



## Dillon 2 School District

405 West Washington  
Dillon, SC 29536

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	3,564 Students	
<b>Superintendent</b>	D. Ray Rogers	843-774-1200
<b>Board Chair</b>	Fitzgerald Lytch	843-774-5454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	Good
2006	At-Risk	At-Risk
2005	Average	Below Average
2004	Average	Excellent

## 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**

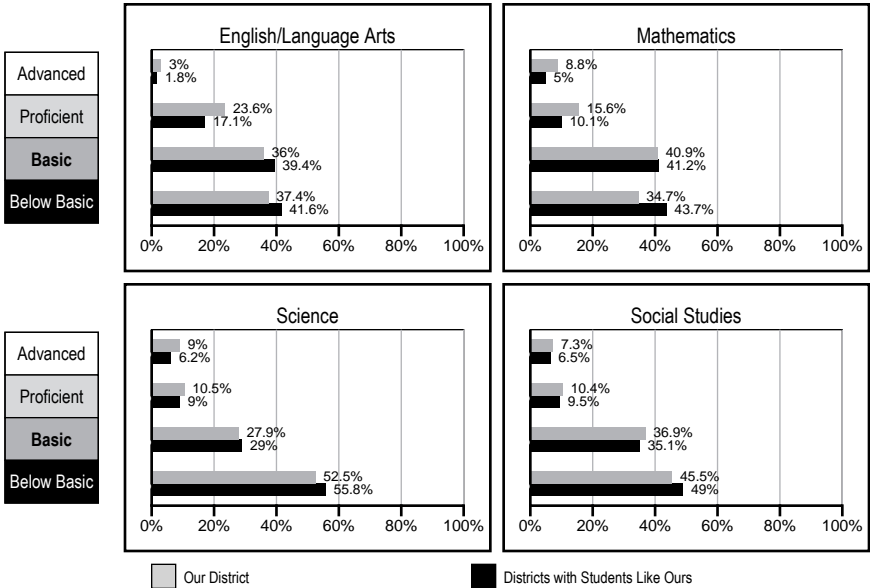
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.8%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	2	8	9

\* 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**

Percent	Our District			Districts with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed both subtests	67.8	71.6	72.6	62.0	65.8	70.8
Passed 1 subtest	15.8	16.9	13.3	16.8	17.9	15.3
Passed no subtests	16.3	11.5	14.2	21.2	16.3	14.0

**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	82.2	57.5
English 1	55.7	43.8
Physical Science	52.4	31.8
All Subjects	69.1	45.3

Abbreviations for Missing Data

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

## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=3,564)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	98.9%
Retention rate	5.0%	Down from 6.9%	5.0%	4.0%
Attendance rate	93.8%	Down from 95.0%	95.2%	95.6%
Eligible for gifted and talented	5.6%	Down from 5.8%	5.6%	11.4%
With disabilities other than speech	6.2%	Up from 6.1%	10.3%	10.5%
Older than usual for grade	7.3%	Up from 4.1%	7.2%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	No Change	1.1%	0.8%
Enrolled in AP/IB programs	5.4%	Down from 7.0%	5.4%	10.3%
Successful on AP/IB exams	N/A	N/A	16.6%	56.0%
Eligible for LIFE Scholarship	29.5%	Up from 28.7%	25.5%	31.1%
Enrolled in adult education GED or diploma programs	53	Down from 74	35	48
Completions in adult education GED or diploma programs	14	Down from 32	11	27
Annual dropout rate	5.2%	Up from 5.0%	3.8%	3.8%
<b>Teachers (n=221)</b>				
Teachers with advanced degrees	51.6%	Up from 48.1%	53.0%	54.8%
Continuing contract teachers	72.9%	Down from 76.4%	58.1%	73.9%
Teachers with emergency or provisional certificates	6.8%	Up from 5.9%	14.3%	5.0%
Teachers returning from previous year	90.6%	Down from 90.9%	83.8%	88.8%
Teacher attendance rate	94.3%	Down from 94.5%	94.6%	94.9%
Average teacher salary	\$43,067	Up 3.7%	\$42,494	\$45,107
Vacancies for more than nine weeks	0.9%	Down from 1.9%	1.3%	0.5%
Professional development days/teacher	18.6 days	Down from 20.5 days	16.7 days	15.2 days
<b>District</b>				
Superintendent's years at district	17.0	Up from 16.0	2.5	3.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 21.3 to 1	18.7 to 1	20.2 to 1
Prime instructional time	85.9%	Down from 87.3%	87.8%	89.1%
Dollars spent per pupil*	\$7,802	Up 7.5%	\$10,078	\$8,666
Percent of expenditures for teacher salaries*	50.3%	Up from 49.2%	47.7%	53.1%
Percent of expenditures for instruction*	53.5%	Up from 52.1%	51.8%	56.5%
Opportunities in the arts	Good	No Change	Good	Excellent
Parents attending conferences	100.0%	No Change	94.4%	98.2%
Number of schools	6	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	13.9%	Up from 12.6%	5.2%	4.3%
Average age in years of school facilities	40 Years	No Change	31 Years	26 Years
Number of schools with SACS accreditation	5.0	No Change	4.0	8.0
Average administrator salary	\$80,482	Up 2.2%	\$71,864	\$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	155	89.7%	723	64.9%	182	72.5%	Yes
<b>Gender</b>							
Male	62	95.2%	344	62.2%	72	73.6%	N/A
Female	86	91.9%	379	67.3%	93	84.9%	N/A
<b>Racial/Ethnic Group</b>							
White	32	96.9%	205	79.5%	36	86.1%	N/A
African American	110	92.7%	486	57.6%	122	78.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	66.7%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	20	90.0%	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	26	34.6%	N/A	N/A	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	12	66.7%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	112	91.1%	598	63.7%	120	80.8%	N/A

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

**HSAP Passage Rate by Spring 2008**

Percent	Our District	Districts with Students Like Ours
	89.7%	89.4%

**On-Time Graduation Rate**

	Our District	Districts with Students Like Ours
Number of Students	182	166
Number of Diplomas	132	124
Rate	72.5%	75.4%

**College Admissions Tests**

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	464	398	491	459	459	424	955	858		
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	15.6	15.5	17.2	17.9	16.6	16.2	17.3	17.0	16.8	16.8
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	6.0 per board member
Percent New Trustees Completing Orientation	N/A

**District Superintendent's Report**

In Dillon District Two, our highest priority is to ensure a quality education for all students by providing opportunities that promote student success and life-long learning. There will be opportunities for improvement as we continue to implement the five-year District Strategic Plan and prepare for the Palmetto Achievement Challenge Tests (PACT), High School Assessment Program (HSAP) and end-of-course exams.

Some of our accomplishments include 21st Century Learning Grant funding of an after-school program for grades 6-8 and the Reading First Grant funding of an extended school year for students in grades K-2; technology improvements including updating the infrastructure, new computers for classrooms, technology training for teachers, and email for students to allow them to communicate with others around the world; sixteen teachers achieving the National Board Certification (NBPTS); six teachers pursuing National Board Certification (NBPTS); and a standards-based curriculum emphasized in all grades.

A special thanks goes to students, parents, staff, Board of Trustees, and the entire community for their hard work and support.

D. Ray Rogers, Superintendent

Abbreviations for Missing Data

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

## No Child Left Behind

## District Adequate Yearly Progress

No

This district met 21 out of 33 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

N/A

## Title I Schools' School Improvement Status

School	Status
Gordon Elementary	CA

The Dillon 2 School District consists of 6 public schools with 1 of these schools, or 16.7%, 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

## 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 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
--	-------------------------------	----------	---------------	---------	--------------	------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

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

All Students	1580	99.4	37.1	36.2	23.7	3.1	34.8	48.2	No	Yes
<b>Gender</b>										
Male	819	99.2	43.9	34.7	19.0	2.3	29.1	41.7	N/A	N/A
Female	761	99.6	29.6	37.7	28.8	3.9	40.9	55.0	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	378	99.7	24.5	35.5	33.2	6.8	49.6	60.0	No	Yes
African American	1096	99.3	40.7	36.6	20.8	1.9	30.1	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	51	98.0	38.8	34.7	24.5	2.0	38.8	38.4	No	Yes
American Indian/Alaskan	49	100.0	47.8	34.8	17.4	N/A	23.9	47.0	No	Yes
<b>Disability Status</b>										
Disabled	127	99.2	72.8	16.7	7.0	3.5	14.9	16.0	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>Limited English Proficient</b>										
Limited English	58	98.3	37.0	33.3	25.9	3.7	40.7	36.6	No	Yes
<b>Socio-Economic Status</b>										
Subsided meals	1409	99.4	39.3	36.4	22.1	2.2	32.2	34.0	No	Yes

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

All Students	1580	99.3	34.3	41.1	15.7	8.9	34.3	45.8	No	Yes
<b>Gender</b>										
Male	819	99.0	37.3	39.8	14.1	8.8	32.1	45.6	N/A	N/A
Female	761	99.6	31.2	42.6	17.4	8.9	36.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	378	99.2	19.8	41.9	21.2	17.0	52.7	59.0	No	Yes
African American	1096	99.3	39.2	40.9	14.1	5.8	28.2	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	51	100.0	24.5	44.9	12.2	18.4	42.9	38.1	No	Yes
American Indian/Alaskan	49	100.0	43.5	39.1	13.0	4.3	26.1	46.2	No	Yes
<b>Disability Status</b>										
Disabled	127	99.2	71.9	20.2	3.5	4.4	14.9	17.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>Limited English Proficient</b>										
Limited English	58	100.0	25.9	42.6	11.1	20.4	42.6	38.1	No	Yes
<b>Socio-Economic Status</b>										
Subsided meals	1409	99.3	36.1	41.7	14.7	7.5	31.7	31.4	No	Yes

\* 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 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
<b>Science</b>										
All Students	1066	99.3	52.3	28.1	10.6	9.1	19.7	35.7	94.1	96.1
<b>Gender</b>										
Male	561	99.3	51.4	29.9	9.6	9.1	18.7	37.4	93.4	96.0
Female	505	99.4	53.3	26.0	11.6	9.1	20.7	33.8	94.9	96.3
<b>Racial/Ethnic Group</b>										
White	249	99.6	34.9	31.0	15.5	18.5	34.1	49.2	93.6	96.0
African American	741	99.2	58.1	27.5	8.9	5.5	14.4	17.0	94.5	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	58.0	96.5	97.3
Hispanic	34	100.0	45.5	24.2	15.2	15.2	30.3	24.9	95.2	96.5
American Indian/Alaskan	36	100.0	55.9	23.5	8.8	11.8	20.6	37.4	88.4	94.6
<b>Disability Status</b>										
Disabled	86	100.0	77.2	17.7	1.3	3.8	5.1	14.0	93.3	95.1
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
<b>Limited English Proficient</b>										
Limited English	39	100.0	44.4	22.2	13.9	19.4	33.3	24.4	95.1	96.8
<b>Socio-Economic Status</b>										
Subsided meals	951	99.4	55.0	27.5	9.9	7.6	17.5	21.1	94.2	95.6
<b>Social Studies</b>										
All Students	1059	99.6	45.3	36.9	10.4	7.3	17.7	34.0	94.1	96.1
<b>Gender</b>										
Male	545	99.6	45.1	37.1	11.2	6.7	17.9	36.6	93.4	96.0
Female	514	99.6	45.7	36.8	9.5	8.1	17.6	31.3	94.9	96.3
<b>Racial/Ethnic Group</b>										
White	253	99.6	29.9	42.7	17.0	10.4	27.4	44.5	93.6	96.0
African American	729	99.6	50.4	34.9	8.8	5.9	14.7	19.1	94.5	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.5	97.3
Hispanic	38	100.0	37.8	43.2	2.7	16.2	18.9	27.5	95.2	96.5
American Indian/Alaskan	36	100.0	54.5	33.3	6.1	6.1	12.1	32.7	88.4	94.6
<b>Disability Status</b>										
Disabled	90	100.0	65.9	26.8	3.7	3.7	7.3	14.4	93.3	95.1
<b>Migrant Status</b>										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
<b>Limited English Proficient</b>										
Limited English	42	100.0	40.0	40.0	2.5	17.5	20.0	27.3	95.1	96.8
<b>Socio-Economic Status</b>										
Subsided meals	948	99.7	48.4	35.9	9.2	6.5	15.7	21.0	94.2	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*
<b>English/Language Arts</b>								
<b>2007</b>	3	285	99.7	15.8	34.1	44.7	5.5	50.2
	4	259	100.0	33.6	38.1	24.3	4.0	28.3
	5	273	99.6	46.3	43.2	10.5	N/A	10.5
	6	271	99.6	43.8	39.5	14.0	2.7	16.7
	7	261	98.5	56.6	33.8	8.3	1.3	9.6
	8	265	98.9	50.2	34.3	11.6	3.9	15.5
<b>2008</b>	3	271	100.0	16.3	31.4	45.7	6.6	52.3
	4	290	99.3	44.0	31.3	22.9	1.8	24.7
	5	256	98.8	35.7	37.7	24.2	2.5	26.6
	6	249	100.0	35.7	39.0	22.4	2.9	25.3
	7	261	99.2	44.1	42.4	13.1	0.4	13.5
	8	253	98.8	47.3	36.0	12.6	4.2	16.7
<b>Mathematics</b>								
<b>2007</b>	3	285	99.7	17.6	47.6	21.6	13.2	34.8
	4	259	100.0	39.7	29.1	17.8	13.4	31.2
	5	273	99.6	40.1	42.0	14.8	3.1	17.9
	6	271	99.6	35.3	42.6	17.4	4.7	22.1
	7	261	98.1	38.6	44.3	9.2	7.9	17.1
	8	265	98.5	52.6	34.9	5.6	6.9	12.5
<b>2008</b>	3	271	100.0	22.9	50.0	19.8	7.4	27.1
	4	290	99.7	37.3	32.6	16.7	13.4	30.1
	5	256	99.2	32.4	37.3	16.8	13.5	30.3
	6	249	100.0	31.5	39.0	20.7	8.7	29.5
	7	261	99.2	40.8	45.3	9.4	4.5	13.9
	8	253	97.6	41.5	43.2	10.2	5.1	15.3
<b>Science</b>								
<b>2007</b>	3	143	99.3	34.8	38.5	17.0	9.6	26.7
	4	259	100.0	53.8	23.1	14.2	8.9	23.1
	5	139	99.3	66.9	23.8	5.4	3.8	9.2
	6	137	99.3	56.7	27.6	11.0	4.7	15.7
	7	261	97.3	58.7	28.0	6.2	7.1	13.3
	8	134	98.5	66.4	23.4	7.5	2.8	10.3
<b>2008</b>	3	134	100.0	30.7	32.3	22.8	14.2	37.0
	4	290	99.7	52.5	26.4	8.0	13.0	21.0
	5	127	99.2	53.7	23.1	10.7	12.4	23.1
	6	130	100.0	59.5	24.6	11.9	4.0	15.9
	7	261	98.5	51.6	33.6	9.4	5.3	14.8
	8	124	99.2	66.9	24.6	4.2	4.2	8.5
<b>Social Studies</b>								
<b>2007</b>	3	145	100.0	15.6	45.2	25.2	14.1	39.3
	4	259	99.6	45.5	32.9	14.2	7.3	21.5
	5	135	100.0	54.7	37.5	6.3	1.6	7.8
	6	138	100.0	28.3	52.0	15.7	3.9	19.7
	7	261	97.3	68.0	20.9	6.7	4.4	11.1
	8	137	99.3	47.1	46.2	5.9	0.8	6.7
<b>2008</b>	3	137	100.0	15.3	45.8	22.9	16.0	38.9
	4	290	99.7	46.0	40.9	9.4	3.6	13.0
	5	127	100.0	59.8	27.9	8.2	4.1	12.3
	6	122	100.0	43.2	29.7	14.4	12.7	27.1
	7	259	98.8	53.1	31.4	6.9	8.6	15.5
	8	124	100.0	48.3	45.8	4.2	1.7	5.9

Abbreviations for Missing Data

N/A–Not Applicable NAV–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
<b>English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)</b>										
All Students	226	100.0	19.4	36.4	30.9	13.4	56.7	69.7	Yes	Yes
Male	101	100.0	23.7	32.0	34.0	10.3	53.6	64.6	N/A	N/A
Female	125	100.0	15.8	40.0	28.3	15.8	59.2	74.8	N/A	N/A
White	61	100.0	6.8	22.0	40.7	30.5	84.7	81.7	Yes	Yes
African American	157	100.0	23.8	43.0	25.8	7.3	45.0	53.6	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	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	3	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	184	100.0	19.8	39.5	31.6	9.0	53.7	55.1	Yes	Yes

<b>Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)</b>										
All Students	226	100.0	20.7	36.4	29.5	13.4	53.0	67.2	Yes	Yes
Male	101	100.0	19.6	29.9	37.1	13.4	61.9	66.3	N/A	N/A
Female	125	100.0	21.7	41.7	23.3	13.3	45.8	68.0	N/A	N/A
White	61	100.0	10.2	25.4	42.4	22.0	71.2	79.6	Yes	Yes
African American	157	100.0	25.8	41.7	23.2	9.3	43.7	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	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	3	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	184	100.0	22.0	39.0	28.2	10.7	49.7	53.1	Yes	Yes

<b>Physical Science (End-of-Course Performance by Group)</b>										
All Students	249	92.8	61.8	16.1	9.6	5.2	N/A	N/A	N/A	N/A
Male	119	89.9	58.8	15.1	9.2	6.7	N/A	N/A	N/A	N/A
Female	130	95.4	64.6	16.9	10.0	3.8	N/A	N/A	N/A	N/A
White	68	88.2	41.2	19.1	19.1	8.8	N/A	N/A	N/A	N/A
African American	175	94.3	69.7	14.9	6.3	3.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	10	80.0	60.0	20.0	N/A	N/A	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	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	205	94.1	64.9	16.6	7.8	4.9	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*
<b>English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)</b>									
All Students	2007	245	100.0	15.8	44.0	25.3	14.9	54.8	70.7
	2008	226	100.0	19.4	36.4	30.9	13.4	56.7	69.7

<b>Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)</b>									
All Students	2007	245	100.0	23.7	36.9	27.0	12.4	49.8	62.2
	2008	226	100.0	20.7	36.4	29.5	13.4	53.0	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	2.5%	6.8%

	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	93.8%	94.0%	No

\* Or greater than last year

Abbreviations for Missing Data

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