

SC Public Charter School District

3710 Landmark Drive,
Columbia, SC 29204

Grades	PK-12 District	
Enrollment	9,167 Students	
Superintendent	Dr. Wayne Brazell	803-734-8322
Board Chair	Don McLaurin	803-603-1441

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

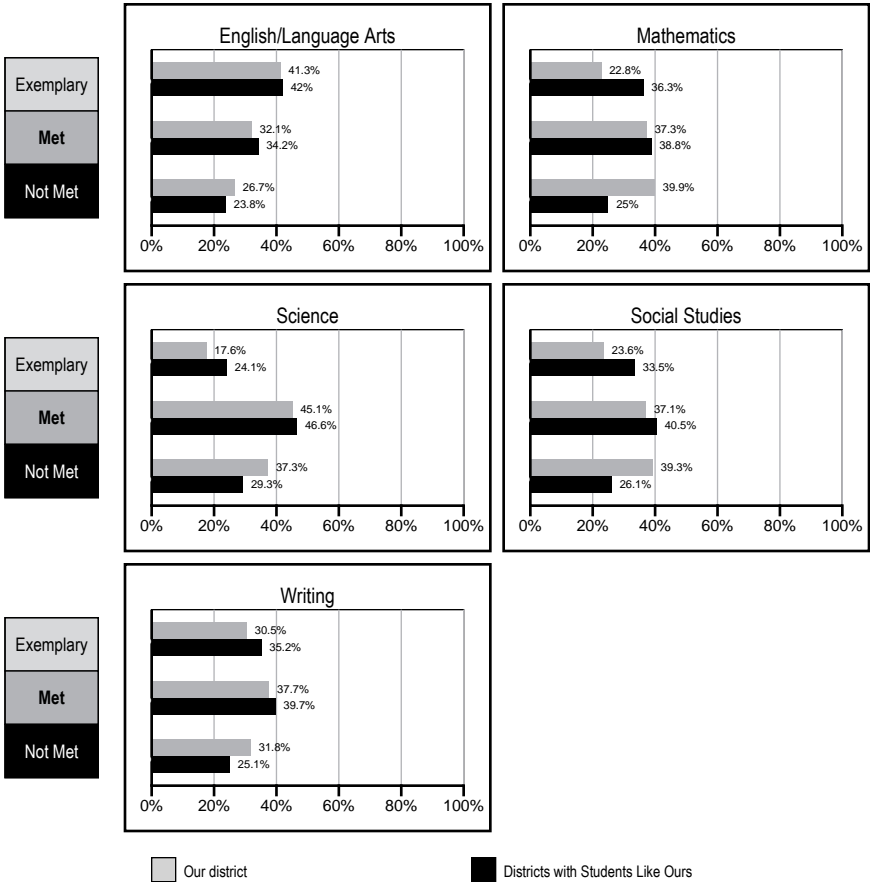
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 80.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	10	9	0	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 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	72.7%	69.7%	61.4%	N/A	79.9%	80.2%
Passed one subtest	20.1%	18.9%	23.7%	N/A	10.6%	11.4%
Passed no subtests	7.2%	11.5%	14.9%	N/A	9.5%	8.4%

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	70.3%	82.8%
English 1	70.8%	74.7%
Biology 1/Applied Biology 2	58.1%	68.9%
Physical Science	43.6%	60.3%
US History and the Constitution	34.8%	48.5%
All Subjects	55.5%	67.8%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	468	1522	862	944
Number of Graduates in Cohort	119	236	603	667
Rate	25.4%	15.5%	71.8%	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	465	N/A	912
Number of Graduates in Cohort	N/A	137	N/A	658
Rate	N/A	29.5%	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=9,167)				
First graders who attended full-day kindergarten	74.8%	Up from 34.6%	98.5%	99.6%
Retention rate	5.4%	Up from 1.3%	1.7%	2.3%
Attendance rate	95.6%	Up from 89.0%	95.7%	95.8%
Served by gifted and talented program	4.6%	Up from 3.7%	19.0%	14.0%
With disabilities other than speech	6.6%	Down from 8.4%	7.2%	7.4%
Older than usual for grade	11.1%	Down from 16.5%	2.2%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.9%	0.5%
Enrolled in AP/IB programs	4.4%	Up from 3.5%	18.6%	12.2%
Successful on AP/IB exams	N/A	N/A	52.8%	52.9%
Eligible for LIFE Scholarship	20.7%	N/R	31.7%	30.3%
Enrolled in adult education GED or diploma programs	N/A	N/A	83	66
Completions in adult education GED or diploma programs	N/A	N/A	58	35
Annual dropout rate	5.3%	Down from 10.1%	3.1%	2.8%
Teachers (n=289)				
Teachers with advanced degrees	50.9%	Down from 53.1%	61.4%	61.2%
Continuing contract teachers	56.1%	Up from 16.7%	86.3%	85.6%
Teachers returning from previous year	N/A	N/A	91.9%	90.3%
Teacher attendance rate	98.1%	Up from 98.0%	95.6%	95.2%
Average teacher salary*	\$35,679	Down 4.8%	\$47,560	\$46,166
Vacancies for more than nine weeks	3.1%	Up from 1.2%	0.0%	0.0%
Professional development days/teacher	9.9 days	Down from 11.0 days	11.3 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	36.5 to 1	N/R	22.0 to 1	21.7 to 1
Prime instructional time	93.3%	Up from 86.4%	90.6%	90.1%
Dollars spent per pupil**	\$217	N/A	\$8,655	\$9,140
Percent of expenditures for teacher salaries**	N/A	N/A	55.4%	53.5%
Percent of expenditures for instruction**	N/A	N/A	59.1%	56.5%
Opportunities in the arts	Poor	No Change	Excellent	Excellent
Number of schools	11	Up from 7	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	3.9%	Up from 0.0%	1.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	3.0	No Change	13.0	8.0
Parents attending conferences	96.0%	Down from 100.0%	96.0%	96.6%
Average administrator salary	\$70,787	Down 21.1%	\$78,044	\$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	128	83.6%	3494	55.5%	468	25.4%	No
Gender							
Male	57	86.0%	1502	56.1%	194	22.7%	N/A
Female	71	81.7%	1878	54.8%	274	27.4%	N/A
Racial/Ethnic Group							
White	97	87.6%	2625	58.3%	343	25.7%	N/A
African American	21	66.7%	588	40.5%	100	24.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	111	62.2%	10	10.0%	N/A
American Indian/Alaskan	N/A	N/A	48	56.3%	N/A	N/A	N/A
Disability Status							
Disabled	11	54.5%	202	25.2%	16	12.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	14	71.4%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	58	86.2%	1505	49.8%	200	25.0%	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	83.6%	92.2%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	533	522	512	488	495	489	1539	1499		
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	19.6	19.9	19.8	18.7	20.0	19.9	20.4	19.7	20.2	19.7
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	
Fiscal Authority	
Average Number of Hours of Training Annually	16.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

State of the District Report

The 2010-2011 school year was the third year for the district and another growth year. The district went from just over 6,000 students in six schools to well over 9,000 students in eleven schools: five virtual schools and six brick and mortar schools. The district also prepared for the opening of two more schools in August 2011: East Point Academy, a Chinese language immersion school in Cayce and SC Whitmore School, a virtual high school dedicated to serving at-risk students from across the state.

As the lowest funded public school district in the United States with more than one school, the district faced significant financial hardship in 2010-2011. Total annual recurring funding from all sources amounted to less than \$4,000 per student, making school operations anything but normal. Consistent with state law and the philosophy of decentralized governance of public charter schools, the district office retained just under two percent of the funding for these schools as the charter authorizer and provider of district services, allowing the parent-centered governing Boards of each school to apply the balance for school operations. In contrast, state funding for the 2011-2012 academic year will provide sustainability.

In 2010-2011, the district emphasized five major initiatives. The first area was increasing support for special needs students, which constitute over ten percent of the district population. The second area was implementing PowerSchool and data management in general. The third area was increasing the number of students taking standardized state testing, which is challenging for the families of virtual students who must frequently drive to testing centers around the state for live test taking under strict district-monitored conditions. The fourth area of emphasis was on personnel hiring and training for the schools, which are all new and all growing. The schools are required by law to adhere to the same teacher qualification and credential requirements as all other public schools in the state but with the prospect of low teacher pay as the lowest funded district in the United States. The final initiative centered on a service grant from the National Association of Charter School Authorizers that included a comprehensive review of how the district authorizes, monitors, and reauthorizes charter schools as compared against national standards and practices. The review centered on strengthening schools with the ultimate goal of strengthening academic outcomes.

As school choice options for all parents in the state, charter schools do not select their students. Instead, students select charter schools, often based on recommendations from educators in traditional public school settings. As a result, the demographics of the district in terms of ethnicity and poverty mirror the state averages. Some of our schools, such as Palmetto Scholars Academy in Charleston, York Preparatory Academy, and Spartanburg Charter School, exemplified the best attributes of academic success in serving their students as shown in outstanding PASS scores. For other schools in the district, this year was a building year for future success.

Superintendent Wayne Brazell, Ph. D.

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 13 out of 31 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

Newly Identified

The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Calhoun Falls Charter	CSI	Palmetto State E-Cademy	CSI
Sc Connections Academy	CSI	Mary L. Dinkins Charter	RP
Sc Virtual Charter School	CSI		

The SC Public Charter School School District consists of 11 public schools with 5 of these schools, or 45.5%, 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	3772	97.4	24.8	32.9	42.3	83	82.4	Yes	Yes
Gender									
Male	1912	97.5	28.9	32.9	38.2	79.7	78.7	N/A	N/A
Female	1860	97.3	20.7	32.8	46.5	86.3	86.2	N/A	N/A
Racial/Ethnic Group									
White	2809	97.5	21.3	32.1	46.5	85.6	88.9	Yes	Yes
African American	781	96.4	38.8	37.7	23.5	72.3	72.9	No	Yes
Asian/Pacific Islander	47	100	10.3	5.1	84.6	92.3	93	I/S	Yes
Hispanic	100	99	14.6	31.7	53.7	91.5	79.3	Yes	Yes
American Indian/Alaskan	35	97.1	31	24.1	44.8	82.8	83	I/S	I/S
Disability Status									
Disabled	423	93.9	59.8	28.2	12	52.8	48.1	No	No
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status									
Subsidized meals	1749	96.7	34.9	36.1	29	75	75.4	No	Yes

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

All Students	3771	97.7	38.6	38.1	23.3	73.1	81.9	No	Yes
Gender									
Male	1911	97.9	38.9	36.6	24.5	72.5	79.9	N/A	N/A
Female	1860	97.5	38.2	39.6	22.1	73.6	84.1	N/A	N/A
Racial/Ethnic Group									
White	2809	97.8	34.3	39.3	26.4	76.5	88.9	Yes	Yes
African American	780	97.6	56.4	33.7	9.9	58.8	71.4	No	Yes
Asian/Pacific Islander	47	100	7.7	35.9	56.4	94.9	94.6	I/S	Yes
Hispanic	100	98	27.2	46.9	25.9	82.7	81.1	Yes	Yes
American Indian/Alaskan	35	94.3	42.9	25	32.1	67.9	84.4	I/S	I/S
Disability Status									
Disabled	423	96.5	71.1	23.4	5.5	43.1	47.3	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status									
Subsidized meals	1748	97.4	51	36.8	12.1	62.9	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
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Science

All Students	2492	97.4	36	46	18	64	68.6
Gender							
Male	1246	97.4	35.7	44.3	20.1	64.3	68.3
Female	1246	97.4	36.4	47.8	15.9	63.6	68.9
Racial/Ethnic Group							
White	1865	97.6	30.5	49	20.6	69.5	80.7
African American	510	96.5	57.5	37.3	5.3	42.5	51.4
Asian/Pacific Islander	29	96.6	8.3	45.8	45.8	91.7	85.3
Hispanic	67	97	30.9	43.6	25.5	69.1	61.6
American Indian/Alaskan	21	100	47.4	15.8	36.8	52.6	70.8
Disability Status							
Disabled	275	97.8	62.6	30.8	6.5	37.4	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status							
Subsidized meals	1162	97.1	49.5	41	9.5	50.5	57.3

Social Studies

All Students	2559	96.4	37.2	38.4	24.4	62.8	72.5
Gender							
Male	1325	96.8	37.4	35.5	27.1	62.6	72
Female	1234	96.1	36.9	41.4	21.6	63.1	73.1
Racial/Ethnic Group							
White	1897	96.6	34.1	38.1	27.8	65.9	81
African American	538	95.5	50.7	38.9	10.4	49.3	60
Asian/Pacific Islander	35	100	6.9	27.6	65.5	93.1	89
Hispanic	69	98.6	28.8	47.5	23.7	71.2	69.6
American Indian/Alaskan	20	95	43.8	31.3	25	56.3	73.5
Disability Status							
Disabled	285	94.4	68.7	25.2	6.1	31.3	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status							
Subsidized meals	1196	95.7	50.4	37.3	12.3	49.6	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	1371	95.3	29.7	38.9	31.5	70.3	73.2	97.4	96.1
Gender									
Male	687	95.8	36	38	26	64	67.2	97.4	96.1
Female	684	94.7	23.4	39.7	36.9	76.6	79.4	97.4	96.2
Racial/Ethnic Group									
White	1032	95	27.3	39.3	33.4	72.7	81.5	97.6	95.9
African American	265	96.2	38.6	40.5	21	61.4	61.3	96.7	96.4
Asian/Pacific Islander	17	94.1	23.1	15.4	61.5	76.9	87	98.6	97.2
Hispanic	39	97.4	25	37.5	37.5	75	66.7	97.1	96.5
American Indian/Alaskan	18	94.4	50	14.3	35.7	50	72.2	96.8	95.1
Disability Status									
Disabled	151	94	70.1	24.8	5.1	29.9	26	97	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	N/A	96.8
Limited English Proficient									
Limited English	N/A	N/AV	I/S	I/S	I/S	I/S	65.7	84.9	96.9
Socio-Economic Status									
Subsidized meals	640	94.1	42.5	37.1	20.4	57.5	63.2	97.2	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	304	92.4	29.8	16.7	53.5	70.2
	4	302	94.7	21.4	36.6	42	78.6
	5	319	99.4	16.4	43.5	40.1	83.6
	6	400	97.5	24.8	37.9	37.2	75.2
	7	462	98.3	29.1	28.5	42.5	70.9
	8	522	96.6	32	28.4	39.7	68
2011	3	421	96.4	24.9	24.3	50.9	75.1
	4	495	96.2	19.4	41.7	39	80.6
	5	532	98.5	22.4	42.2	35.4	77.6
	6	746	97.9	24.2	31.8	44	75.8
	7	795	96.9	24.8	28.6	46.6	75.2
	8	783	98	30.6	30.3	39	69.4
Mathematics							
2010	3	304	98	44.3	30.1	25.6	55.7
	4	302	97	31	39.7	29.3	69
	5	319	99.4	35.1	43.1	21.8	64.9
	6	400	98	37.9	42.8	19.3	62.1
	7	462	98.3	44.4	37.3	18.2	55.6
	8	522	96.4	47.4	37.4	15.2	52.6
2011	3	421	98.8	44.7	29.6	25.6	55.3
	4	495	98	33.9	41.8	24.3	66.1
	5	532	98.1	37.4	39.9	22.7	62.6
	6	746	97.5	36.4	37.8	25.8	63.6
	7	794	96.6	33.6	39	27.4	66.4
	8	783	98.1	46.1	38.7	15.3	53.9
Science							
2010	3	145	97.9	48.7	30.1	21.2	51.3
	4	295	99.3	37.3	53.1	9.5	62.7
	5	157	98.7	31.3	53.9	14.8	68.8
	6	195	99.5	45.6	44.9	9.5	54.4
	7	454	99.8	38	47.7	14.3	62
	8	256	99.2	33.7	39.9	26.4	66.3
2011	3	197	99.5	42.3	36.3	21.4	57.7
	4	495	97.6	39.7	50.7	9.6	60.3
	5	262	98.1	40.1	48.4	11.5	59.9
	6	362	98.3	34.9	52.9	12.2	65.1
	7	794	96.1	27.8	49.1	23.1	72.2
	8	382	97.4	41.8	30.4	27.8	58.2

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	154	100	38.6	36.4	25	61.4
	4	295	98.6	31.1	52.3	16.6	68.9
	5	160	100	42.9	38.3	18.8	57.1
	6	197	99	25.2	56.6	18.2	74.8
	7	454	99.1	51.6	33.5	14.9	48.4
	8	250	99.6	35.9	38.6	25.5	64.1
2011	3	221	97.3	35.2	39	25.8	64.8
	4	495	97.4	32.9	47.1	20	67.1
	5	270	96.3	45.4	29.6	25	54.6
	6	381	95	25.3	47.1	27.6	74.7
	7	794	96.5	43.8	33.6	22.6	56.2
	8	398	96.2	37.1	33.1	29.8	62.9
Writing							
2010	3	317	95.9	45.8	30.7	23.5	54.2
	4	315	98.1	34	41.6	24.4	66
	5	325	97.5	31.1	35.2	33.7	68.9
	6	420	94.5	26.9	47.6	25.5	73.1
	7	484	98.1	39.6	42.4	18	60.4
	8	542	95.2	25.8	48.1	26.1	74.2
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	551	95.8	24.2	41.5	34.3	75.8
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	820	94.9	33.6	37	29.4	66.4

Abbreviations for Missing Data

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

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	1008	79.4	14.3	31.6	27.6	26.5	62.3	68.0	No	No
Male	414	82.1	21.5	32.5	24.5	21.5	53.2	63.1	N/A	N/A
Female	593	77.6	8.8	30.9	30.0	30.3	69.1	73.1	N/A	N/A
White	775	79.1	12.9	30.8	27.2	29.1	64.1	79.4	No	No
African American	181	81.2	23.5	38.2	28.4	9.8	49.0	51.7	No	No
Asian/Pacific Islander	14	64.3	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	24	83.3	N/A	7.1	42.9	50.0	92.9	62.8	I/S	I/S
American Indian/Alaskan	14	78.6	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	100	84.0	51.5	37.9	9.1	1.5	15.2	74.0	No	No
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	6	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	506	74.9	17.6	36.3	29.3	16.8	56.0	54.7	No	No

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

All Students	1008	78.3	35.8	28.2	21.2	14.7	43.7	62.3	No	No
Male	414	80.2	39.2	25.7	18.1	16.9	42.6	61.4	N/A	N/A
Female	593	77.1	33.2	30.1	23.5	13.2	44.5	63.2	N/A	N/A
White	775	77.8	30.9	28.3	23.4	17.3	48.2	75.3	No	No
African American	181	81.2	57.3	30.1	10.7	1.9	21.4	42.9	No	No
Asian/Pacific Islander	14	57.1	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	24	83.3	35.7	14.3	14.3	35.7	57.1	59.4	I/S	I/S
American Indian/Alaskan	14	78.6	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	100	84.0	78.8	15.2	6.1	N/A	7.6	67.7	No	No
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	6	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	506	73.5	43.1	28.1	20.8	8.0	38.0	48.5	No	No

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

All Students	1008	79.2	69.3	14.2	8.0	8.5	N/A	N/A	N/A	N/A
Male	414	76.6	70.3	12.3	6.0	11.4	N/A	N/A	N/A	N/A
Female	593	81.1	68.6	15.4	9.4	6.7	N/A	N/A	N/A	N/A
White	775	80.5	65.9	15.2	9.0	9.9	N/A	N/A	N/A	N/A
African American	181	72.4	87.0	9.2	2.3	1.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	14	92.9	61.5	7.7	23.1	7.7	N/A	N/A	N/A	N/A
Hispanic	24	83.3	70.0	10.0	10.0	10.0	N/A	N/A	N/A	N/A
American Indian/Alaskan	14	71.4	60.0	30.0	N/A	10.0	N/A	N/A	N/A	N/A
Disabled	100	58.0	91.4	6.9	1.7	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	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	506	75.5	74.3	13.9	7.1	4.7	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	991	60.4	13.5	33.3	27.5	25.6	63.9	65.9
	2011	1008	79.4	14.3	31.6	27.6	26.5	62.3	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	991	59.9	25.1	38.0	24.6	12.2	49.1	62.3
	2011	1008	78.3	35.8	28.2	21.2	14.7	43.7	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	20.0%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	24.7%	0.0%	No
Student attendance rate, grades K-8	95.6%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year