



Florence 2 School District

2121 South Pamplico
Pamplico, South Carolina

Grades	PK-12 District	
Enrollment	1,237 Students	
Superintendent	Robert E. Sullivan Jr.	843-493-2502
Board Chair	Mrs. Elleveen T. Poston	843-493-2437

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

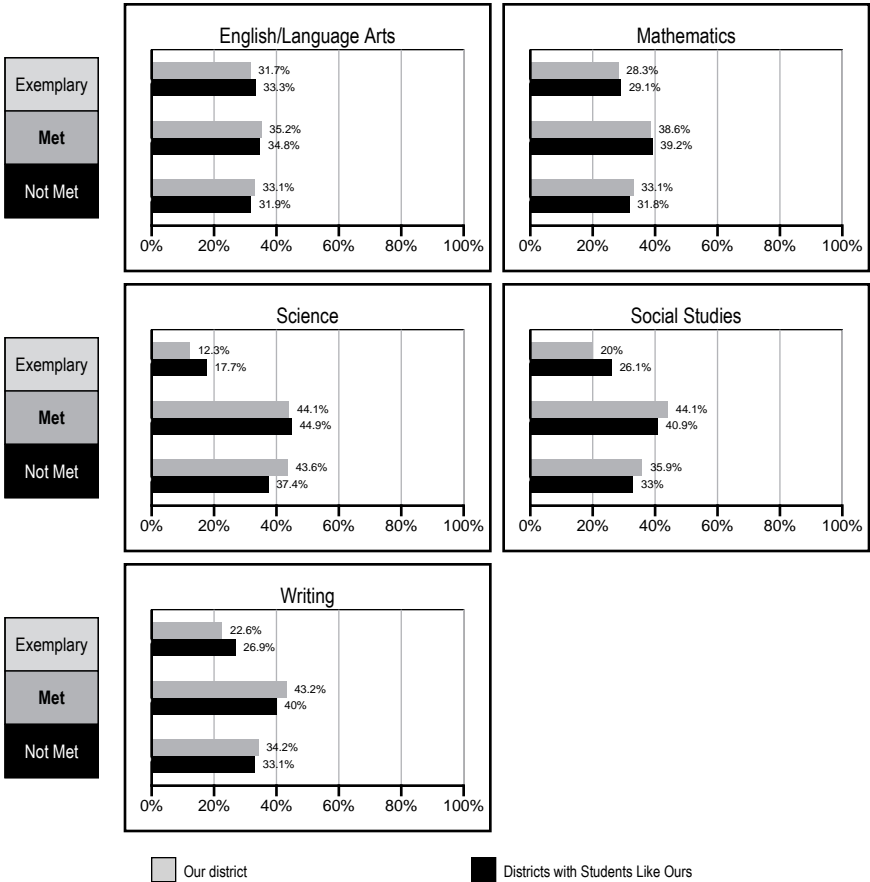
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	3	14	5	0

* 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	77.1%	73.0%	70.2%	72.7%	75.1%	75.3%
Passed one subtest	14.5%	13.5%	14.3%	14.3%	12.5%	13.6%
Passed no subtests	8.4%	13.5%	15.5%	13.0%	12.5%	11.1%

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	80.6%	81.4%
English 1	52.3%	65.6%
Biology 1/Applied Biology 2	48.4%	62.9%
Physical Science	40.6%	52.0%
US History and the Constitution	35.4%	41.0%
All Subjects	52.7%	61.0%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	100	77	409	418
Number of Graduates in Cohort	71	62	294	309
Rate	71.0%	80.5%	72.6%	75.5%

*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	100	N/A	421
Number of Graduates in Cohort	N/A	71	N/A	304
Rate	N/A	71.0%	N/A	73.5%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,237)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.6%
Retention rate	3.1%	Down from 3.5%	2.4%	2.3%
Attendance rate	96.9%	Up from 96.5%	95.7%	95.8%
Served by gifted and talented program	5.9%	No Change	14.9%	14.0%
With disabilities other than speech	7.4%	Down from 14.3%	7.4%	7.4%
Older than usual for grade	4.6%	Down from 7.5%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 0.8%	0.4%	0.5%
Enrolled in AP/IB programs	5.3%	Up from 2.5%	8.2%	12.2%
Successful on AP/IB exams	58.3%	Down from 75.0%	45.1%	52.9%
Eligible for LIFE Scholarship	27.1%	Down from 86.9%	30.0%	30.3%
Enrolled in adult education GED or diploma programs	10	Up from 7	64	66
Completions in adult education GED or diploma programs	3	Up from 2	28	35
Annual dropout rate	0.3%	Down from 2.1%	2.9%	2.8%
Teachers (n=77)				
Teachers with advanced degrees	61.0%	Up from 58.5%	61.4%	61.2%
Continuing contract teachers	87.0%	Up from 84.1%	87.5%	85.6%
Teachers returning from previous year	86.9%	No Change	89.9%	90.3%
Teacher attendance rate	94.5%	Up from 94.2%	95.2%	95.2%
Average teacher salary*	\$43,135	Down 1.2%	\$45,821	\$46,166
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	11.1 days	Down from 12.4 days	12.3 days	12.2 days
District				
Superintendent's years at district	2.5	Up from 2.0	2.5	3.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 22.4 to 1	21.4 to 1	21.7 to 1
Prime instructional time	90.6%	Up from 89.2%	89.6%	90.1%
Dollars spent per pupil**	\$8,527	Down 5.7%	\$8,889	\$9,140
Percent of expenditures for teacher salaries**	54.8%	Up from 54.7%	53.5%	53.5%
Percent of expenditures for instruction**	57.3%	Up from 57.2%	55.6%	56.5%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	2	No Change	8	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.1%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	2.0	No Change	8.0	8.0
Parents attending conferences	100.0%	Up from 79.6%	97.0%	96.6%
Average administrator salary	\$91,694	Up 4.0%	\$77,972	\$78,000

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	70	88.6%	490	52.7%	100	71.0%	Yes
Gender							
Male	27	88.9%	229	52.4%	48	60.4%	N/A
Female	43	88.4%	256	53.5%	52	80.8%	N/A
Racial/Ethnic Group							
White	36	88.9%	226	66.4%	40	87.5%	N/A
African American	30	86.7%	239	41.4%	57	59.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	18	38.9%	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	50.0%	72	29.2%	27	37.0%	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	39	79.5%	322	45.7%	66	63.6%	N/A

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

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	88.6%	90.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	429	436	443	469	435	435	1307	1340		
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	15.5	15.0	17.0	19.2	16.1	16.1	16.7	17.3	16.4	17.0
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	7 trustees elected to single-member seats
Fiscal Authority	Town Meetings
Average Number of Hours of Training Annually	7.5 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The South Carolina Annual School Report Card Summary is a comprehensive review of the previous school year's data from state-administered tests for HPEM and HPH. It is vital for the community to review information concerning our students and the schools. The school system welcomes comments and questions from students, parents, and community members. Our local school administrators are always working with faculty members towards improving student achievement, teachers' professional development and community involvement for our stakeholders.

Florence School District Two's students are administered the following state-mandated tests throughout the school year: HSAP, PASS, NAEP, ELDA, SC-Alt., and EOCEP. Our two schools, Hannah-Pamplico Elementary/Middle School and Hannah-Pamplico High School, are working extremely hard to make improvements in the areas that each state-wide test outlines as deficiencies. The HPEM School successfully met 90.4% of their objectives toward meeting Adequate Yearly Progress (AYP). The severe financial burden our state budget has presented has slowed down our progress but our students and staff are resilient and have met the challenges even with many budget cuts.

Florence School District Two is very proud that Hannah-Pamplico High School has completed its ten year Southern Association of Colleges and Schools (SACS) Review during 2008-2009. The district is currently reviewing the Advanced-Ed (SACS) model for district wide accreditation since HPEM is up for SACS renewal. Hannah-Pamplico High School has worked extensively on reducing the number of dropouts and increasing the graduation rate during the 2009-2010 school years and has begun working on differentiated learning during the 2010-2011 year. Hannah-Pamplico Elementary/Middle School voluntarily completed the External Review process through the State Department of Education in 2008-2009 and an extensive staff development program in 2009-2010 and 2010-2011 focused on data analysis, content area instruction, assessments, cognitive coaching and writing to assist in meeting adequate yearly progress (AYP). Florence School District Two is being proactive in making their schools the best they can be for their students. Hannah-Pamplico High has 82.2% of all students meeting standard in English Language Arts and 80.0% meeting standard in Mathematics on the HSAP Test.

During these extremely difficult financial times, it has become extremely difficult for administrators to provide our teachers, students, and staff the resources they need to make a difference in student achievement. Our primary goal is to produce graduates who are competitive, well-rounded, and prepared for the post-secondary challenges they desire to pursue. Our school is representative of the local community in terms of size, race, gender, economic status and special services related challenges of individuals. The Special needs component has led our district in using the SRA model across the curriculum to assist our students in Reading Strategies at HPEM and HPH.

If at any time you have questions or comments, please feel free to contact anyone on the Florence School District Two administrative team for assistance. Please call me at 843-493-2502 at any time.

Robert E. Sullivan, Jr. -Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 20 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.

0

Title I Schools' School Improvement Status

School	Status
Hannah-Pamplico Elementary/Middle	R

The Florence 2 School District consists of 2 public schools with 1 of these schools, or 50%, 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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	591	99.2	33.2	34.9	31.9	78.3	82.4	No	Yes
Gender									
Male	332	99.1	36.2	34.9	28.8	76.3	78.7	N/A	N/A
Female	259	99.2	29.3	35	35.8	80.9	86.2	N/A	N/A
Racial/Ethnic Group									
White	301	99	24.1	34.4	41.5	87.9	88.9	Yes	Yes
African American	259	99.2	42.4	36.3	21.2	67.3	72.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	30	100	40	30	30	80	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status									
Disabled	104	95.2	66.7	21.9	11.5	51	48.1	No	Yes
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	21	100	39.1	39.1	21.7	78.3	78.3	I/S	I/S
Socio-Economic Status									
Subsidized meals	411	99.3	39.4	37.6	23.1	73.6	75.4	No	Yes

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

All Students	591	99.5	33.4	38.2	28.4	79.5	81.9	Yes	Yes
Gender									
Male	332	99.7	34.7	35	30.3	78	79.9	N/A	N/A
Female	259	99.2	31.7	42.3	26	81.3	84.1	N/A	N/A
Racial/Ethnic Group									
White	301	99.7	22.9	38.4	38.7	87.3	88.9	Yes	Yes
African American	259	99.2	45.7	37.6	16.7	70.6	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	30	100	30	43.3	26.7	76.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status									
Disabled	104	97.1	67.3	25.5	7.1	56.1	47.3	Yes	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	21	100	39.1	43.5	17.4	69.6	81.4	I/S	I/S
Socio-Economic Status									
Subsidized meals	411	99.5	40.3	40.3	19.4	75.2	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	390	99.5	43.4	44.5	12	56.6	68.6
Gender							
Male	228	100	41.4	43.3	15.3	58.6	68.3
Female	162	98.8	46.4	46.4	7.3	53.6	68.9
Racial/Ethnic Group							
White	191	100	27	52.8	20.2	73	80.7
African American	179	98.9	58.3	37.5	4.2	41.7	51.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	19	100	63.2	31.6	5.3	36.8	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	67	98.5	70.3	25	4.7	29.7	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	14	100	71.4	28.6	0	28.6	60.7
Socio-Economic Status							
Subsidized meals	269	99.3	52.4	42	5.6	47.6	57.3
Social Studies							
All Students	387	99.5	36.3	43.9	19.8	63.7	72.5
Gender							
Male	210	99.5	38.4	38.9	22.7	61.6	72
Female	177	99.4	33.9	49.7	16.4	66.1	73.1
Racial/Ethnic Group							
White	192	99.5	27.5	45.1	27.5	72.5	81
African American	173	99.4	46.1	42.4	11.5	53.9	60
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	89
Hispanic	21	100	33.3	47.6	19	66.7	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	70	98.6	60.6	36.4	3	39.4	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	14	100	43.8	43.8	12.5	56.3	69.7
Socio-Economic Status							
Subsidized meals	281	99.3	41.5	43.4	15.1	58.5	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	204	100	34.2	43.2	22.6	65.8	73.2	95.7	96.1
Gender									
Male	114	100	38.7	41.4	19.8	61.3	67.2	95.5	96.1
Female	90	100	28.4	45.5	26.1	71.6	79.4	95.9	96.2
Racial/Ethnic Group									
White	104	100	21.6	51	27.5	78.4	81.5	95.4	95.9
African American	91	100	47.7	34.1	18.2	52.3	61.3	95.9	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	99.9	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	66.7	95.9	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	94.8	95.1
Disability Status									
Disabled	30	100	82.8	13.8	3.4	17.2	26	94.3	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	4	I/S	I/S	I/S	I/S	I/S	65.7	96.3	96.9
Socio-Economic Status									
Subsidized meals	130	100	41.3	46	12.7	58.7	63.2	95.5	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	93	98.9	14.8	38.6	46.6	85.2
	4	96	99	22.2	35.6	42.2	77.8
	5	85	98.8	25.3	34.2	40.5	74.7
	6	91	98.9	44.3	31.8	23.9	55.7
	7	111	100	40.6	28.3	31.1	59.4
	8	92	100	52.7	25.3	22	47.3
2011	3	98	99	20.8	28.1	51	79.2
	4	97	96.9	16.3	46.5	37.2	83.7
	5	95	99	26.7	44.4	28.9	73.3
	6	95	100	37.1	31.5	31.5	62.9
	7	92	100	51.1	29.5	19.3	48.9
	8	114	100	45	31.2	23.9	55
Mathematics							
2010	3	93	100	35.2	35.2	29.5	64.8
	4	96	99	27.8	40	32.2	72.2
	5	85	98.8	34.2	45.6	20.3	65.8
	6	91	98.9	52.3	33	14.8	47.7
	7	111	100	37.7	44.3	17.9	62.3
	8	92	100	54.9	33	12.1	45.1
2011	3	98	99	41.7	28.1	30.2	58.3
	4	97	100	18	42.7	39.3	82
	5	95	99	18.9	26.7	54.4	81.1
	6	95	100	34.8	50.6	14.6	65.2
	7	92	98.9	40.2	36.8	23	59.8
	8	114	100	44	44	11.9	56
Science							
2010	3	49	100	37	47.8	15.2	63
	4	96	100	33.3	56.7	10	66.7
	5	44	100	30	65	5	70
	6	45	100	60.5	34.9	4.7	39.5
	7	111	100	30.2	51.9	17.9	69.8
	8	45	100	54.5	25	20.5	45.5
2011	3	49	100	54.2	29.2	16.7	45.8
	4	96	100	25	58	17	75
	5	47	100	38.6	47.7	13.6	61.4
	6	49	98	37.8	51.1	11.1	62.2
	7	91	98.9	59.3	39.5	1.2	40.7
	8	58	100	47.3	36.4	16.4	52.7

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
Social Studies							
2010	3	45	100	39.5	44.2	16.3	60.5
	4	96	100	22.2	48.9	28.9	77.8
	5	40	97.5	18.4	44.7	36.8	81.6
	6	45	100	20	55.6	24.4	80
	7	111	100	39.6	40.6	19.8	60.4
	8	47	97.9	50	32.6	17.4	50
2011	3	49	100	44.9	38.8	16.3	55.1
	4	97	100	13.5	52.8	33.7	86.5
	5	47	100	28.3	47.8	23.9	71.7
	6	46	97.8	29.5	61.4	9.1	70.5
	7	92	98.9	57.5	31	11.5	42.5
	8	56	100	44.4	37	18.5	55.6
Writing							
2010	3	92	97.8	27.9	37.2	34.9	72.1
	4	96	99	27.8	38.9	33.3	72.2
	5	82	98.8	32.9	35.4	31.6	67.1
	6	91	98.9	46.6	38.6	14.8	53.4
	7	111	99.1	36.4	47.7	15.9	63.6
	8	92	98.9	32.2	42.2	25.6	67.8
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	92	100	28.9	41.1	30	71.1
	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	112	100	38.5	45	16.5	61.5

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	85	98.8	19.0	31.6	32.9	16.5	55.7	68.0	No	Yes
Male	38	97.4	30.3	36.4	30.3	3.0	42.4	63.1	N/A	N/A
Female	47	100.0	10.9	28.3	34.8	26.1	65.2	73.1	N/A	N/A
White	36	97.2	14.7	11.8	50.0	23.5	76.5	79.4	I/S	I/S
African American	47	100.0	20.5	47.7	20.5	11.4	40.9	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	17	94.1	71.4	21.4	7.1	N/A	7.1	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	58	100.0	20.0	41.8	27.3	10.9	47.3	54.7	No	Yes

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

All Students	85	98.8	24.1	39.2	22.8	13.9	49.4	62.3	No	Yes
Male	38	97.4	30.3	39.4	24.2	6.1	45.5	61.4	N/A	N/A
Female	47	100.0	19.6	39.1	21.7	19.6	52.2	63.2	N/A	N/A
White	36	97.2	26.5	17.6	35.3	20.6	64.7	75.3	I/S	I/S
African American	47	100.0	20.5	56.8	13.6	9.1	38.6	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	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	17	94.1	57.1	42.9	N/A	N/A	7.1	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	58	100.0	27.3	47.3	16.4	9.1	40.0	48.5	No	Yes

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

All Students	85	91.8	73.1	15.4	7.7	3.8	N/A	N/A	N/A	N/A
Male	38	81.6	80.6	9.7	6.5	3.2	N/A	N/A	N/A	N/A
Female	47	100.0	68.1	19.1	8.5	4.3	N/A	N/A	N/A	N/A
White	36	91.7	54.5	27.3	9.1	9.1	N/A	N/A	N/A	N/A
African American	47	93.6	86.4	6.8	6.8	N/A	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	17	70.6	91.7	N/A	8.3	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	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	58	93.1	81.5	11.1	5.6	1.9	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	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	77	96.1	19.7	40.8	28.2	11.3	50.7	65.9
	2011	85	98.8	19.0	31.6	32.9	16.5	55.7	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	77	96.1	19.7	33.8	25.4	21.1	56.3	62.3
	2011	85	98.8	24.1	39.2	22.8	13.9	49.4	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	N/A	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.0%	0.0%	No
Student attendance rate, grades K-8	96.9%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

Abbreviations for Missing Data