



Dillon 2 School District

405 West Washington
Dillon, SC 29536

Grades	PK-12 District	
Enrollment	3,526 Students	
Superintendent	D Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Below Average	Good
2006	At-Risk	At-Risk
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

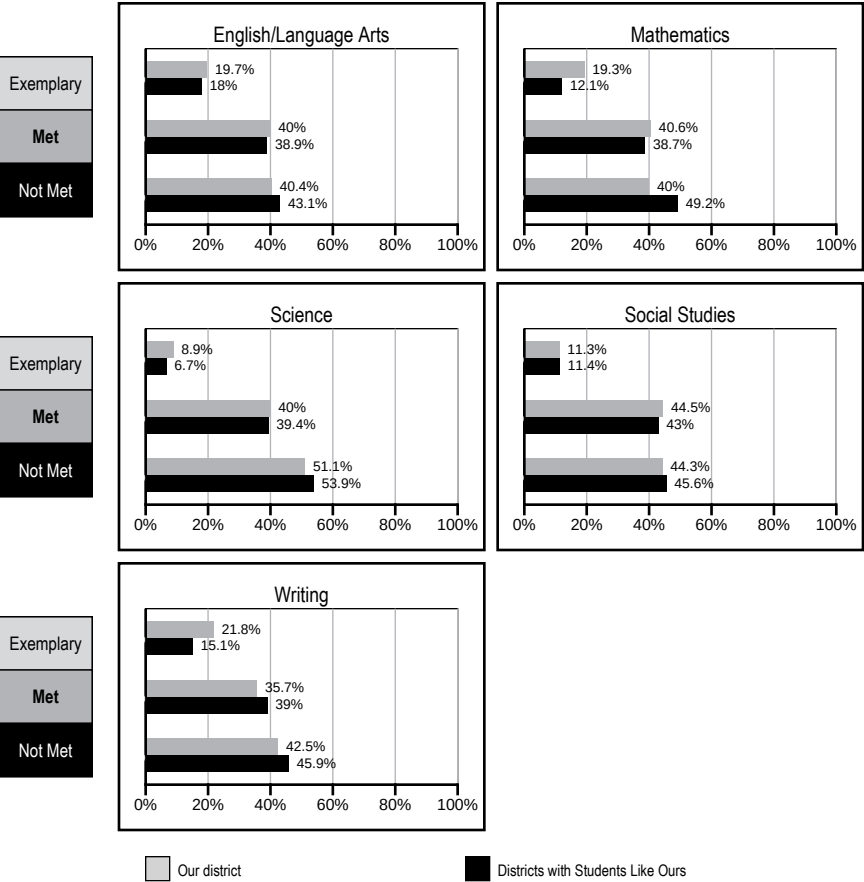
97.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

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

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	71.6%	72.6%	63.9%	65.8%	70.8%	61.8%
Passed one subtest	16.9%	13.3%	16.3%	17.9%	15.3%	19.9%
Passed no subtests	11.5%	14.2%	19.8%	16.3%	14.0%	18.3%

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	69.4%	60.4%
English 1	46.1%	48.2%
Physical Science	52.4%	32.3%
US History and the Constitution	24.3%	17.6%
All Subjects	49.5%	40.4%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,526)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	4.8%	Down from 5.0%	3.9%	3.1%
Attendance rate	95.1%	Up from 93.8%	95.2%	95.7%
Eligible for gifted and talented	4.7%	Down from 5.6%	5.3%	11.2%
With disabilities other than speech	6.4%	Up from 6.2%	11.6%	10.6%
Older than usual for grade	7.1%	Down from 7.3%	6.0%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.8%	0.4%	0.5%
Enrolled in AP/IB programs	5.9%	Up from 5.4%	6.8%	10.5%
Successful on AP/IB exams	N/A	N/A	31.5%	51.2%
Eligible for LIFE Scholarship	21.5%	Down from 29.5%	29.0%	30.8%
Enrolled in adult education GED or diploma programs	131	Up from 53	25	40
Completions in adult education GED or diploma programs	48	Up from 14	13	30
Annual dropout rate	3.4%	Down from 5.2%	3.4%	3.4%
Teachers (n=222)				
Teachers with advanced degrees	50.0%	Down from 51.6%	53.6%	56.8%
Continuing contract teachers	68.9%	Down from 72.9%	63.8%	76.7%
Teachers with emergency or provisional certificates	7.2%	Up from 6.8%	11.8%	4.6%
Teachers returning from previous year	90.4%	Down from 90.6%	82.1%	88.4%
Teacher attendance rate	95.2%	Up from 94.3%	95.1%	95.0%
Average teacher salary*	\$44,562	Up 3.5%	\$43,724	\$46,992
Vacancies for more than nine weeks	2.3%	Up from 0.9%	1.9%	0.4%
Professional development days/teacher	20.3 days	Up from 18.6 days	13.2 days	13.1 days
District				
Superintendent's years at district	18.0	Up from 17.0	3.3	3.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.6 to 1	19.0 to 1	20.5 to 1
Prime instructional time	88.5%	Up from 85.9%	89.1%	89.8%
Dollars spent per pupil**	\$8,352	Up 7.0%	\$11,356	\$9,279
Percent of expenditures for teacher salaries**	48.1%	Down from 50.3%	47.5%	52.7%
Percent of expenditures for instruction**	51.7%	Down from 53.5%	52.2%	56.7%
Opportunities in the arts	Fair	Down from Good	Excellent	Excellent
Number of schools	6	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	13.8%	Down from 13.9%	3.0%	3.5%
Average age in years of school facilities	42 Years	Up from 41 Years	33 Years	28 Years
Number of schools with SACS accreditation	5.0	No Change	4.0	8.0
Parents attending conferences	97.5%	N/A	92.6%	93.9%
Average administrator salary	\$83,966	Up 4.3%	\$74,681	\$79,261

* Includes current year teachers contracted for 185 or more days.

** 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	218	91.3%	963	49.5%	248	73.0%	Yes
Gender							
Male	96	86.5%	494	43.7%	114	71.1%	N/A
Female	122	95.1%	469	55.7%	134	74.6%	N/A
Racial/Ethnic Group							
White	58	98.3%	246	65.0%	71	62.0%	N/A
African American	153	88.9%	674	42.9%	167	77.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	16	68.8%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	25	68.0%	N/A	N/A	N/A
Disability Status							
Disabled	14	21.4%	36	13.9%	18	5.6%	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	16	68.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	172	89.5%	782	47.7%	177	76.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	91.3%	90.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	248	190
Number of Diplomas	181	133
Rate	73.0%	70.6%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	398	424	459	443	424	425	1282	1292		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	15.5	15.2	17.9	17.3	16.2	15.9	17.0	17.3	16.8	16.6
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

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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	0.0%

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 Assessment of State Standards (PASS), High School Assessment Program (HSAP), and end-of-course exams.

Some of our accomplishments are:

- 21st Century Learning Grant funded an after-school program for grades 6-8, and the Reading First Grant funded an extended school year for students in grades K-2.
- Technology improvements included: Promethean Boards in many classrooms, wireless access at all schools, the addition of a technology coach to provide training for teachers, the utilization of the ePortfolio System for teachers, podcasting, IP based television delivery, and providing email for students to allow them to communicate with others around the world.
- Seventeen teachers have achieved National Board Certification (NBPTS).
- TAP-Teacher Advancement Program was implemented for teachers in grades 7-8.
- Bond referendum passed to build a new middle school for grades 6-8.
- Curriculum Coordinators have been placed at each school for grades 4-12 to promote standards for learning.

Below are barriers that prevent ongoing student progress:

- 88.0 percent of our students are eligible for free or reduced price lunch.
- Dillon District Two is a rural community with a limited industrial base.
- New construction and renovations are needed in Dillon District Two.
- Implementing the No Child Left Behind (NCLB) federal requirements is also a concern.

Special thanks go to students, parents, staff, Board of Trustees, and the entire community for their hard work and support.

D. Ray Rogers, Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 25 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	Newly Identified
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The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status	School	Status
J V Martin Jr High	R	Gordon Elementary	RP

The Dillon 2 School District consists of 6 public schools with 2 of these schools, or 33.3%, in improvement status.

School Improvement Key

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1544	99.9	40.1	40.5	19.4	72.2	82.8	Yes	Yes
Gender									
Male	782	100.0	45.4	38.2	16.4	69.0	79.3	N/A	N/A
Female	762	99.9	34.7	42.8	22.5	75.3	86.5	N/A	N/A
Racial/Ethnic Group									
White	353	100.0	24.0	41.5	34.5	82.2	89.5	Yes	Yes
African American	1082	99.9	45.3	40.2	14.6	69.1	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	56	100.0	38.5	42.3	19.2	73.1	76.5	Yes	Yes
American Indian/Alaskan	46	100.0	40.5	38.1	21.4	66.7	82.5	Yes	Yes
Disability Status									
Disabled	147	99.3	73.5	21.2	5.3	37.9	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	56	100.0	37.5	42.9	19.6	71.4	75.1	Yes	Yes
Socio-Economic Status									
Subsidized meals	1380	99.9	42.6	40.2	17.2	70.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1544	99.9	39.6	41.0	19.3	68.7	78.9	Yes	Yes
Gender									
Male	782	100.0	41.9	40.5	17.6	66.4	77.0	N/A	N/A
Female	762	99.9	37.3	41.6	21.1	71.1	80.9	N/A	N/A
Racial/Ethnic Group									
White	353	100.0	22.8	43.1	34.2	82.2	87.2	Yes	Yes
African American	1082	99.9	45.6	39.8	14.6	63.6	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	56	100.0	23.1	53.8	23.1	84.6	76.0	Yes	Yes
American Indian/Alaskan	46	100.0	45.2	38.1	16.7	66.7	79.5	Yes	Yes
Disability Status									
Disabled	147	99.3	75.0	22.0	3.0	34.1	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	56	100.0	25.0	53.6	21.4	83.9	76.1	Yes	Yes
Socio-Economic Status									
Subsidized meals	1380	99.9	42.2	41.3	16.5	66.5	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	1019	99.5	50.1	41.1	8.8	49.9	67.5
Gender							
Male	518	99.0	47.2	42.7	10.2	52.8	67.0
Female	501	100.0	53.1	39.5	7.3	46.9	68.0
Racial/Ethnic Group							
White	234	99.6	28.4	54.0	17.7	71.6	79.5
African American	713	99.6	57.8	36.6	5.7	42.2	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	33	100.0	43.3	40.0	16.7	56.7	60.7
American Indian/Alaskan	34	97.1	41.9	48.4	9.7	58.1	71.2
Disability Status							
Disabled	82	97.6	76.7	20.5	2.7	23.3	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	32	100.0	40.6	40.6	18.8	59.4	59.6
Socio-Economic Status							
Subsided meals	908	99.5	53.7	39.7	6.6	46.3	55.1

Social Studies

All Students	1016	99.3	43.1	45.6	11.3	56.9	72.3
Gender							
Male	509	99.2	44.8	43.8	11.5	55.2	71.5
Female	507	99.4	41.5	47.5	11.0	58.5	73.2
Racial/Ethnic Group							
White	241	99.6	29.7	50.0	20.3	70.3	80.7
African American	708	99.3	47.6	44.6	7.8	52.4	60.0
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	39	100.0	47.2	36.1	16.7	52.8	68.0
American Indian/Alaskan	25	96.0	31.8	50.0	18.2	68.2	72.2
Disability Status							
Disabled	104	99.0	68.4	29.5	2.1	31.6	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	40	100.0	50.0	32.5	17.5	50.0	67.9
Socio-Economic Status							
Subsided meals	907	99.3	45.6	44.8	9.6	54.4	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1549	98.8	42.5	33.2	24.3	57.5	70.2	95.1	96.1
Gender									
Male	785	98.9	49.3	31.2	19.4	50.7	63.2	94.8	96.0
Female	764	98.8	35.5	35.1	29.4	64.5	77.5	95.3	96.3
Racial/Ethnic Group									
White	360	98.6	30.1	31.9	38.0	69.9	79.1	94.3	95.9
African American	1083	99.0	46.9	33.9	19.2	53.1	57.6	95.4	96.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.2	96.0	97.3
Hispanic	54	98.2	35.8	30.2	34.0	64.2	62.6	96.3	96.5
American Indian/Alaskan	45	100.0	42.9	28.6	28.6	57.1	68.7	91.7	94.9
Disability Status									
Disabled	145	89.7	83.5	12.4	4.1	16.5	26.1	94.6	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	98.6	96.5
Limited English Proficient									
Limited English	57	98.3	37.5	28.6	33.9	62.5	61.2	96.2	96.8
Socio-Economic Status									
Subsidized meals	1385	98.9	45.1	33.1	21.8	54.9	58.9	95.1	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	291	100.0	27.6	39.3	33.1	72.4
	4	257	100.0	42.7	39.9	17.3	57.3
	5	290	100.0	35.9	43.6	20.5	64.1
	6	239	99.6	40.4	41.7	17.8	59.6
	7	235	100.0	42.3	45.5	12.2	57.7
	8	232	100.0	55.2	32.6	12.2	44.8
Mathematics							
2009	3	291	100.0	37.5	37.5	25.1	62.5
	4	257	100.0	36.7	44.4	19.0	63.3
	5	290	100.0	35.2	44.3	20.5	64.8
	6	239	99.6	34.8	43.5	21.7	65.2
	7	235	100.0	40.5	47.7	11.7	59.5
	8	232	100.0	55.2	28.5	16.3	44.8
Science							
2009	3	147	100.0	61.4	34.3	4.3	38.6
	4	257	100.0	48.8	41.9	9.3	51.2
	5	145	96.6	45.9	47.4	6.8	54.1
	6	121	100.0	55.1	40.7	4.2	44.9
	7	234	100.0	39.8	44.3	15.8	60.2
	8	115	100.0	59.1	34.5	6.4	40.9
Social Studies							
2009	3	146	100.0	23.4	58.4	18.2	76.6
	4	257	100.0	41.5	51.2	7.3	58.5
	5	145	96.6	64.1	26.7	9.2	35.9
	6	117	100.0	29.5	66.1	4.5	70.5
	7	234	100.0	44.1	37.8	18.0	55.9
	8	117	98.3	58.2	34.5	7.3	41.8
Writing							
2009	3	291	97.9	28.8	33.9	37.2	71.2
	4	257	100.0	49.2	32.5	18.3	50.8
	5	293	100.0	46.4	26.6	27.0	53.6
	6	241	97.5	42.9	31.0	26.1	57.1
	7	232	98.7	40.1	36.9	23.0	59.9
	8	235	98.7	48.9	39.5	11.7	51.1

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	209	98.6	26.2	43.6	18.8	11.4	43.1	61.8	No	Yes
Male	109	97.2	35.6	41.3	12.5	10.6	38.5	57.4	N/A	N/A
Female	100	100.0	16.3	45.9	25.5	12.2	48.0	66.1	N/A	N/A
White	61	96.7	14.0	33.3	29.8	22.8	61.4	74.3	Yes	Yes
African American	138	99.3	31.9	47.4	14.1	6.7	35.6	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	19	100.0	73.7	5.3	N/A	21.1	26.3	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	173	98.3	28.0	45.8	17.3	8.9	39.3	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	209	98.6	27.2	37.1	20.8	14.9	51.0	62.7	No	Yes
Male	109	97.2	27.9	37.5	17.3	17.3	51.0	61.8	N/A	N/A
Female	100	100.0	26.5	36.7	24.5	12.2	51.0	63.6	N/A	N/A
White	61	96.7	17.5	33.3	19.3	29.8	63.2	75.1	No	Yes
African American	138	99.3	32.6	37.8	20.7	8.9	45.9	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	19	100.0	73.7	5.3	N/A	21.1	26.3	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	173	98.3	30.4	36.9	19.6	13.1	47.0	47.9	No	Yes

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

All Students	205	92.2	57.1	21.0	7.8	6.3	N/A	N/A	N/A	N/A
Male	106	88.7	54.7	17.9	6.6	9.4	N/A	N/A	N/A	N/A
Female	99	96.0	59.6	24.2	9.1	3.0	N/A	N/A	N/A	N/A
White	59	93.2	44.1	23.7	13.6	11.9	N/A	N/A	N/A	N/A
African American	136	91.9	65.4	18.4	5.9	2.2	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	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	15	86.7	80.0	6.7	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	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	169	92.9	59.2	20.7	7.1	5.9	N/A	N/A	N/A	N/A

* 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 or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	226	100.0	19.4	36.4	30.9	13.4	56.7	69.7
	2009	209	98.6	26.2	43.6	18.8	11.4	43.1	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	226	100.0	20.7	36.4	29.5	13.4	53.0	67.2
	2009	209	98.6	27.2	37.1	20.8	14.9	51.0	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.3%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.3%	0.0%	No
Student attendance rate, grades K-8	95.1%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.