/A	N/A
White	36	91.7	16.1	22.6	45.2	16.1	61.3	79.6	I/S	I/S
African American	30	93.3	10.7	57.1	32.1	N/A	50.0	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	11	72.7	37.5	37.5	25.0	N/A	25.0	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	47	89.4	14.6	51.2	29.3	4.9	43.9	53.1	No	No

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

All Students	87	90.8	55.2	25.3	8.0	2.3	N/A	N/A	N/A	N/A
Male	49	85.7	44.9	28.6	10.2	2.0	N/A	N/A	N/A	N/A
Female	38	97.4	68.4	21.1	5.3	2.6	N/A	N/A	N/A	N/A
White	50	96.0	52.0	32.0	10.0	2.0	N/A	N/A	N/A	N/A
African American	34	85.3	61.8	17.6	5.9	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	47	87.2	59.6	21.3	6.4	N/A	N/A	N/A	N/A	N/A

* Adj - 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 and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	67	98.5	15.6	43.8	25.0	15.6	53.1	70.7
	2008	68	92.6	23.0	49.2	14.8	13.1	42.6	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	67	97.0	17.5	38.1	28.6	15.9	57.1	62.2
	2008	68	92.6	14.8	37.7	39.3	8.2	55.7	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.3%	0.0%	No
Student attendance rate, grades K-8	95.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data