



Dillon 3 School District

205 King Street

Latta, South Carolina

Grades PK-12 District

Enrollment 1,732 Students

Superintendent Dr. John M. Kirby, Jr. 843-752-7101

Board Chair Betty Jo Johnson 843-774-1412

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

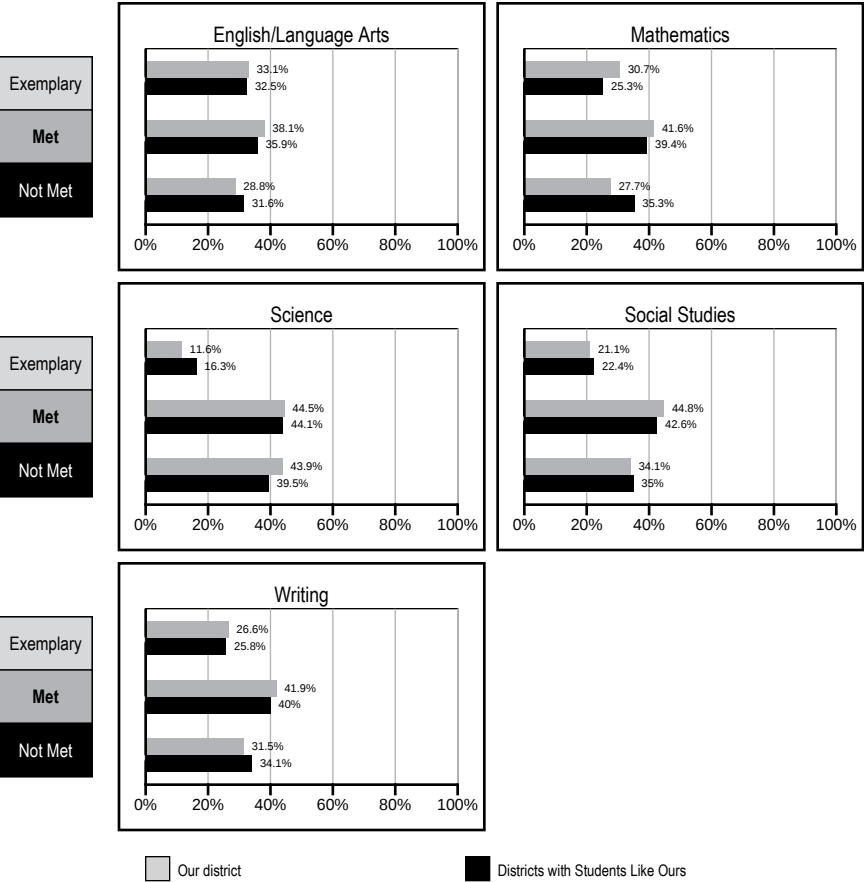
97.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	15	5	0

* 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

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	89.4%	89.7%	80.2%	77.0%	73.0%	74.9%
Passed one subtest	7.1%	9.5%	9.5%	11.6%	14.1%	12.4%
Passed no subtests	3.5%	0.9%	10.3%	11.4%	12.9%	12.7%

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	92.0%	79.3%
English 1	79.5%	66.8%
Physical Science	53.3%	48.7%
US History and the Constitution	43.3%	38.0%
All Subjects	69.7%	58.9%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,732)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	3.2%	Up from 2.8%	3.0%	2.3%
Attendance rate	97.8%	Up from 95.7%	95.7%	95.8%
Eligible for gifted and talented	11.6%	Up from 9.9%	12.3%	14.3%
With disabilities other than speech	8.1%	Up from 7.5%	11.1%	10.5%
Older than usual for grade	4.9%	No Change	4.9%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.7%	0.7%
Enrolled in AP/IB programs	6.0%	Up from 5.3%	7.6%	12.1%
Successful on AP/IB exams	N/A	N/A	48.3%	50.0%
Eligible for LIFE Scholarship	62.9%	Up from 28.1%	33.4%	31.4%
Enrolled in adult education GED or diploma programs	0	No Change	47	47
Completions in adult education GED or diploma programs	0	No Change	31	29
Annual dropout rate	1.1%	Down from 2.3%	3.3%	3.1%
Teachers (n=101)				
Teachers with advanced degrees	65.3%	Up from 61.3%	58.7%	58.8%
Continuing contract teachers	88.1%	Up from 83.0%	83.5%	81.5%
Teachers with emergency or provisional certificates	1.1%	Down from 2.0%	3.7%	4.0%
Teachers returning from previous year	93.3%	Up from 90.8%	89.1%	89.3%
Teacher attendance rate	95.9%	Down from 97.0%	95.3%	95.3%
Average teacher salary*	\$43,114	Up 3.9%	\$45,687	\$46,618
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.2%
Professional development days/teacher	11.0 days	Down from 12.0 days	12.3 days	12.6 days
District				
Superintendent's years at district	20.0	Up from 19.0	2.0	3.0
Student-teacher ratio in core subjects	24.3 to 1	Up from 23.9 to 1	20.8 to 1	20.9 to 1
Prime instructional time	93.1%	Up from 91.5%	89.8%	89.9%
Dollars spent per pupil**	\$7,856	Up 1.7%	\$9,229	\$9,364
Percent of expenditures for teacher salaries**	52.0%	Up from 50.3%	53.1%	53.3%
Percent of expenditures for instruction**	54.6%	Up from 52.5%	55.8%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	4	No Change	8	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	0.9%	2.4%
Average age in years of school facilities	42 Years	Up from 41 Years	29 Years	27 Years
Number of schools with SACS accreditation	4.0	No Change	8.0	8.0
Parents attending conferences	96.1%	Down from 99.4%	97.5%	97.1%
Average administrator salary	\$83,345	No Change	\$78,492	\$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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	106	94.3%	534	69.7%	127	76.4%	N/A
Gender							
Male	55	90.9%	258	70.9%	67	68.7%	N/A
Female	51	98.0%	276	68.5%	60	85.0%	N/A
Racial/Ethnic Group							
White	55	94.5%	261	76.2%	64	76.6%	N/A
African American	49	93.9%	256	62.1%	61	75.4%	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	N/A	N/A	41	46.3%	N/A	N/A	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	58	98.3%	369	65.6%	67	83.6%	N/A

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

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	94.3%	88.9%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	107	127	386	420
Number of Graduates in Cohort	85	97	290	301
Rate	79.4%	76.4%	75.0%	72.1%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total		
	2009	2010	2009	2010	2009	2010	2009	2010	
District	483	452	540	498	471	446	1494	1396	
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	
District	17.9	16.5	19.5	18.4	17.6	15.6	18.3	16.9	
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.7	
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	

Abbreviations for Missing Data

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

School District Governance

Board Membership	7 trustees appointed
Fiscal Authority	Appointed Legislative Delegation
Average Number of Hours of Training Annually	3.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The Latta School District has had another successful year in academics and test scores. Each of the schools continued to improve performance with student progress. Data analysis and individual student growth continue to drive decisions.

Latta Early Childhood Center had a successful year focusing on reading and math instruction designed to meet the individual needs of each of their students. Their goal is to have every child working on grade level before entering the second grade.

Latta Elementary School continued to improve test scores and was awarded Palmetto Silver for performance. Their Teacher Incentive Plan again had everyone focusing on each student's maximum growth and improvement. Their goal is to have every student working on grade level before entering middle school.

Latta Middle School also improved its test scores. They have continued having single-gender classes. With a better than 90% pass rate on End of Course, Latta Middle School's offering of algebra to all eighth graders has been very successful and will be continued.

Latta High School continued their tradition of excellence as well. They were awarded Palmetto Gold for Closing the Achievement Gap and were selected by U.S. News and World Report as one of "America's Best High Schools" once again for the 3rd year in a row. Accepted as an approved International Baccalaureate school, they will begin offering International Baccalaureate courses in the fall of 2010.

Dr. John M. Kirby, Jr., Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 19 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

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

The Dillon 3 School District consists of 4 public schools with 0 of these schools, or 0%, 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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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	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	772	99.6	28.8	38.2	33	80.8	83.5	Yes	Yes
Gender									
Male	376	99.2	32.9	35.9	31.2	77.1	80.1	N/A	N/A
Female	394	100	24.9	40.4	34.6	84.3	87	N/A	N/A
Racial/Ethnic Group									
White	442	100	22	36.9	41.1	86.4	89.6	Yes	Yes
African American	300	99	40.1	40.1	19.9	71.4	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	88	96.6	61.4	28.9	9.6	48.2	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	1	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	541	99.6	35.1	41.1	23.7	75.9	76.9	Yes	Yes

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

All Students	772	99.6	27.9	41.5	30.7	81.8	80.4	Yes	Yes
Gender									
Male	376	99.2	31.8	38.1	30.1	80.7	78.4	N/A	N/A
Female	394	100	24.1	44.6	31.2	82.9	82.5	N/A	N/A
Racial/Ethnic Group									
White	442	100	19.9	41.1	39	87.1	87.8	Yes	Yes
African American	300	99	40.4	42.5	17.1	72.8	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	88	96.6	66.3	25.3	8.4	47	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	1	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	541	99.6	34.6	44.8	20.7	76.8	72.8	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	515	99.6	43.3	45.3	11.4	56.7	67.3
Gender							
Male	249	100	43.9	40.2	15.9	56.1	66.9
Female	265	99.3	42.7	50.2	7.1	57.3	67.7
Racial/Ethnic Group							
White	295	99.7	32.2	51.6	16.3	67.8	79.6
African American	201	99.5	61.3	34.6	4.2	38.7	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	60	96.7	73.2	17.9	8.9	26.8	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	1	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status							
Subsidized meals	356	99.4	52.5	42.1	5.3	47.5	55.4

Social Studies

All Students	513	99.6	33.5	45.6	20.9	66.5	70.9
Gender							
Male	244	99.6	34.5	42	23.5	65.5	70.1
Female	268	99.6	32.7	48.8	18.5	67.3	71.7
Racial/Ethnic Group							
White	300	99.7	27.4	46.6	26	72.6	79.2
African American	189	99.5	44.6	45.1	10.3	55.4	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	58	96.6	63.6	29.1	7.3	36.4	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	351	99.7	40.9	44.1	15	59.1	60.8

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	District Attendance Rate	State Attendance Rate
Writing									
All Students	770	98.2	31.2	42	26.8	68.8	72.1	98.8	96.3
Gender									
Male	376	97.3	38.3	41.7	20	61.7	65.2	98.6	96.2
Female	394	99	24.5	42.4	33.2	75.5	79.2	98.9	96.4
Racial/Ethnic Group									
White	440	98.4	23.8	41.7	34.4	76.2	80.8	98.8	96.1
African American	302	97.7	43.1	42.4	14.6	56.9	59.7	98.7	96.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87	99.9	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	64.6	99.1	96.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	73.4	98.4	95
Disability Status									
Disabled	87	83.9	83.1	15.5	1.4	16.9	27.7	98	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	4	I/S	I/S	I/S	I/S	I/S	63.7	98.3	97
Socio-Economic Status									
Subsidized meals	537	98	40.4	41.9	17.7	59.6	61.9	98.6	95.8

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	127	100	23.4	32.3	44.4	76.6
	4	118	100	18.6	43.4	38.1	81.4
	5	120	100	17.4	53.9	28.7	82.6
	6	111	100	31.2	48.6	20.2	68.8
	7	126	100	48.8	30.6	20.7	51.2
	8	131	97.7	43	44.6	12.4	57
2010	3	148	99.3	21.6	31.7	46.8	78.4
	4	137	100	16.5	39.1	44.4	83.5
	5	120	100	20	49.6	30.4	80
	6	120	100	23.1	44.4	32.5	76.9
	7	119	100	39.1	40	20.9	60.9
	8	128	98.4	54	26.6	19.4	46
Mathematics							
2009	3	127	100	32.3	41.9	25.8	67.7
	4	118	100	25.7	42.5	31.9	74.3
	5	120	100	11.3	64.3	24.3	88.7
	6	111	100	27.5	48.6	23.9	72.5
	7	126	100	33.1	45.5	21.5	66.9
	8	131	97.7	51.2	33.1	15.7	48.8
2010	3	148	99.3	30.2	32.4	37.4	69.8
	4	137	100	20.3	44.4	35.3	79.7
	5	120	100	31.3	36.5	32.2	68.7
	6	120	100	16.2	48.7	35	83.8
	7	119	100	25.2	50.4	24.3	74.8
	8	128	98.4	43.5	37.9	18.5	56.5
Science							
2009	3	64	100	59.7	32.3	8.1	40.3
	4	118	100	28.3	51.3	20.4	71.7
	5	58	100	29.8	64.9	5.3	70.2
	6	55	100	61.1	38.9	0	38.9
	7	126	100	52.9	39.7	7.4	47.1
	8	66	97	51.7	38.3	10	48.3
2010	3	76	100	58.6	20	21.4	41.4
	4	137	100	20.3	63.2	16.5	79.7
	5	60	98.3	44.6	48.2	7.1	55.4
	6	59	100	57.1	41.1	1.8	42.9
	7	119	100	46.1	49.6	4.3	53.9
	8	64	98.4	56.5	29	14.5	43.5

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	63	100	22.6	46.8	30.6	77.4
	4	116	100	9	66.7	24.3	91
	5	62	100	43.1	46.6	10.3	56.9
	6	56	100	32.7	56.4	10.9	67.3
	7	126	100	58.7	29.8	11.6	41.3
	8	63	98.4	32.3	45.2	22.6	67.7
2010	3	74	98.7	29.6	46.5	23.9	70.4
	4	137	100	14.3	46.6	39.1	85.7
	5	60	98.3	43.9	42.1	14	56.1
	6	61	100	18	73.8	8.2	82
	7	119	100	52.2	39.1	8.7	47.8
	8	62	100	50.8	29.5	19.7	49.2
Writing							
2009	3	128	100	24	38.4	37.6	76
	4	116	97.4	32.4	45.9	21.6	67.6
	5	121	99.2	30.4	44.3	25.2	69.6
	6	112	99.1	42.7	40	17.3	57.3
	7	129	99.2	46.3	29.3	24.4	53.7
	8	131	97	35.8	38.2	26	64.2
2010	3	145	95.9	32.4	34.6	33.1	67.6
	4	136	100	22.6	47.4	30.1	77.4
	5	117	98.3	31.3	38.4	30.4	68.8
	6	121	99.2	29.7	50.8	19.5	70.3
	7	121	99.2	31.6	43.6	24.8	68.4
	8	130	96.9	40.3	37.9	21.8	59.7

Abbreviations for Missing Data

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

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	116	100	19.1	22.6	26.1	32.2	67	65.9	Yes	Yes
Male	42	100	14.3	19	28.6	38.1	71.4	60.8	N/A	N/A
Female	74	100	21.9	24.7	24.7	28.8	64.4	71	N/A	N/A
White	69	100	8.8	14.7	33.8	42.6	82.4	77.5	Yes	Yes
African American	44	100	36.4	34.1	11.4	18.2	43.2	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	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	23	100	54.5	4.5	9.1	31.8	40.9	21.3	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.3	I/S	I/S
Subsidized meals	72	100	28.2	29.6	16.9	25.4	54.9	51.5	No	Yes

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

All Students	116	100	11.3	23.5	30.4	34.8	77.4	62.3	Yes	Yes
Male	42	100	11.9	21.4	28.6	38.1	78.6	61.7	N/A	N/A
Female	74	100	11	24.7	31.5	32.9	76.7	63	N/A	N/A
White	69	100	5.9	19.1	25	50	89.7	75	Yes	Yes
African American	44	100	20.5	29.5	36.4	13.6	56.8	44	No	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	1	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	23	100	45.5	4.5	22.7	27.3	50	22.1	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.6	I/S	I/S
Subsidized meals	72	100	15.5	29.6	31	23.9	70.4	48.1	Yes	Yes

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

All Students	108	92.6	58.0	17.0	8.0	17.0	N/A	N/A	N/A	N/A
Male	37	91.9	52.9	23.5	2.9	20.6	N/A	N/A	N/A	N/A
Female	71	93.0	60.6	13.6	10.6	15.2	N/A	N/A	N/A	N/A
White	64	96.9	50.0	16.1	11.3	22.6	N/A	N/A	N/A	N/A
African American	41	85.4	71.4	20.0	N/A	8.6	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	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	15	66.7	80.0	10.0	N/A	10.0	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
Subsidized meals	65	89.2	69.0	17.2	3.4	10.3	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	2009	122	100	5	54.2	21.7	19.2	58.3	61.8
	2010	116	100	19.1	22.6	26.1	32.2	67	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	122	100	4.2	26.7	32.5	36.7	83.3	62.7
	2010	116	100	11.3	23.5	30.4	34.8	77.4	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	N/A	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	97.8%	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