



Clarendon 1 School District

P. O. Box 38, 12 South
Summerton, South

Grades PK-12 District
Enrollment 932 Students
Superintendent Dr. Rose H. Wilder 803-485-2325
Board Chair Ms. Wanda Thomas 803-460-4322

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

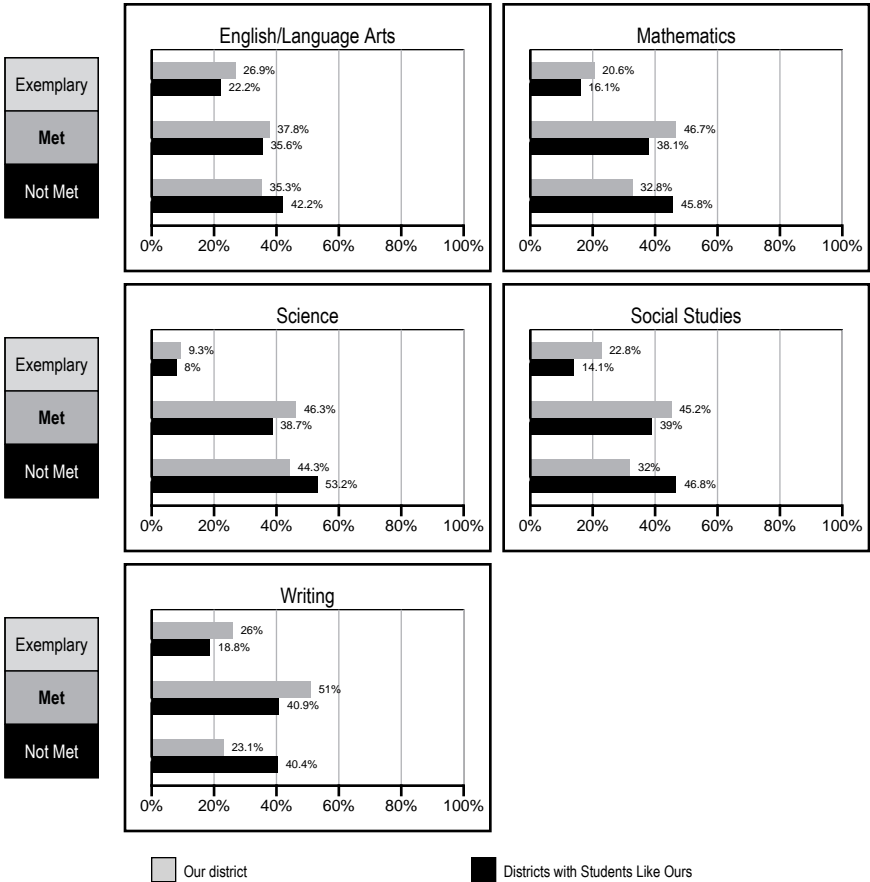
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	6	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	64.0%	69.8%	62.3%	60.7%	61.6%	65.8%
Passed one subtest	20.0%	19.1%	16.4%	20.8%	17.5%	18.3%
Passed no subtests	16.0%	11.1%	21.3%	18.5%	20.9%	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	81.6%	64.8%
English 1	60.7%	51.8%
Biology 1/Applied Biology 2	90.0%	42.7%
Physical Science	88.4%	39.1%
US History and the Constitution	29.1%	23.6%
All Subjects	67.5%	44.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	95	76	185	187
Number of Graduates in Cohort	74	63	131	131
Rate	77.9%	82.9%	72.1%	72.8%

*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	95	N/A	196
Number of Graduates in Cohort	N/A	74	N/A	139
Rate	N/A	77.9%	N/A	72.7%

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=932)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.6%
Retention rate	2.5%	Up from 1.2%	3.0%	2.3%
Attendance rate	95.6%	Down from 97.6%	95.9%	95.8%
Served by gifted and talented program	9.8%	Up from 7.6%	6.9%	14.0%
With disabilities other than speech	8.7%	Down from 10.9%	7.6%	7.4%
Older than usual for grade	2.4%	Down from 4.9%	4.1%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.9%	0.5%	0.5%
Enrolled in AP/IB programs	0.0%	No Change	3.8%	12.2%
Successful on AP/IB exams	N/A	N/A	17.8%	52.9%
Eligible for LIFE Scholarship	33.8%	Up from 26.4%	26.6%	30.3%
Enrolled in adult education GED or diploma programs	14	Up from 1	42	66
Completions in adult education GED or diploma programs	8	Up from 1	22	35
Annual dropout rate	1.4%	Up from 1.3%	2.1%	2.8%
Teachers (n=55)				
Teachers with advanced degrees	63.6%	Up from 54.1%	59.8%	61.2%
Continuing contract teachers	65.5%	Up from 57.4%	77.6%	85.6%
Teachers returning from previous year	82.3%	Up from 75.2%	84.2%	90.3%
Teacher attendance rate	97.5%	Up from 96.2%	94.4%	95.2%
Average teacher salary*	\$41,270	Down 1.4%	\$43,073	\$46,166
Vacancies for more than nine weeks	0.0%	Down from 1.6%	0.8%	0.0%
Professional development days/teacher	13.5 days	Down from 14.7 days	12.7 days	12.2 days
District				
Superintendent's years at district	7.0	Up from 6.0	1.0	3.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.3 to 1	19.4 to 1	21.7 to 1
Prime instructional time	91.5%	Down from 92.3%	89.2%	90.1%
Dollars spent per pupil**	\$12,241	Down 3.2%	\$11,132	\$9,140
Percent of expenditures for teacher salaries**	46.5%	Up from 42.5%	47.9%	53.5%
Percent of expenditures for instruction**	50.8%	Up from 45.3%	51.3%	56.5%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	4	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	Down from 3.4%	2.0%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	4.0	No Change	4.0	8.0
Parents attending conferences	96.7%	Down from 99.3%	93.7%	96.6%
Average administrator salary	\$83,036	Up 8.5%	\$73,211	\$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	68	85.3%	243	67.5%	95	77.9%	Yes
Gender							
Male	35	77.1%	119	63.9%	52	69.2%	N/A
Female	33	93.9%	122	72.1%	43	88.4%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	67	85.1%	227	67.8%	92	79.3%	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	10	30.0%	17	47.1%	13	53.8%	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	62	85.5%	201	66.2%	85	76.5%	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	85.3%	85.9%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	N/A	398	N/A	418	N/A	382	N/A	1198		
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	12.7	14.1	16.2	16.4	14.6	15.5	16.4	17.1	15.1	15.9
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, 4 trustees appointed
Fiscal Authority	County Council
Average Number of Hours of Training Annually	10.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Our main focus during the 2010-2011 school year was building capacity throughout the district. We are very proud of the fact that three of our four schools met Adequate Yearly Progress. Our middle school is no longer a Palmetto Priority School. The Early Childhood Center is seeking national accreditation and St. Paul Elementary School is part of a pilot program to become a demonstration site for reading. Scott's Branch High School continues to excel in academics and athletics. We have a tenth grade student that scored 27 out of a possible score of 35 on the ACT. We will also maintain our focus on providing a quality education for all students. Many of our students continue the tradition of winning local, state and regional contests in various disciplines. This is the first year several students received full scholarships for their artistic ability. We accomplished our goal of building a new elementary school. The school is approximately 97% completed. The Scott's Branch High School Alumni Association launched a capital fundraising campaign to purchase furniture for the new school. This has been a community effort lead by the alumni association.

The grade configuration for St. Paul Elementary School (SPES) will change for the 2011-2012 school year. SPES will serve students in grades third through sixth. The sixth grade was previously a part of the middle school structure. Scott's Branch Middle School grades seventh-eighth will be on the Scott's Branch High School Campus, but separate from the high school structure.

In summary, we will continue our quest for excellence.

Dr. Rose H. Wilder, Superintendent

Ms. Wanda Thomas, Board Chairman

No Child Left Behind

District Adequate Yearly Progress

No

This district met 14 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.

District Improvement Status

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status
St Paul Elementary	CSI

The Clarendon 1 School District consists of 4 public schools with 1 of these schools, or 25%, 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	375	96	33.5	38.7	27.8	78.5	82.4	Yes	Yes
Gender									
Male	183	95.6	37.3	38.5	24.3	75.1	78.7	N/A	N/A
Female	191	96.9	30	38.9	31.1	81.7	86.2	N/A	N/A
Racial/Ethnic Group									
White	11	90.9	42.9	14.3	42.9	85.7	88.9	I/S	I/S
African American	357	96.1	32.8	39.7	27.5	78.5	72.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status									
Disabled	66	81.8	71.7	20.8	7.5	41.5	48.1	Yes	No
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status									
Subsidized meals	342	96.8	33.9	39.7	26.4	78.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)									
All Students	375	97.9	32.3	47.2	20.5	77.8	81.9	Yes	Yes
Gender									
Male	183	98.4	37.4	43.7	19	73.6	79.9	N/A	N/A
Female	191	97.9	27.5	50.5	22	81.9	84.1	N/A	N/A
Racial/Ethnic Group									
White	11	90.9	28.6	14.3	57.1	85.7	88.9	I/S	I/S
African American	357	98	32.7	48	19.3	77.2	71.4	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status									
Disabled	66	92.4	71.7	25	3.3	35	47.3	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status									
Subsidized meals	342	98.8	33.5	47.8	18.7	77.2	74.9	Yes	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	255	100	44.7	45.9	9.3	55.3	68.6
Gender							
Male	123	100	42	47.1	10.9	58	68.3
Female	132	100	47.2	44.9	7.9	52.8	68.9
Racial/Ethnic Group							
White	7	I/S	I/S	I/S	I/S	I/S	80.7
African American	243	100	44.7	46	9.3	55.3	51.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	44	100	79.1	18.6	2.3	20.9	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status							
Subsidized meals	238	100	44.7	46	9.3	55.3	57.3
Social Studies							
All Students	249	99.6	31.7	45.4	22.9	68.3	72.5
Gender							
Male	117	100	33	43.8	23.2	67	72
Female	132	99.2	30.5	46.9	22.7	69.5	73.1
Racial/Ethnic Group							
White	7	I/S	I/S	I/S	I/S	I/S	81
African American	237	99.6	32.6	44.8	22.6	67.4	60
Asian/Pacific Islander	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	45	97.8	72.1	23.3	4.7	27.9	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status							
Subsidized meals	226	99.6	31.3	46.9	21.9	68.8	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	107	100	23.1	51	26	76.9	73.2	96	96.1
Gender									
Male	58	100	23.6	56.4	20	76.4	67.2	95.7	96.1
Female	49	100	22.4	44.9	32.7	77.6	79.4	96.4	96.2
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	81.5	93.6	95.9
African American	102	100	22.2	50.5	27.3	77.8	61.3	96.1	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	94.4	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.7	96.4	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	N/A	95.1
Disability Status									
Disabled	15	100	50	50	0	50	26	96.1	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	N/A	96.8
Limited English Proficient									
Limited English	N/A	N/AV	I/S	I/S	I/S	I/S	65.7	N/A	96.9
Socio-Economic Status									
Subsidized meals	98	100	23.5	52	24.5	76.5	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	67	92.5	21.9	23.4	54.7	78.1
	4	60	95	36.8	47.4	15.8	63.2
	5	75	98.7	35.9	51.6	12.5	64.1
	6	64	100	45	41.7	13.3	55
	7	61	100	42.9	35.7	21.4	57.1
	8	59	100	58.9	37.5	3.6	41.1
2011	3	64	93.8	17.2	43.1	39.7	82.8
	4	66	90.9	22.8	47.4	29.8	77.2
	5	54	100	28.3	52.8	18.9	71.7
	6	71	95.8	43.3	31.3	25.4	56.7
	7	68	100	46.2	24.6	29.2	53.8
	8	52	96.2	40.8	36.7	22.4	59.2
Mathematics							
2010	3	67	100	29.7	26.6	43.8	70.3
	4	60	100	43.9	50.9	5.3	56.1
	5	75	98.7	42.2	45.3	12.5	57.8
	6	64	100	43.3	48.3	8.3	56.7
	7	61	100	39.3	51.8	8.9	60.7
	8	59	100	58.9	39.3	1.8	41.1
2011	3	64	100	32.3	38.7	29	67.7
	4	66	95.5	28.3	46.7	25	71.7
	5	54	100	30.2	43.4	26.4	69.8
	6	71	95.8	37.3	53.7	9	62.7
	7	68	100	38.5	46.2	15.4	61.5
	8	52	96.2	24.5	55.1	20.4	75.5
Science							
2010	3	34	100	40.6	53.1	6.3	59.4
	4	60	100	47.4	45.6	7	52.6
	5	35	100	34.5	51.7	13.8	65.5
	6	32	100	64.5	35.5	0	35.5
	7	61	100	23.2	60.7	16.1	76.8
	8	29	96.6	75	21.4	3.6	25
2011	3	32	100	60	36.7	3.3	40
	4	66	100	60.3	36.5	3.2	39.7
	5	27	100	37	51.9	11.1	63
	6	36	100	48.6	48.6	2.9	51.4
	7	68	100	33.8	44.6	21.5	66.2
	8	26	100	19.2	73.1	7.7	80.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	33	100	15.6	46.9	37.5	84.4
	4	60	100	19.3	70.2	10.5	80.7
	5	39	100	57.1	28.6	14.3	42.9
	6	32	100	24.1	65.5	10.3	75.9
	7	61	100	33.9	44.6	21.4	66.1
	8	30	100	25	39.3	35.7	75
2011	3	32	100	25	59.4	15.6	75
	4	66	100	36.5	52.4	11.1	63.5
	5	27	100	38.5	46.2	15.4	61.5
	6	33	97	18.8	62.5	18.8	81.3
	7	67	100	39.1	28.1	32.8	60.9
	8	24	100	17.4	30.4	52.2	82.6
Writing							
2010	3	69	100	22.7	28.8	48.5	77.3
	4	61	100	39.7	36.2	24.1	60.3
	5	74	98.7	24.6	43.1	32.3	75.4
	6	64	100	61.7	26.7	11.7	38.3
	7	61	96.7	30.9	50.9	18.2	69.1
	8	60	98.3	51.8	44.6	3.6	48.2
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	55	100	22.2	51.9	25.9	77.8
	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	52	100	24	50	26	76

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	60	100.0	25.4	40.7	23.7	10.2	42.4	68.0	No	Yes
Male	23	100.0	21.7	52.2	21.7	4.3	39.1	63.1	N/A	N/A
Female	36	100.0	27.8	33.3	25.0	13.9	44.4	73.1	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	79.4	I/S	I/S
African American	58	100.0	26.3	40.4	22.8	10.5	40.4	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	1	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	13	100.0	84.6	15.4	N/A	N/A	N/A	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	44	100.0	29.5	36.4	20.5	13.6	40.9	54.7	No	Yes

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

All Students	60	100.0	33.9	35.6	27.1	3.4	44.1	62.3	No	Yes
Male	23	100.0	39.1	30.4	26.1	4.3	47.8	61.4	N/A	N/A
Female	36	100.0	30.6	38.9	27.8	2.8	41.7	63.2	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	75.3	I/S	I/S
African American	58	100.0	35.1	35.1	28.1	1.8	42.1	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	1	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	13	100.0	100.0	N/A	N/A	N/A	N/A	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	44	100.0	34.1	36.4	25.0	4.5	38.6	48.5	No	Yes

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

All Students	60	85.0	37.3	31.4	19.6	11.8	N/A	N/A	N/A	N/A
Male	23	91.3	47.6	23.8	14.3	14.3	N/A	N/A	N/A	N/A
Female	36	80.6	27.6	37.9	24.1	10.3	N/A	N/A	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	58	84.5	36.7	30.6	20.4	12.2	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	1	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	13	30.8	75.0	25.0	N/A	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	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	44	84.1	32.4	32.4	24.3	10.8	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	64	98.4	13.6	43.2	29.5	13.6	59.1	65.9
	2011	60	100.0	25.4	40.7	23.7	10.2	42.4	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	64	98.4	22.7	40.9	22.7	13.6	54.5	62.3
	2011	60	100.0	33.9	35.6	27.1	3.4	44.1	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	11.1%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.1%	0.0%	No
Student attendance rate, grades K-8	95.6%	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