



Jasper School District

10942 N Jacob Smart Blvd
Ridgeland, S.C. 29936

Grades	PK-12 District	
Enrollment	3,251 Students	
Superintendent	Dr. Vashti K. Washington	843-717-1100
Board Chair	Kathleen Snooks	843-726-8063

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

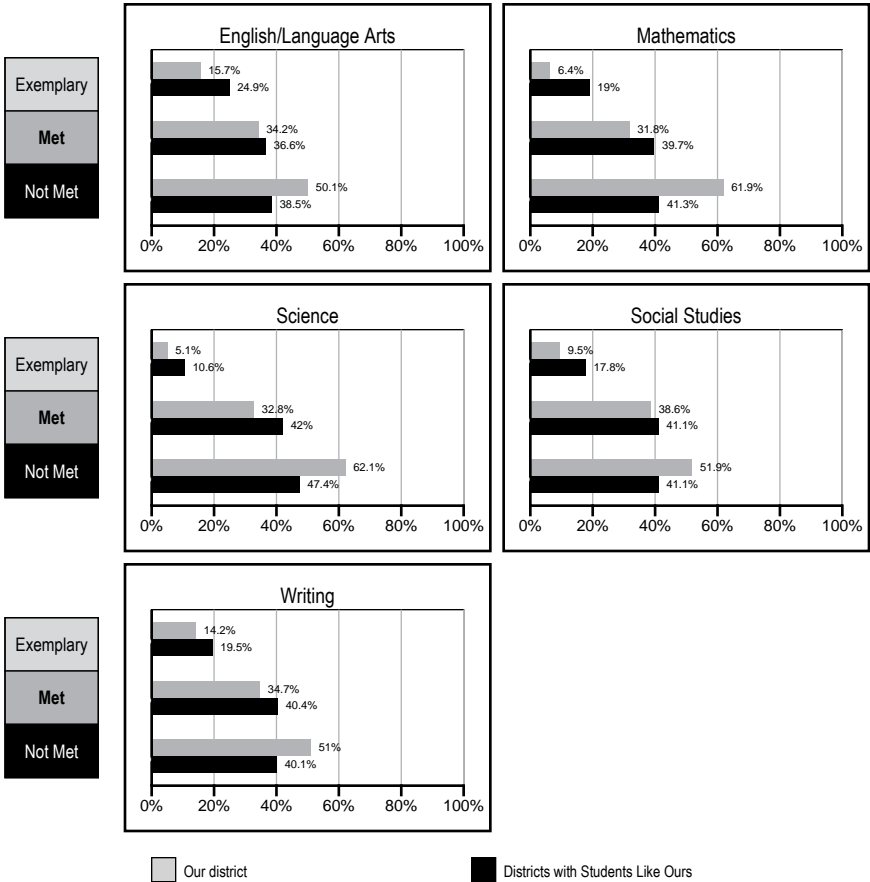
96.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	9	1	5

* 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	54.2%	50.0%	54.0%	61.7%	64.3%	66.7%
Passed one subtest	21.7%	25.0%	28.2%	19.4%	18.1%	18.2%
Passed no subtests	24.1%	25.0%	17.8%	18.9%	17.5%	15.1%

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	38.5%	70.9%
English 1	45.6%	55.6%
Biology 1/Applied Biology 2	33.7%	47.6%
Physical Science	12.8%	42.7%
US History and the Constitution	15.4%	26.3%
All Subjects	31.8%	48.9%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	268	203	219	202
Number of Graduates in Cohort	176	148	152	145
Rate	65.7%	72.9%	71.4%	74.2%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	268	N/A	216
Number of Graduates in Cohort	N/A	177	N/A	153
Rate	N/A	66.0%	N/A	73.3%

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=3,251)				
First graders who attended full-day kindergarten	100.0%	Up from 93.2%	100.0%	99.6%
Retention rate	3.0%	Up from 1.8%	3.1%	2.3%
Attendance rate	98.2%	Down from 99.3%	96.2%	95.8%
Served by gifted and talented program	6.7%	Down from 6.9%	8.1%	14.0%
With disabilities other than speech	7.8%	Down from 10.1%	7.8%	7.4%
Older than usual for grade	3.8%	Down from 4.7%	4.2%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.6%	0.4%	0.5%
Enrolled in AP/IB programs	2.4%	Up from 2.2%	3.8%	12.2%
Successful on AP/IB exams	N/A	N/A	23.2%	52.9%
Eligible for LIFE Scholarship	24.4%	Up from 23.8%	28.1%	30.3%
Enrolled in adult education GED or diploma programs	27	Down from 42	42	66
Completions in adult education GED or diploma programs	6	Down from 8	22	35
Annual dropout rate	2.1%	Up from 1.5%	2.2%	2.8%
Teachers (n=225)				
Teachers with advanced degrees	62.2%	Up from 60.6%	58.9%	61.2%
Continuing contract teachers	60.9%	Down from 61.9%	80.5%	85.6%
Teachers returning from previous year	82.4%	Up from 80.4%	87.1%	90.3%
Teacher attendance rate	94.3%	Down from 99.0%	94.6%	95.2%
Average teacher salary*	\$48,815	Up 2.3%	\$43,925	\$46,166
Vacancies for more than nine weeks	0.9%	Up from 0.4%	0.4%	0.0%
Professional development days/teacher	14.4 days	Up from 11.5 days	12.5 days	12.2 days
District				
Superintendent's years at district	1.0	Up from 0.5	1.5	3.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 20.0 to 1	19.4 to 1	21.7 to 1
Prime instructional time	90.8%	Down from 97.1%	89.6%	90.1%
Dollars spent per pupil**	\$10,351	Up 0.4%	\$10,520	\$9,140
Percent of expenditures for teacher salaries**	48.5%	Down from 49.9%	48.7%	53.5%
Percent of expenditures for instruction**	50.6%	Down from 54.0%	52.1%	56.5%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	5	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	0.2%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	5.0	No Change	5.0	8.0
Parents attending conferences	92.9%	Up from 85.0%	95.2%	96.6%
Average administrator salary	\$79,193	Down 3.3%	\$73,805	\$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	167	80.2%	1165	31.8%	268	65.7%	No
Gender							
Male	83	80.7%	550	32.2%	138	57.2%	N/A
Female	84	79.8%	608	30.9%	129	74.4%	N/A
Racial/Ethnic Group							
White	16	87.5%	146	44.5%	49	49.0%	N/A
African American	130	80.0%	823	28.3%	173	72.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	20	75.0%	189	35.4%	44	56.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	24	50.0%	86	8.1%	31	64.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	19	73.7%	189	35.4%	27	70.4%	N/A
Socio-Economic Status							
Subsidized meals	115	80.0%	775	29.7%	173	69.4%	N/A

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

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	80.2%	87.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	397	398	400	405	369	377	1166	1179		
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	13.2	12.9	15.6	16.1	15.0	14.7	16.1	16.2	15.1	15.1
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

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School District Governance

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	247.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

As Jasper County School District (JCSD) comes to the end of the first year of a new vision under the leadership of our new Superintendent Dr. Vashti K. Washington, the Board is encouraged to report that the schools have made the critical initial step to achieving the Board's mission "to become the pride of the community." Stakeholders watched with satisfaction as student after student, representing every part of the county, proudly displayed that they have excelled to high academic standards. This progress is the result of standards based instruction delivered by highly qualified professionals with the dedicated support of parents and community leaders.

Colleges and foundations awarded academic success as they presented the opportunity for higher learning with more than \$2.6 million dollars in scholarship funds. Not only have students excelled academically, they have also excelled in the arts and in athletics. Many have been honored for their instrumental, performing and visual arts skills at regional and statewide events. Student athletes have garnered regional and state recognition, including team and individual state championships. The District continues its effort to improve its facilities and its technology infrastructure. Technology integration, in addition to improvements in computers hardware, interactive whiteboards, improved security measures, and heightened instructional delivery at both K-12 schools have afforded students an opportunity to expand their educational horizons. Safe school efforts are continuing to make the schools inviting, clean, safe, and appealing. Although the district continues to face the challenges of an extended economic downturn, it remains our commitment to deliver the absolute best educational product to our children. Every parent, every business and every civic leader has a vested interest in the success of the school system. Together, all stakeholders will continue to work toward these common goals. Jasper County School District is on the move and stakeholders are elated to be a part of it.

Dr. Vashti K. Washington – Superintendent
 Kathleen Snooks, Chair Board of Trustees

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 18 out of 29 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.

1

Title I Schools' School Improvement Status

School	Status	School	Status
Hardeeville Elementary	R	Ridgeland Middle	R
Ridgeland Elementary	R		

The Jasper School District consists of 5 public schools with 3 of these schools, or 60%, 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	1414	99.2	49.9	34.3	15.8	63.7	82.4	No	Yes
Gender									
Male	745	99.1	57.3	30.7	12	56.7	78.7	N/A	N/A
Female	669	99.4	41.6	38.2	20.2	71.5	86.2	N/A	N/A
Racial/Ethnic Group									
White	194	99	32.9	41.5	25.6	78	88.9	No	Yes
African American	890	99.7	55.4	31.7	12.9	58.6	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	322	98.1	43.3	38.3	18.3	70.7	79.3	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status									
Disabled	176	99.4	76.5	13	10.5	35.2	48.1	Yes	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	310	98.1	44.5	38	17.5	69.9	78.3	No	Yes
Socio-Economic Status									
Subsidized meals	1046	99.3	51.6	33.2	15.2	61.9	75.4	No	Yes

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

All Students	1414	99.6	61.8	32.3	5.8	52.7	81.9	No	Yes
Gender									
Male	745	99.3	65.3	29.5	5.2	47.8	79.9	N/A	N/A
Female	669	99.9	57.9	35.5	6.6	58.3	84.1	N/A	N/A
Racial/Ethnic Group									
White	194	99	51.2	40.2	8.5	61.6	88.9	No	Yes
African American	890	99.7	66.1	29.8	4.2	48.3	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	322	99.7	55.7	35.7	8.5	60.7	81.1	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status									
Disabled	176	100	81.6	12.3	6.1	26.4	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	310	99.7	56.9	36	7.1	59.9	81.4	No	Yes
Socio-Economic Status									
Subsidized meals	1046	99.7	62.6	31.9	5.5	51.8	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	946	99.2	61.9	33.1	5	38.1	68.6
Gender							
Male	494	98.6	63.9	30.8	5.3	36.1	68.3
Female	452	99.8	59.6	35.6	4.8	40.4	68.9
Racial/Ethnic Group							
White	131	98.5	48.1	42.6	9.3	51.9	80.7
African American	588	99.3	65.8	30.1	4.1	34.2	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	222	99.1	58	36.7	5.3	42	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	117	100	79.1	10.9	10	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	215	99.1	59.1	35.5	5.4	40.9	60.7
Socio-Economic Status							
Subsidized meals	702	99	62.4	32.5	5	37.6	57.3
Social Studies							
All Students	944	98.6	51.4	39.2	9.4	48.6	72.5
Gender							
Male	487	97.7	55.3	36.5	8.3	44.7	72
Female	457	99.6	47.4	42	10.6	52.6	73.1
Racial/Ethnic Group							
White	118	97.5	36	46	18	64	81
African American	614	98.7	57.9	34.4	7.7	42.1	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89
Hispanic	208	99	40.6	49.7	9.6	59.4	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	116	98.3	77.1	14.3	8.6	22.9	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	201	99	41.4	50.3	8.4	58.6	69.7
Socio-Economic Status							
Subsidized meals	694	98.4	54.2	37.6	8.2	45.8	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	458	98	50.7	35	14.3	49.3	73.2	97.6	96.1
Gender									
Male	246	98.4	59.5	30.6	9.9	40.5	67.2	97.4	96.1
Female	212	97.6	40.2	40.2	19.6	59.8	79.4	97.9	96.2
Racial/Ethnic Group									
White	62	98.4	38.5	36.5	25	61.5	81.5	96.6	95.9
African American	289	97.6	56.6	34.9	8.5	43.4	61.3	97.6	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	97.7	97.2
Hispanic	103	99	42.9	33.7	23.5	57.1	66.7	98.3	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2	92.1	95.1
Disability Status									
Disabled	58	86.2	93.6	2.1	4.3	6.4	26	96.9	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	95	99	43.2	33.7	23.2	56.8	65.7	98.5	96.9
Socio-Economic Status									
Subsidized meals	344	98.3	52.7	35.3	12	47.3	63.2	98.2	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	311	90.7	50.7	29.6	19.7	49.3
	4	237	85.7	48.4	36.9	14.7	51.6
	5	225	98.7	37.1	47.4	15.5	62.9
	6	207	100	43.1	43.1	13.8	56.9
	7	231	98.3	64.3	23.5	12.2	35.7
	8	208	99.5	59.1	29.8	11.1	40.9
2011	3	253	100	47.2	31.8	21	52.8
	4	284	98.2	54.2	34.7	11.1	45.8
	5	242	99.6	40.4	42.7	16.9	59.6
	6	230	99.6	50.2	32.7	17.1	49.8
	7	192	98.4	48.6	35.8	15.6	51.4
	8	213	99.5	58.6	27.6	13.8	41.4
Mathematics							
2010	3	311	96.1	69.4	23.2	7.4	30.6
	4	237	98.7	52.7	41.6	5.8	47.3
	5	225	98.7	59.2	34.3	6.6	40.8
	6	207	100	48.2	45.1	6.7	51.8
	7	231	99.1	68.5	26.1	5.4	31.5
	8	208	99.5	70.7	25.8	3.5	29.3
2011	3	253	100	69.1	22.7	8.2	30.9
	4	284	100	59.6	34.1	6.4	40.4
	5	242	99.6	60.4	34.2	5.3	39.6
	6	230	99.6	62.2	33.6	4.1	37.8
	7	192	97.9	56.1	36.4	7.5	43.9
	8	213	100	62.6	34	3.4	37.4
Science							
2010	3	150	100	84.8	13	2.2	15.2
	4	234	98.7	60.8	37.8	1.4	39.2
	5	114	98.3	63.6	34.6	1.9	36.4
	6	107	99.1	67.7	31.3	1	32.3
	7	228	100	56.1	40.3	3.6	43.9
	8	105	96.2	53.6	39.2	7.2	46.4
2011	3	129	100	79.5	17.1	3.4	20.5
	4	283	100	66.5	30.8	2.6	33.5
	5	119	98.3	63	35.2	1.9	37
	6	115	98.3	51.4	43.9	4.7	48.6
	7	192	97.9	54.7	39.5	5.8	45.3
	8	108	100	51.5	33	15.5	48.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	152	99.3	62.3	30.8	6.8	37.7
	4	235	99.6	47.6	48.4	4	52.4
	5	109	98.2	57.3	34	8.7	42.7
	6	100	100	33.3	54.2	12.5	66.7
	7	228	99.6	66.1	26.7	7.2	33.9
	8	102	100	51	36.7	12.2	49
2011	3	126	100	49.2	41.5	9.3	50.8
	4	282	100	55.1	40.8	4.2	44.9
	5	123	95.9	59.5	33.3	7.2	40.5
	6	116	99.1	44	47.7	8.3	56
	7	192	97.4	53.2	31	15.8	46.8
	8	105	98.1	40.4	43.4	16.2	59.6
Writing							
2010	3	313	98.7	62.3	22.8	14.9	37.7
	4	235	97.5	48.2	33.5	18.3	51.8
	5	225	96.9	51.2	32.7	16.1	48.8
	6	209	99.5	48.2	41.6	10.2	51.8
	7	232	98.7	60.4	31.5	8.1	39.6
	8	207	97.6	43.9	43.4	12.8	56.1
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	245	97.6	42	37.9	20.1	58
	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	213	98.6	60.4	31.7	7.9	39.6

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	211	95.7	19.7	42.6	26.6	11.2	48.9	68.0	No	Yes
Male	98	93.9	27.7	38.6	24.1	9.6	39.8	63.1	N/A	N/A
Female	113	97.3	13.3	45.7	28.6	12.4	56.2	73.1	N/A	N/A
White	31	96.8	23.1	19.2	46.2	11.5	61.5	79.4	I/S	I/S
African American	146	95.9	18.2	49.2	21.2	11.4	46.2	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	33	93.9	24.1	34.5	31.0	10.3	48.3	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	33	97.0	67.9	28.6	3.6	N/A	3.6	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	31	96.8	24.1	34.5	34.5	6.9	48.3	45.1	I/S	I/S
Subsidized meals	137	96.4	21.4	42.9	26.2	9.5	47.6	54.7	No	Yes

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

All Students	211	95.3	44.7	30.9	17.6	6.9	30.9	62.3	No	Yes
Male	98	93.9	43.4	27.7	24.1	4.8	33.7	61.4	N/A	N/A
Female	113	96.5	45.7	33.3	12.4	8.6	28.6	63.2	N/A	N/A
White	31	96.8	38.5	23.1	30.8	7.7	42.3	75.3	I/S	I/S
African American	146	95.2	48.5	31.1	12.9	7.6	27.3	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	33	93.9	34.5	37.9	24.1	3.4	34.5	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	33	97.0	85.7	14.3	N/A	N/A	3.6	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	31	96.8	34.5	37.9	24.1	3.4	34.5	47.1	I/S	I/S
Subsidized meals	137	95.6	44.4	34.1	13.5	7.9	27.8	48.5	No	Yes

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

All Students	211	94.3	86.4	8.0	4.0	1.5	N/A	N/A	N/A	N/A
Male	98	88.8	85.1	8.0	4.6	2.3	N/A	N/A	N/A	N/A
Female	113	99.1	87.5	8.0	3.6	0.9	N/A	N/A	N/A	N/A
White	31	93.5	79.3	13.8	6.9	N/A	N/A	N/A	N/A	N/A
African American	146	94.5	88.4	7.2	2.9	1.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	33	93.9	87.1	6.5	3.2	3.2	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	33	72.7	N/AV	N/AV	N/AV	N/AV	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	31	96.8	86.7	6.7	6.7	N/A	N/A	N/A	N/A	N/A
Subsidized meals	137	92.7	85.8	7.1	4.7	2.4	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	267	92.9	29.8	40.9	20.0	9.4	41.3	65.9
	2011	211	95.7	19.7	42.6	26.6	11.2	48.9	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	267	93.6	40.9	44.3	10.1	4.6	27.4	62.3
	2011	211	95.3	44.7	30.9	17.6	6.9	30.9	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.1%	0.0%	No
Student attendance rate, grades K-8	98.2%	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