

Marlboro School District

122 Broad Street
Bennettsville, SC 29512

Grades	PK-12 District	
Enrollment	4,584 Students	
Superintendent	Dr. Frank G. Roberson	843-479-1534
Board Chair	John McInnis	843-586-8989

THE STATE OF SOUTH CAROLINA
2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

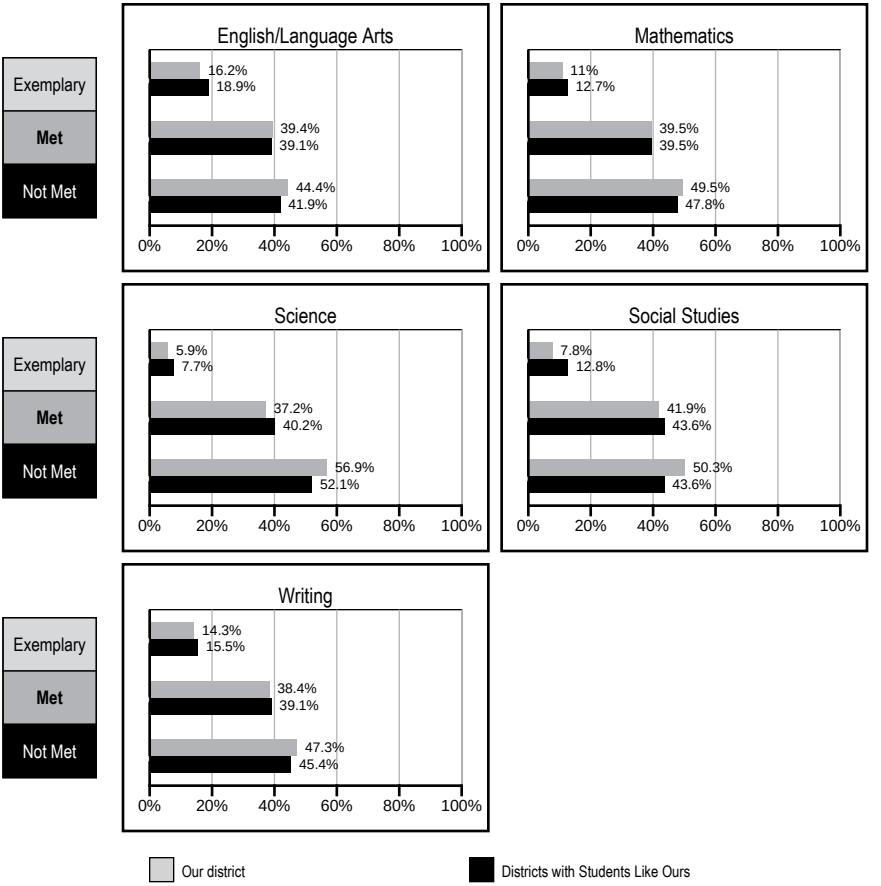
Percent of students tested in 2008-09 whose 2007-08 test scores were located	97%

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	64.2%	66.3%	58.9%	65.8%	70.0%	61.7%
Passed one subtest	19.8%	19.6%	19.6%	17.9%	15.8%	19.4%
Passed no subtests	1.6%	14.1%	21.5%	16.3%	14.2%	18.9%

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	47.4%	59.0%
English 1	44.7%	48.0%
Physical Science	64.5%	32.5%
US History and the Constitution	8.2%	18.2%
All Subjects	37.1%	40.1%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=4,584)				
First graders who attended full-day kindergarten	100.0%	Up from 98.1%	100.0%	99.7%
Retention rate	3.8%	Down from 4.4%	4.0%	3.1%
Attendance rate	94.8%	Up from 94.6%	95.2%	95.7%
Eligible for gifted and talented	8.1%	Up from 7.7%	5.4%	11.2%
With disabilities other than speech	12.7%	Up from 12.1%	11.6%	10.6%
Older than usual for grade	4.5%	Down from 5.1%	5.8%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.1%	Up from 4.8%	0.3%	0.5%
Enrolled in AP/IB programs	4.8%	Down from 5.2%	6.9%	10.5%
Successful on AP/IB exams	44.4%	Up from 20.0%	44.4%	51.2%
Eligible for LIFE Scholarship	29.1%	Down from 29.7%	29.1%	30.8%
Enrolled in adult education GED or diploma programs	158	Up from 122	30	40
Completions in adult education GED or diploma programs	59	Up from 55	15	30
Annual dropout rate	4.0%	Down from 5.3%	3.8%	3.4%
Teachers (n=325)				
Teachers with advanced degrees	54.5%	Down from 54.8%	53.3%	56.8%
Continuing contract teachers	78.5%	Up from 57.1%	66.4%	76.7%
Teachers with emergency or provisional certificates	11.3%	Down from 11.4%	11.6%	4.6%
Teachers returning from previous year	83.5%	Down from 87.6%	83.5%	88.4%
Teacher attendance rate	95.0%	Up from 94.4%	95.0%	95.0%
Average teacher salary*	$42,176	Up 2.5%	$44,297	$46,992
Vacancies for more than nine weeks	4.3%	Down from 5.1%	1.7%	0.4%
Professional development days/teacher	8.3 days	Down from 15.3 days	12.3 days	13.1 days
District				
Superintendent's years at district	0.5	Down from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 18.7 to 1	19.1 to 1	20.5 to 1
Prime instructional time	88.9%	Up from 86.8%	88.9%	89.8%
Dollars spent per pupil**	$9,780	Up 10.3%	$11,135	$9,279
Percent of expenditures for teacher salaries**	49.8%	Down from 51.0%	48.1%	52.7%
Percent of expenditures for instruction**	54.3%	Down from 54.7%	52.5%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	9	No Change	5	9
Number of magnet schools	1	Up from 0	0	0
Portable classrooms	2.9%	Up from 2.7%	3.1%	3.5%
Average age in years of school facilities	39 Years	Up from 38 Years	32 Years	28 Years
Number of schools with SACS accreditation	9.0	No Change	4.0	8.0
Parents attending conferences	91.5%	Up from 82.4%	92.2%	93.9%
Average administrator salary	$69,692	Up 12.1%	$73,870	$79,261

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	280	87.1%	1203	37.1%	333	66.1%	No
Gender							
Male	142	85.9%	588	34.5%	172	64.5%	N/A
Female	138	88.4%	615	39.5%	161	67.7%	N/A
Racial/Ethnic Group							
White	90	93.3%	373	48.0%	114	64.0%	N/A
African American	181	84.0%	778	32.0%	207	68.1%	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	40	37.5%	N/A	N/A	N/A
Disability Status							
Disabled	37	43.2%	136	13.2%	45	35.6%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	229	84.7%	965	32.5%	266	62.8%	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	87.1%	89.9%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	333	213
Number of Diplomas	220	147
Rate	66.1%	69.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
District	405	399	412	420	399	399	1215	1218
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	15.2	15.6	17.4	17.6	16.5	16.7	17.3	17.4	16.7	17.0
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

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School District Governance

Board Membership	8 trustees elected to single-member seats, 1 trustee elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	13.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The School District of Marlboro County is steadily moving in a positive direction to reach its potential. Throughout the 2008-09 school year, Marlboro County experienced continued success in a number of areas due to the dedication, commitment, and hard work of teachers, paraprofessionals, administrators, and school board members. While the students in Marlboro County come from a variety of backgrounds, multiple levels of parental expectations, and vast differences in family values, the students come to school every day with the common goal to grow, mature, and enter the world of adulthood as prepared, productive, and successful citizens. The community as a whole must work cooperatively to make this goal a reality.

The focus of instruction is the state content standards to insure that students are academically prepared to move successfully from one level to the next. The goal is a year of academic growth for a year of academic study. Teachers differentiate classroom instruction to meet the needs of individual students. Measures of Academic Progress (MAP) scores are routinely analyzed to monitor student progress to insure this is happening and to validate that students are making progress. Concentrated effort is geared to developing and remediating students' foundations for literacy and to strengthening their reading, language arts, math, social studies, and science skills. To further monitor student achievement and success, teachers focus on curriculum design assessment and evaluation of student performance and teaching for understanding.

Many noteworthy accomplishments were documented during 2008-09. The Teacher Advancement Program (TAP) was expanded. SAT scores increased. Bennettsville Middle School was named a Green Power Solar School. Marlboro School of Discovery received a Palmetto Gold Award, and Marlboro High School received both a Palmetto Silver Award and a "Promising Practices" Award in Character Education. The high school opened its new cosmetology lab, the "Mane Attraction." These are only a few of the realities that verify that the district is moving forward to meet its potential.

From pre-k to seniors, education in Marlboro County is a complex and exciting adventure. If the district is going to continue to prepare students for success, a team effort is needed. The district needs your involvement and support. Please join our team.

Tommy Clark, Acting Superintendent (March-June 2009)

No Child Left Behind

District Adequate Yearly Progress	No

This district met 17 out of 25 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

Number of students in their first year of US school.	0

Title I Schools' School Improvement Status

School	Status	School	Status
Bennettsville Elementary	R	Clio Elementary/Middle	RP-DELAY
Bennettsville Primary	R-DELAY	Wallace Elementary/Middle	R-DELAY
Bennettsville Middle	R	Blenheim Elementary/Middle	R
Mccoll Elementary/Middle	R		

The Marlboro School District consists of 9 public schools with 7 of these schools, or 77.8%, 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."

Marlboro School District									06/01/10-3501
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	2073	99.5	43.9	40.0	16.1	71.2	82.8	Yes	Yes
Gender									
Male	1074	99.1	48.0	37.7	14.4	65.9	79.3	N/A	N/A
Female	999	99.9	39.6	42.5	17.9	76.9	86.5	N/A	N/A
Racial/Ethnic Group									
White	665	99.4	33.0	41.7	25.3	78.8	89.5	Yes	Yes
African American	1257	99.4	50.0	38.7	11.3	66.9	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	14	100.0	38.5	46.2	15.4	76.9	76.5	I/S	I/S
American Indian/Alaskan	121	100.0	41.4	42.3	16.2	73.0	82.5	Yes	Yes
Disability Status									
Disabled	348	97.4	68.4	25.0	6.6	45.9	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	11	100.0	50.0	50.0	N/A	75.0	75.1	I/S	I/S
Socio-Economic Status									
Subsized meals	1750	99.5	48.3	39.0	12.7	68.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	2073	99.4	48.9	40.3	10.8	64.3	78.9	Yes	Yes
Gender									
Male	1074	99.0	50.0	39.0	11.0	63.3	77.0	N/A	N/A
Female	999	99.9	47.7	41.7	10.6	65.5	80.9	N/A	N/A
Racial/Ethnic Group									
White	665	99.4	37.1	45.4	17.5	73.4	87.2	Yes	Yes
African American	1257	99.4	55.8	36.9	7.3	59.1	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	14	100.0	53.8	38.5	7.7	53.8	76.0	I/S	I/S
American Indian/Alaskan	121	100.0	42.3	46.8	10.8	70.3	79.5	Yes	Yes
Disability Status									
Disabled	348	97.1	74.6	21.3	4.1	36.7	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	11	100.0	50.0	25.0	25.0	75.0	76.1	I/S	I/S
Socio-Economic Status									
Subsized meals	1750	99.4	52.2	39.6	8.3	61.7	70.2	Yes	Yes

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

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Marlboro School District							06/01/10-3501
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	1355	99.7	56.0	38.0	6.0	44.0	67.5
Gender							
Male	711	99.6	54.7	38.0	7.3	45.3	67.0
Female	644	99.8	57.3	38.1	4.6	42.7	68.0
Racial/Ethnic Group							
White	434	99.8	40.5	48.3	11.3	59.5	79.5
African American	829	99.8	65.0	32.1	2.9	35.0	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	75	98.7	46.5	42.3	11.3	53.5	71.2
Disability Status							
Disabled	214	99.5	73.3	19.8	6.9	26.7	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	4	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsized meals	1152	99.7	60.1	35.2	4.7	39.9	55.1
Social Studies							
All Students	1354	99.7	49.4	42.6	8.0	50.6	72.3
Gender							
Male	687	99.6	49.6	40.4	10.0	50.4	71.5
Female	667	99.9	49.3	44.9	5.8	50.7	73.2
Racial/Ethnic Group							
White	425	99.8	39.5	48.5	12.1	60.5	80.7
African American	811	99.8	55.1	38.9	6.1	44.9	60.0
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	12	100.0	66.7	25.0	8.3	33.3	68.0
American Indian/Alaskan	93	98.9	45.8	48.2	6.0	54.2	72.2
Disability Status							
Disabled	223	98.7	73.2	23.9	2.9	26.8	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	9	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsized meals	1154	99.7	53.2	41.1	5.7	46.8	62.1

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Marlboro School District									06/01/10-3501
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	2079	97.8	46.7	37.4	15.9	53.3	70.2	95.4	96.1
Gender									
Male	1080	96.5	54.3	33.9	11.8	45.7	63.2	95.2	96.0
Female	999	99.3	38.7	41.1	20.2	61.3	77.5	95.7	96.3
Racial/Ethnic Group									
White	663	97.6	36.5	42.9	20.6	63.5	79.1	94.9	95.9
African American	1265	97.9	52.0	34.4	13.6	48.0	57.6	95.9	96.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.2	96.1	97.3
Hispanic	14	92.9	50.0	41.7	8.3	50.0	62.6	95.9	96.5
American Indian/Alaskan	121	99.2	48.7	37.2	14.2	51.3	68.7	93.7	94.9
Disability Status									
Disabled	350	91.4	86.2	11.8	2.0	13.8	26.1	94.5	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	11	90.9	I/S	I/S	I/S	I/S	61.2	95.9	96.8
Socio-Economic Status									
Subsized meals	1747	97.9	51.2	36.2	12.6	48.8	58.9	95.2	95.6

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Marlboro School District							06/01/10-3501
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	353	100.0	42.2	36.3	21.5	57.8
	4	339	100.0	37.7	45.7	16.6	62.3
	5	365	100.0	37.3	43.4	19.2	62.7
	6	352	99.7	51.8	35.9	12.3	48.2
	7	311	99.7	48.0	39.9	12.1	52.0
	8	353	97.5	47.1	39.0	13.9	52.9
Mathematics							
2009	3	353	100.0	51.9	35.7	12.4	48.1
	4	339	100.0	45.0	45.4	9.6	55.0
	5	365	100.0	50.1	40.2	9.6	49.9
	6	352	99.7	47.5	41.4	11.0	52.5
	7	311	99.4	47.1	41.1	11.8	52.9
	8	353	97.5	51.1	38.4	10.6	48.9
Science							
2009	3	173	100.0	67.5	28.4	4.1	32.5
	4	339	100.0	54.3	41.5	4.2	45.7
	5	182	100.0	52.1	42.6	5.3	47.9
	6	176	99.4	62.0	34.3	3.6	38.0
	7	310	99.4	50.7	41.2	8.1	49.3
	8	175	99.4	54.7	34.7	10.6	45.3
Social Studies							
2009	3	180	100.0	52.4	37.6	10.0	47.6
	4	337	100.0	34.7	61.4	3.9	65.3
	5	183	100.0	56.9	31.0	12.1	43.1
	6	175	99.4	41.1	57.0	1.9	58.9
	7	309	99.0	62.9	26.5	10.5	37.1
	8	170	100.0	50.3	39.1	10.6	49.7
Writing							
2009	3	353	99.4	49.9	29.9	20.2	50.1
	4	339	98.8	43.5	41.9	14.5	56.5
	5	363	98.9	42.2	34.9	23.0	57.8
	6	352	97.2	50.6	33.6	15.7	49.4
	7	309	97.7	51.2	39.9	8.9	48.8
	8	363	95.0	43.2	45.0	11.7	56.8

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Marlboro School District										06/01/10-3501
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	338	97.3	26.1	42.5	22.7	8.7	42.9	61.8	No	Yes
Male	172	97.7	35.2	39.5	16.7	8.6	34.0	57.4	N/A	N/A
Female	166	97.0	16.9	45.6	28.8	8.8	51.9	66.1	N/A	N/A
White	105	95.2	19.8	39.6	22.9	17.7	51.0	74.3	No	Yes
African American	215	98.1	28.4	44.2	22.6	4.8	39.4	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	2	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	15	100.0	26.7	40.0	26.7	6.7	40.0	55.4	I/S	I/S
Disabled	52	98.1	81.6	14.3	4.1	N/A	4.1	19.4	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	283	97.2	28.3	44.2	22.3	5.2	39.0	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	338	95.6	33.1	30.0	23.7	13.2	48.3	62.7	No	Yes
Male	172	96.5	35.4	29.2	22.4	13.0	46.0	61.8	N/A	N/A
Female	166	94.6	30.8	30.8	25.0	13.5	50.6	63.6	N/A	N/A
White	105	93.3	25.3	30.5	27.4	16.8	55.8	75.1	No	Yes
African American	215	96.3	35.3	30.4	22.1	12.3	46.1	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	2	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	15	100.0	46.7	20.0	26.7	6.7	40.0	59.2	I/S	I/S
Disabled	52	98.1	77.6	18.4	4.1	N/A	6.1	21.8	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	283	95.1	35.2	29.9	22.7	12.1	46.2	47.9	No	Yes
Physical Science (End-of-Course Performance by Group)										
All Students	338	90.8	81.7	8.0	0.3	0.9	N/A	N/A	N/A	N/A
Male	172	87.8	79.1	6.4	0.6	1.7	N/A	N/A	N/A	N/A
Female	166	94.0	84.3	9.6	N/A	N/A	N/A	N/A	N/A	N/A
White	105	88.6	78.1	8.6	1.0	1.0	N/A	N/A	N/A	N/A
African American	215	92.6	83.7	7.9	N/A	0.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	15	86.7	80.0	6.7	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	52	73.1	73.1	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	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	283	92.2	83.7	7.1	0.4	1.1	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	375	94.9	19.6	42.9	27.8	9.7	52.6	69.7
	2009	338	97.3	26.1	42.5	22.7	8.7	42.9	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	375	96.0	26.1	37.9	26.1	9.8	49.2	67.2
	2009	338	95.6	33.1	30.0	23.7	13.2	48.3	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	16.2%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.8%	0.0%	No
Student attendance rate, grades K-8	94.8%	94.0%*	Yes

* Or greater than last year

** 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