

York 1 School District

1475 East Liberty Street
York, South Carolina

Grades	PK-12 District	
Enrollment	5,205 Students	
Superintendent	Dr Vernon Prosser	803-684-9916
Board Chair	Shirley Harris	803-684-3733

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	At-Risk
2008	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

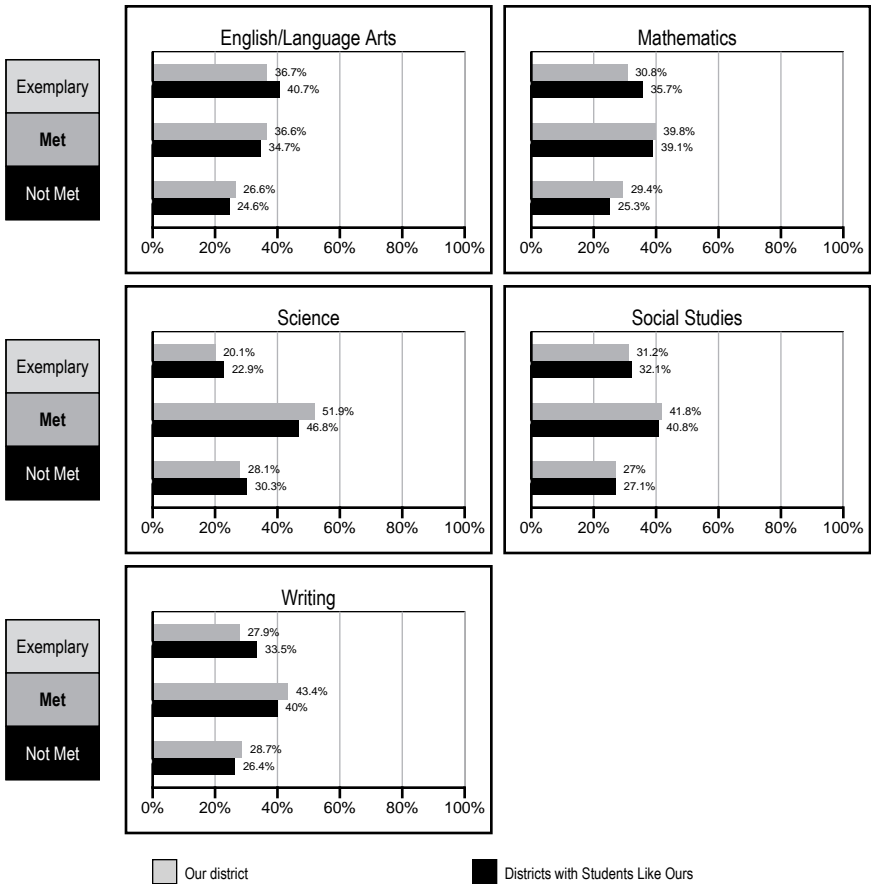
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	11	1	1

* 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 /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	73.2%	79.5%	82.5%	77.2%	79.6%	78.8%
Passed one subtest	15.5%	11.7%	9.7%	12.1%	11.1%	12.3%
Passed no subtests	11.3%	8.8%	7.9%	10.8%	9.4%	8.9%

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	79.4%	81.9%
English 1	73.2%	72.3%
Biology 1/Applied Biology 2	66.0%	66.6%
Physical Science	63.7%	56.4%
US History and the Constitution	55.7%	44.7%
All Subjects	67.7%	65.5%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	423	378	816	803
Number of Graduates in Cohort	334	296	582	567
Rate	79.0%	78.3%	71.5%	74.5%

*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	423	N/A	796
Number of Graduates in Cohort	N/A	343	N/A	572
Rate	N/A	81.1%	N/A	73.4%

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=5,205)				
First graders who attended full-day kindergarten	100.0%	Up from 99.2%	99.5%	99.6%
Retention rate	0.9%	Down from 1.3%	1.9%	2.3%
Attendance rate	95.7%	Up from 95.4%	95.8%	95.8%
Served by gifted and talented program	13.7%	Down from 15.0%	19.0%	14.0%
With disabilities other than speech	7.7%	Down from 9.9%	7.7%	7.4%
Older than usual for grade	2.2%	Down from 3.2%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.0%	0.9%	0.5%
Enrolled in AP/IB programs	10.5%	Down from 16.0%	17.9%	12.2%
Successful on AP/IB exams	39.1%	Up from 32.8%	44.2%	52.9%
Eligible for LIFE Scholarship	53.5%	Up from 52.2%	31.0%	30.3%
Enrolled in adult education GED or diploma programs	14	Up from 12	82	66
Completions in adult education GED or diploma programs	14	Up from 12	48	35
Annual dropout rate	3.1%	Up from 3.0%	3.0%	2.8%
Teachers (n=315)				
Teachers with advanced degrees	67.0%	Up from 65.9%	61.8%	61.2%
Continuing contract teachers	91.4%	Down from 92.8%	87.5%	85.6%
Teachers returning from previous year	93.5%	Up from 92.7%	91.7%	90.3%
Teacher attendance rate	95.4%	Up from 95.2%	95.3%	95.2%
Average teacher salary*	\$47,738	Down 3.7%	\$47,577	\$46,166
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	8.5 days	Down from 10.6 days	11.9 days	12.2 days
District				
Superintendent's years at district	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 21.9 to 1	22.2 to 1	21.7 to 1
Prime instructional time	89.9%	Up from 89.6%	90.5%	90.1%
Dollars spent per pupil**	\$8,876	Down 0.2%	\$8,820	\$9,140
Percent of expenditures for teacher salaries**	57.2%	Up from 57.0%	54.8%	53.5%
Percent of expenditures for instruction**	59.2%	No Change	58.4%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	8	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.3%	Down from 5.4%	1.3%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	8.0	No Change	13.0	8.0
Parents attending conferences	96.0%	Down from 97.1%	96.8%	96.6%
Average administrator salary	\$72,764	Down 10.6%	\$78,534	\$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	330	93.3%	1785	67.7%	423	79.0%	Yes
Gender							
Male	180	91.7%	880	65.2%	211	76.8%	N/A
Female	150	95.3%	882	70.0%	212	81.1%	N/A
Racial/Ethnic Group							
White	224	93.3%	1317	71.9%	310	79.0%	N/A
African American	83	92.8%	342	52.0%	86	81.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	15	100.0%	69	66.7%	16	56.3%	N/A
American Indian/Alaskan	N/A	N/A	26	57.7%	N/A	N/A	N/A
Disability Status							
Disabled	30	56.7%	170	35.3%	23	69.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	31	54.8%	11	45.5%	N/A
Socio-Economic Status							
Subsidized meals	159	91.8%	916	58.4%	221	75.1%	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	93.3%	92.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	464	457	483	478	444	432	1391	1366		
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	17.6	18.1	19.3	19.0	19.0	19.2	19.0	18.8	18.9	18.9
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 single-member seats, 2 trustees elected to at-large seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	102.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Sparking potential. Inspiring success. These four words are the foundation of our vision statement: Building the foundation for tomorrow by sparking potential and inspiring success. This vision frames our school district's mission of providing our students with a diverse, innovative education in a safe environment enabling them to be successful in their life's aspirations as responsible citizens living in a global society.

York School District One believes that each child is unique and should have the greatest opportunity to reach his or her full potential. This belief embodies our goals of using data to drive the district's decisions responding to the diverse needs of our students; creating an environment that develops a passion and the ability to read, write and communicate effectively in a global society; providing extra time and extra help in personal, social and academic areas for every student at all levels; and keeping pace with ever-changing technology.

Because we believe each child is unique and should have the opportunity to reach his or her full potential, York School District One is committed to providing a seamless transition from secondary to post-secondary education. We have created a college-going and career-readiness culture where many of our graduates attend some of the most prestigious colleges in the nation, go directly to work with Industry Certification, receive military preparation, and earn dual credits to attend two and four year colleges and universities.

Our greatest strength continues to rest in our community stakeholders. We enjoy strong, unified support of our schools across the district. The support is reflected in the first part of our mission of which states, "Working with the community ..." York School District One truly believes that education is a cooperative effort between schools and the community.

Learning is a life-long, ever-changing process, and our teachers realize that the timeless traits of good teaching and effective instruction never change. Everyone in the district, regardless of their position, has made a commitment to the professional ethics of the district. This means you can always count on us to be nurturing, inspiring, respectful, protective and dependable.

This is truly an exciting time for our school community. Our new high school and technology center open last year and our newest elementary school, Harold C. Johnson Elementary School will open this fall. These state-of-the-art facilities will serve as reminders of our communities' commitment to education, and as a reminder of one of our beliefs and goals: to keep pace with ever-changing technology that enhances teaching and learning. As our comprehensive high school alma-mater states, "We are one, we are many...different people, yet the same." This is who we are. "Building the foundation for tomorrow by sparking potential and inspiring success" – This is what we do!

Vernon L. Prosser, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 27 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.

0

Title I Schools' School Improvement Status

School	Status
Jefferson Elementary	NI

The York 1 School District consists of 8 public schools with 1 of these schools, or 12.5%, 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	2411	99.5	27	36.4	36.6	82	82.4	Yes	Yes
Gender									
Male	1191	99.3	32.4	36.4	31.1	77.4	78.7	N/A	N/A
Female	1220	99.8	21.8	36.4	41.9	86.5	86.2	N/A	N/A
Racial/Ethnic Group									
White	1726	99.7	22.8	35.8	41.4	85.7	88.9	Yes	Yes
African American	491	99	40.2	39.4	20.4	70.4	72.9	No	Yes
Asian/Pacific Islander	23	100	16.7	50	33.3	94.4	93	I/S	I/S
Hispanic	140	100	30.7	32.8	36.5	76.6	79.3	No	Yes
American Indian/Alaskan	31	100	46.2	30.8	23.1	76.9	83	I/S	I/S
Disability Status									
Disabled	315	97.8	68.8	20.9	10.3	42.5	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	100	100	34.6	30.8	34.6	72.9	78.3	No	Yes
Socio-Economic Status									
Subsidized meals	1462	99.6	34.2	38.2	27.5	76.5	75.4	No	Yes

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

All Students	2411	99.3	29.7	39.8	30.6	80.8	81.9	Yes	Yes
Gender									
Male	1191	99.2	33.1	39.1	27.8	78	79.9	N/A	N/A
Female	1220	99.5	26.4	40.4	33.2	83.6	84.1	N/A	N/A
Racial/Ethnic Group									
White	1726	99.5	26	38.5	35.5	83.3	88.9	Yes	Yes
African American	491	98.6	43.1	41.2	15.8	72.1	71.4	No	Yes
Asian/Pacific Islander	23	100	5.6	61.1	33.3	94.4	94.6	I/S	I/S
Hispanic	140	100	29.9	45.3	24.8	78.8	81.1	Yes	Yes
American Indian/Alaskan	31	100	38.5	50	11.5	84.6	84.4	I/S	I/S
Disability Status									
Disabled	315	97.8	61	28.4	10.6	52.7	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	100	100	28	45.8	26.2	79.4	81.4	Yes	Yes
Socio-Economic Status									
Subsidized meals	1462	99.3	36.9	40.8	22.2	75.7	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	1607	99.4	28.4	51.7	19.9	71.6	68.6
Gender							
Male	800	99	29.5	51.1	19.4	70.5	68.3
Female	807	99.9	27.3	52.3	20.4	72.7	68.9
Racial/Ethnic Group							
White	1170	99.6	23	53.4	23.6	77	80.7
African American	317	98.7	45.1	47	7.9	54.9	51.4
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	N/AV	85.3
Hispanic	90	100	38.2	47.2	14.6	61.8	61.6
American Indian/Alaskan	17	100	46.7	33.3	20	53.3	70.8
Disability Status							
Disabled	226	97.8	57	32.9	10.1	43	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	62	100	43.3	44.8	11.9	56.7	60.7
Socio-Economic Status							
Subsidized meals	974	99.4	36	51.2	12.8	64	57.3
Social Studies							
All Students	1600	99.4	27	42.1	30.9	73	72.5
Gender							
Male	785	98.9	26.2	40.1	33.7	73.8	72
Female	815	99.9	27.7	44.1	28.2	72.3	73.1
Racial/Ethnic Group							
White	1151	99.6	23.9	42.4	33.7	76.1	81
African American	322	98.5	38.1	41.7	20.2	61.9	60
Asian/Pacific Islander	15	100	7.7	53.8	38.5	92.3	89
Hispanic	90	100	28.7	37.9	33.3	71.3	69.6
American Indian/Alaskan	22	100	27.8	44.4	27.8	72.2	73.5
Disability Status							
Disabled	196	96.4	59.9	32.4	7.7	40.1	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	64	100	29	36.2	34.8	71	69.7
Socio-Economic Status							
Subsidized meals	960	99.4	34.3	42.7	23	65.7	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	791	99.2	29	43.2	27.8	71	73.2	96	96.1
Gender									
Male	388	99.5	35.6	43.1	21.3	64.4	67.2	96.1	96.1
Female	403	99	22.7	43.2	34.1	77.3	79.4	96	96.2
Racial/Ethnic Group									
White	554	99.5	24.6	43.5	31.9	75.4	81.5	95.7	95.9
African American	173	98.8	41.5	40.9	17.7	58.5	61.3	97.1	96.4
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	87	97.7	97.2
Hispanic	40	100	39.5	42.1	18.4	60.5	66.7	96.6	96.5
American Indian/Alaskan	13	92.3	27.3	54.5	18.2	72.7	72.2	95.4	95.1
Disability Status									
Disabled	86	97.7	71.6	25.9	2.5	28.4	26	95.2	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	31	100	44.1	38.2	17.6	55.9	65.7	97.2	96.9
Socio-Economic Status									
Subsidized meals	478	99.4	36.2	43.9	19.9	63.8	63.2	95.6	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	391	100	23.8	28.1	48.1	76.2
	4	416	100	27.1	40.1	32.8	72.9
	5	416	99.8	28.6	38.3	33.1	71.4
	6	392	100	21.9	41.3	36.8	78.1
	7	379	99.5	27.4	37.7	35	72.6
	8	345	99.7	37.3	31.4	31.4	62.7
2011	3	418	99.8	28.1	23.1	48.7	71.9
	4	403	99.5	25.1	42	32.9	74.9
	5	419	100	24.6	44.1	31.4	75.4
	6	389	100	28.7	38.6	32.7	71.3
	7	407	98.5	25.5	37	37.5	74.5
	8	374	99.5	30.6	33.9	35.6	69.4
Mathematics							
2010	3	391	100	36.9	28.3	34.8	63.1
	4	416	100	26.1	48.4	25.6	73.9
	5	416	99.8	32.8	42.8	24.4	67.2
	6	392	100	14.4	42.8	42.8	85.6
	7	379	99.5	20.9	42	37.1	79.1
	8	345	99.7	28.7	47.9	23.4	71.3
2011	3	418	99.8	38.9	26.4	34.7	61.1
	4	403	99.5	30.5	42	27.4	69.5
	5	419	99.3	27.2	39.7	33.1	72.8
	6	389	100	21.5	44.4	34	78.5
	7	407	98	26.9	38.6	34.5	73.1
	8	374	99.5	32.8	48.6	18.6	67.2
Science							
2010	3	194	100	49.7	33	17.3	50.3
	4	415	99.8	29.2	59.2	11.6	70.8
	5	207	99.5	32.3	55.1	12.6	67.7
	6	199	100	38.7	49.5	11.9	61.3
	7	377	100	20.6	50.9	28.5	79.4
	8	174	100	32.4	35.9	31.8	67.6
2011	3	209	100	39.2	39.2	21.6	60.8
	4	399	99.5	31.1	58	10.8	68.9
	5	212	99.5	29.6	56.1	14.3	70.4
	6	193	100	33	56.2	10.8	67
	7	406	98.5	20.6	51.4	27.9	79.4
	8	188	100	21	43.6	35.4	79

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	197	99.5	24.5	41	34.6	75.5
	4	415	100	28.4	47.7	23.9	71.6
	5	208	99	35.8	39.8	24.4	64.2
	6	197	99.5	12.5	56.3	31.3	87.5
	7	377	100	33.9	39	27.1	66.1
	8	170	100	35.7	33.3	31	64.3
2011	3	209	100	28.2	37.4	34.4	71.8
	4	396	99.5	27.7	50.3	22.1	72.3
	5	206	100	26.1	43.2	30.7	73.9
	6	196	100	17.3	53.4	29.3	82.7
	7	407	98	32.5	32.7	34.8	67.5
	8	185	100	23.9	36.7	39.4	76.1
Writing							
2010	3	391	99.5	30.6	34.6	34.8	69.4
	4	419	99.1	31.5	43	25.5	68.5
	5	414	96.9	30.8	38.5	30.8	69.2
	6	392	98.2	20.5	42.8	36.7	79.5
	7	376	99.7	35.1	47	17.8	64.9
	8	346	100	26	44.8	29.2	74
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	417	99.8	25.9	44.1	30	74.1
	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	374	98.7	32.4	42.2	25.4	67.6

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	385	99.2	11.3	32.5	31.7	24.5	63.9	68.0	No	Yes
Male	196	99.0	17.4	35.3	26.6	20.7	56.0	63.1	N/A	N/A
Female	189	99.5	5.0	29.6	36.9	28.5	72.1	73.1	N/A	N/A
White	272	99.3	6.9	29.0	33.6	30.5	72.2	79.4	Yes	Yes
African American	87	100.0	22.8	40.5	26.6	10.1	41.8	51.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	14	92.9	30.8	46.2	15.4	7.7	30.8	62.8	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	43	100.0	40.0	34.3	14.3	11.4	31.4	74.0	I/S	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	8	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	224	99.1	17.8	37.0	29.8	15.4	53.8	54.7	No	Yes

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

All Students	385	99.2	13.8	33.3	31.1	21.8	63.9	62.3	No	Yes
Male	196	99.0	17.9	29.9	29.9	22.3	63.6	61.4	N/A	N/A
Female	189	99.5	9.5	36.9	32.4	21.2	64.2	63.2	N/A	N/A
White	272	99.3	8.5	29.7	35.5	26.3	72.2	75.3	Yes	Yes
African American	87	100.0	30.4	40.5	20.3	8.9	43.0	42.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	14	92.9	15.4	46.2	23.1	15.4	46.2	59.4	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	43	100.0	45.7	34.3	11.4	8.6	25.7	67.7	I/S	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	8	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	224	99.1	20.2	39.4	25.5	14.9	52.4	48.5	No	Yes

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

All Students	385	96.1	54.9	20.5	12.7	11.9	N/A	N/A	N/A	N/A
Male	196	93.4	51.9	19.1	14.8	14.2	N/A	N/A	N/A	N/A
Female	189	98.9	57.8	21.9	10.7	9.6	N/A	N/A	N/A	N/A
White	272	96.3	46.2	22.1	15.6	16.0	N/A	N/A	N/A	N/A
African American	87	94.3	76.8	14.6	6.1	2.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	14	100.0	78.6	21.4	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	43	74.4	81.3	15.6	N/A	3.1	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	8	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	224	95.1	67.1	18.3	8.0	6.6	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	379	99.2	14.8	36.6	26.5	22.1	60.4	65.9
	2011	385	99.2	11.3	32.5	31.7	24.5	63.9	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	379	98.9	14.2	27.9	34.2	23.6	67.4	62.3
	2011	385	99.2	13.8	33.3	31.1	21.8	63.9	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	N/A	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate, grades K-8	95.7%	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