



## JAMES ISLAND CHARTER HIGH

1000 Fort Johnson Road  
Charleston, SC 29412

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 9-12 High School      |              |
| <b>Enrollment</b>     | 1,360 Students        |              |
| <b>Principal</b>      | Robert E. Bohnstengel | 843-762-2754 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley | 843-937-6319 |
| <b>Board Chair</b>    | Mr. Chris Fraser      | 843-725-7200 |

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING  | GROWTH RATING     |
|------|------------------|-------------------|
| 2011 | <b>Excellent</b> | <b>Excellent*</b> |
| 2010 | Excellent        | Excellent         |
| 2009 | Excellent        | Excellent         |
| 2008 | Excellent        | Good              |
| 2007 | Good             | Below Average     |

\* The School'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>

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS**

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 18        | 4    | 4       | 0             | 0       |

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

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

| Percent                | Our High School |       |       | High Schools with Students Like Ours |       |       |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
|                        | 2009            | 2010  | 2011  | 2009                                 | 2010  | 2011  |
| Passed 2 subtests (%)  | 88.5%           | 90.3% | 88.4% | 80.9%                                | 83.2% | 84.8% |
| Passed 1 subtest (%)   | 5.6%            | 6.3%  | 7.7%  | 10.6%                                | 10.0% | 9.6%  |
| Passed no subtests (%) | 5.9%            | 3.4%  | 3.9%  | 8.5%                                 | 7.6%  | 6.2%  |

**HSAP Passage Rate by Spring 2011**

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
|         | 96.7%           | 94.1%                                |

**Four-Year Cohort Graduation Rate**

|  | Our High School |       | High Schools with Students Like Ours |       |
|--|-----------------|-------|--------------------------------------|-------|
|  | 2010*           | 2011  | 2010                                 | 2011  |
| Number of Students in Four-Year Cohort | 371             | 371   | 385                                  | 393   |
| Number of Graduates in Cohort          | 329             | 329   | 291                                  | 309   |
| Rate                                   | 88.7%           | 88.7% | 74.5%                                | 79.3% |

\*Used to calculate current AYP.

**Five-Year Graduation Rate**

|                               | Our High School |       | High Schools with Students Like Ours |       |
|-------------------------------|-----------------|-------|--------------------------------------|-------|
|                               | 2010            | 2011  | 2010                                 | 2011  |
| Number of Students in Cohort  | N/A             | 372   | N/A                                  | 397   |
| Number of Graduates in Cohort | N/A             | 332   | N/A                                  | 305   |
| Rate                          | N/A             | 89.2% | N/A                                  | 76.9% |

**End of Course Tests**

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours* |
|---|-----------------|---------------------------------------|
| Algebra 1/Math for the Technologies 2           | 93.0%           | 80.5%                                 |
| English 1                                       | 85.5%           | 73.2%                                 |
| Biology 1/Applied Biology 2                     | 85.5%           | 77.3%                                 |
| Physical Science                                | 92.9%           | 65.0%                                 |
| US History and the Constitution                 | 65.2%           | 58.2%                                 |
| All Tests                                       | 83.5%           | 70.9%                                 |

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

**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 Profile

|  | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
| <b>Students (n=1,360)</b>  |            |                       |                                      |                    |
| Retention rate   | 0.8%       | Down from 1.3%        | 2.8%                                 | 3.4%               |
| Attendance rate  | 97.5%      | Up from 95.5%         | 94.8%                                | 95.0%              |
| Served by gifted and talented program  | 6.3%       | Up from 3.4%          | 18.7%                                | 12.4%              |
| With disabilities other than speech  | 7.3%       | Down from 9.5%        | 8.3%                                 | 9.9%               |
| Older than usual for grade   | 4.3%       | Down from 7.8%        | 5.3%                                 | 7.1%               |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 2.6%       | Down from 6.3%        | 1.1%                                 | 0.9%               |
| Enrolled in AP/IB programs   | 10.9%      | Down from 12.6%       | 26.4%                                | 13.0%              |
| Successful on AP/IB exams  | 79.3%      | Down from 80.1%       | 57.6%                                | 51.7%              |
| Eligible for LIFE Scholarship  | 29.0%      | No Change             | 34.6%                                | 30.1%              |
| Annual dropout rate  | 1.1%       | Down from 1.5%        | 2.4%                                 | 2.5%               |
| Career/technology students in co-curricular organizations                    | 4.4%       | Down from 4.7%        | 4.1%                                 | 2.9%               |
| Enrollment in career/technology courses                                      | 936        | Up from 900           | 716                                  | 419                |
| Students participating in work-based experiences                             | 27.1%      | Down from 36.4%       | 6.6%                                 | 7.2%               |
| Career/technology students attaining technical skills                        | 84.7%      | Up from 82.2%         | 83.7%                                | 83.0%              |
| Career/technology completers placed  | 100.0%     | No Change             | 99.3%                                | 98.4%              |
| <b>Teachers (n=96)</b>   |            |                       |                                      |                    |
| Teachers with advanced degrees   | 71.9%      | Up from 71.7%         | 66.5%                                | 61.1%              |
| Continuing contract teachers   | 95.8%      | Up from 88.7%         | 82.2%                                | 80.6%              |
| Teachers returning from previous year  | 90.6%      | Down from 92.0%       | 88.2%                                | 86.5%              |
| Teacher attendance rate  | 96.4%      | Down from 96.6%       | 95.2%                                | 95.5%              |
| Average teacher salary*  | \$48,602   | Up 1.4%               | \$48,685                             | \$46,884           |
| Professional development days/teacher  | 4.2 days   | Down from 7.5 days    | 10.5 days                            | 10.0 days          |
| <b>School</b>  |            |                       |                                      |                    |
| Principal's years at school  | 6.0        | Up from 5.0           | 4.5                                  | 4.0                |
| Student-teacher ratio in core subjects                                       | 30.2 to 1  | Up from 26.8 to 1     | 28.8 to 1                            | 26.5 to 1          |
| Prime instructional time   | 93.6%      | Up from 91.6%         | 89.1%                                | 89.3%              |
| Dollars spent per pupil**  | \$9,193    | Down 8.1%             | \$6,979                              | \$7,804            |
| Percent of expenditures for teacher salaries**                               | 57.5%      | Up from 52.1%         | 61.0%                                | 58.0%              |
| Percent of expenditures for instruction**                                    | 64.0%      | Up from 60.0%         | 64.0%                                | 60.6%              |
| Opportunities in the arts  | Excellent  | No Change             | Excellent                            | Excellent          |
| SACS accreditation   | Yes        | No Change             | Yes                                  | Yes                |
| Parents attending conferences  | 100.0%     | Up from 98.1%         | 98.6%                                | 97.3%              |
| Character development program  | Excellent  | No Change             | Good                                 | Good               |
| Modern language program assessment   | N/A        | N/A                   | N/A                                  | Good               |
| Classical language program assessment  | N/A        | N/A                   | N/A                                  | Good               |

\* 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 |       | Met AYP Objective |
|------------------------------|----------------------------------|-------|----------------------------------|-------|---------------------------------------|-------|-------------------|
|                              | n                                | %     | t                                | %     | n                                     | %     |                   |
| All Students                 | 332                              | 96.7% | 1471                             | 83.5% | 371                                   | 88.7% | No                |
| <b>Gender</b>                |                                  |       |                                  |       |                                       |       |                   |
| Male                         | 168                              | 97.0% | 771                              | 83.7% | 187                                   | 84.0% | N/A               |
| Female                       | 164                              | 96.3% | 683                              | 83.2% | 184                                   | 93.5% | N/A               |
| <b>Racial/Ethnic Group</b>   |                                  |       |                                  |       |                                       |       |                   |
| White                        | 212                              | 97.6% | 964                              | 89.7% | 223                                   | 93.7% | N/A               |
| African American             | 109                              | 94.5% | 449                              | 69.7% | 131                                   | 80.2% | N/A               |
| Asian/Pacific Islander       | N/A                              | N/A   | N/A                              | N/A   | N/A                                   | N/A   | N/A               |
| Hispanic                     | N/A                              | N/A   | 30                               | 86.7% | N/A                                   | N/A   | N/A               |
| American Indian/Alaskan      | N/A                              | N/A   | N/A                              | N/A   | N/A                                   | N/A   | N/A               |
| <b>Disability Status</b>     |                                  |       |                                  |       |                                       |       |                   |
| Disabled                     | 21                               | 71.4% | 77                               | 57.1% | 38                                    | 55.3% | 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             | 81                               | 95.1% | 448                              | 72.1% | 113                                   | 74.3% | N/A               |

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

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Dear Parents, Students, and Friends:

The philosophy of James Island Charter High School is based on the foundation that our school provides a safe and nurturing environment for the intellectual, social, and physical development of our students. Our goal is to educate each student to become a productive, critical thinking, and responsible citizen. To accomplish this goal, we strive to provide academically challenging instructional programs that meet the needs of our diverse student population. We also ensure that those programs are taught by a highly qualified and dedicated staff.

Our charter status has allowed us to expand our curriculum and staffing to provide additional educational opportunities. To this end, the JICHS Board of Directors authorized innovative programs such as the "We Care Alternative Program", continued support of Charleston County's only International Baccalaureate Program, after school and Saturday review sessions for End-of-Course and HSAP Exams, SAT preparation courses for Juniors and Seniors, a new Industrial Technology classroom and a state of the art driver's education simulator. JICHS continues to be a fully-accredited school through The Southern Association of Colleges and Schools (SACS) and the SC State Department of Education. Our school also received certification for Project Lead the Way, a nationally recognized pre-engineering program. JICHS provides a relevant multilevel program of study coupled with activities that enable our students to develop social, political, and economic competence.

The faculty and staff recognize and applaud the diversity of student interests, abilities, and aptitudes and accept the challenge of providing a meaningful educational experience for all students.

JICHS is a community within itself that offers personal growth for parents, students, faculty, and community alike. We appreciate your support in the past and look forward to your continued support in making improvements and sustaining a closer working relationship with the community it happily serves.

Robert E. Bohnstengel, Principal  
 Joseph Barbour, President, JICHS Board of Director

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 105      | 299       | 51       |
| Percent satisfied with learning environment            | 83.8%    | 75.1%     | 90.0%    |
| Percent satisfied with social and physical environment | 93.3%    | 83.7%     | 80.0%    |
| Percent satisfied with school-home relations           | 76.9%    | 86.7%     | 86.0%    |

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

No Child Left Behind

**School Adequate Yearly Progress** No

This school met 13 out of 17 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.

**School Improvement Status** N/A

**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."      |

**Teacher Quality Data**

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 2.7%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 5.2%         | 4.4%  |

  

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.2%       | 0.0%            | No                  |

Abbreviations for Missing Data

HSAP Performance By Group

|   | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* | Performance Objective Met | Participation Objective Met |
|---|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
| <b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b> |                               |          |               |         |              |            |                                  |                                    |                                 |                           |                             |
| All Students  | 314                           | 99.7     | 5.6           | 20.7    | 31.9         | 41.8       | 80.3                             | 71.8                               | 68.0                            | Yes                       | Yes                         |
| Male  | 171                           | 100.0    | 7.2           | 22.2    | 32.3         | 38.3       | 76.6                             | 67.8                               | 63.1                            | N/A                       | N/A                         |
| Female  | 143                           | 99.3     | 3.6           | 19.0    | 31.4         | 46.0       | 84.7                             | 75.6                               | 73.1                            | N/A                       | N/A                         |
| White   | 196                           | 100.0    | 3.1           | 14.7    | 28.8         | 53.4       | 88.5                             | 90.7                               | 79.4                            | Yes                       | Yes                         |
| African American  | 109                           | 99.1     | 10.6          | 33.7    | 38.5         | 17.3       | 63.5                             | 51.9                               | 51.7                            | No                        | Yes                         |
| Asian/Pacific Islander  | 2                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | 89.7                               | 83.2                            | I/S                       | I/S                         |
| Hispanic  | 7                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | 66.3                               | 62.8                            | I/S                       | I/S                         |
| American Indian/Alaskan   | 0                             | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                              | I/S                                | 66.4                            | I/S                       | I/S                         |
| Disabled  | 31                            | 100.0    | 20.7          | 41.4    | 27.6         | 10.3       | 44.8                             | 27.2                               | 22.8                            | I/S                       | I/S                         |
| Migrant   | 0                             | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                              | N/A                                | I/S                             | N/A                       | N/A                         |
| Limited English Proficient  | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | 53.4                               | 45.1                            | I/S                       | I/S                         |
| Subsidized meals  | 96                            | 99.0     | 8.7           | 29.3    | 33.7         | 28.3       | 67.4                             | 53.1                               | 54.7                            | No                        | Yes                         |

|   |     |       |      |      |      |      |      |      |      |     |     |
|---|-----|-------|------|------|------|------|------|------|------|-----|-----|
| <b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b> |     |       |      |      |      |      |      |      |      |     |     |
| All Students  | 314 | 99.4  | 9.2  | 23.4 | 34.2 | 33.2 | 75.3 | 64.8 | 62.3 | Yes | Yes |
| Male  | 171 | 100.0 | 10.8 | 22.8 | 30.5 | 35.9 | 73.7 | 64.7 | 61.4 | N/A | N/A |
| Female  | 143 | 98.6  | 7.3  | 24.1 | 38.7 | 29.9 | 77.4 | 64.9 | 63.2 | N/A | N/A |
| White   | 196 | 99.5  | 4.2  | 16.2 | 34.0 | 45.5 | 86.4 | 85.9 | 75.3 | Yes | Yes |
| African American  | 109 | 99.1  | 19.2 | 37.5 | 32.7 | 10.6 | 53.8 | 42.1 | 42.9 | No  | Yes |
| Asian/Pacific Islander  | 2   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | 92.3 | 84.3 | I/S | I/S |
| Hispanic  | 7   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | 64.3 | 59.4 | I/S | I/S |
| American Indian/Alaskan   | 0   | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 64.1 | I/S | I/S |
| Disabled  | 31  | 100.0 | 34.5 | 27.6 | 24.1 | 13.8 | 44.8 | 26.9 | 21.5 | I/S | I/S |
| Migrant   | 0   | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | N/A | N/A |
| Limited English Proficient  | 1   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | 55.2 | 47.1 | I/S | I/S |
| Subsidized meals  | 96  | 99.0  | 13.0 | 39.1 | 28.3 | 19.6 | 59.8 | 43.7 | 48.5 | No  | Yes |

|  |     |      |      |      |      |      |      |     |     |     |     |
|--|-----|------|------|------|------|------|------|-----|-----|-----|-----|
| <b>Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)</b> |     |      |      |      |      |      |      |     |     |     |     |
| All Students   | 314 | 94.3 | 29.4 | 24.3 | 15.9 | 30.4 | 46.3 | N/A | N/A | N/A | N/A |
| Male   | 171 | 93.6 | 25.6 | 25.6 | 15.6 | 33.1 | 48.8 | N/A | N/A | N/A | N/A |
| Female   | 143 | 95.1 | 33.8 | 22.8 | 16.2 | 27.2 | 43.4 | N/A | N/A | N/A | N/A |
| White  | 196 | 94.9 | 19.4 | 20.4 | 19.4 | 40.9 | 60.2 | N/A | N/A | N/A | N/A |
| African American   | 109 | 92.7 | 49.5 | 31.7 | 8.9  | 9.9  | 18.8 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander   | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Hispanic   | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| American Indian/Alaskan  | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | N/A | N/A | N/A | N/A |
| Disabled   | 31  | 67.7 | 52.4 | 19.0 | 14.3 | 14.3 | 28.6 | N/A | N/A | N/A | N/A |
| Migrant  | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | N/A | N/A | N/A | N/A |
| Limited English Proficient   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Subsidized meals   | 96  | 93.8 | 48.9 | 22.2 | 13.3 | 15.6 | 28.9 | 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 | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

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

|              |      |     |       |     |      |      |      |      |      |      |
|--------------|------|-----|-------|-----|------|------|------|------|------|------|
| All Students | 2010 | 355 | 100.0 | 5.2 | 25.5 | 33.9 | 35.4 | 80.9 | 69.8 | 65.9 |
|              | 2011 | 314 | 99.7  | 5.6 | 20.7 | 31.9 | 41.8 | 80.3 | 71.8 | 68.0 |

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

|              |      |     |       |     |      |      |      |      |      |      |
|--------------|------|-----|-------|-----|------|------|------|------|------|------|
| All Students | 2010 | 355 | 100.0 | 7.5 | 25.8 | 33.9 | 32.8 | 76.2 | 64.2 | 62.3 |
|              | 2011 | 314 | 99.4  | 9.2 | 23.4 | 34.2 | 33.2 | 75.3 | 64.8 | 62.3 |

\* 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