



Marion 1 School District

719 North Main Street
Marion, South Carolina

Grades	PK-12 District	
Enrollment	3,001 Students	
Superintendent	Michael D. Lupo	843-423-1811
Board Chair	James Smith	843-423-2876

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

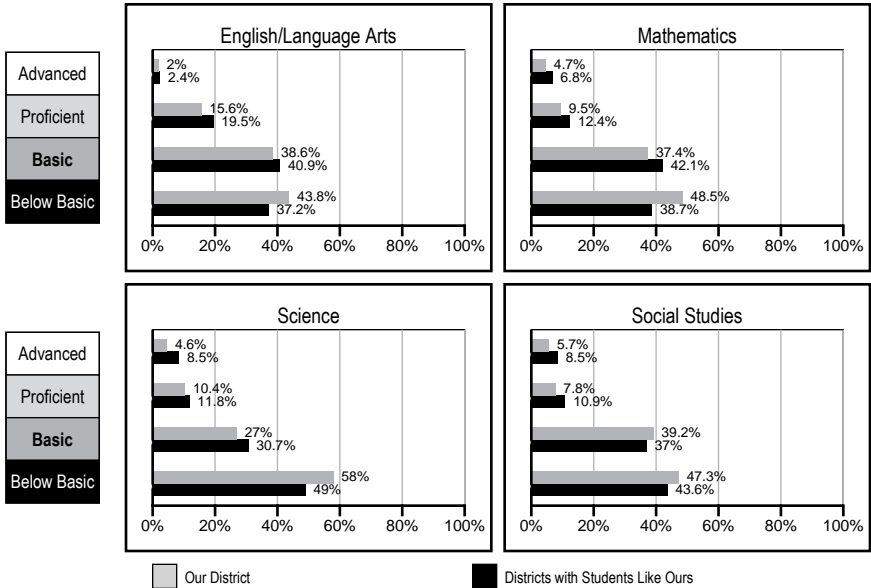
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	6	5

* 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	69.3	71.6	72.2	65.6	68.8	72.8
Passed 1 subtest	13.6	10.3	16.7	15.9	16.6	16.0
Passed no subtests	17.1	18.1	11.1	18.5	14.6	11.2

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	96.7	62.6
English 1	60.3	48.5
Physical Science	35.1	38.0
All Subjects	68.8	50.3

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
Students (n=3,001)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	98.9%
Retention rate	5.4%	Down from 6.5%	4.8%	4.0%
Attendance rate	95.5%	Down from 95.8%	95.1%	95.6%
Eligible for gifted and talented	7.9%	Down from 9.6%	7.8%	11.4%
With disabilities other than speech	12.4%	Up from 10.6%	11.1%	10.5%
Older than usual for grade	7.9%	Up from 4.0%	5.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.2%	1.2%	0.8%
Enrolled in AP/IB programs	10.6%	Down from 11.6%	5.4%	10.3%
Successful on AP/IB exams	51.7%	N/A	27.3%	56.0%
Eligible for LIFE Scholarship	32.3%	Down from 35.0%	28.8%	31.1%
Enrolled in adult education GED or diploma programs	17	Up from 14	42	48
Completions in adult education GED or diploma programs	12	Up from 8	24	27
Annual dropout rate	7.2%	Up from 6.1%	4.0%	3.8%
Teachers (n=191)				
Teachers with advanced degrees	53.4%	Up from 52.8%	53.8%	54.8%
Continuing contract teachers	69.6%	Down from 74.9%	66.4%	73.9%
Teachers with emergency or provisional certificates	6.6%	Up from 5.6%	11.2%	5.0%
Teachers returning from previous year	84.9%	Down from 86.1%	86.0%	88.8%
Teacher attendance rate	96.0%	Up from 94.7%	94.8%	94.9%
Average teacher salary	\$41,147	Up 3.6%	\$43,506	\$45,107
Vacancies for more than nine weeks	0.0%	Down from 0.5%	1.0%	0.5%
Professional development days/teacher	14.8 days	Up from 14.4 days	16.2 days	15.2 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.8	3.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.2 to 1	18.6 to 1	20.2 to 1
Prime instructional time	90.7%	Up from 90.0%	87.8%	89.1%
Dollars spent per pupil*	\$7,806	Up 1.9%	\$8,994	\$8,666
Percent of expenditures for teacher salaries*	56.7%	Up from 54.3%	50.3%	53.1%
Percent of expenditures for instruction*	59.0%	Up from 57.5%	53.9%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	96.2%	Up from 95.4%	95.3%	98.2%
Number of schools	4	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	3.8%	4.3%
Average age in years of school facilities	26 Years	No Change	29 Years	26 Years
Number of schools with SACS accreditation	4.0	No Change	5.0	8.0
Average administrator salary	\$71,210	Up 3.1%	\$73,254	\$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	175	87.4%	565	65.0%	209	63.6%	No
Gender							
Male	85	82.4%	254	63.0%	105	51.4%	N/A
Female	90	92.2%	309	67.0%	104	76.0%	N/A
Racial/Ethnic Group							
White	48	100.0%	126	82.5%	56	76.8%	N/A
African American	125	83.2%	431	59.6%	149	59.1%	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	19	47.4%	60	35.0%	26	38.5%	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	105	81.0%	396	60.4%	128	59.4%	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
	87.4%	90.9%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	209	208
Number of Diplomas	133	151
Rate	63.6%	75.6%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	458	427	482	456	451	419	939	883		
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	15.3	14.4	17.5	17.5	16.8	15.3	17.1	16.7	16.7	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	7 trustees appointed
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	5.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The administrative team is dedicated to the goal of academic success for every student in every school. We believe in the principle, "a chain is only as strong as its weakest link," and to that end we commit ourselves to building and maintaining a strong chain that reaches from kindergarten to graduation.

Throughout South Carolina there are examples of successful schools with a rich tradition of community support. In those places, we find continuing commitment to excellence through on-going dedication from the communities supporting those schools. We have all the ingredients for that same kind of success here in Marion One.

It's like the old adage says, "If you don't know where you're going, any road will get you there." This simple and traditional remark is powerful in its scope and vision. We are seeking the best, most expeditious route to academic success. Defining our road to excellence will empower us to start our journey together with a common goal.

We need the ideas, support, and commitment of every citizen served by this school district. We need innovation, connections across all levels of our community, and the conviction that our efforts will impact the future. We can't solve every problem over the next school year, but we can define our route and move onto the road toward success. Along the way, we may experience setbacks, but we will not be deterred from seeking the best for students of Marion School District One.

Michael D. Lupo
 Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

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

Continuing District Improvement

The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Title I Schools' School Improvement Status

School	Status	School	Status
Marion High	R	Johnakin Middle	R
Easterling Primary	CSI	Marion Intermediate	CA

The Marion 1 School District consists of 4 public schools with 4 of these schools, or 100%, 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."

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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	1334	99.2	43.4	38.9	15.7	2.0	26.2	48.2	No	Yes
Gender										
Male	703	99.0	50.1	36.3	12.2	1.3	20.2	41.7	N/A	N/A
Female	631	99.4	35.9	41.7	19.5	2.8	32.8	55.0	N/A	N/A
Racial/Ethnic Group										
White	323	99.4	24.3	41.9	29.4	4.5	45.7	60.0	Yes	Yes
African American	986	99.1	49.7	38.0	11.0	1.3	19.4	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	17	100.0	58.3	33.3	8.3	N/A	33.3	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
Disability Status										
Disabled	224	98.2	75.8	18.1	3.7	2.3	8.8	16.0	No	Yes
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	12	100.0	63.6	27.3	9.1	N/A	27.3	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	1095	99.1	48.9	38.3	11.8	1.0	20.6	34.0	No	Yes

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

All Students	1334	99.3	48.1	37.6	9.6	4.7	22.6	45.8	No	Yes
Gender										
Male	703	98.9	49.8	37.9	7.7	4.6	20.9	45.6	N/A	N/A
Female	631	99.7	46.3	37.4	11.6	4.8	24.6	45.9	N/A	N/A
Racial/Ethnic Group										
White	323	99.4	26.8	44.1	16.9	12.1	42.5	59.0	No	Yes
African American	986	99.2	55.5	35.1	7.2	2.2	16.0	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	17	100.0	41.7	58.3	N/A	N/A	8.3	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
Disability Status										
Disabled	224	98.2	74.0	21.9	2.3	1.9	8.4	17.1	No	Yes
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	12	100.0	45.5	54.5	N/A	N/A	9.1	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	1095	99.2	53.6	37.6	6.8	2.0	16.4	31.4	No	Yes

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

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*	District Attendance Rate	State Attendance Rate
Science										
All Students	886	98.8	57.8	27.2	10.5	4.5	15.0	35.7	95.3	96.1
Gender										
Male	475	98.5	58.4	28.4	7.9	5.3	13.2	37.4	94.9	96.0
Female	411	99.0	57.0	25.8	13.6	3.6	17.1	33.8	95.8	96.3
Racial/Ethnic Group										
White	210	100.0	34.0	32.5	24.3	9.2	33.5	49.2	95.7	96.0
African American	658	98.3	65.9	25.0	6.1	3.0	9.1	17.0	95.1	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	58.0	96.9	97.3
Hispanic	12	100.0	57.1	42.9	N/A	N/A	N/A	24.9	96.1	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
Disability Status										
Disabled	155	98.1	73.6	19.6	4.1	2.7	6.8	14.0	94.2	95.1
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	21.9	90.0	96.4
Limited English Proficient										
Limited English	7	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.0	96.8
Socio-Economic Status										
Subsided meals	716	98.6	64.3	26.3	6.9	2.5	9.4	21.1	95.0	95.6
Social Studies										
All Students	891	99.0	46.9	39.5	7.8	5.7	13.6	34.0	95.3	96.1
Gender										
Male	467	98.7	48.4	37.5	7.8	6.3	14.1	36.6	94.9	96.0
Female	424	99.3	45.2	41.8	7.9	5.2	13.0	31.3	95.8	96.3
Racial/Ethnic Group										
White	217	100.0	26.9	50.0	11.8	11.3	23.1	44.5	95.7	96.0
African American	661	98.6	53.9	35.7	6.5	3.9	10.4	19.1	95.1	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.9	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	27.5	96.1	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
Disability Status										
Disabled	154	99.4	64.4	27.5	5.4	2.7	8.1	14.4	94.2	95.1
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	22.6	90.0	96.4
Limited English Proficient										
Limited English	7	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.0	96.8
Socio-Economic Status										
Subsided meals	743	98.8	51.8	37.1	6.8	4.4	11.2	21.0	95.0	95.6

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

Abbreviations for Missing Data

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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	236	100.0	33.5	36.1	27.8	2.6	30.4
	4	238	100.0	39.1	45.8	15.1	N/A	15.1
	5	217	100.0	46.7	37.1	15.7	0.5	16.2
	6	244	99.2	52.2	35.7	10.9	1.3	12.2
	7	256	98.8	53.9	31.8	13.5	0.8	14.3
	8	226	96.5	40.7	46.1	11.3	2.0	13.2
2008	3	237	99.6	28.9	37.3	28.4	5.3	33.8
	4	216	99.5	44.0	40.6	15.0	0.5	15.5
	5	223	100.0	47.2	38.8	13.6	0.5	14.0
	6	221	99.6	50.5	37.9	9.3	2.3	11.7
	7	231	98.7	47.7	39.6	11.3	1.4	12.6
	8	206	97.6	42.8	39.2	16.0	2.1	18.0
Mathematics								
2007	3	236	100.0	47.6	38.3	11.0	3.1	14.1
	4	238	100.0	41.8	40.9	12.0	5.3	17.3
	5	217	100.0	39.0	42.4	11.0	7.6	18.6
	6	244	98.4	52.8	33.6	9.6	3.9	13.5
	7	256	99.2	45.1	41.5	7.3	6.1	13.4
	8	226	96.5	50.0	42.2	5.9	2.0	7.8
2008	3	237	99.6	44.4	38.2	12.4	4.9	17.3
	4	216	99.5	52.2	36.2	8.2	3.4	11.6
	5	223	100.0	35.0	41.6	15.9	7.5	23.4
	6	221	99.6	65.0	25.7	4.7	4.7	9.3
	7	231	99.1	41.4	46.4	8.1	4.1	12.2
	8	206	97.6	51.5	37.1	7.7	3.6	11.3
Science								
2007	3	119	100.0	62.5	27.7	8.0	1.8	9.8
	4	238	100.0	52.9	32.3	10.3	4.5	14.8
	5	110	100.0	57.1	27.6	6.7	8.6	15.2
	6	123	97.6	65.8	21.9	6.1	6.1	12.3
	7	256	98.4	65.1	25.3	7.1	2.5	9.5
	8	112	96.4	47.1	36.3	10.8	5.9	16.7
2008	3	116	99.1	52.3	23.9	18.3	5.5	23.9
	4	216	99.5	63.8	21.7	11.6	2.9	14.5
	5	112	100.0	57.9	26.2	7.5	8.4	15.9
	6	110	98.2	69.5	18.1	5.7	6.7	12.4
	7	231	97.8	49.8	36.7	9.5	4.1	13.6
	8	101	98.0	56.3	32.3	10.4	1.0	11.5
Social Studies								
2007	3	117	100.0	35.4	55.8	8.0	0.9	8.8
	4	238	100.0	46.2	39.0	11.2	3.6	14.8
	5	107	100.0	53.3	33.3	11.4	1.9	13.3
	6	121	99.2	32.1	49.1	12.5	6.3	18.8
	7	256	98.1	63.8	28.3	5.4	2.5	7.9
	8	113	98.2	40.6	52.5	5.9	1.0	6.9
2008	3	120	99.2	31.9	49.1	10.3	8.6	19.0
	4	215	99.5	50.5	40.3	5.3	3.9	9.2
	5	111	100.0	52.3	28.0	13.1	6.5	19.6
	6	110	100.0	28.0	42.1	15.9	14.0	29.9
	7	231	97.8	62.4	33.5	2.3	1.8	4.1
	8	104	98.1	36.7	50.0	8.2	5.1	13.3

Abbreviations for Missing Data

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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	190	95.3	18.8	42.6	27.3	11.4	52.3	69.7	Yes	Yes
Male	94	92.6	26.7	39.5	25.6	8.1	48.8	64.6	N/A	N/A
Female	96	97.9	11.1	45.6	28.9	14.4	55.6	74.8	N/A	N/A
White	36	97.2	5.9	26.5	29.4	38.2	79.4	81.7	I/S	I/S
African American	151	94.7	22.1	46.4	26.4	5.0	45.7	53.6	No	Yes
Asian/Pacific Islander	1	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	34	85.3	48.3	34.5	13.8	3.4	34.5	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	144	94.4	17.6	47.3	27.5	7.6	48.1	55.1	No	Yes

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

All Students	190	94.7	20.6	39.4	25.7	14.3	54.9	67.2	Yes	Yes
Male	94	91.5	24.7	35.3	30.6	9.4	55.3	66.3	N/A	N/A
Female	96	97.9	16.7	43.3	21.1	18.9	54.4	68.0	N/A	N/A
White	36	94.4	9.1	18.2	27.3	45.5	84.8	79.6	I/S	I/S
African American	151	94.7	22.9	44.3	25.7	7.1	47.9	49.7	No	Yes
Asian/Pacific Islander	1	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	34	85.3	51.7	31.0	10.3	6.9	31.0	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	144	94.4	19.8	43.5	23.7	13.0	51.9	53.1	Yes	Yes

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

All Students	171	88.3	73.1	11.7	1.8	1.8	N/A	N/A	N/A	N/A
Male	82	85.4	72.0	8.5	2.4	2.4	N/A	N/A	N/A	N/A
Female	89	91.0	74.2	14.6	1.1	1.1	N/A	N/A	N/A	N/A
White	32	81.3	43.8	21.9	6.3	9.4	N/A	N/A	N/A	N/A
African American	137	89.8	79.6	9.5	0.7	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	22	81.8	81.8	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	123	86.2	75.6	8.9	1.6	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	209	96.2	18.8	35.6	30.4	15.2	59.2	70.7
	2008	190	95.3	18.8	42.6	27.3	11.4	52.3	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	209	97.1	22.3	35.8	22.3	19.7	51.3	62.2
	2008	190	94.7	20.6	39.4	25.7	14.3	54.9	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	5.1%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.6%	0.0%	No
Student attendance rate, grades K-8	95.5%	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