



Clarendon 2 School District

P.O. Box 1252
Manning, SC 29102

Grades PK-12 District
Enrollment 3,057 Students
Superintendent John Tindal 803-435-4435
Board Chair William C. Land 803-435-4435

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average*
2010	Average	Good
2009	Below Average	At-Risk
2008	Below Average	Below Average
2007	Below Average	Below Average

* The District's 2011 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 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

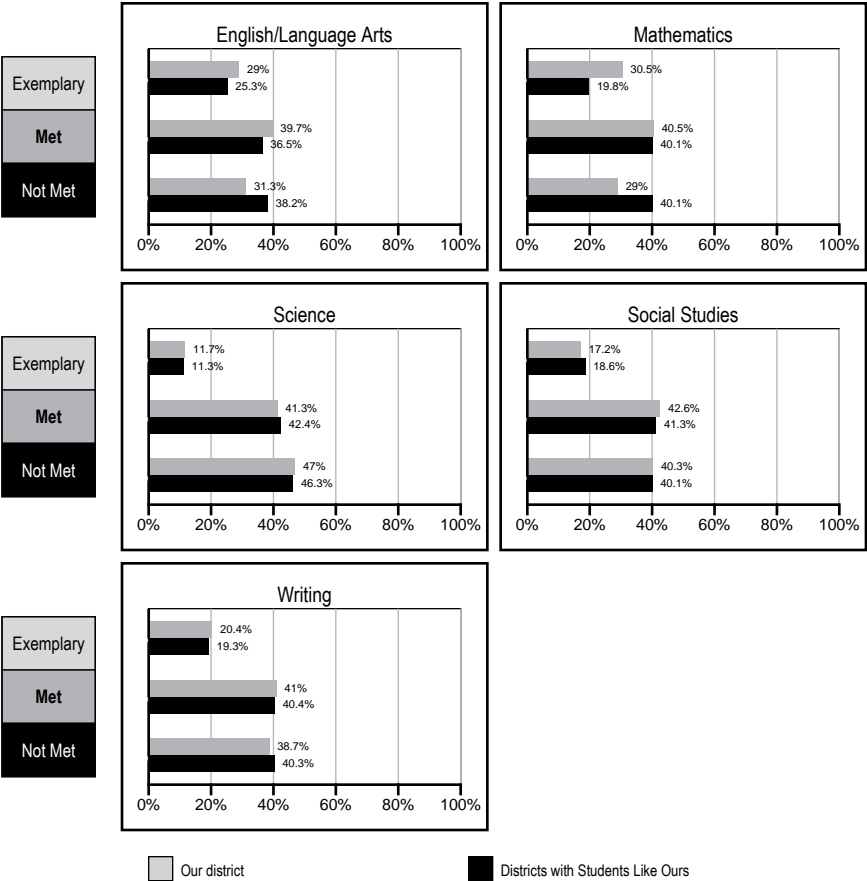
96.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	8	2	5

* Ratings are calculated with data available by 11/09/2011.

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		
	2009	2010	2011	2009	2010	2011
Passed both subtests	66.2%	69.9%	67.1%	66.2%	66.5%	67.7%
Passed one subtest	14.8%	17.9%	17.7%	15.7%	17.9%	18.0%
Passed no subtests	19.0%	12.2%	15.2%	18.2%	15.6%	14.3%

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	78.5%	71.6%
English 1	52.4%	57.6%
Biology 1/Applied Biology 2	76.9%	46.5%
Physical Science	42.6%	42.1%
US History and the Constitution	29.3%	27.8%
All Subjects	55.2%	49.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	225	224	257	209
Number of Graduates in Cohort	175	161	174	149
Rate	77.8%	71.9%	69.7%	73.4%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	226	N/A	227
Number of Graduates in Cohort	N/A	179	N/A	157
Rate	N/A	79.2%	N/A	71.4%

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,057)				
First graders who attended full-day kindergarten	99.6%	Down from 100.0%	100.0%	99.6%
Retention rate	3.7%	Up from 3.5%	3.1%	2.3%
Attendance rate	95.2%	Up from 94.5%	96.3%	95.8%
Served by gifted and talented program	9.0%	Down from 14.9%	9.0%	14.0%
With disabilities other than speech	11.3%	Down from 14.9%	7.8%	7.4%
Older than usual for grade	4.5%	Down from 6.2%	4.4%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.1%	0.4%	0.5%
Enrolled in AP/IB programs	0.0%	No Change	4.9%	12.2%
Successful on AP/IB exams	N/A	N/A	17.8%	52.9%
Eligible for LIFE Scholarship	30.1%	Up from 28.8%	28.2%	30.3%
Enrolled in adult education GED or diploma programs	52	Up from 43	48	66
Completions in adult education GED or diploma programs	27	Down from 28	27	35
Annual dropout rate	2.3%	Down from 2.6%	2.3%	2.8%
Teachers (n=176)				
Teachers with advanced degrees	58.5%	Up from 56.2%	57.6%	61.2%
Continuing contract teachers	79.5%	No Change	80.5%	85.6%
Teachers returning from previous year	88.7%	Down from 90.5%	87.4%	90.3%
Teacher attendance rate	95.4%	Down from 95.5%	94.4%	95.2%
Average teacher salary*	\$43,823	Up 0.7%	\$43,823	\$46,166
Vacancies for more than nine weeks	0.0%	No Change	0.2%	0.0%
Professional development days/teacher	14.3 days	Up from 12.4 days	12.4 days	12.2 days
District				
Superintendent's years at district	10.0	Up from 9.0	1.0	3.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 21.2 to 1	19.3 to 1	21.7 to 1
Prime instructional time	89.5%	Up from 88.8%	89.5%	90.1%
Dollars spent per pupil**	\$7,973	Down 8.5%	\$10,351	\$9,140
Percent of expenditures for teacher salaries**	53.8%	Up from 52.0%	48.5%	53.5%
Percent of expenditures for instruction**	55.8%	Up from 54.3%	51.8%	56.5%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	6	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.0%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	6.0	No Change	5.0	8.0
Parents attending conferences	97.6%	Down from 99.1%	96.0%	96.6%
Average administrator salary	\$70,867	Down 4.1%	\$73,434	\$78,000

* 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	Growth Rating	Adequate Yearly Progress
PHOENIX CHARTER HIGH SCHOOL	At-Risk	Excellent	

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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	190	88.9%	1072	55.2%	225	77.8%	Yes
Gender							
Male	87	89.7%	509	53.6%	104	71.2%	N/A
Female	103	88.3%	560	56.8%	121	83.5%	N/A
Racial/Ethnic Group							
White	44	97.7%	322	73.9%	64	76.6%	N/A
African American	138	86.2%	701	46.5%	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	38	55.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	19	36.8%	128	20.3%	27	11.1%	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	29	48.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	145	86.2%	827	50.9%	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 2011

	Our District	Districts with Students Like Ours
Percent	88.9%	87.5%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	475	471	505	490	477	464	1457	1425		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	16.6	17.4	17.9	18.1	17.7	17.8	18.9	18.3	17.9	18.1
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

Abbreviations for Missing Data

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

School District Governance

Board Membership	9 trustees appointed
Fiscal Authority	County Council
Average Number of Hours of Training Annually	20.8 per board member
Percent New Trustees Completing Orientation	N/A

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 2011 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 access to 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 28 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

Continuing District Improvement

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

Number of students in their first year of US school.

2

Title I Schools' School Improvement Status

School	Status
Manning Elementary	R

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

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	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	------------------------------	--------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	1367	99.4	31.4	39.5	29	78.8	82.4	No	Yes
Gender									
Male	692	99.1	37.9	35.1	26.9	72.6	78.7	N/A	N/A
Female	675	99.7	24.9	43.9	31.2	85	86.2	N/A	N/A
Racial/Ethnic Group									
White	372	98.9	17.3	36	46.8	88.9	88.9	Yes	Yes
African American	935	99.6	36.8	40.9	22.3	74.8	72.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	46	100	36.6	39	24.4	80.5	79.3	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status									
Disabled	251	98	59.7	26.8	13.4	48.1	48.1	No	Yes
Migrant Status									
Migrant	4	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	42	100	40.5	40.5	19	78.6	78.3	No	Yes
Socio-Economic Status									
Subsidized meals	1122	99.5	35.3	41.1	23.6	76.4	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	1367	99.7	29.3	40.6	30.2	81.4	81.9	Yes	Yes
Gender									
Male	692	99.4	32.9	37.5	29.6	77.8	79.9	N/A	N/A
Female	675	100	25.6	43.6	30.7	85.1	84.1	N/A	N/A
Racial/Ethnic Group									
White	372	99.2	17.2	34.1	48.7	88.3	88.9	Yes	Yes
African American	935	99.9	34.2	42.7	23.1	78.7	71.4	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	46	100	29.3	46.3	24.4	82.9	81.1	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status									
Disabled	251	99.2	59.4	25.2	15.4	51.7	47.3	Yes	Yes
Migrant Status									
Migrant	4	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	42	100	23.8	50	26.2	83.3	81.4	Yes	Yes
Socio-Economic Status									
Subsidized meals	1122	99.7	32.7	42.4	24.8	79.7	74.9	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	914	99.5	47.3	41	11.7	52.7	68.6
Gender							
Male	443	99.6	46.7	41.4	12	53.3	68.3
Female	471	99.4	47.9	40.7	11.4	52.1	68.9
Racial/Ethnic Group							
White	267	98.9	23.6	51.6	24.8	76.4	80.7
African American	608	99.7	57.4	36.4	6.2	42.6	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	30	100	50	39.3	10.7	50	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	167	99.4	71.6	16.1	12.3	28.4	35.7
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	28	100	53.3	36.7	10	46.7	60.7
Socio-Economic Status							
Subsidized meals	738	99.3	53.6	39.1	7.3	46.4	57.3
Social Studies							
All Students	913	99.3	40.3	43.1	16.6	59.7	72.5
Gender							
Male	474	99	40.1	41.9	18	59.9	72
Female	439	99.8	40.5	44.3	15.2	59.5	73.1
Racial/Ethnic Group							
White	233	98.7	22.2	44.4	33.3	77.8	81
African American	638	99.5	47	42.1	11	53	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89
Hispanic	32	100	34.5	55.2	10.3	65.5	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	163	98.2	60.9	28.5	10.6	39.1	40.5
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	29	100	37.9	58.6	3.4	62.1	69.7
Socio-Economic Status							
Subsidized meals	751	99.3	44.9	43.2	11.9	55.1	62.9

Abbreviations for Missing Data

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

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	430	99.3	39.2	40.6	20.2	60.8	73.2	96.3	96.1
Gender									
Male	225	99.6	47.6	35.6	16.8	52.4	67.2	96	96.1
Female	205	99	30.1	46.1	23.8	69.9	79.4	96.6	96.2
Racial/Ethnic Group									
White	130	99.2	23.5	41.2	35.3	76.5	81.5	95.5	95.9
African American	284	99.7	46.1	39.8	14.1	53.9	61.3	96.5	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87	97.5	97.2
Hispanic	12	100	I/S	I/S	I/S	I/S	66.7	96.7	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2	96.5	95.1
Disability Status									
Disabled	78	96.2	81.2	17.4	1.4	18.8	26	95.2	95.2
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	40.5	95.4	96.8
Limited English Proficient									
Limited English	13	100	38.5	53.8	7.7	61.5	65.7	97.1	96.9
Socio-Economic Status									
Subsidized meals	325	99.4	42.8	41.2	16	57.2	63.2	96.1	95.7

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	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
2011	3	252	100	17.8	36.5	45.6	82.2
	4	234	98.7	24.6	47.8	27.7	75.4
	5	196	100	29.9	44	26.1	70.1
	6	228	100	45.1	32.9	22.1	54.9
	7	224	99.1	29.9	41.7	28.4	70.1
	8	233	98.7	43.3	34.9	21.9	56.7
Mathematics							
2010	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
2011	3	252	100	25.7	23.7	50.6	74.3
	4	234	100	21.1	47.1	31.7	78.9
	5	196	100	31.5	44	24.5	68.5
	6	228	100	34.3	39	26.8	65.7
	7	224	99.1	31.3	40.8	28	68.7
	8	233	99.1	32.9	50.9	16.2	67.1
Science							
2010	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
2011	3	126	100	47.2	37.4	15.4	52.8
	4	231	100	51.6	42.7	5.8	48.4
	5	99	98	62	26.1	12	38
	6	118	100	53.7	38.9	7.4	46.3
	7	224	98.7	34.8	54.3	11	65.2
	8	116	100	43.9	30.8	25.2	56.1

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
Social Studies							
2010	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
2011	3	130	100	16.4	47.5	36.1	83.6
	4	231	100	35.6	53.3	11.1	64.4
	5	97	100	52.2	34.8	13	47.8
	6	115	100	50	38.2	11.8	50
	7	223	98.2	50	35.6	14.4	50
	8	117	98.3	38.5	43.1	18.3	61.5
Writing							
2010	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
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	196	99	34.6	44	21.4	65.4
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	234	99.6	42.9	37.9	19.2	57.1

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	255	92.9	18.1	38.3	28.2	15.4	48.9	68.0	No	Yes
Male	127	92.1	23.0	40.7	23.9	12.4	41.6	63.1	N/A	N/A
Female	128	93.8	13.2	36.0	32.5	18.4	56.1	73.1	N/A	N/A
White	89	89.9	8.3	34.7	31.9	25.0	59.7	79.4	No	Yes
African American	156	94.9	22.4	39.5	27.2	10.9	44.2	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	52	76.9	61.5	25.6	7.7	5.1	15.4	74.0	I/S	No
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	7	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	194	96.4	20.3	40.1	26.9	12.6	46.2	54.7	No	Yes

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

All Students	255	93.7	29.6	42.6	17.0	10.9	41.3	62.3	No	Yes
Male	127	93.7	28.7	43.5	18.3	9.6	41.7	61.4	N/A	N/A
Female	128	93.8	30.4	41.7	15.7	12.2	40.9	63.2	N/A	N/A
White	89	89.9	15.1	45.2	15.1	24.7	58.9	75.3	No	No
African American	156	96.2	36.2	41.6	17.4	4.7	33.6	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	52	78.8	63.4	34.1	2.4	N/A	12.2	67.7	No	No
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	7	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	194	97.4	32.6	43.5	17.9	6.0	37.0	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	255	88.2	63.6	16.4	9.3	10.7	N/A	N/A	N/A	N/A
Male	127	85.8	63.3	16.5	10.1	10.1	N/A	N/A	N/A	N/A
Female	128	90.6	63.8	16.4	8.6	11.2	N/A	N/A	N/A	N/A
White	89	89.9	47.5	20.0	15.0	17.5	N/A	N/A	N/A	N/A
African American	156	87.8	73.7	13.9	5.8	6.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	9	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	52	69.2	91.7	2.8	5.6	N/A	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	194	90.2	69.7	16.6	7.4	6.3	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	2010	215	97.2	20.4	45.3	20.4	13.9	43.8	65.9
	2011	255	92.9	18.1	38.3	28.2	15.4	48.9	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	215	97.2	26.9	36.8	21.4	14.9	50.2	62.3
	2011	255	93.7	29.6	42.6	17.0	10.9	41.3	62.3

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	12.3%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.5%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year