



## Marlboro School District

122 Broad Street  
Bennettsville, SC 29512

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	4,406 Students	
<b>Superintendent</b>	Dr. Helena Tillar	843-479-4016
<b>Board Chair</b>	Lucy Parsons	843-230-8825

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>Below Average</b>
2010	Below Average	Good
2009	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	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 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

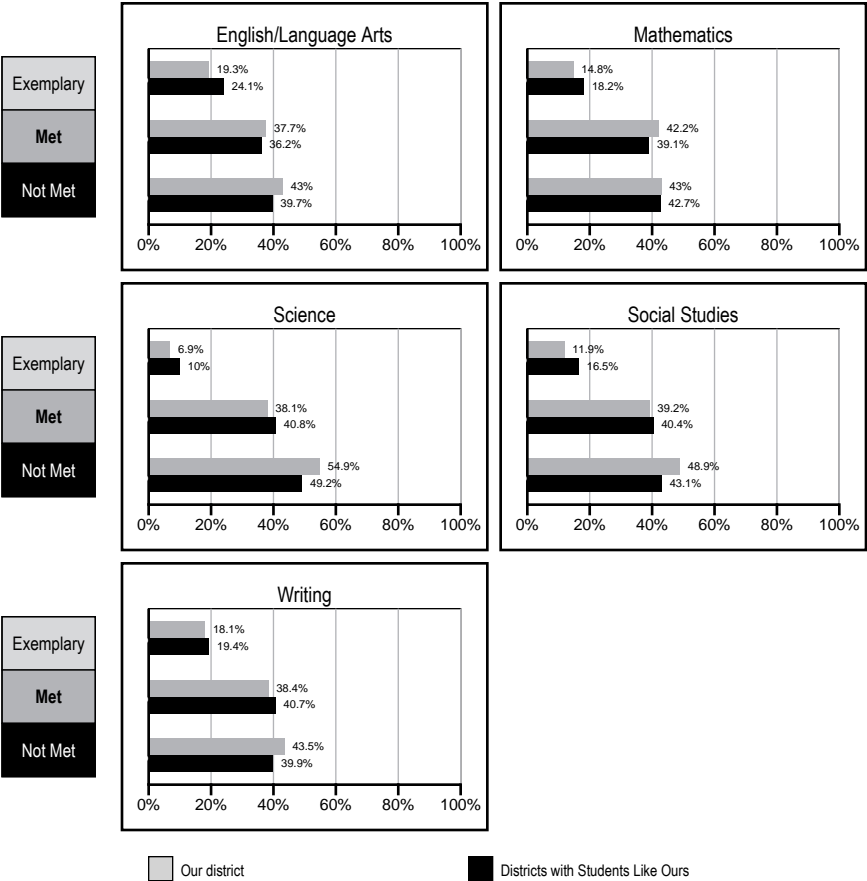
97.4%

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

Excellent	Good	Average	Below Average	At-Risk
0	3	8	2	7

\* 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	58.9%	61.1%	65.4%	61.7%	64.1%	66.2%
Passed one subtest	19.6%	17.7%	15.9%	19.4%	17.7%	18.4%
Passed no subtests	21.5%	21.2%	18.6%	18.9%	18.2%	15.4%

## 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	70.5%	66.5%
English 1	51.6%	53.7%
Biology 1/Applied Biology 2	39.8%	47.5%
Physical Science	33.8%	39.9%
US History and the Constitution	29.0%	25.5%
All Subjects	45.9%	46.4%

## Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	415	369	219	213
Number of Graduates in Cohort	269	227	151	152
Rate	64.8%	61.5%	70.8%	73.2%

\*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	415	N/A	227
Number of Graduates in Cohort	N/A	277	N/A	162
Rate	N/A	66.7%	N/A	73.4%

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
<b>Students (n=4,406)</b>				
First graders who attended full-day kindergarten	98.1%	Up from 98.0%	100.0%	99.6%
Retention rate	3.5%	Down from 4.0%	3.0%	2.3%
Attendance rate	95.5%	Up from 94.7%	96.0%	95.8%
Served by gifted and talented program	10.8%	Down from 12.9%	8.1%	14.0%
With disabilities other than speech	11.1%	Down from 13.1%	7.8%	7.4%
Older than usual for grade	3.6%	Down from 5.7%	4.2%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.2%	Down from 3.8%	0.4%	0.5%
Enrolled in AP/IB programs	3.8%	Up from 2.6%	3.8%	12.2%
Successful on AP/IB exams	14.5%	Down from 50.0%	23.2%	52.9%
Eligible for LIFE Scholarship	27.1%	Up from 26.8%	28.1%	30.3%
Enrolled in adult education GED or diploma programs	238	Up from 149	50	66
Completions in adult education GED or diploma programs	99	Up from 67	29	35
Annual dropout rate	1.8%	Down from 3.9%	2.2%	2.8%
<b>Teachers (n=307)</b>				
Teachers with advanced degrees	59.3%	Up from 57.0%	58.9%	61.2%
Continuing contract teachers	83.7%	Down from 84.8%	79.1%	85.6%
Teachers returning from previous year	85.6%	Up from 82.7%	85.4%	90.3%
Teacher attendance rate	95.9%	Up from 95.4%	94.4%	95.2%
Average teacher salary*	\$41,633	Down 1.5%	\$43,925	\$46,166
Vacancies for more than nine weeks	0.7%	Down from 3.2%	0.8%	0.0%
Professional development days/teacher	8.7 days	Up from 7.4 days	12.5 days	12.2 days
<b>District</b>				
Superintendent's years at district	1.0	N/R	1.5	3.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.1 to 1	20.7 to 1	21.7 to 1
Prime instructional time	90.4%	Up from 89.9%	89.5%	90.1%
Dollars spent per pupil**	\$9,776	Down 5.6%	\$10,636	\$9,140
Percent of expenditures for teacher salaries**	49.2%	Up from 48.0%	48.5%	53.5%
Percent of expenditures for instruction**	53.3%	Up from 51.4%	52.1%	56.5%
Opportunities in the arts	Excellent	Up from Poor	Good	Excellent
Number of schools	9	No Change	6	9
Number of magnet schools	5	N/R	0	0
Portable classrooms	1.7%	Down from 3.6%	1.5%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	9.0	No Change	5.0	8.0
Parents attending conferences	85.9%	Down from 88.4%	94.4%	96.6%
Average administrator salary	\$68,587	Down 1.6%	\$72,235	\$78,000

\* 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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	297	79.5%	1499	45.9%	415	64.8%	No
<b>Gender</b>							
Male	149	73.8%	756	43.8%	207	56.0%	N/A
Female	148	85.1%	718	49.2%	208	73.6%	N/A
<b>Racial/Ethnic Group</b>							
White	86	84.9%	421	62.9%	130	60.8%	N/A
African American	197	77.7%	952	39.6%	264	67.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	15	66.7%	N/A	N/A	N/A
American Indian/Alaskan	13	69.2%	86	37.2%	14	28.6%	N/A
<b>Disability Status</b>							
Disabled	47	34.0%	152	13.8%	45	42.2%	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	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	250	77.2%	1124	41.1%	340	64.4%	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	79.5%	86.5%

## College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	378	407	414	436	379	401	1171	1245		
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	14.1	15.9	17.3	17.8	15.5	16.9	16.9	17.3	16.1	17.1
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

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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	180.0 per board member
Percent New Trustees Completing Orientation	N/A

## District Superintendent's Report

The School District of Marlboro County has the vision to be known beyond state and national borders for its high-quality schools. The district's mission is to effectively educate the children of Marlboro County. With our vision and mission in mind we are working to foster a culture of excellence in academics, the arts, technology and athletics in our school district.

We are proud of the many outstanding accomplishments our students achieved this year. Our staff is dedicated and committed to providing high quality instructional programs for all students, which is evident by the continuous improvement in the area of academic achievement. This year our district received a rating of Good in the improvement area on the State Report Card and moved closer to making Adequate Yearly Progress (AYP) by meeting 21 of 25 objectives which is an increase of 2 objectives met over the previous year. The Marlboro County High School also exhibited academic progress as there were increases in the passage rates on End-of-Course exams in Algebra I, Physical Science, and U. S. History.

The JROTC Department earned the status of Honor Unit with Distinction which placed the unit in the top 10% of Army JROTC units worldwide. In addition Lieutenant Colonel Justin Blum was selected by the United States Cadet Command as the National JROTC Instructor of the year. (This is the second time since 2003 that he has received the award.) A Special Education teacher from Bennettsville Middle School was the only teacher from South Carolina among 32 across the country to receive the National Teacher Award.

In school year 2009-2010 Wallace Elementary/Middle School, Marlboro County School of Discovery, Bennettsville Primary, McColl Elementary/Middle School, and Clio Elementary/Middle School were recognized for the highest levels of student academic achievement and high rates of improvement. These schools received a Palmetto Gold or Silver Award. The aforementioned schools also made Adequate Yearly Progress. Marlboro County School of Discovery garnered the Palmetto Silver Award for its efforts in closing the achievement gap. Five students across the district earned a perfect score on the PASS ELA test. Those students were from Bennettsville Elementary, Blenheim Elementary/Middle, Clio Elementary/Middle, McColl Elementary/Middle, and Wallace Elementary/Middle School.

In the area of athletics, our Lady Bulldog Softball Team was awarded Lower State Champions for 2010-11 in Class AAA.

The school year 2010-2011 was extremely challenging with unprecedented budget cuts; however, much progress was made in the School District of Marlboro County. The school district spent much of 2010-2011 in preparation for the AdvancED Quality Assurance visit scheduled for the Spring of 2012. We are committed to maintaining a high level of communication and involvement with all stakeholders in Marlboro County as we work to achieve academic excellence in teaching and learning. Special thanks goes to our teachers, the School Board, parents, students and the community for their support and commitment to the School District of Marlboro County. The support and commitment will go a long way in helping the School District of Marlboro County to be known beyond state and national borders for its high-quality schools as we strive to effectively educate the children of Marlboro County.

Dr. Helena Tillar, Superintendent

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## No Child Left Behind

## District Adequate Yearly Progress

No

This district met 21 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

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

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

0

## Title I Schools' School Improvement Status

School	Status	School	Status
Bennettsville Elementary	R	Mccoll Elementary/Middle	R
Bennettsville Middle	R	Blenheim Elementary/Middle	R

The Marlboro School District consists of 9 public schools with 4 of these schools, or 44.4%, in improvement status.

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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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NAV-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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>									
All Students	2025	99.7	43.2	37.5	19.3	71.2	82.4	No	Yes
<b>Gender</b>									
Male	1050	99.5	49.5	34.6	16	66.2	78.7	N/A	N/A
Female	975	99.9	36.5	40.7	22.8	76.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	632	99.8	34.3	40.4	25.2	79.2	88.9	No	Yes
African American	1227	99.7	47.3	36.4	16.3	67.4	72.9	No	Yes
Asian/Pacific Islander	13	100	38.5	61.5	0	69.2	93	I/S	I/S
Hispanic	21	100	47.4	42.1	10.5	63.2	79.3	I/S	I/S
American Indian/Alaskan	132	99.2	47.5	30.8	21.7	70	83	No	Yes
<b>Disability Status</b>									
Disabled	366	99.7	77.4	19	3.6	36.6	48.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	12	100	35.7	64.3	0	71.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	1684	99.8	46.6	36.8	16.5	68.7	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>									
All Students	2025	99.7	43.1	42.4	14.5	71.2	81.9	No	Yes
<b>Gender</b>									
Male	1050	99.5	46	40.1	13.9	67.7	79.9	N/A	N/A
Female	975	99.9	40.1	44.8	15.1	74.8	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	632	99.8	36.5	44.9	18.6	76.7	88.9	No	Yes
African American	1227	99.7	46.4	41.1	12.5	68.6	71.4	Yes	Yes
Asian/Pacific Islander	13	100	46.2	30.8	23.1	69.2	94.6	I/S	I/S
Hispanic	21	100	42.1	47.4	10.5	63.2	81.1	I/S	I/S
American Indian/Alaskan	132	99.2	44.2	42.5	13.3	70	84.4	No	Yes
<b>Disability Status</b>									
Disabled	366	99.7	77.7	19.3	3.1	35.8	47.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	12	100	50	28.6	21.4	64.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	1684	99.8	46.1	40.9	13	69.1	74.9	No	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	1359	99.7	54.9	38.2	6.9	45.1	68.6
<b>Gender</b>							
Male	718	99.6	55.4	37.5	7.1	44.6	68.3
Female	641	99.8	54.3	39.1	6.6	45.7	68.9
<b>Racial/Ethnic Group</b>							
White	436	99.8	40.5	47.5	12	59.5	80.7
African American	812	99.6	62.3	33.4	4.3	37.7	51.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	14	100	69.2	23.1	7.7	30.8	61.6
American Indian/Alaskan	88	100	56.8	37	6.2	43.2	70.8
<b>Disability Status</b>							
Disabled	248	99.2	82.6	15.7	1.7	17.4	35.7
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
<b>Limited English Proficient</b>							
Limited English	7	I/S	I/S	I/S	I/S	I/S	60.7
<b>Socio-Economic Status</b>							
Subsidized meals	1129	99.7	59	36.2	4.8	41	57.3
<b>Social Studies</b>							
All Students	1353	99.9	49.1	39.2	11.7	50.9	72.5
<b>Gender</b>							
Male	700	99.9	51	35.8	13.2	49	72
Female	653	99.9	47.1	42.8	10.1	52.9	73.1
<b>Racial/Ethnic Group</b>							
White	416	99.8	37.8	43.6	18.5	62.2	81
African American	819	99.9	54.9	36.6	8.5	45.1	60
Asian/Pacific Islander	12	100	25	66.7	8.3	75	89
Hispanic	15	100	38.5	38.5	23.1	61.5	69.6
American Indian/Alaskan	91	100	53	38.6	8.4	47	73.5
<b>Disability Status</b>							
Disabled	252	99.6	75.2	19.9	4.9	24.8	40.5
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
<b>Limited English Proficient</b>							
Limited English	11	100	30.8	61.5	7.7	69.2	69.7
<b>Socio-Economic Status</b>							
Subsidized meals	1121	99.9	52.4	38	9.6	47.6	62.9

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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	689	98.4	43	38.8	18.3	57	73.2	95.2	96.1
<b>Gender</b>									
Male	340	98.2	52.1	34.1	13.7	47.9	67.2	95	96.1
Female	349	98.6	34	43.3	22.7	66	79.4	95.4	96.2
<b>Racial/Ethnic Group</b>									
White	220	99.1	35.7	39	25.2	64.3	81.5	94	95.9
African American	418	98.1	45.1	40.1	14.8	54.9	61.3	96	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87	97.6	97.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.7	94.3	96.5
American Indian/Alaskan	42	100	51.3	28.2	20.5	48.7	72.2	93.7	95.1
<b>Disability Status</b>									
Disabled	127	95.3	82.4	17.6	0	17.6	26	94.3	95.2
<b>Migrant Status</b>									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	N/A	96.8
<b>Limited English Proficient</b>									
Limited English	4	I/S	I/S	I/S	I/S	I/S	65.7	97.5	96.9
<b>Socio-Economic Status</b>									
Subsidized meals	565	98.2	46.8	38.9	14.3	53.2	63.2	95.2	95.7

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
<b>English/Language Arts</b>							
<b>2010</b>	3	354	99.7	40.4	33.1	26.5	59.6
	4	361	99.2	36.8	43.9	19.3	63.2
	5	339	100	30.8	51.1	18.2	69.2
	6	373	100	42.6	37.6	19.8	57.4
	7	342	99.4	49.2	30.8	20	50.8
	8	320	98.4	56.1	31.8	12.1	43.9
<b>2011</b>	3	297	99.7	36.1	33	30.9	63.9
	4	345	100	39.9	40.8	19.2	60.1
	5	360	99.7	37.7	47.9	14.4	62.3
	6	341	98.8	45.9	38.7	15.4	54.1
	7	349	100	49.3	29.6	21.2	50.7
	8	333	100	49.8	34	16.2	50.2
<b>Mathematics</b>							
<b>2010</b>	3	354	99.7	46.5	28.2	25.3	53.5
	4	361	100	36.8	43	20.2	63.2
	5	339	100	46.8	42.5	10.8	53.2
	6	373	100	38.2	44.6	17.3	61.8
	7	342	99.4	52.6	33.2	14.2	47.4
	8	320	98.4	54.8	38.7	6.6	45.2
<b>2011</b>	3	297	99.7	42.8	29.1	28.1	57.2
	4	345	100	38.4	47.1	14.4	61.6
	5	360	99.7	51	38	11	49
	6	341	98.8	32.1	54.7	13.2	67.9
	7	349	100	46.6	39.7	13.7	53.4
	8	333	100	47	44.5	8.4	53
<b>Science</b>							
<b>2010</b>	3	176	100	76.9	19.7	3.5	23.1
	4	361	100	57.6	37.4	5	42.4
	5	171	100	53.4	41.7	4.9	46.6
	6	187	98.9	55.9	37.9	6.2	44.1
	7	340	100	48.9	42.2	8.9	51.1
	8	159	100	57.8	32.5	9.7	42.2
<b>2011</b>	3	149	99.3	72	23.1	4.9	28
	4	345	100	57.4	38.4	4.2	42.6
	5	179	99.4	59.4	36	4.6	40.6
	6	170	99.4	50.6	46.9	2.5	49.4
	7	348	100	49.1	40.7	10.2	50.9
	8	168	99.4	46	39.9	14.1	54

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
<b>Social Studies</b>							
<b>2010</b>	3	177	99.4	59.1	34.5	6.4	40.9
	4	361	100	42.4	53.2	4.4	57.6
	5	168	99.4	50	41.4	8.6	50
	6	190	99	34.6	54.9	10.4	65.4
	7	340	99.7	56.2	31.5	12.3	43.8
	8	157	98.7	49.7	38.4	11.9	50.3
<b>2011</b>	3	149	99.3	49.3	37.3	13.4	50.7
	4	343	100	43.5	48.3	8.2	56.5
	5	180	99.4	59.9	29.4	10.7	40.1
	6	167	100	37.6	53.5	8.9	62.4
	7	348	100	56.3	30.2	13.5	43.7
	8	166	100	44.9	37.3	17.7	55.1
<b>Writing</b>							
<b>2010</b>	3	357	98.9	54.4	27	18.6	45.6
	4	358	99.2	48.8	34.1	17.1	51.2
	5	337	99.7	32.2	40.5	27.3	67.8
	6	373	97.1	39.8	41.8	18.4	60.2
	7	344	98	46.9	42.6	10.5	53.1
	8	321	96.3	39.4	47	13.6	60.6
<b>2011</b>	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	356	98.6	35.2	42.4	22.5	64.8
	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	333	98.2	51.6	34.8	13.6	48.4

Abbreviations for Missing Data

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

## 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	305	96.4	20.8	37.7	28.2	13.4	46.8	68.0	No	Yes
Male	161	97.5	27.0	39.5	23.0	10.5	41.4	63.1	N/A	N/A
Female	144	95.1	13.6	35.6	34.1	16.7	53.0	73.1	N/A	N/A
White	107	95.3	19.2	27.3	32.3	21.2	56.6	79.4	No	Yes
African American	182	97.8	21.6	43.3	25.7	9.4	41.5	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	13	84.6	18.2	45.5	36.4	N/A	36.4	66.4	I/S	I/S
Disabled	42	95.2	73.7	21.1	5.3	N/A	7.9	74.0	I/S	Yes
Migrant	0	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	45.1	I/S	I/S
Subsidized meals	232	97.0	22.6	39.6	26.7	11.1	42.9	54.7	No	Yes

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

All Students	305	95.4	29.9	34.5	24.3	11.3	48.9	62.3	No	Yes
Male	161	96.3	31.6	37.5	21.1	9.9	44.7	61.4	N/A	N/A
Female	144	94.4	28.0	31.1	28.0	12.9	53.8	63.2	N/A	N/A
White	107	95.3	24.2	26.3	31.3	18.2	62.6	75.3	No	Yes
African American	182	96.2	33.9	38.6	19.9	7.6	40.9	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	13	84.6	18.2	54.5	27.3	N/A	45.5	64.1	I/S	I/S
Disabled	42	95.2	81.6	10.5	5.3	2.6	10.5	67.7	I/S	Yes
Migrant	0	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	47.1	I/S	I/S
Subsidized meals	232	96.1	31.3	35.5	25.3	7.8	46.5	48.5	No	Yes

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

All Students	305	90.8	85.6	7.2	4.7	2.5	N/A	N/A	N/A	N/A
Male	161	89.4	81.3	7.6	6.3	4.9	N/A	N/A	N/A	N/A
Female	144	92.4	90.2	6.8	3.0	N/A	N/A	N/A	N/A	N/A
White	107	86.9	69.9	15.1	7.5	7.5	N/A	N/A	N/A	N/A
African American	182	93.4	94.1	3.5	2.4	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	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	13	92.3	91.7	N/A	8.3	N/A	N/A	N/A	N/A	N/A
Disabled	42	76.2	93.8	N/A	6.3	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	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	232	90.5	89.0	4.8	3.8	2.4	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	2010	318	95.3	23.5	42.5	23.5	10.5	49.3	65.9
	2011	305	96.4	20.8	37.7	28.2	13.4	46.8	68.0

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>									
All Students	2010	318	97.2	33.7	37.0	21.3	8.0	42.0	62.3
	2011	305	95.4	29.9	34.5	24.3	11.3	48.9	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	14.8%	4.4%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.3%	0.0%	No
Student attendance rate, grades K-8	95.5%	94.0%**	Yes

\* Adjusted to account for natural variation in performance.

\*\* Or greater than last year

Abbreviations for Missing Data

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