



Saluda School District

404 N. Wise Road
Saluda, S.C. 29138

Grades	PK-12 District	
Enrollment	2,126 Students	
Superintendent	Dr. David M. Mathis	864-445-8441
Board Chair	Dr. Kathy Coleman	864-445-8625

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good*
2010	Average	Good
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Average	Average

* The District'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>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

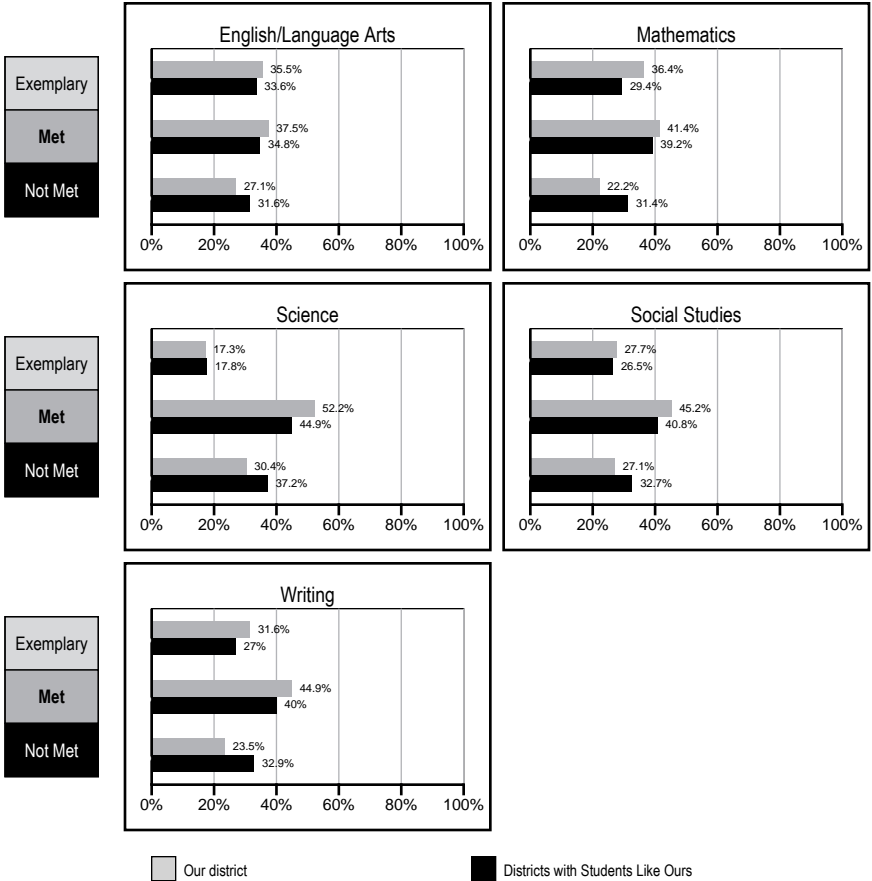
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	4	15	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	74.8%	82.4%	85.6%	72.9%	75.7%	75.1%
Passed one subtest	11.2%	9.8%	7.8%	14.3%	12.2%	13.7%
Passed no subtests	14.0%	7.8%	6.5%	12.9%	12.1%	11.2%

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	83.6%	81.3%
English 1	69.0%	65.5%
Biology 1/Applied Biology 2	81.2%	62.5%
Physical Science	61.6%	51.8%
US History and the Constitution	52.5%	40.6%
All Subjects	70.5%	60.9%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	180	148	403	417
Number of Graduates in Cohort	135	115	291	311
Rate	75.0%	77.7%	72.6%	75.8%

*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	181	N/A	422
Number of Graduates in Cohort	N/A	135	N/A	308
Rate	N/A	74.6%	N/A	73.6%

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=2,126)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.6%
Retention rate	2.4%	Down from 2.9%	2.4%	2.3%
Attendance rate	96.0%	Up from 95.8%	95.8%	95.8%
Served by gifted and talented program	10.1%	Up from 9.2%	14.9%	14.0%
With disabilities other than speech	7.1%	Down from 9.4%	7.4%	7.4%
Older than usual for grade	2.7%	Down from 4.6%	3.1%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.5%	0.4%	0.5%
Enrolled in AP/IB programs	0.0%	No Change	8.2%	12.2%
Successful on AP/IB exams	N/A	N/A	43.4%	52.9%
Eligible for LIFE Scholarship	44.5%	Down from 45.1%	30.0%	30.3%
Enrolled in adult education GED or diploma programs	18	Up from 9	64	66
Completions in adult education GED or diploma programs	15	Up from 3	28	35
Annual dropout rate	3.5%	Up from 2.9%	2.9%	2.8%
Teachers (n=147)				
Teachers with advanced degrees	49.7%	Up from 48.4%	61.6%	61.2%
Continuing contract teachers	89.1%	Up from 77.4%	87.5%	85.6%
Teachers returning from previous year	89.0%	Up from 85.3%	89.9%	90.3%
Teacher attendance rate	95.2%	Up from 94.5%	95.1%	95.2%
Average teacher salary*	\$42,635	Up 1.2%	\$45,821	\$46,166
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	16.9 days	No Change	12.3 days	12.2 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	19.5 to 1	No Change	21.4 to 1	21.7 to 1
Prime instructional time	89.6%	Up from 88.4%	89.6%	90.1%
Dollars spent per pupil**	\$9,244	Up 1.5%	\$9,033	\$9,140
Percent of expenditures for teacher salaries**	50.9%	Down from 51.5%	53.5%	53.5%
Percent of expenditures for instruction**	52.6%	Down from 53.1%	55.9%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	5	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	1.0	Down from 2.0	8.0	8.0
Parents attending conferences	100.0%	No Change	97.0%	96.6%
Average administrator salary	\$71,070	Down 6.0%	\$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

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	130	92.3%	876	70.5%	180	75.0%	No
Gender							
Male	75	96.0%	434	71.9%	89	69.7%	N/A
Female	55	87.3%	433	69.3%	91	80.2%	N/A
Racial/Ethnic Group							
White	65	96.9%	415	80.5%	96	77.1%	N/A
African American	45	91.1%	304	60.9%	70	75.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	20	80.0%	148	62.8%	13	53.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	10	70.0%	91	28.6%	18	55.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	11	63.6%	80	55.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	60	88.3%	524	62.2%	93	63.4%	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	92.3%	90.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	444	428	463	438	443	423	1349	1289		
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	16.7	17.6	18.2	18.4	18.0	17.8	18.3	19.3	17.9	18.4
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	County Council
Average Number of Hours of Training Annually	10.4 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The District worked diligently this year to revamp our Strategic Plan while revising our mission statement, which is to educate all students by providing a rigorous and relevant curriculum with supportive programs. We believe that all students can learn given appropriate learning opportunities whereas education is the shared responsibility of home, school, and community.

Once again, we are very proud of our many accomplishments. Students represented our district well in academic, athletic, and fine arts competitions. Along with our numerous region winners, the district recognized approximately thirty students for winning competitions on the state and/or national level.

Student performance continued to show improvement. Three out of five of our schools made Average Yearly Progress (AYP). Saluda Elementary received the Palmetto Gold for academic achievement and the Palmetto Silver for closing the achievement gap among subgroups of students. Saluda High School received the Palmetto Gold for closing the achievement gap and the Palmetto Silver for academic achievement. Graduating Seniors of the Class of 2011 earned an impressive \$1,300,000 in scholarships. Fifty-three seniors were awarded life scholarships.

We continue to improve our use of technology in the classrooms and throughout the district, utilizing Smartboards, Schoolwires, an ALERTNOW parent notification system, and introducing a Parent Portal through PowerSchool which allows parents to see their child's grades, and daily progress. All schools use computer-based programs to differentiate instruction, and online credit-recovery courses were available for those who needed them. This summer, all computers within the district will be upgraded with new software making them more compatible and efficient.

We recognize that while our world is changing, we must remain committed to preparing 21st Century graduates, prepared to excel in their future endeavors. With your help, we look forward to accomplishing our goals.

David M. Mathis, Ed.D., Superintendent

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No Child Left Behind

District Adequate Yearly Progress

Yes

This district met 29 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

CDI-H

CDI-H

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Saluda School District consists of 5 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

N/A–Not Applicable

NAV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	934	99.8	26.9	37.9	35.2	83.9	82.4	Yes	Yes
Gender									
Male	485	99.8	32.6	37.5	29.9	80	78.7	N/A	N/A
Female	449	99.8	20.8	38.2	41	88	86.2	N/A	N/A
Racial/Ethnic Group									
White	418	100	19.2	31.8	49	90.1	88.9	Yes	Yes
African American	306	100	36.8	41.8	21.4	75.6	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	209	99	27.8	44.4	27.8	83.4	79.3	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status									
Disabled	112	100	67	24.8	8.3	52.3	48.1	Yes	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	157	98.7	29.4	47.9	22.7	80.4	78.3	Yes	Yes
Socio-Economic Status									
Subsidized meals	641	99.7	32.4	41.8	25.8	79.7	75.4	Yes	Yes

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

All Students	934	100	22.2	41.9	35.8	86.3	81.9	Yes	Yes
Gender									
Male	485	100	26	41.7	32.3	83.8	79.9	N/A	N/A
Female	449	100	18.3	42.2	39.5	88.9	84.1	N/A	N/A
Racial/Ethnic Group									
White	418	100	14.8	41.4	43.8	90.9	88.9	Yes	Yes
African American	306	100	33.1	42.1	24.7	79.6	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	209	100	21.3	43	35.7	87	81.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status									
Disabled	112	100	55	36.7	8.3	57.8	47.3	Yes	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	157	100	26.1	38.8	35.2	84.2	81.4	Yes	Yes
Socio-Economic Status									
Subsidized meals	641	100	27.4	43.6	29	83.7	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	642	99.8	30.3	52.5	17.2	69.7	68.6
Gender							
Male	334	100	32.5	50	17.5	67.5	68.3
Female	308	99.7	28.1	55.1	16.8	71.9	68.9
Racial/Ethnic Group							
White	289	99.7	13.3	58.3	28.4	86.7	80.7
African American	213	100	46.9	45.4	7.7	53.1	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	139	100	40.1	51.8	8	59.9	61.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	77	100	60	32	8	40	35.7
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	104	100	47.3	46.4	6.4	52.7	60.7
Socio-Economic Status							
Subsidized meals	430	100	39.2	51.1	9.7	60.8	57.3
Social Studies							
All Students	640	100	27.1	45.7	27.2	72.9	72.5
Gender							
Male	339	100	28.4	43.5	28.1	71.6	72
Female	301	100	25.6	48.1	26.3	74.4	73.1
Racial/Ethnic Group							
White	270	100	20	41.9	38.1	80	81
African American	220	100	35.3	50.2	14.4	64.7	60
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	89
Hispanic	150	100	27.7	45.9	26.4	72.3	69.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	79	100	61	33.8	5.2	39	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	109	100	31.9	44	24.1	68.1	69.7
Socio-Economic Status							
Subsidized meals	451	100	32.3	48.2	19.5	67.7	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	292	99	23	45.2	31.8	77	73.2	96	96.1
Gender									
Male	151	98.7	29.7	42.1	28.3	70.3	67.2	95.9	96.1
Female	141	99.3	15.9	48.6	35.5	84.1	79.4	96.1	96.2
Racial/Ethnic Group									
White	153	98.7	14.3	43.5	42.2	85.7	81.5	95.7	95.9
African American	83	98.8	42.5	45	12.5	57.5	61.3	96.1	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	97.5	97.2
Hispanic	56	100	17.9	50	32.1	82.1	66.7	96.4	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	99.9	95.1
Disability Status									
Disabled	37	94.6	79.4	17.6	2.9	20.6	26	95	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	91.6	96.8
Limited English Proficient									
Limited English	39	100	22.5	52.5	25	77.5	65.7	96.5	96.9
Socio-Economic Status									
Subsidized meals	185	99.5	30.2	48.9	20.9	69.8	63.2	95.7	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	176	100	30	23.5	46.5	70
	4	153	100	26.8	39.6	33.6	73.2
	5	136	100	13.7	52.7	33.6	86.3
	6	170	100	31.7	34.1	34.1	68.3
	7	152	100	29.5	43.2	27.4	70.5
	8	156	100	35.1	31.2	33.8	64.9
2011	3	165	99.4	23.1	30.6	46.3	76.9
	4	180	99.4	28.1	40.4	31.6	71.9
	5	149	100	21.4	38.6	40	78.6
	6	133	100	28.2	44.3	27.5	71.8
	7	167	100	31.9	34.3	33.7	68.1
	8	140	100	28.3	40.6	31.2	71.7
Mathematics							
2010	3	176	99.4	31.4	27.2	41.4	68.6
	4	153	100	22.1	41.6	36.2	77.9
	5	136	100	31.3	42.7	26	68.7
	6	170	100	22.8	37.7	39.5	77.2
	7	152	100	30.8	39.7	29.5	69.2
	8	156	100	22.1	48.1	29.9	77.9
2011	3	165	100	32.9	29.8	37.3	67.1
	4	180	100	20.3	42.4	37.2	79.7
	5	149	100	15.2	35.2	49.7	84.8
	6	133	100	14.5	51.9	33.6	85.5
	7	167	100	24.1	44	31.9	75.9
	8	140	100	24.6	50.7	24.6	75.4
Science							
2010	3	89	100	59.3	24.4	16.3	40.7
	4	153	100	31.3	56	12.7	68.7
	5	69	100	28.8	59.1	12.1	71.2
	6	85	100	60	35.3	4.7	40
	7	152	100	26.5	51.7	21.8	73.5
	8	79	100	26.9	46.2	26.9	73.1
2011	3	85	100	39.5	43.2	17.3	60.5
	4	179	100	34.5	54.4	11.1	65.5
	5	77	98.7	33.8	45.9	20.3	66.2
	6	66	100	29.7	64.1	6.3	70.3
	7	167	100	22.9	60.8	16.3	77.1
	8	68	100	23.9	34.3	41.8	76.1

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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	88	100	30.6	37.6	31.8	69.4
	4	153	100	27.5	52.3	20.1	72.5
	5	67	100	23.1	40	36.9	76.9
	6	85	100	18.3	63.4	18.3	81.7
	7	152	100	37	42.5	20.5	63
	8	77	100	35.5	42.1	22.4	64.5
2011	3	82	100	25.6	47.6	26.8	74.4
	4	180	100	33.7	50	16.3	66.3
	5	72	100	14.3	40	45.7	85.7
	6	67	100	16.4	58.2	25.4	83.6
	7	167	100	33.7	38	28.3	66.3
	8	72	100	19.7	45.1	35.2	80.3
Writing							
2010	3	177	98.9	25.3	34.1	40.6	74.7
	4	153	99.4	20.8	34.9	44.3	79.2
	5	138	99.3	22.7	45.5	31.8	77.3
	6	171	100	31.1	41.3	27.5	68.9
	7	154	98.1	34	45.1	20.8	66
	8	157	100	24.5	47.1	28.4	75.5
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	152	99.3	19.7	40.8	39.5	80.3
	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	140	98.6	26.5	50	23.5	73.5

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	154	99.4	9.3	35.3	32.0	23.3	60.7	68.0	No	Yes
Male	78	98.7	11.8	38.2	31.6	18.4	57.9	63.1	N/A	N/A
Female	76	100.0	6.8	32.4	32.4	28.4	63.5	73.1	N/A	N/A
White	75	100.0	8.1	21.6	39.2	31.1	75.7	79.4	Yes	Yes
African American	54	98.1	13.2	52.8	20.8	13.2	39.6	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	25	100.0	4.3	39.1	34.8	21.7	60.9	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	22	100.0	38.1	42.9	14.3	4.8	19.0	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	13	100.0	8.3	50.0	33.3	8.3	50.0	45.1	I/S	I/S
Subsidized meals	95	98.9	13.0	43.5	26.1	17.4	50.0	54.7	No	Yes

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

All Students	154	99.4	10.7	38.0	37.3	14.0	63.3	62.3	No	Yes
Male	78	98.7	11.8	35.5	34.2	18.4	61.8	61.4	N/A	N/A
Female	76	100.0	9.5	40.5	40.5	9.5	64.9	63.2	N/A	N/A
White	75	100.0	9.5	27.0	43.2	20.3	71.6	75.3	Yes	Yes
African American	54	98.1	13.2	54.7	26.4	5.7	50.9	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	25	100.0	8.7	34.8	43.5	13.0	65.2	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	22	100.0	33.3	33.3	28.6	4.8	38.1	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	13	100.0	16.7	50.0	25.0	8.3	50.0	47.1	I/S	I/S
Subsidized meals	95	98.9	14.1	43.5	34.8	7.6	54.3	48.5	No	Yes

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

All Students	154	99.4	49.7	18.3	13.7	18.3	N/A	N/A	N/A	N/A
Male	78	98.7	51.9	16.9	11.7	19.5	N/A	N/A	N/A	N/A
Female	76	100.0	47.4	19.7	15.8	17.1	N/A	N/A	N/A	N/A
White	75	100.0	34.7	22.7	16.0	26.7	N/A	N/A	N/A	N/A
African American	54	98.1	67.9	13.2	13.2	5.7	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	25	100.0	56.0	16.0	8.0	20.0	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	22	95.5	85.7	9.5	N/A	4.8	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	13	100.0	76.9	15.4	7.7	N/A	N/A	N/A	N/A	N/A
Subsidized meals	95	98.9	59.6	13.8	12.8	13.8	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	154	100.0	12.7	34.0	32.0	21.3	66.7	65.9
	2011	154	99.4	9.3	35.3	32.0	23.3	60.7	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	154	100.0	12.7	30.7	40.0	16.7	73.3	62.3
	2011	154	99.4	10.7	38.0	37.3	14.0	63.3	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate, grades K-8	96.0%	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