



Dillon 3 School District

205 King Street
Latta, South Carolina

Grades PK-12 District
Enrollment 1,647 Students
Superintendent Dr. John M. Kirby, Jr. 843-752-7101
Board Chair Betty Jo Johnson 843-774-1412

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|---------------|
| 2008 | Average | Good |
| 2007 | Average | Below Average |
| 2006 | Average | Average |
| 2005 | Average | At-Risk |
| 2004 | Good | Average |

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

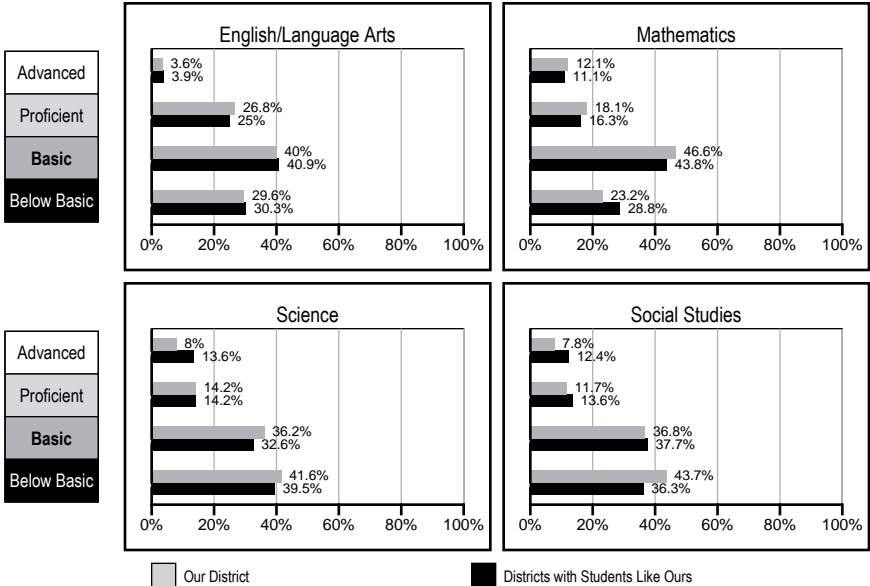
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 0 | 4 | 17 | 1 |

* 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 | 93.1 | 86.0 | 89.4 | 71.6 | 74.6 | 77.0 |
| Passed 1 subtest | 3.4 | 6.1 | 7.1 | 13.4 | 14.2 | 11.6 |
| Passed no subtests | 3.4 | 7.9 | 3.5 | 15.0 | 11.2 | 11.4 |

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 | 97.9 | 70.8 |
| English 1 | 77.9 | 56.8 |
| Physical Science | 63.2 | 47.0 |
| All Subjects | 75.4 | 58.2 |

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=1,647) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 99.3% | 98.9% |
| Retention rate | 4.3% | Up from 4.0% | 4.2% | 4.0% |
| Attendance rate | 95.7% | Up from 95.5% | 95.3% | 95.6% |
| Eligible for gifted and talented | 9.7% | Down from 11.6% | 10.1% | 11.4% |
| With disabilities other than speech | 7.8% | Up from 7.0% | 11.0% | 10.5% |
| Older than usual for grade | 6.3% | Up from 3.5% | 4.7% | 4.5% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 0.3% | 0.9% | 0.8% |
| Enrolled in AP/IB programs | 4.5% | Down from 5.2% | 8.7% | 10.3% |
| Successful on AP/IB exams | N/A | N/A | 45.9% | 56.0% |
| Eligible for LIFE Scholarship | 28.2% | Down from 60.2% | 29.8% | 31.1% |
| Enrolled in adult education GED or diploma programs | 0 | No Change | 25 | 48 |
| Completions in adult education GED or diploma programs | 0 | No Change | 18 | 27 |
| Annual dropout rate | 0.7% | Down from 2.6% | 2.9% | 3.8% |
| Teachers (n=105) | | | | |
| Teachers with advanced degrees | 52.4% | Up from 51.5% | 53.9% | 54.8% |
| Continuing contract teachers | 80.0% | Up from 79.2% | 75.3% | 73.9% |
| Teachers with emergency or provisional certificates | 2.3% | Down from 2.4% | 5.6% | 5.0% |
| Teachers returning from previous year | 90.2% | Up from 89.2% | 87.9% | 88.8% |
| Teacher attendance rate | 96.4% | Up from 95.1% | 94.7% | 94.9% |
| Average teacher salary | \$40,764 | Up 4.9% | \$44,798 | \$45,107 |
| Vacancies for more than nine weeks | 0.0% | Down from 1.0% | 0.9% | 0.5% |
| Professional development days/teacher | 12.4 days | Down from 13.0 days | 15.2 days | 15.2 days |
| District | | | | |
| Superintendent's years at district | 18.0 | Up from 17.0 | 4.0 | 3.0 |
| Student-teacher ratio in core subjects | 21.8 to 1 | Down from 23.3 to 1 | 20.0 to 1 | 20.2 to 1 |
| Prime instructional time | 91.2% | Up from 88.8% | 88.7% | 89.1% |
| Dollars spent per pupil* | \$7,182 | Up 2.2% | \$8,429 | \$8,666 |
| Percent of expenditures for teacher salaries* | 50.3% | Down from 51.7% | 53.6% | 53.1% |
| Percent of expenditures for instruction* | 52.5% | Down from 54.7% | 56.9% | 56.5% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| Parents attending conferences | 100.0% | Up from 99.0% | 98.7% | 98.2% |
| Number of schools | 4 | No Change | 9 | 9 |
| Number of magnet schools | 0 | No Change | 0 | 0 |
| Portable classrooms | 0.0% | No Change | 2.3% | 4.3% |
| Average age in years of school facilities | 38 Years | No Change | 27 Years | 26 Years |
| Number of schools with SACS accreditation | 4.0 | No Change | 9.0 | 8.0 |
| Average administrator salary | \$79,973 | Up 5.5% | \$76,833 | \$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 | 80 | 97.5% | 333 | 78.1% | 87 | 86.2% | Yes |
| Gender | | | | | | | |
| Male | 37 | 97.3% | 174 | 79.3% | 41 | 82.9% | N/A |
| Female | 43 | 97.7% | 159 | 76.7% | 46 | 89.1% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 48 | 97.9% | 178 | 83.7% | 49 | 91.8% | N/A |
| African American | 31 | 96.8% | 148 | 71.6% | 37 | 78.4% | 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 | 14 | 50.0% | N/A | N/A | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 50 | 96.0% | 205 | 73.7% | 57 | 80.7% | 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 |
|---------|--------------|-----------------------------------|
| | 97.5% | 92.6% |

On-Time Graduation Rate

| | Our District | Districts with Students Like Ours |
|--------------------|--------------|-----------------------------------|
| Number of Students | 87 | 368 |
| Number of Diplomas | 75 | 279 |
| Rate | 86.2% | 76.8% |

College Admissions Tests

| SAT | Critical Reading | | Math | | Writing | | Total | | | |
|----------|------------------|------|------|------|---------|------|---------|------|-------|------|
| | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | | |
| District | 500 | 454 | 499 | 514 | 490 | 457 | 999 | 968 | | |
| 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 | 20.0 | 19.1 | 19.7 | 20.1 | 19.5 | 17.8 | 19.2 | 20.1 | 19.8 | 19.5 |
| 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 | 5.6 per board member |
| Percent New Trustees Completing Orientation | 100.0% |

District Superintendent's Report

The Latta School District had another successful year in academics and test scores. Each of the schools continued to improve performance with student progress. Plans are well underway to finalize all data analysis of test scores to plan for future needs and improvements.

Latta Early Childhood Center had a successful year with its new reading program and schedule. Their goal is to have every child working on grade level before entering the 2nd grade.

Latta Elementary School improved test scores dramatically, and their Teacher Incentive Plan had everyone focusing on every student's maximum improvement.

Latta Middle School also improved its test scores. Their new schedule and single gender classes were successful. Latta Middle School will offer algebra to all students for the school year 2008-09.

Latta High School's success continued; their plans include offering International Baccalaureate coursework for school year 2009-10.

Dr. John M. Kirby, Jr.
Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 14 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

N/A

Title I Schools' School Improvement Status

The Dillon 3 School District consists of 4 public schools with 0 of these schools, or 0%, 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

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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 | 728 | 100.0 | 29.6 | 40.0 | 26.8 | 3.6 | 38.3 | 48.2 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 345 | 100.0 | 36.3 | 37.5 | 22.3 | 4.0 | 34.1 | 41.7 | N/A | N/A |
| Female | 383 | 100.0 | 23.7 | 42.2 | 30.8 | 3.3 | 42.0 | 55.0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 398 | 100.0 | 21.5 | 37.6 | 36.8 | 4.1 | 48.2 | 60.0 | Yes | Yes |
| African American | 311 | 100.0 | 41.0 | 43.1 | 13.4 | 2.4 | 25.2 | 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 | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 38.4 | I/S | I/S |
| American Indian/Alaskan | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 47.0 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 77 | 100.0 | 71.1 | 14.5 | 2.6 | 11.8 | 10.5 | 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 36.6 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsized meals | 519 | 100.0 | 38.0 | 40.2 | 18.5 | 3.3 | 29.0 | 34.0 | No | Yes |

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

| | | | | | | | | | | |
|-----------------------------------|-----|-------|------|------|------|------|------|------|-----|-----|
| All Students | 728 | 100.0 | 23.2 | 46.6 | 18.1 | 12.1 | 42.3 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 345 | 100.0 | 24.1 | 45.1 | 18.0 | 12.8 | 43.6 | 45.6 | N/A | N/A |
| Female | 383 | 100.0 | 22.3 | 48.0 | 18.3 | 11.4 | 41.1 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 398 | 100.0 | 14.2 | 45.1 | 24.1 | 16.6 | 52.6 | 59.0 | Yes | Yes |
| African American | 311 | 100.0 | 34.5 | 49.3 | 10.3 | 5.9 | 28.6 | 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 | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 38.1 | I/S | I/S |
| American Indian/Alaskan | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 77 | 100.0 | 63.2 | 21.1 | 5.3 | 10.5 | 11.8 | 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 38.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsized meals | 519 | 100.0 | 30.0 | 49.5 | 13.6 | 7.0 | 32.0 | 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 |
|-----------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-------------------------------------|----------------------------------|--------------------------|-----------------------|
| Science | | | | | | | | | | |
| All Students | 485 | 100.0 | 41.6 | 36.2 | 14.2 | 8.0 | 22.2 | 35.7 | 95.9 | 96.1 |
| Gender | | | | | | | | | | |
| Male | 236 | 100.0 | 39.7 | 33.5 | 17.4 | 9.4 | 26.8 | 37.4 | 95.6 | 96.0 |
| Female | 249 | 100.0 | 43.3 | 38.8 | 11.3 | 6.7 | 17.9 | 33.8 | 96.1 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 263 | 100.0 | 31.1 | 37.4 | 21.0 | 10.5 | 31.5 | 49.2 | 95.6 | 96.0 |
| African American | 208 | 100.0 | 54.9 | 34.7 | 5.2 | 5.2 | 10.4 | 17.0 | 96.2 | 96.2 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 58.0 | 97.4 | 97.3 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 24.9 | 96.7 | 96.5 |
| American Indian/Alaskan | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 96.7 | 94.6 |
| Disability Status | | | | | | | | | | |
| Disabled | 51 | 100.0 | 70.0 | 18.0 | 2.0 | 10.0 | 12.0 | 14.0 | 95.1 | 95.1 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 21.9 | 96.1 | 96.4 |
| Limited English Proficient | | | | | | | | | | |
| Limited English | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 24.4 | 99.2 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 345 | 100.0 | 50.3 | 33.6 | 10.8 | 5.2 | 16.0 | 21.1 | 95.4 | 95.6 |
| Social Studies | | | | | | | | | | |
| All Students | 487 | 100.0 | 43.7 | 36.8 | 11.7 | 7.8 | 19.5 | 34.0 | 95.9 | 96.1 |
| Gender | | | | | | | | | | |
| Male | 224 | 100.0 | 38.7 | 36.8 | 16.0 | 8.5 | 24.5 | 36.6 | 95.6 | 96.0 |
| Female | 263 | 100.0 | 48.0 | 36.8 | 8.0 | 7.2 | 15.2 | 31.3 | 96.1 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 262 | 100.0 | 37.3 | 40.9 | 12.3 | 9.5 | 21.8 | 44.5 | 95.6 | 96.0 |
| African American | 213 | 100.0 | 52.0 | 31.8 | 10.6 | 5.6 | 16.2 | 19.1 | 96.2 | 96.2 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 97.4 | 97.3 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 27.5 | 96.7 | 96.5 |
| American Indian/Alaskan | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 96.7 | 94.6 |
| Disability Status | | | | | | | | | | |
| Disabled | 50 | 100.0 | 61.2 | 20.4 | 10.2 | 8.2 | 18.4 | 14.4 | 95.1 | 95.1 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | 96.1 | 96.4 |
| Limited English Proficient | | | | | | | | | | |
| Limited English | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | 99.2 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 349 | 100.0 | 50.5 | 36.3 | 7.4 | 5.8 | 13.2 | 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 | 104 | 100.0 | 8.2 | 36.1 | 49.5 | 6.2 | 55.7 |
| | 4 | 112 | 100.0 | 19.1 | 50.0 | 28.2 | 2.7 | 30.9 |
| | 5 | 119 | 99.2 | 31.9 | 48.7 | 15.9 | 3.5 | 19.5 |
| | 6 | 131 | 100.0 | 46.3 | 36.6 | 15.4 | 1.6 | 17.1 |
| | 7 | 127 | 100.0 | 50.4 | 32.5 | 15.4 | 1.6 | 17.1 |
| 8 | 132 | 98.5 | 34.9 | 46.0 | 17.5 | 1.6 | 19.0 | |
| 2008 | 3 | 115 | 100.0 | 11.9 | 32.1 | 41.3 | 14.7 | 56.0 |
| | 4 | 113 | 100.0 | 16.4 | 40.0 | 43.6 | N/A | 43.6 |
| | 5 | 109 | 100.0 | 24.5 | 47.2 | 24.5 | 3.8 | 28.3 |
| | 6 | 126 | 100.0 | 48.8 | 31.4 | 18.2 | 1.7 | 19.8 |
| | 7 | 128 | 100.0 | 38.1 | 45.8 | 16.1 | N/A | 16.1 |
| 8 | 137 | 100.0 | 34.4 | 43.5 | 19.8 | 2.3 | 22.1 | |
| Mathematics | | | | | | | | |
| 2007 | 3 | 104 | 100.0 | 16.5 | 60.8 | 21.6 | 1.0 | 22.7 |
| | 4 | 112 | 100.0 | 16.4 | 39.1 | 27.3 | 17.3 | 44.5 |
| | 5 | 119 | 99.2 | 23.0 | 43.4 | 20.4 | 13.3 | 33.6 |
| | 6 | 131 | 100.0 | 31.7 | 41.5 | 16.3 | 10.6 | 26.8 |
| | 7 | 127 | 100.0 | 34.1 | 40.7 | 11.4 | 13.8 | 25.2 |
| 8 | 132 | 98.5 | 26.2 | 58.7 | 10.3 | 4.8 | 15.1 | |
| 2008 | 3 | 115 | 100.0 | 25.7 | 47.7 | 16.5 | 10.1 | 26.6 |
| | 4 | 113 | 100.0 | 15.5 | 50.9 | 23.6 | 10.0 | 33.6 |
| | 5 | 109 | 100.0 | 17.0 | 46.2 | 23.6 | 13.2 | 36.8 |
| | 6 | 126 | 100.0 | 27.3 | 34.7 | 23.1 | 14.9 | 38.0 |
| | 7 | 128 | 100.0 | 20.3 | 55.1 | 11.0 | 13.6 | 24.6 |
| 8 | 137 | 100.0 | 31.3 | 45.8 | 12.2 | 10.7 | 22.9 | |
| Science | | | | | | | | |
| 2007 | 3 | 52 | 100.0 | 48.9 | 44.7 | 4.3 | 2.1 | 6.4 |
| | 4 | 112 | 100.0 | 33.0 | 29.4 | 23.9 | 13.8 | 37.6 |
| | 5 | 59 | 98.3 | 47.2 | 34.0 | 13.2 | 5.7 | 18.9 |
| | 6 | 66 | 100.0 | 57.4 | 27.9 | 9.8 | 4.9 | 14.8 |
| | 7 | 127 | 99.2 | 54.9 | 26.2 | 12.3 | 6.6 | 18.9 |
| 8 | 67 | 100.0 | 35.5 | 50.0 | 8.1 | 6.5 | 14.5 | |
| 2008 | 3 | 58 | 100.0 | 40.7 | 33.3 | 20.4 | 5.6 | 25.9 |
| | 4 | 113 | 100.0 | 24.5 | 41.8 | 20.0 | 13.6 | 33.6 |
| | 5 | 55 | 100.0 | 48.1 | 29.6 | 13.0 | 9.3 | 22.2 |
| | 6 | 63 | 100.0 | 56.5 | 24.2 | 12.9 | 6.5 | 19.4 |
| | 7 | 128 | 100.0 | 45.8 | 41.5 | 8.5 | 4.2 | 12.7 |
| 8 | 68 | 100.0 | 43.9 | 36.4 | 12.1 | 7.6 | 19.7 | |
| Social Studies | | | | | | | | |
| 2007 | 3 | 53 | 100.0 | 24.5 | 40.8 | 24.5 | 10.2 | 34.7 |
| | 4 | 112 | 100.0 | 26.6 | 48.6 | 16.5 | 8.3 | 24.8 |
| | 5 | 63 | 98.4 | 56.1 | 22.8 | 10.5 | 10.5 | 21.1 |
| | 6 | 65 | 100.0 | 16.4 | 57.4 | 13.1 | 13.1 | 26.2 |
| | 7 | 127 | 99.2 | 46.3 | 35.0 | 6.5 | 12.2 | 18.7 |
| 8 | 66 | 100.0 | 29.5 | 59.0 | 8.2 | 3.3 | 11.5 | |
| 2008 | 3 | 58 | 100.0 | 19.6 | 55.4 | 17.9 | 7.1 | 25.0 |
| | 4 | 113 | 100.0 | 27.3 | 44.5 | 16.4 | 11.8 | 28.2 |
| | 5 | 55 | 100.0 | 54.7 | 20.8 | 17.0 | 7.5 | 24.5 |
| | 6 | 64 | 100.0 | 38.3 | 36.7 | 11.7 | 13.3 | 25.0 |
| | 7 | 128 | 100.0 | 71.2 | 22.0 | 3.4 | 3.4 | 6.8 |
| 8 | 69 | 100.0 | 38.5 | 47.7 | 9.2 | 4.6 | 13.8 | |

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 |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

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

| | | | | | | | | | | |
|-------------------------|-----|-------|------|------|------|------|------|------|-----|-----|
| All Students | 114 | 100.0 | 8.0 | 38.9 | 31.9 | 21.2 | 71.7 | 69.7 | Yes | Yes |
| Male | 61 | 100.0 | 8.3 | 36.7 | 35.0 | 20.0 | 75.0 | 64.6 | N/A | N/A |
| Female | 53 | 100.0 | 7.5 | 41.5 | 28.3 | 22.6 | 67.9 | 74.8 | N/A | N/A |
| White | 61 | 100.0 | 4.9 | 32.8 | 36.1 | 26.2 | 78.7 | 81.7 | Yes | Yes |
| African American | 51 | 100.0 | 12.0 | 48.0 | 26.0 | 14.0 | 62.0 | 53.6 | Yes | 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 59.7 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 65.5 | I/S | I/S |
| Disabled | 10 | 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 47.3 | I/S | I/S |
| Subsized meals | 59 | 100.0 | 10.2 | 40.7 | 28.8 | 20.3 | 67.8 | 55.1 | Yes | Yes |

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

| | | | | | | | | | | |
|-------------------------|-----|-------|------|------|------|------|------|------|-----|-----|
| All Students | 114 | 100.0 | 5.3 | 22.1 | 34.5 | 38.1 | 79.6 | 67.2 | Yes | Yes |
| Male | 61 | 100.0 | 6.7 | 15.0 | 35.0 | 43.3 | 85.0 | 66.3 | N/A | N/A |
| Female | 53 | 100.0 | 3.8 | 30.2 | 34.0 | 32.1 | 73.6 | 68.0 | N/A | N/A |
| White | 61 | 100.0 | 3.3 | 18.0 | 29.5 | 49.2 | 85.2 | 79.6 | Yes | Yes |
| African American | 51 | 100.0 | 8.0 | 26.0 | 42.0 | 24.0 | 72.0 | 49.7 | Yes | 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 60.0 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 69.5 | I/S | I/S |
| Disabled | 10 | 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 54.9 | I/S | I/S |
| Subsized meals | 59 | 100.0 | 10.2 | 23.7 | 33.9 | 32.2 | 76.3 | 53.1 | Yes | Yes |

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

| | | | | | | | | | | |
|-------------------------|-----|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 120 | 97.5 | 55.8 | 14.2 | 15.8 | 11.7 | N/A | N/A | N/A | N/A |
| Male | 65 | 98.5 | 53.8 | 13.8 | 20.0 | 10.8 | N/A | N/A | N/A | N/A |
| Female | 55 | 96.4 | 58.2 | 14.5 | 10.9 | 12.7 | N/A | N/A | N/A | N/A |
| White | 63 | 98.4 | 46.0 | 14.3 | 20.6 | 17.5 | N/A | N/A | N/A | N/A |
| African American | 55 | 96.4 | 67.3 | 14.5 | 10.9 | 3.6 | 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 | 1 | 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 | 9 | 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 | 78 | 97.4 | 62.8 | 15.4 | 11.5 | 7.7 | 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 | 115 | 99.1 | 10.8 | 40.5 | 23.4 | 25.2 | 67.6 | 70.7 |
| | 2008 | 114 | 100.0 | 8.0 | 38.9 | 31.9 | 21.2 | 71.7 | 69.7 |

| Mathematics - State Performance Objective = 42.7% (Proficient and Advanced) | | | | | | | | | |
|--|------|-----|-------|-----|------|------|------|------|------|
| All Students | 2007 | 114 | 100.0 | 9.0 | 20.7 | 30.6 | 39.6 | 80.2 | 62.2 |
| | 2008 | 114 | 100.0 | 5.3 | 22.1 | 34.5 | 38.1 | 79.6 | 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 | 1.3% | 0.0% | No |
| Student attendance rate, grades K-8 | 95.7% | 94.0% | Yes |

* 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