



## Hampton 2 School District

319 Fourth Street  
Estill, South Carolina

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	1,220 Students	
<b>Superintendent</b>	Dr. Kenneth Gardner	803-625-5000
<b>Board Chair</b>	Reverend Benjamin	803-625-3464

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

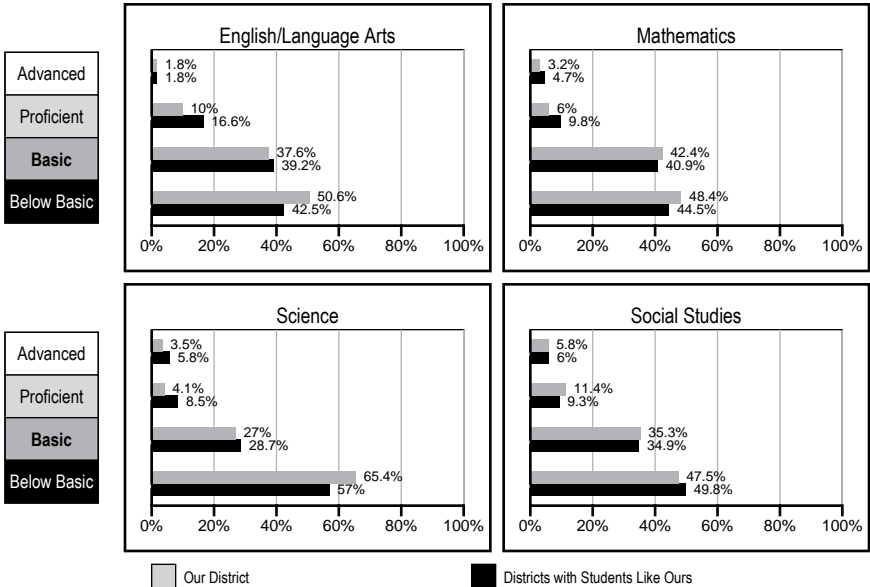
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	1	7	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	51.0	37.5	57.7	58.0	64.4	70.3
Passed 1 subtest	19.6	2.6	19.2	17.6	18.7	15.2
Passed no subtests	29.4	36.5	23.1	24.4	16.9	14.5

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	27.3	58.1
English 1	43.9	42.8
Physical Science	0	30.9
All Subjects	32.8	44.7

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=1,220)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 95.0%	100.0%	98.9%
Retention rate	5.4%	Down from 9.8%	5.0%	4.0%
Attendance rate	96.0%	Up from 95.9%	95.3%	95.6%
Eligible for gifted and talented	4.1%	Down from 4.8%	6.4%	11.4%
With disabilities other than speech	12.0%	Down from 12.5%	11.9%	10.5%
Older than usual for grade	8.3%	Up from 6.8%	7.3%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 1.6%	1.2%	0.8%
Enrolled in AP/IB programs	4.4%	Up from 0.0%	5.4%	10.3%
Successful on AP/IB exams	N/A	N/A	16.6%	56.0%
Eligible for LIFE Scholarship	20.8%	Up from 16.7%	25.0%	31.1%
Enrolled in adult education GED or diploma programs	26	Up from 13	26	48
Completions in adult education GED or diploma programs	7	Up from 1	11	27
Annual dropout rate	1.8%	Down from 5.3%	3.8%	3.8%
<b>Teachers (n=94)</b>				
Teachers with advanced degrees	48.9%	Down from 49.0%	52.9%	54.8%
Continuing contract teachers	55.3%	Down from 56.1%	57.5%	73.9%
Teachers with emergency or provisional certificates	18.6%	Up from 15.0%	14.3%	5.0%
Teachers returning from previous year	80.0%	Down from 83.3%	83.8%	88.8%
Teacher attendance rate	98.3%	Up from 93.4%	94.5%	94.9%
Average teacher salary	\$41,371	Down 7.7%	\$42,079	\$45,107
Vacancies for more than nine weeks	4.3%	Up from 1.0%	1.3%	0.5%
Professional development days/teacher	17.1 days	Down from 30.1 days	16.7 days	15.2 days
<b>District</b>				
Superintendent's years at district	0.0	Down from 7.0	2.0	3.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 17.0 to 1	18.7 to 1	20.2 to 1
Prime instructional time	91.5%	Up from 83.6%	87.8%	89.1%
Dollars spent per pupil*	\$10,553	Up 4.1%	\$9,939	\$8,666
Percent of expenditures for teacher salaries*	46.4%	Up from 45.2%	47.7%	53.1%
Percent of expenditures for instruction*	50.4%	Up from 49.1%	51.8%	56.5%
Opportunities in the arts	Good	No Change	Good	Excellent
Parents attending conferences	86.3%	Up from 67.5%	94.4%	98.2%
Number of schools	3	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	26.5%	Down from 46.5%	6.1%	4.3%
Average age in years of school facilities	47 Years	No Change	31 Years	26 Years
Number of schools with SACS accreditation	2.0	No Change	4.0	8.0
Average administrator salary	\$69,666	Down 2.7%	\$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	95	77.9%	240	40.0%	103	65.0%	Yes
<b>Gender</b>							
Male	46	76.1%	116	36.2%	52	59.6%	N/A
Female	49	79.6%	122	44.3%	51	70.6%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	91	79.1%	235	39.1%	98	66.3%	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
<b>Disability Status</b>							
Disabled	17	23.5%	28	7.1%	18	16.7%	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	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	83	78.3%	219	37.4%	88	67.0%	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
	77.9%	89.1%

## On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	103	153
Number of Diplomas	67	112
Rate	65.0%	74.3%

## College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	391	355	373	371	384	362	763	726		
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	12.6	14.6	15.3	17.3	14.1	15.6	14.3	16.5	14.2	16.1
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

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**School District Governance**

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	51.0 per board member
Percent New Trustees Completing Orientation	N/A

**District Superintendent's Report**

Education is truly a community affair, and in Hampton County School District 2 we hope that everyone will assist us in achieving our goals. All of the parents, community leaders, businesses, students, teachers, and administrators must be held accountable for our students' success on PACT, SAT, HSAP, End of Course, and other mandated state tests.

Each student must have the highest expectations for their own development and must strive to be academically successful. It is the district's mission to ensure that all students reach their potential by providing challenging educational experiences. We must set our standards increasingly higher, and our students must perform above the level of other students in our state, nation, and the world. Help us instill in our children self-pride and motivation. We must work together with our students to develop character. Students must come to school with an eagerness to learn and be willing to accept the rigor of instruction.

To fulfill our mission, we must have the most capable teachers we can find; and to that end, the district has intensified its recruiting efforts locally, statewide, nationally, and internationally.

All district employees are looking forward to working with each of you and encourage you to join us as we strive to provide the best educational opportunities possible for the students of Hampton County School District 2.

Again, encourage your child to take advantage of every educational opportunity.

Dennis Thompson, Jr.  
Superintendent

## No Child Left Behind

## District Adequate Yearly Progress

No

This district met 9 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

Corrective Action-Hold

The district missed AYP for four years, but made progress for one year in the subject area (in either grade span) that identified the district for district improvement. Sanction: Corrective action continues.

## Title I Schools' School Improvement Status

School	Status	School	Status
Estill Middle	R	Estill Elementary	CSI

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. 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

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

All Students	522	99.6	50.4	37.8	10.0	1.8	18.8	48.2	No	Yes
<b>Gender</b>										
Male	269	100.0	58.8	32.7	7.4	1.2	13.6	41.7	N/A	N/A
Female	253	99.2	41.6	43.2	12.8	2.5	24.3	55.0	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
African American	496	99.8	50.6	38.3	9.2	1.9	18.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	21	95.2	38.9	27.8	33.3	N/A	38.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
<b>Disability Status</b>										
Disabled	111	100.0	81.9	14.3	1.0	2.9	5.7	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	17	100.0	41.2	29.4	29.4	N/A	35.3	36.6	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	486	99.6	52.2	37.5	9.0	1.3	17.1	34.0	No	Yes

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

All Students	522	99.8	48.3	42.5	6.0	3.2	16.6	45.8	No	Yes
<b>Gender</b>										
Male	269	100.0	48.6	43.2	6.2	1.9	14.0	45.6	N/A	N/A
Female	253	99.6	48.0	41.8	5.7	4.5	19.3	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	I/S	59.0	I/S	I/S
African American	496	100.0	49.5	42.4	5.4	2.7	15.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	21	95.2	16.7	50.0	16.7	16.7	38.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>										
Disabled	111	100.0	78.1	18.1	1.9	1.9	5.7	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	17	100.0	17.6	47.1	17.6	17.6	41.2	38.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	486	99.8	49.6	42.7	5.6	2.1	15.4	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	356	99.7	65.3	27.1	4.1	3.5	7.6	35.7	96.2	96.1
<b>Gender</b>										
Male	184	100.0	67.4	25.1	2.9	4.6	7.4	37.4	96.0	96.0
Female	172	99.4	63.0	29.1	5.5	2.4	7.9	33.8	96.5	96.3
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	I/S	49.2	92.0	96.0
African American	340	100.0	66.1	26.6	4.0	3.4	7.3	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	N/A	97.3
Hispanic	12	91.7	40.0	40.0	10.0	10.0	20.0	24.9	96.4	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
<b>Disability Status</b>										
Disabled	71	100.0	93.8	3.1	N/A	3.1	3.1	14.0	95.4	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	10	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.9	96.8
<b>Socio-Economic Status</b>										
Subsided meals	330	99.7	66.6	27.1	3.5	2.8	6.3	21.1	96.2	95.6
<b>Social Studies</b>										
All Students	358	99.7	47.4	35.4	11.4	5.8	17.3	34.0	96.2	96.1
<b>Gender</b>										
Male	193	100.0	49.2	34.6	11.9	4.3	16.2	36.6	96.0	96.0
Female	165	99.4	45.2	36.3	10.8	7.6	18.5	31.3	96.5	96.3
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	I/S	44.5	92.0	96.0
African American	338	100.0	47.4	35.7	11.7	5.2	16.9	19.1	96.3	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.3
Hispanic	17	94.1	42.9	28.6	7.1	21.4	28.6	27.5	96.4	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
<b>Disability Status</b>										
Disabled	76	100.0	75.7	17.6	5.4	1.4	6.8	14.4	95.4	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	13	100.0	46.2	23.1	7.7	23.1	30.8	27.3	96.9	96.8
<b>Socio-Economic Status</b>										
Subsided meals	332	99.7	48.6	35.1	11.6	4.7	16.3	21.0	96.2	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	97	93.8	50.0	38.1	11.9	N/A	11.9
	4	82	98.8	40.8	47.4	11.8	N/A	11.8
	5	83	100.0	53.1	40.7	4.9	1.2	6.2
	6	120	99.2	64.9	27.9	4.5	2.7	7.2
	7	89	100.0	55.3	32.9	11.8	N/A	11.8
	8	105	100.0	51.0	37.3	11.8	N/A	11.8
<b>2008</b>	3	89	98.9	38.8	38.8	21.2	1.2	22.4
	4	94	100.0	55.6	35.6	8.9	N/A	8.9
	5	77	100.0	45.3	45.3	9.3	N/A	9.3
	6	86	100.0	53.0	39.8	3.6	3.6	7.2
	7	98	99.0	56.0	33.0	7.7	3.3	11.0
	8	78	100.0	52.6	35.5	9.2	2.6	11.8
<b>Mathematics</b>								
<b>2007</b>	3	97	100.0	57.8	38.9	3.3	N/A	3.3
	4	82	100.0	35.1	57.1	3.9	3.9	7.8
	5	83	100.0	46.9	45.7	4.9	2.5	7.4
	6	120	100.0	50.9	33.9	13.4	1.8	15.2
	7	89	100.0	56.5	35.3	2.4	5.9	8.2
	8	105	100.0	64.7	32.4	2.9	N/A	2.9
<b>2008</b>	3	89	100.0	44.2	47.7	2.3	5.8	8.1
	4	94	100.0	53.3	37.8	7.8	1.1	8.9
	5	77	100.0	46.7	46.7	5.3	1.3	6.7
	6	86	100.0	45.8	43.4	4.8	6.0	10.8
	7	98	99.0	42.9	45.1	8.8	3.3	12.1
	8	78	100.0	57.9	34.2	6.6	1.3	7.9
<b>Science</b>								
<b>2007</b>	3	48	97.9	88.9	8.9	2.2	N/A	2.2
	4	82	100.0	67.5	22.1	9.1	1.3	10.4
	5	42	100.0	64.1	30.8	N/A	5.1	5.1
	6	61	98.4	66.0	26.4	5.7	1.9	7.5
	7	89	100.0	61.2	22.4	8.2	8.2	16.5
	8	51	100.0	66.0	32.0	N/A	2.0	2.0
<b>2008</b>	3	45	100.0	62.8	32.6	4.7	N/A	4.7
	4	94	100.0	73.3	20.0	3.3	3.3	6.7
	5	38	100.0	71.1	23.7	2.6	2.6	5.3
	6	43	100.0	80.5	12.2	4.9	2.4	7.3
	7	98	99.0	50.5	39.6	5.5	4.4	9.9
	8	38	100.0	62.2	27.0	2.7	8.1	10.8
<b>Social Studies</b>								
<b>2007</b>	3	49	98.0	42.2	42.2	13.3	2.2	15.6
	4	82	100.0	42.9	36.4	16.9	3.9	20.8
	5	43	100.0	80.0	17.5	2.5	N/A	2.5
	6	59	100.0	54.4	38.6	7.0	N/A	7.0
	7	89	98.9	48.2	31.8	7.1	12.9	20.0
	8	54	98.2	42.3	40.4	13.5	3.8	17.3
<b>2008</b>	3	44	100.0	55.8	37.2	7.0	N/A	7.0
	4	94	100.0	48.9	40.0	8.9	2.2	11.1
	5	39	100.0	64.9	21.6	8.1	5.4	13.5
	6	44	100.0	32.6	39.5	18.6	9.3	27.9
	7	97	99.0	51.1	32.2	8.9	7.8	16.7
	8	40	100.0	25.6	38.5	23.1	12.8	35.9

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

All Students	106	98.1	26.8	39.2	27.8	6.2	41.2	69.7	Yes	Yes
Male	54	98.1	37.5	35.4	22.9	4.2	31.3	64.6	N/A	N/A
Female	52	98.1	16.3	42.9	32.7	8.2	51.0	74.8	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	81.7	I/S	I/S
African American	103	98.1	26.6	40.4	26.6	6.4	40.4	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	2	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	15	93.3	83.3	16.7	N/A	N/A	N/A	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	2	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	95	97.9	29.1	38.4	27.9	4.7	39.5	55.1	Yes	Yes

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

All Students	106	98.1	34.0	32.0	24.7	9.3	45.4	67.2	Yes	Yes
Male	54	98.1	47.9	18.8	29.2	4.2	39.6	66.3	N/A	N/A
Female	52	98.1	20.4	44.9	20.4	14.3	51.0	68.0	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
African American	103	98.1	34.0	31.9	25.5	8.5	44.7	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	2	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	15	93.3	91.7	N/A	8.3	N/A	8.3	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	2	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	95	97.9	37.2	29.1	25.6	8.1	44.2	53.1	Yes	Yes

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

All Students	16	6.3	6.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	8	I/S	I/S	I/S	I/S	I/S	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	16	6.3	6.3	N/A	N/A	N/A	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	N/A	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	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	16	6.3	6.3	N/A	N/A	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*
<b>English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)</b>									
All Students	2007	105	96.2	40.4	38.4	16.2	5.1	28.3	70.7
	2008	106	98.1	26.8	39.2	27.8	6.2	41.2	69.7

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

All Students	2007	105	98.1	56.9	25.5	15.7	2.0	22.5	62.2
	2008	106	98.1	34.0	32.0	24.7	9.3	45.4	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	5.3%	6.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.3%	0.0%	No
Student attendance rate, grades K-8	96.0%	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