



## Clarendon 2 School District

P.O. Box 1252  
Manning, SC 29102

**Grades** PK-12 District  
**Enrollment** 3,128 Students  
**Superintendent** John Tindal 803-435-4435  
**Board Chair** William C. Land 803-435-4435

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good*</b>
2009	Below Average	At-Risk
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Below Average

\* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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**

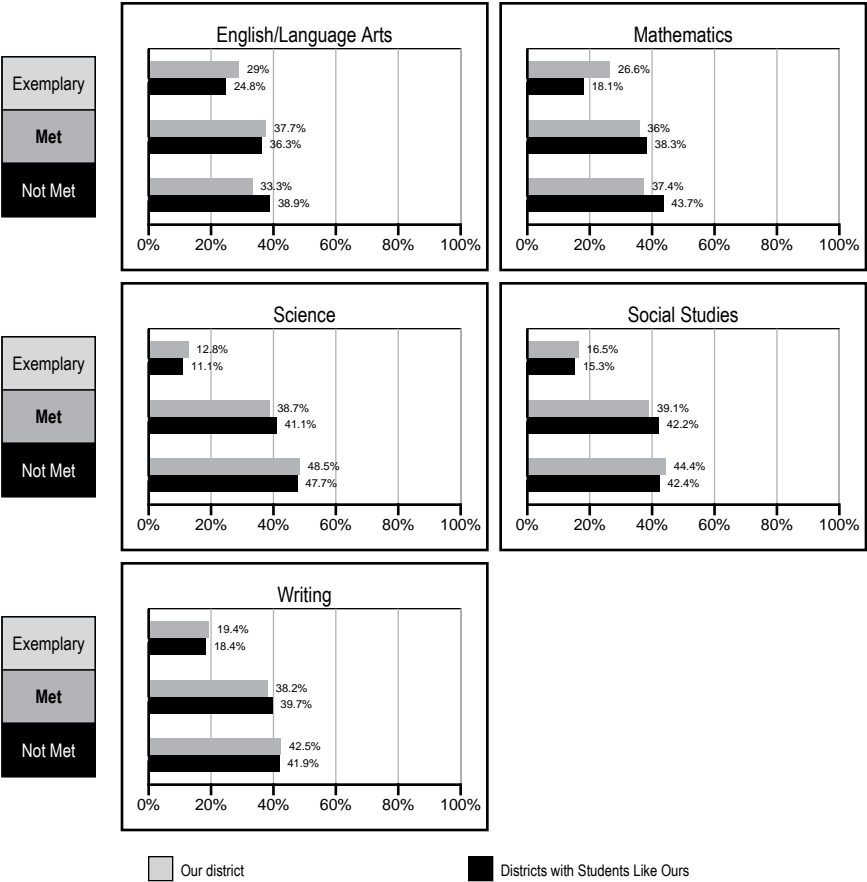
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.1%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	6	6	2

\* Ratings are calculated with data available by 03/24/2011.

**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

Percent	Our District			Districts with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed both subtests	75.1%	66.2%	69.9%	72.3%	66.2%	66.5%
Passed one subtest	14.6%	14.8%	17.9%	16.5%	15.7%	17.9%
Passed no subtests	10.2%	19.0%	12.2%	11.2%	18.2%	15.6%

## 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	64.9%	67.6%
English 1	58.8%	62.7%
Physical Science	49.1%	41.2%
US History and the Constitution	17.9%	24.1%
All Subjects	48.8%	49.9%

Abbreviations for Missing Data

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**District Profile**

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=3,128)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	3.5%	Up from 3.4%	3.0%	2.3%
Attendance rate	94.5%	Down from 95.3%	95.3%	95.8%
Eligible for gifted and talented	14.9%	Up from 8.5%	6.3%	14.3%
With disabilities other than speech	14.9%	Up from 13.8%	11.2%	10.5%
Older than usual for grade	6.2%	Up from 5.9%	6.0%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.2%	0.7%	0.7%
Enrolled in AP/IB programs	0.0%	Down from 1.7%	6.7%	12.1%
Successful on AP/IB exams	N/A	N/A	22.2%	50.0%
Eligible for LIFE Scholarship	28.8%	Down from 31.1%	27.3%	31.4%
Enrolled in adult education GED or diploma programs	43	Up from 40	53	47
Completions in adult education GED or diploma programs	28	Down from 39	22	29
Annual dropout rate	2.6%	Down from 3.8%	3.9%	3.1%
<b>Teachers (n=185)</b>				
Teachers with advanced degrees	56.2%	Up from 52.9%	55.9%	58.8%
Continuing contract teachers	79.5%	Up from 72.4%	76.2%	81.5%
Teachers with emergency or provisional certificates	7.9%	Down from 8.0%	7.3%	4.0%
Teachers returning from previous year	90.5%	Down from 91.4%	86.2%	89.3%
Teacher attendance rate	95.5%	Up from 93.1%	94.8%	95.3%
Average teacher salary*	\$43,510	Down 2.8%	\$43,863	\$46,618
Vacancies for more than nine weeks	0.0%	No Change	0.5%	0.2%
Professional development days/teacher	12.4 days	Down from 18.7 days	13.3 days	12.6 days
<b>District</b>				
Superintendent's years at district	9.0	Up from 8.0	4.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 19.6 to 1	19.6 to 1	20.9 to 1
Prime instructional time	88.8%	Up from 86.7%	89.1%	89.9%
Dollars spent per pupil**	\$8,715	Down 0.5%	\$10,300	\$9,364
Percent of expenditures for teacher salaries**	52.0%	Down from 52.7%	49.7%	53.3%
Percent of expenditures for instruction**	54.3%	Down from 56.1%	52.7%	56.3%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	6	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.3%	2.4%
Average age in years of school facilities	29 Years	Up from 28 Years	31 Years	27 Years
Number of schools with SACS accreditation	6.0	No Change	5.0	8.0
Parents attending conferences	99.1%	Down from 99.6%	96.4%	97.1%
Average administrator salary	\$73,870	No Change	\$77,215	\$79,261

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

\*\* Prior year audited financial data are reported.

**CHARTER SCHOOLS IN THIS DISTRICT**

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
The Phoenix Center	At-Risk	At-Risk	Not Met

Abbreviations for Missing Data

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**Performance By Student Groups**

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	185	88.6%	920	48.8%	225	77.8%	N/A
<b>Gender</b>							
Male	85	85.9%	481	46.8%	104	71.2%	N/A
Female	100	91.0%	439	51.0%	121	83.5%	N/A
<b>Racial/Ethnic Group</b>							
White	46	91.3%	251	62.9%	64	76.6%	N/A
African American	135	87.4%	629	42.6%	157	77.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	35	54.3%	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	21	23.8%	100	23.0%	27	11.1%	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	24	45.8%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	139	86.3%	712	45.9%	170	75.3%	N/A

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

**HSAP Passage Rate by Spring 2010**

Percent	Our District	Districts with Students Like Ours
	88.6%	86.0%

**Four-Year Cohort Graduation Rate**

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	220	225	233	257
Number of Graduates in Cohort	172	175	163	174
Rate	78.2%	77.8%	72.1%	69.7%

\*Used to calculate current AYP.

**College Admissions Tests**

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	449	475	467	505	444	477	1359	1457		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	16.8	16.6	17.9	17.9	17.3	17.7	18.2	18.9	17.7	17.9
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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**School District Governance**

Board Membership	9 trustees appointed
Fiscal Authority	County Council
Average Number of Hours of Training Annually	23.0 per board member
Percent New Trustees Completing Orientation	100.0%

**District Superintendent's Report**

Dear Parents and Other Stakeholders:

The Education Accountability Act (EAA) of 1998 mandated that school districts provide specific information about the schools and district to parents and the community in the form of annual school and district report cards. We are pleased to provide you with the summary of the 2010 Clarendon School District Two annual school and district report cards.

We are proud to say that all of our schools and the district are accredited through the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) and the South Carolina Department of Education. Manning Early Childhood Center has an additional accreditation through the National Association for the Education of Young Children (NAEYC). We have high quality K-12 education programs that we believe will make a positive impact on the achievement of our students.

We offer an enriched core curriculum to meet the varied needs of our students. We are committed to providing all of our students the opportunity to acquire a quality education. Ninety-eight percent of our teachers meet the No Child Left Behind requirement of being "highly qualified." One hundred percent of our instructional assistants are "qualified," too. We are striving to become better every day.

We have made a focused effort to upgrade and enhance our technology capabilities and provide staff and students with as much of the cutting-edge technology as the district can afford. We also have made an effort to upgrade the collections in the media centers at our schools. Both of these activities must continue if we are to keep pace with our counterparts.

We welcome the input and support of our parents and community stakeholders in helping us to achieve our mission of "Educating Children." You are invited to visit our schools to observe us and to assist us in our work.

You are encouraged to review the information contained in this year's report cards and, if you have any questions, please feel free to contact the principal or me.

Thank you for your continued cooperation and support.

Sincerely,  
John Tindal, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 27 out of 29 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

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

Title I Schools' School Improvement Status

School	Status
Manning Elementary	R-HOLD

The Clarendon 2 School District consists of 6 public schools with 1 of these schools, or 16.7%, 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. 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."

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	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>									
All Students	1331	98.4	34.7	36.9	28.4	78.9	83.5	Yes	Yes
<b>Gender</b>									
Male	674	98.2	39	34.8	26.2	73.9	80.1	N/A	N/A
Female	657	98.6	30.2	39.2	30.6	84	87	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	359	98.3	17.4	37.2	45.3	90.1	89.6	Yes	Yes
African American	906	98.5	42.2	36	21.8	74	74.6	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	N/AV	92.7	I/S	I/S
Hispanic	49	98	27.3	47.7	25	81.8	79.6	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>									
Disabled	243	91.8	65.5	23.1	11.3	50.8	51.7	No	Yes
<b>Migrant Status</b>									
Migrant	3	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	46	97.8	26.8	53.7	19.5	82.9	79	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	1082	98.2	38.9	38.4	22.7	76	76.9	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>									
All Students	1331	99.9	38	35.8	26.1	75	80.4	Yes	Yes
<b>Gender</b>									
Male	674	100	41.2	32.2	26.7	70.6	78.4	N/A	N/A
Female	657	99.9	34.8	39.7	25.6	79.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	359	100	22.4	33.4	44.2	87.8	87.8	Yes	Yes
African American	906	100	45.1	36	18.8	69.1	69.3	Yes	Yes
Asian/Pacific Islander	11	100	11.1	22.2	66.7	88.9	93.5	I/S	I/S
Hispanic	49	98	25	56.8	18.2	90.9	78.3	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>									
Disabled	243	100	70.2	16.4	13.4	44.1	46.1	No	Yes
<b>Migrant Status</b>									
Migrant	3	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	46	97.8	22	58.5	19.5	92.7	78.9	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	1082	99.9	42.1	36.9	21	71.5	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>							
All Students	878	99.8	49.2	38.3	12.4	50.8	67.3
<b>Gender</b>							
Male	440	99.6	48.9	37.4	13.7	51.1	66.9
Female	438	100	49.5	39.3	11.1	50.5	67.7
<b>Racial/Ethnic Group</b>							
White	242	99.6	26.8	46.1	27.2	73.2	79.6
African American	592	99.8	57.9	35.5	6.6	42.1	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	31	100	72.4	20.7	6.9	27.6	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>							
Disabled	164	98.8	72.8	19	8.2	27.2	33.8
<b>Migrant Status</b>							
Migrant	1	I/S	I/S	I/S	I/S	I/S	36.5
<b>Limited English Proficient</b>							
Limited English	29	100	73.1	23.1	3.8	26.9	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	704	99.9	55.4	35.8	8.8	44.6	55.4
<b>Social Studies</b>							
All Students	881	99.7	44.7	39.9	15.4	55.3	70.9
<b>Gender</b>							
Male	454	99.6	46.6	36.8	16.6	53.4	70.1
Female	427	99.8	42.6	43.1	14.2	57.4	71.7
<b>Racial/Ethnic Group</b>							
White	243	99.6	29.3	38	32.8	70.7	79.2
African American	596	99.7	51.5	40.1	8.4	48.5	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	30	100	40.7	44.4	14.8	59.3	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	168	98.2	61.5	29.8	8.7	38.5	39.3
<b>Migrant Status</b>							
Migrant	2	I/S	I/S	I/S	I/S	I/S	55
<b>Limited English Proficient</b>							
Limited English	30	100	33.3	48.1	18.5	66.7	68
<b>Socio-Economic Status</b>							
Subsidized meals	719	99.7	49.6	39.9	10.5	50.4	60.8

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
<b>Writing</b>									
All Students	1326	97.6	42.2	38.5	19.3	57.8	72.1	94.9	96.3
<b>Gender</b>									
Male	674	96	50.7	34	15.3	49.3	65.2	94.7	96.2
Female	652	99.2	33.6	43.1	23.3	66.4	79.2	95.1	96.4
<b>Racial/Ethnic Group</b>									
White	358	97.2	27.2	40.9	31.9	72.8	80.8	93.5	96.1
African American	905	97.7	47.9	36.9	15.2	52.1	59.7	95.5	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87	96.8	97.5
Hispanic	45	100	47.7	45.5	6.8	52.3	64.6	95.6	96.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	73.4	94.7	95
<b>Disability Status</b>									
Disabled	248	89.1	80.3	16.5	3.2	19.7	27.7	94	95.4
<b>Migrant Status</b>									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	93.2	96
<b>Limited English Proficient</b>									
Limited English	42	100	48.8	43.9	7.3	51.2	63.7	95.6	97
<b>Socio-Economic Status</b>									
Subsidized meals	1075	97.7	45.8	38.9	15.3	54.2	61.9	94.8	95.8

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	216	98.6	29	35	36	71
	4	218	100	41.9	35.2	22.9	58.1
	5	229	100	22.7	51.4	25.9	77.3
	6	234	100	32.6	42	25.4	67.4
	7	224	98.2	46.2	33.3	20.5	53.8
	8	241	98.8	45.7	38.7	15.7	54.3
<b>2010</b>	3	242	100	21.5	31.6	46.8	78.5
	4	193	89.6	30.6	39.8	29.6	69.4
	5	214	100	31.6	35.9	32.5	68.4
	6	228	100	25.6	51.1	23.3	74.4
	7	229	99.6	45.6	32.1	22.3	54.4
	8	225	100	54.1	31.2	14.7	45.9
<b>Mathematics</b>							
<b>2009</b>	3	216	98.6	43.5	38.5	18	56.5
	4	218	100	51.4	32.4	16.2	48.6
	5	229	100	36.6	50	13.4	63.4
	6	234	100	31.7	46.9	21.4	68.3
	7	224	98.2	48.1	36.7	15.2	51.9
	8	241	98.8	47.4	41.3	11.3	52.6
<b>2010</b>	3	242	100	23.6	30.8	45.6	76.4
	4	193	100	28	39.8	32.3	72
	5	214	100	40.3	34	25.7	59.7
	6	228	100	28.2	44.1	27.8	71.8
	7	229	99.6	48.8	36.7	14.4	51.2
	8	225	100	59.6	30.3	10.1	40.4
<b>Science</b>							
<b>2009</b>	3	105	100	50	36	14	50
	4	217	100	56	33	11	44
	5	115	100	46.8	51.4	1.8	53.2
	6	121	100	47.4	43.1	9.5	52.6
	7	224	98.2	38.1	47.1	14.8	61.9
	8	120	100	50.4	41.6	8	49.6
<b>2010</b>	3	121	100	58.5	28.8	12.7	41.5
	4	192	100	46.5	43.2	10.3	53.5
	5	107	99.1	52.5	38.6	8.9	47.5
	6	118	99.2	65.5	30.2	4.3	34.5
	7	228	100	40	44.2	15.8	60
	8	112	100	41.8	37.3	20.9	58.2

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	108	100	26	39	35	74
	4	217	100	36.4	42.1	21.5	63.6
	5	114	100	44.9	39.3	15.9	55.1
	6	115	100	29.1	69.1	1.8	70.9
	7	223	98.2	53.1	30.6	16.3	46.9
	8	118	100	36.8	42.7	20.5	63.2
<b>2010</b>	3	124	99.2	25.6	43.8	30.6	74.4
	4	192	99.5	28.8	48.4	22.8	71.2
	5	108	100	60	35.2	4.8	40
	6	116	99.1	45.2	46.1	8.7	54.8
	7	228	100	56.7	33.5	9.8	43.3
	8	113	100	53.7	31.5	14.8	46.3
<b>Writing</b>							
<b>2009</b>	3	215	99.5	54.1	29.8	16.1	45.9
	4	216	99.1	55.5	32.1	12.4	44.5
	5	228	99.6	37.7	38.2	24.1	62.3
	6	233	95.7	30.7	47.7	21.6	69.3
	7	220	99.6	48.1	35.2	16.7	51.9
	8	240	99.2	39.4	47.6	13	60.6
<b>2010</b>	3	241	97.5	38.2	42.1	19.7	61.8
	4	190	97.9	46.7	34.6	18.7	53.3
	5	212	98.1	43.3	32.3	24.4	56.7
	6	231	94.8	29.4	48.2	22.5	70.6
	7	229	99.1	50.7	33.5	15.8	49.3
	8	223	98.2	46	39.1	14.9	54

Abbreviations for Missing Data

N/A–Not Applicable	NAV–Not Available	N/C–Not Collected	N/R–Not Reported	I/S–Insufficient Sample
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**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
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	215	97.2	20.4	45.3	20.4	13.9	43.8	65.9	No	Yes
Male	108	96.3	23.5	52.9	18.6	4.9	32.4	60.8	N/A	N/A
Female	107	98.1	17.2	37.4	22.2	23.2	55.6	71	N/A	N/A
White	53	96.2	7.8	37.3	25.5	29.4	68.6	77.5	Yes	Yes
African American	156	97.4	24.8	48.3	19.3	7.6	35.2	49.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	38	94.7	40	51.4	5.7	2.9	11.4	21.3	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	168	97.6	23.1	46.3	18.1	12.5	38.8	51.5	No	Yes

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

All Students	215	97.2	26.9	36.8	21.4	14.9	50.2	62.3	Yes	Yes
Male	108	95.4	33.7	39.6	20.8	5.9	44.6	61.7	N/A	N/A
Female	107	99.1	20	34	22	24	56	63	N/A	N/A
White	53	96.2	13.7	27.5	29.4	29.4	74.5	75	Yes	Yes
African American	156	97.4	31.7	40.7	18.6	9	41.4	44	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	38	92.1	55.9	35.3	8.8	0	23.5	22.1	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	168	97	26.4	39.6	20.8	13.2	48.4	48.1	Yes	Yes

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

All Students	195	95.4	74.2	14.0	8.6	3.2	N/A	N/A	N/A	N/A
Male	94	94.7	75.3	11.2	9.0	4.5	N/A	N/A	N/A	N/A
Female	101	96.0	73.2	16.5	8.2	2.1	N/A	N/A	N/A	N/A
White	48	93.8	57.8	20.0	15.6	6.7	N/A	N/A	N/A	N/A
African American	141	96.5	80.1	11.8	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	5	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	26	88.5	95.7	4.3	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	153	96.1	76.2	15.0	6.8	2.0	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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>									
All Students	2009	236	99.6	24	45.8	18.7	11.6	43.1	61.8
	2010	215	97.2	20.4	45.3	20.4	13.9	43.8	65.9

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>									
All Students	2009	236	99.6	32.4	37.8	18.2	11.6	40.9	62.7
	2010	215	97.2	26.9	36.8	21.4	14.9	50.2	62.3

**Teacher Quality and Student Attendance**

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.5%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate, grades K-8	94.5%	94.0%*	Yes

\* Or greater than last year

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