



Barnwell 19 School District

297 Pascallas Street
Blackville, S.C. 29817

Grades	PK-12 District	
Enrollment	849 Students	
Superintendent	Dr. Teresa L. Pope	803-284-5605
Board Chair	Ms. Evelyn Coker	803-284-4515

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

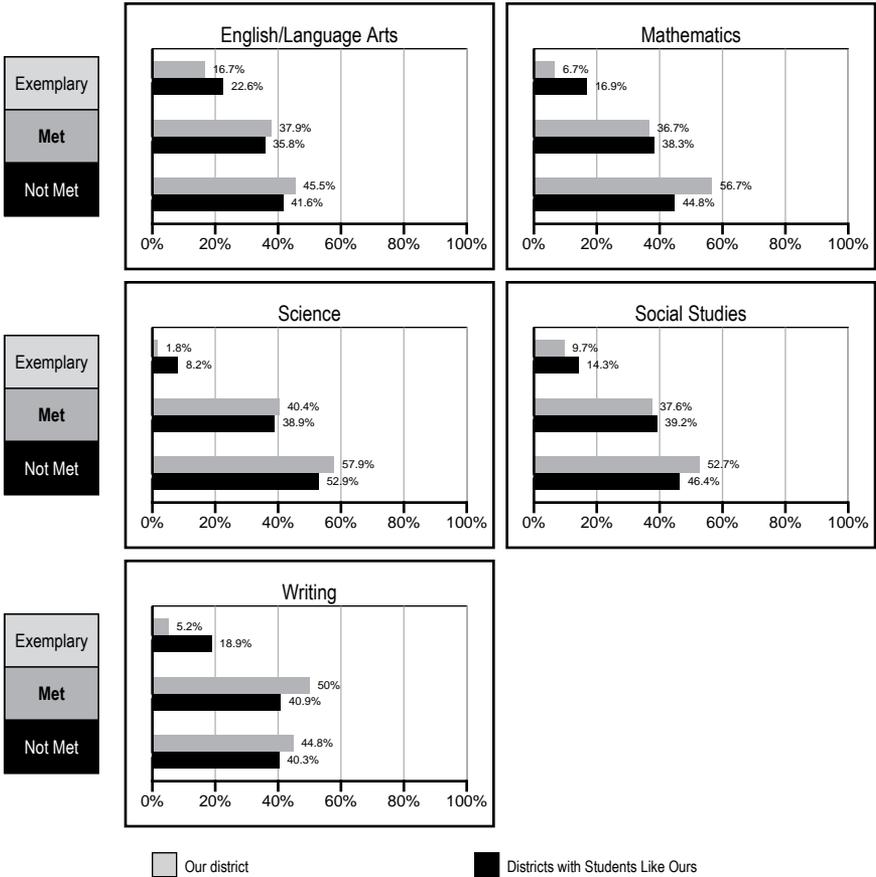
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

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

* 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	67.6%	71.7%	80.0%	61.6%	63.5%	65.9%
Passed one subtest	26.8%	18.9%	7.1%	20.1%	17.2%	18.3%
Passed no subtests	5.6%	9.4%	12.9%	18.4%	19.4%	15.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	77.9%	65.5%
English 1	48.0%	51.9%
Biology 1/Applied Biology 2	44.2%	44.4%
Physical Science	32.6%	39.3%
US History and the Constitution	31.1%	23.9%
All Subjects	49.0%	44.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	70	70	195	191
Number of Graduates in Cohort	48	61	137	134
Rate	68.6%	87.1%	72.1%	72.9%

*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	70	N/A	197
Number of Graduates in Cohort	N/A	49	N/A	141
Rate	N/A	70.0%	N/A	73.0%

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=849)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.6%
Retention rate	1.1%	Down from 2.9%	3.0%	2.3%
Attendance rate	96.3%	Up from 95.4%	95.8%	95.8%
Served by gifted and talented program	7.1%	Up from 6.8%	7.0%	14.0%
With disabilities other than speech	7.0%	Down from 9.8%	7.6%	7.4%
Older than usual for grade	3.8%	Down from 6.6%	4.1%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.7%	0.5%	0.5%
Enrolled in AP/IB programs	8.9%	Up from 7.2%	3.8%	12.2%
Successful on AP/IB exams	N/A	N/A	17.8%	52.9%
Eligible for LIFE Scholarship	13.6%	Down from 35.3%	27.1%	30.3%
Enrolled in adult education GED or diploma programs	5	Up from 1	48	66
Completions in adult education GED or diploma programs	2	Up from 0	27	35
Annual dropout rate	2.0%	Up from 1.2%	2.1%	2.8%
Teachers (n=62)				
Teachers with advanced degrees	51.6%	Up from 48.4%	59.7%	61.2%
Continuing contract teachers	80.6%	Down from 85.9%	79.5%	85.6%
Teachers returning from previous year	87.6%	Up from 85.2%	84.5%	90.3%
Teacher attendance rate	93.3%	Down from 95.4%	94.4%	95.2%
Average teacher salary*	\$40,576	Up 0.1%	\$43,305	\$46,166
Vacancies for more than nine weeks	0.0%	Down from 1.6%	0.8%	0.0%
Professional development days/teacher	7.1 days	Down from 11.2 days	12.8 days	12.2 days
District				
Superintendent's years at district	5.0	Up from 4.0	1.0	3.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 17.3 to 1	19.5 to 1	21.7 to 1
Prime instructional time	88.9%	Down from 89.2%	89.4%	90.1%
Dollars spent per pupil**	\$11,527	Down 6.0%	\$10,837	\$9,140
Percent of expenditures for teacher salaries**	43.9%	Down from 45.0%	48.2%	53.5%
Percent of expenditures for instruction**	49.9%	Down from 52.3%	51.3%	56.5%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
Number of schools	3	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.7%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	3.0	No Change	4.0	8.0
Parents attending conferences	100.0%	Up from 97.9%	94.4%	96.6%
Average administrator salary	\$61,033	Down 11.4%	\$72,988	\$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	65	95.4%	286	49.0%	70	68.6%	No
Gender							
Male	37	91.9%	121	51.2%	37	62.2%	N/A
Female	28	100.0%	162	46.9%	33	75.8%	N/A
Racial/Ethnic Group							
White	N/A	N/A	50	66.0%	14	57.1%	N/A
African American	56	94.6%	227	45.4%	56	71.4%	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	31	29.0%	16	50.0%	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	55	94.5%	251	47.4%	60	66.7%	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	95.4%	86.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	360	405	427	415	384	387	1171	1207		
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	12.8	15.8	16.4	17.0	14.8	16.8	16.6	17.4	15.3	16.9
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

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School District Governance

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	22.5 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Report of Superintendent

This year we reaffirmed our vision of excellence through our theme: "Excellence by Choice . . . Not by Chance". We have worked diligently to accomplish our goals and feel proud of the progress we have made and the plans we have in place for continuous improvement.

Academic Achievement remains our #1 goal. We focused on improving achievement by using data to guide our decisions. Teachers and staff collaborated on ways to analyze test information, incorporate technology, engage students and provide a rigorous curriculum in order to effectively teach standards at each level. Awards programs recognizing students for attendance, academic achievement and success served as an incentive and motivator for hard work and exceptional effort.

We successfully established a Teacher Forum to assist with professional development and to be a voice for teachers through meetings with district staff. Our schools are staffed with highly qualified and effective teachers. The Teacher Forum helps in providing the support needed to retain and assist them as they work with our students.

Parental Involvement plays a vital role in student success. Each year we work to increase the involvement and participation of our parents. We are fortunate to have parent groups working in our schools and equally proud of the PLUS (Parents and Leaders United for Success) Committee in sharing concerns and suggestions from all stakeholders at the district level.

"Striving for Excellence" has been the mantra of Barnwell School District #19 (Blackville-Hilda Public Schools) since 1874. We have high expectations for ourselves and our students. We firmly believe that our efforts will produce positive results. It is our goal to work collectively as a team – parents, students, staff and community – to excel and achieve academic success.

Sincerely,
 Teresa Larke Pope
 Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 13 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

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.

2

Title I Schools' School Improvement Status

The Barnwell 19 School District consists of 3 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."

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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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)									
All Students	360	98.9	45.3	37.9	16.8	66.4	82.4	No	Yes
Gender									
Male	195	98.5	55.4	31.4	13.1	60	78.7	N/A	N/A
Female	165	99.4	33.6	45.4	21.1	73.7	86.2	N/A	N/A
Racial/Ethnic Group									
White	88	100	39.7	38.5	21.8	70.5	88.9	No	Yes
African American	257	98.4	47.5	37.8	14.7	64.3	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status									
Disabled	52	96.2	89.8	6.1	4.1	20.4	48.1	No	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	10	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status									
Subsidized meals	325	98.8	46.8	38.5	14.7	64.9	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)									
All Students	360	99.4	56.8	36.5	6.7	57.4	81.9	No	Yes
Gender									
Male	195	99.5	59.3	32.2	8.5	57.1	79.9	N/A	N/A
Female	165	99.4	53.9	41.4	4.6	57.9	84.1	N/A	N/A
Racial/Ethnic Group									
White	88	100	50	39.7	10.3	65.4	88.9	No	Yes
African American	257	99.2	60.4	35	4.6	54.2	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status									
Disabled	52	100	92.2	7.8	0	17.6	47.3	No	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	10	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status									
Subsidized meals	325	99.4	58.1	36.2	5.6	56.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science							
All Students	246	100	58.7	39.6	1.7	41.3	68.6
Gender							
Male	137	100	57.1	40.5	2.4	42.9	68.3
Female	109	100	60.6	38.5	1	39.4	68.9
Racial/Ethnic Group							
White	59	100	48.1	50	1.9	51.9	80.7
African American	175	100	61.8	36.4	1.8	38.2	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	38	100	91.9	8.1	0	8.1	35.7
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	9	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status							
Subsidized meals	223	100	59.7	38.4	1.9	40.3	57.3
Social Studies							
All Students	245	98.8	52.7	37.5	9.8	47.3	72.5
Gender							
Male	129	98.5	56.4	32.5	11.1	43.6	72
Female	116	99.1	48.6	43	8.4	51.4	73.1
Racial/Ethnic Group							
White	63	98.4	38.2	41.8	20	61.8	81
African American	173	98.8	58.4	36	5.6	41.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	31	100	87.1	9.7	3.2	12.9	40.5
Migrant Status							
Migrant	3	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	6	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status							
Subsidized meals	214	98.6	55.5	37	7.5	44.5	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
Writing									
All Students	104	100	44.8	50	5.2	55.2	73.2	96.3	96.1
Gender									
Male	52	100	49	44.9	6.1	51	67.2	96.1	96.1
Female	52	100	40.4	55.3	4.3	59.6	79.4	96.5	96.2
Racial/Ethnic Group									
White	21	100	64.7	29.4	5.9	35.3	81.5	95.3	95.9
African American	82	100	40.5	54.4	5.1	59.5	61.3	96.6	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	97.2	97.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.7	97.1	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	93.6	95.1
Disability Status									
Disabled	12	100	91.7	8.3	0	8.3	26	95.3	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	97.3	96.8
Limited English Proficient									
Limited English	1	I/S	I/S	I/S	I/S	I/S	65.7	97.1	96.9
Socio-Economic Status									
Subsidized meals	96	100	42.9	51.6	5.5	57.1	63.2	96.3	95.7

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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							
2010	3	62	98.4	23.3	38.3	38.3	76.7
	4	57	98.3	46.3	37	16.7	53.7
	5	52	98.1	42.9	49	8.2	57.1
	6	66	100	50	37.1	12.9	50
	7	55	100	43.4	43.4	13.2	56.6
	8	55	100	60.8	23.5	15.7	39.2
2011	3	70	95.7	40.7	27.1	32.2	59.3
	4	65	98.5	27.1	50.8	22	72.9
	5	56	100	39.6	52.8	7.5	60.4
	6	55	100	58	32	10	42
	7	66	100	54	28.6	17.5	46
	8	48	100	55.8	37.2	7	44.2
Mathematics							
2010	3	62	100	53.3	30	16.7	46.7
	4	57	100	38.9	50	11.1	61.1
	5	52	98.1	59.2	28.6	12.2	40.8
	6	66	100	45.2	45.2	9.7	54.8
	7	55	100	60.4	37.7	1.9	39.6
	8	55	100	62.7	25.5	11.8	37.3
2011	3	70	97.1	65	28.3	6.7	35
	4	65	100	41.7	50	8.3	58.3
	5	56	100	54.7	43.4	1.9	45.3
	6	55	100	56	34	10	44
	7	66	100	61.9	28.6	9.5	38.1
	8	48	100	62.8	34.9	2.3	37.2
Science							
2010	3	30	100	56.7	20	23.3	43.3
	4	57	100	44.4	50	5.6	55.6
	5	26	100	45.8	37.5	16.7	54.2
	6	32	96.9	72.4	24.1	3.4	27.6
	7	55	100	50.9	47.2	1.9	49.1
	8	27	100	48	48	4	52
2011	3	33	100	58.6	41.4	0	41.4
	4	65	100	55	40	5	45
	5	28	100	60.7	39.3	0	39.3
	6	29	100	63	37	0	37
	7	66	100	63.5	34.9	1.6	36.5
	8	25	100	47.8	52.2	0	52.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	32	100	20	60	20	80
	4	57	100	42.6	53.7	3.7	57.4
	5	25	100	48	44	8	52
	6	34	100	25	56.3	18.8	75
	7	55	100	54.7	32.1	13.2	45.3
	8	28	100	61.5	19.2	19.2	38.5
2011	3	36	94.4	43.8	31.3	25	56.3
	4	65	100	45	48.3	6.7	55
	5	28	96.4	56	44	0	44
	6	27	100	58.3	37.5	4.2	41.7
	7	66	100	57.1	30.2	12.7	42.9
	8	23	100	65	30	5	35
Writing							
2010	3	61	98.4	28.8	33.9	37.3	71.2
	4	57	100	48.1	40.7	11.1	51.9
	5	52	98.1	53.1	24.5	22.4	46.9
	6	65	100	49.2	42.6	8.2	50.8
	7	54	100	34	58.5	7.5	66
	8	55	100	49	35.3	15.7	51
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	56	100	47.2	43.4	9.4	52.8
	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	48	100	41.9	58.1	0	58.1

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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	70	100.0	14.8	37.7	36.1	11.5	57.4	68.0	No	Yes
Male	29	100.0	18.5	37.0	40.7	3.7	51.9	63.1	N/A	N/A
Female	41	100.0	11.8	38.2	32.4	17.6	61.8	73.1	N/A	N/A
White	18	100.0	7.7	15.4	61.5	15.4	76.9	79.4	I/S	I/S
African American	50	100.0	16.7	43.8	29.2	10.4	52.1	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	2	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	6	I/S	I/S	I/S	I/S	I/S	I/S	74.0	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	0	N/A	N/A	N/A	N/A	N/A	N/A	45.1	I/S	I/S
Subsidized meals	60	100.0	15.1	41.5	30.2	13.2	54.7	54.7	No	Yes

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

All Students	70	100.0	19.7	49.2	24.6	6.6	49.2	62.3	No	Yes
Male	29	100.0	22.2	55.6	22.2	N/A	37.0	61.4	N/A	N/A
Female	41	100.0	17.6	44.1	26.5	11.8	58.8	63.2	N/A	N/A
White	18	100.0	7.7	30.8	61.5	N/A	76.9	75.3	I/S	I/S
African American	50	100.0	22.9	54.2	14.6	8.3	41.7	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	2	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	6	I/S	I/S	I/S	I/S	I/S	I/S	67.7	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	0	N/A	N/A	N/A	N/A	N/A	N/A	47.1	I/S	I/S
Subsidized meals	60	100.0	18.9	50.9	24.5	5.7	47.2	48.5	No	Yes

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

All Students	70	95.7	70.1	19.4	9.0	1.5	N/A	N/A	N/A	N/A
Male	29	96.6	75.0	21.4	3.6	N/A	N/A	N/A	N/A	N/A
Female	41	95.1	66.7	17.9	12.8	2.6	N/A	N/A	N/A	N/A
White	18	94.4	58.8	29.4	11.8	N/A	N/A	N/A	N/A	N/A
African American	50	98.0	73.5	16.3	8.2	2.0	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	2	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	6	I/S	I/S	I/S	I/S	I/S	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	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	60	95.0	75.4	14.0	8.8	1.8	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	53	100.0	18.4	55.1	14.3	12.2	36.7	65.9
	2011	70	100.0	14.8	37.7	36.1	11.5	57.4	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	53	100.0	18.4	53.1	20.4	8.2	44.9	62.3
	2011	70	100.0	19.7	49.2	24.6	6.6	49.2	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.8%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate, grades K-8	96.3%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

Abbreviations for Missing Data