



Florence 2 School District

2121 South Pamplico
Pamplico, South Carolina

| | | |
|-----------------------|--------------------------|--------------|
| Grades | PK-12 District | |
| Enrollment | 1,163 Students | |
| Superintendent | Robert E. Sullivan Jr. | 843-493-2502 |
| Board Chair | Mr. Raleigh O. Ward, Jr. | 843-493-9935 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2013 | Average | At-Risk |
| 2012 | Good | Good |
| 2011 | Average | Below Average |
| 2010 | Average | Average |
| 2009 | Below Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

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

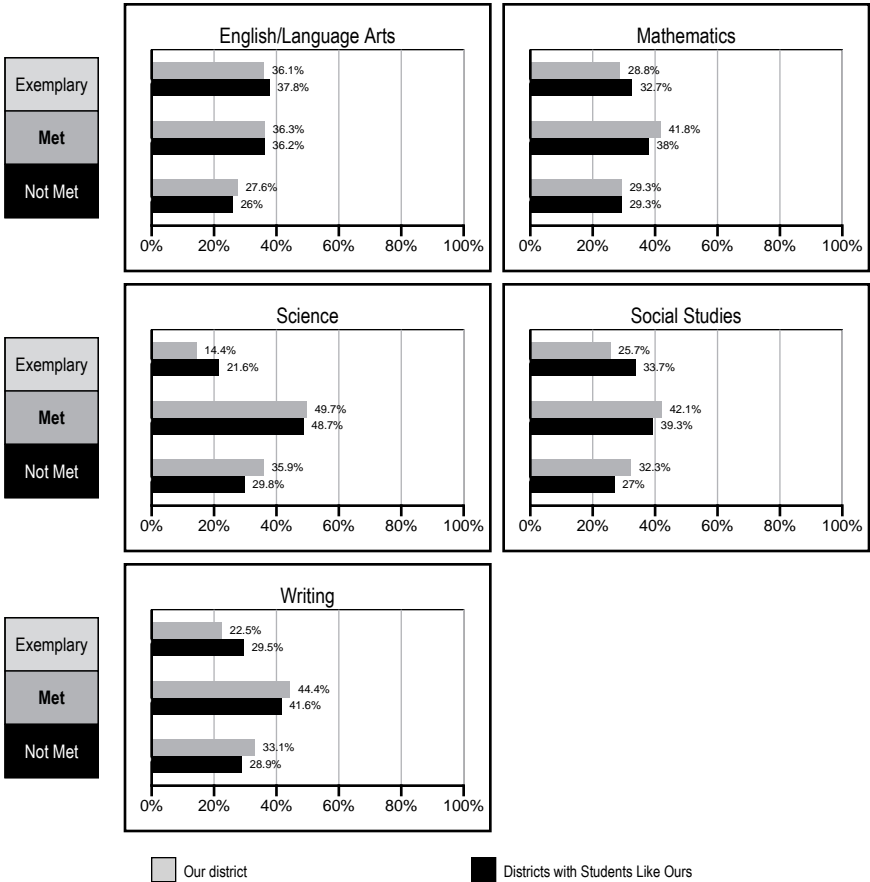
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 7 | 9 | 11 | 0 | 0 |

* Ratings are calculated with data available by 01/16/2014.

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 | | |
|----------------------|--------------|-------|-------|-----------------------------------|-------|-------|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Passed both subtests | 70.2% | 65.1% | 76.8% | 75.3% | 77.3% | 79.2% |
| Passed one subtest | 14.3% | 18.6% | 16.8% | 13.6% | 13.3% | 12.0% |
| Passed no subtests | 15.5% | 16.3% | 6.3% | 11.1% | 9.4% | 8.8% |

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 | 88.5% | 81.8% |
| English 1 | 66.7% | 72.4% |
| Biology 1/Applied Biology 2 | 66.3% | 72.5% |
| US History and the Constitution | 59.5% | 52.2% |
| All Subjects | 71.3% | 70.1% |

Four-Year Cohort Graduation Rate

| | Our District | | Districts with Students Like Ours | |
|--|--------------|-------|-----------------------------------|-------|
| | 2012 | 2013 | 2012 | 2013 |
| Number of Students in Four-Year Cohort | 70 | 83 | 511 | 503 |
| Number of Graduates in Cohort | 59 | 62 | 390 | 395 |
| Rate | 84.3% | 74.7% | 76.1% | 79.0% |

Five-Year Graduation Rate

| | Our District | | Districts with Students Like Ours | |
|-------------------------------|--------------|-------|-----------------------------------|-------|
| | 2012 | 2013 | 2012 | 2013 |
| Number of Students in Cohort | 76 | 71 | 531 | 503 |
| Number of Graduates in Cohort | 64 | 59 | 413 | 398 |
| Rate | 84.2% | 83.1% | 78.5% | 78.8% |

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=1,163) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 99.6% | 99.2% |
| Retention rate | 4.4% | Up from 3.8% | 2.3% | 1.9% |
| Attendance rate | 96.7% | Down from 97.1% | 95.7% | 95.8% |
| Served by gifted and talented program | 3.3% | N/A | 13.8% | 12.0% |
| With disabilities | 17.0% | N/A | 14.1% | 12.7% |
| Older than usual for grade | 8.6% | N/A | 4.9% | 4.8% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 6.5% | Up from 1.1% | 0.6% | 0.7% |
| Enrolled in AP/IB programs | 2.9% | Down from 5.1% | 12.2% | 14.0% |
| Successful on AP/IB exams | 100.0% | N/A | 49.9% | 50.5% |
| Eligible for LIFE Scholarship | 36.8% | Up from 26.2% | 34.6% | 31.8% |
| Enrolled in adult education GED or diploma programs | 2 | Down from 9 | 56 | 50 |
| Completions in adult education GED or diploma programs | 2 | Down from 3 | 35 | 37 |
| Annual dropout rate | 2.0% | Up from 0.0% | 2.5% | 2.3% |
| Teachers (n=74) | | | | |
| Teachers with advanced degrees | 64.9% | Down from 65.8% | 63.3% | 61.4% |
| Continuing contract teachers | 78.4% | Down from 93.2% | 84.2% | 80.0% |
| Teachers returning from previous year | 87.6% | Down from 91.1% | 91.1% | 90.4% |
| Teacher attendance rate | 94.8% | Up from 94.0% | 94.8% | 94.8% |
| Average teacher salary* | \$43,274 | Down 0.6% | \$48,167 | \$47,587 |
| Vacancies for more than nine weeks | 0.0% | No Change | 0.2% | 0.2% |
| Professional development days/teacher | 6.3 days | Up from 5.3 days | 11.6 days | 10.3 days |
| District | | | | |
| Superintendent's years at district | 4.5 | Up from 3.5 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.9 to 1 | Up from 22.8 to 1 | 21.8 to 1 | 22.2 to 1 |
| Prime instructional time | 91.1% | Up from 90.5% | 89.2% | 89.4% |
| Dollars spent per pupil** | \$7,481 | Up 1.4% | \$9,097 | \$9,101 |
| Percent of expenditures for teacher salaries** | 59.0% | Up from 57.9% | 52.0% | 52.0% |
| Percent of expenditures for instruction** | 60.0% | Up from 58.2% | 54.0% | 56.0% |
| Opportunities in the arts | Fair | Down from Good | Excellent | Excellent |
| Number of schools | 3 | Up from 2 | 11 | 11 |
| Number of magnet schools | 0 | No Change | 0 | 0 |
| Portable classrooms | 0.0% | No Change | 0.5% | 0.9% |
| Average age in years of school facilities | N/A | N/A | N/A | N/A |
| Number of schools with SACS accreditation | 3.0 | Up from 2.0 | 11.0 | 10.0 |
| Parents attending conferences | 100.0% | Up from 99.7% | 100.0% | 100.0% |
| Average administrator salary | \$78,639 | Down 5.8% | \$79,713 | \$79,389 |

* 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 2013 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2013 | |
|------------------------------|----------------------------------|-------|----------------------------------|-------|-------------------------------|-------|
| | n | % | t | % | n | % |
| All Students | 67 | 85.1% | 400 | 71.3% | 83 | 74.7% |
| Gender | | | | | | |
| Male | 30 | 76.7% | 207 | 73.4% | 36 | 66.7% |
| Female | 37 | 91.9% | 193 | 68.9% | 47 | 80.9% |
| Racial/Ethnic Group | | | | | | |
| White | 29 | 93.1% | 194 | 80.4% | 37 | 75.7% |
| African American | 37 | 81.1% | 188 | 62.2% | 44 | 75.0% |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | 15 | 60.0% | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | |
| Disabled | 11 | 45.5% | 53 | 34.0% | 14 | 35.7% |
| Migrant Status | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | |
| Limited English Proficient | N/A | N/A | 12 | 58.3% | N/A | N/A |
| Socio-Economic Status | | | | | | |
| Subsidized meals | 44 | 81.8% | 263 | 65.0% | 55 | 70.9% |

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

HSAP Passage Rate by Spring 2013

| | Our District | Districts with Students Like Ours |
|---------|--------------|-----------------------------------|
| Percent | 85.1% | 91.6% |

College Admissions Tests

| SAT | Critical Reading | | Math | | Writing | | Total | | | |
|----------|------------------|------|------|------|---------|------|---------|------|-------|------|
| | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | | |
| District | 395 | 405 | 439 | 445 | 395 | 397 | 1229 | 1247 | | |
| State | 477 | 479 | 487 | 484 | 458 | 460 | 1422 | 1423 | | |
| Nation | 491 | 491 | 505 | 503 | 481 | 480 | 1477 | 1474 | | |
| ACT | English | | Math | | Reading | | Science | | Total | |
| | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 |
| District | 15.6 | 17.1 | 18.9 | 20.0 | 15.9 | 17.9 | 17.9 | 18.5 | 17.1 | 18.5 |
| State | 19.1 | 19.3 | 20.1 | 20.1 | 20.1 | 20.5 | 19.9 | 20.1 | 19.9 | 20.1 |
| Nation | 20.5 | 20.2 | 21.1 | 20.9 | 21.3 | 21.1 | 20.9 | 20.7 | 21.1 | 20.9 |

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School District Governance

| | |
|--|---|
| Board Membership | 7 trustees elected to single-member seats |
| Fiscal Authority | Town Meetings |
| Average Number of Hours of Training Annually | 5.5 per board member |
| Percent New Trustees Completing Orientation | 100.0% |

District Superintendent's Report

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

Florence School District Two's students are administered the following state-mandated tests throughout the school year: HSAP, PASS, NAEP, ELDA, SC-Alt., and EOCEP. Our two schools, Hannah-Pamplico Elementary/Middle School and Hannah-Pamplico High School, are working extremely hard to make improvements in the areas that each state-wide test outlines as deficiencies. The resources are limited but the commitment is unlimited by our staff members to meet the challenges presented this past year.

Florence School District Two is very proud that Hannah-Pamplico High School has been declared a Palmetto Gold Award Recipient for Excellent results in general performance/student achievement in the Palmetto Gold and Silver Awards Program for 2012-13. Hannah-Pamplico Elementary/Middle School was declared a Silver Award Recipient for outstanding student academic performance in the Palmetto Gold and Silver Awards Program for 2012-13. The district is reviewing and anticipating the process of self evaluation through district wide accreditation for the upcoming 2013-2014 school year. The district will undergo district wide accreditation in April 2014. Hannah-Pamplico High School has worked extensively on reducing the number of dropouts and increasing the graduation rate. In the fall 2013, HPH will be administering MAP testing for the first time for the ninth and tenth graders for the identification of student deficiencies in the preparation for the HSAP assessment. Hannah-Pamplico Elementary/Middle School has continued to use IPADS/IPODS for grades 3-8 for instructional support. The Special Services teachers are using the Science Research Associates (SRA) model to assist our students in Reading/Math strategies at HPEM and HPH. The program continues to show significant gains and improvement for our students. The school administration, faculty and staff continues to analyze student performance, provide rigorous content instruction, provide key assessments, provide instructional coaching techniques to all staff members. Florence School District Two is being proactive in making their schools the best they can be for their students.

It is the responsibility of all involved to provide our teachers, students, and staff the resources they need to make a difference in student achievement. Our primary goal is to produce graduates who are competitive, well-rounded, and prepared for the post-secondary challenges they desire to pursue. Our school is representative of the local community in terms of size, race, gender, economic status and special services related challenges of individuals.

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

Robert E. Sullivan, Jr.
 Superintendent

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ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 83.6 |
| Overall Grade Conversion | B |
| Points Total - Elementary Grades | 75.8 |
| Points Total - Middle Grades | 91.5 |
| Points Total - High School Grades | 85.4 |

| Index Score | Grade | Description |
|--------------------|--------------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator (Title I Schools)

No schools were identified as Title I Reward School.

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested | Graduation Rate |
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|-----------------|
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|-----------------|

Grades 3-5

| | | | | | | | |
|-----------------------------------|-------|-------|-------|-------|-------|-------|-----|
| All Students | 656.8 | 640.9 | 612.6 | 638.0 | 100.0 | 100.0 | N/A |
| Male | 651.4 | 640.1 | 611.6 | 643.4 | 100.0 | 100.0 | N/A |
| Female | 663.5 | 641.8 | 613.8 | 631.5 | 100.0 | 100.0 | N/A |
| White | 664.3 | 650.1 | 622.3 | 647.8 | 100.0 | 100.0 | N/A |
| African American | 641.2 | 621.8 | 597.1 | 619.0 | 100.0 | 100.0 | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 622.6 | 612.8 | 572.9 | 612.9 | 100.0 | 100.0 | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 643.2 | 625.2 | 601.6 | 624.1 | 100.0 | 100.0 | N/A |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 | N/A |

Grades 6-8

| | | | | | | | |
|-----------------------------------|-------|-------|-------|-------|-------|-------|-----|
| All Students | 642.0 | 643.3 | 611.5 | 616.2 | 99.7 | 100.0 | N/A |
| Male | 640.2 | 641.3 | 612.4 | 621.8 | 99.4 | 100.0 | N/A |
| Female | 644.7 | 646.2 | 610.0 | 608.3 | 100.0 | 100.0 | N/A |
| White | 660.1 | 656.1 | 624.7 | 629.5 | 99.3 | 100.0 | N/A |
| African American | 621.7 | 628.3 | 598.0 | 602.1 | 100.0 | 100.0 | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 592.6 | 605.6 | 570.1 | 586.7 | 100.0 | 100.0 | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 629.9 | 633.7 | 602.3 | 608.3 | 99.5 | 100.0 | N/A |
| Annual Measurable Objective (AMO) | 628.0 | 628.0 | 628.0 | 628.0 | 95.0 | 95.0 | N/A |

Grades 9-12

| | | | | | | | |
|-----------------------------------|-------|-------|------|------|-------|-------|------|
| All Students | 227.6 | 224.0 | 77.8 | 70.1 | 99.0 | 99.0 | 84.3 |
| Male | 225.6 | 226.5 | 78.9 | N/A | 98.1 | 98.1 | 81.8 |
| Female | 229.9 | 221.2 | 76.9 | 70.0 | 100.0 | 100.0 | 86.5 |
| White | 234.1 | 231.0 | 85.1 | 72.3 | 98.0 | 98.0 | 79.4 |
| African American | 220.2 | 214.1 | 71.5 | 68.1 | 100.0 | 100.0 | 88.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A | 60.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 221.7 | 218.8 | 72.8 | 68.3 | 100.0 | 100.0 | 82.0 |
| Annual Measurable Objective (AMO) | 226.0 | 223.0 | 77.0 | 73.0 | 95.0 | 95.0 | 74.1 |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2012 | 3 | 88 | 98.9 | 21.4 | 27.4 | 51.2 | 78.6 |
| | 4 | 105 | 100 | 17 | 43 | 40 | 83 |
| | 5 | 90 | 98.9 | 20.7 | 47.1 | 32.2 | 79.3 |
| | 6 | 98 | 100 | 36.6 | 34.4 | 29 | 63.4 |
| | 7 | 91 | 100 | 30.6 | 36.5 | 32.9 | 69.4 |
| | 8 | 90 | 100 | 56.5 | 27.1 | 16.5 | 43.5 |
| 2013 | 3 | 113 | 100 | 21.5 | 28 | 50.5 | 78.5 |
| | 4 | 91 | 100 | 19.1 | 36 | 44.9 | 80.9 |
| | 5 | 107 | 100 | 25.7 | 49.5 | 24.8 | 74.3 |
| | 6 | 94 | 100 | 22 | 44 | 34.1 | 78 |
| | 7 | 96 | 100 | 35.1 | 34 | 30.9 | 64.9 |
| | 8 | 103 | 99 | 41.9 | 30.1 | 28 | 58.1 |
| Mathematics | | | | | | | |
| 2012 | 3 | 88 | 100 | 44.7 | 29.4 | 25.9 | 55.3 |
| | 4 | 105 | 100 | 28 | 43 | 29 | 72 |
| | 5 | 90 | 98.9 | 18.4 | 42.5 | 39.1 | 81.6 |
| | 6 | 98 | 100 | 29 | 43 | 28 | 71 |
| | 7 | 91 | 100 | 23.5 | 49.4 | 27.1 | 76.5 |
| | 8 | 90 | 100 | 51.8 | 40 | 8.2 | 48.2 |
| 2013 | 3 | 113 | 100 | 42.1 | 35.5 | 22.4 | 57.9 |
| | 4 | 91 | 100 | 31.5 | 37.1 | 31.5 | 68.5 |
| | 5 | 107 | 100 | 27.7 | 31.7 | 40.6 | 72.3 |
| | 6 | 94 | 100 | 12.1 | 60.4 | 27.5 | 87.9 |
| | 7 | 96 | 100 | 35.1 | 37.2 | 27.7 | 64.9 |
| | 8 | 103 | 100 | 27.7 | 53.2 | 19.1 | 72.3 |
| Science | | | | | | | |
| 2012 | 3 | 42 | 100 | 41.5 | 46.3 | 12.2 | 58.5 |
| | 4 | 105 | 100 | 21 | 64 | 15 | 79 |
| | 5 | 45 | 100 | 47.7 | 43.2 | 9.1 | 52.3 |
| | 6 | 50 | 100 | 56.5 | 41.3 | 2.2 | 43.5 |
| | 7 | 91 | 100 | 43.5 | 50.6 | 5.9 | 56.5 |
| | 8 | 46 | 100 | 44.2 | 48.8 | 7 | 55.8 |
| 2013 | 3 | 57 | 100 | 50 | 38.9 | 11.1 | 50 |
| | 4 | 90 | 100 | 26.1 | 54.5 | 19.3 | 73.9 |
| | 5 | 54 | 100 | 43.1 | 51 | 5.9 | 56.9 |
| | 6 | 47 | 100 | 31.1 | 60 | 8.9 | 68.9 |
| | 7 | 96 | 100 | 37.2 | 52.1 | 10.6 | 62.8 |
| | 8 | 53 | 96.2 | 29.8 | 46.8 | 23.4 | 70.2 |

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 | | | | | | | |
| 2012 | 3 | 46 | 100 | 36.4 | 45.5 | 18.2 | 63.6 |
| | 4 | 105 | 100 | 18 | 52 | 30 | 82 |
| | 5 | 44 | 100 | 23.3 | 55.8 | 20.9 | 76.7 |
| | 6 | 48 | 100 | 36.2 | 51.1 | 12.8 | 63.8 |
| | 7 | 91 | 100 | 41.2 | 38.8 | 20 | 58.8 |
| | 8 | 44 | 100 | 59.5 | 31 | 9.5 | 40.5 |
| 2013 | 3 | 56 | 100 | 22.6 | 49.1 | 28.3 | 77.4 |
| | 4 | 91 | 100 | 16.9 | 40.4 | 42.7 | 83.1 |
| | 5 | 53 | 98.1 | 48 | 36 | 16 | 52 |
| | 6 | 48 | 100 | 38.3 | 48.9 | 12.8 | 61.7 |
| | 7 | 96 | 100 | 39.4 | 38.3 | 22.3 | 60.6 |
| | 8 | 50 | 98 | 37.8 | 44.4 | 17.8 | 62.2 |
| Writing | | | | | | | |
| 2012 | 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 | 90 | 95.6 | 29.8 | 38.1 | 32.1 | 70.2 |
| | 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 | 91 | 100 | 34.1 | 42.4 | 23.5 | 65.9 |
| 2013 | 3 | 112 | 98.2 | 41.1 | 37.4 | 21.5 | 58.9 |
| | 4 | 92 | 98.9 | 34.8 | 46.1 | 19.1 | 65.2 |
| | 5 | 106 | 99.1 | 35.3 | 41.2 | 23.5 | 64.7 |
| | 6 | 96 | 94.8 | 21.1 | 50 | 28.9 | 78.9 |
| | 7 | 93 | 100 | 29 | 49.5 | 21.5 | 71 |
| | 8 | 102 | 99 | 34.1 | 45.1 | 20.9 | 65.9 |

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* |
|------------------------------|-------------|-------------------------------|----------|---------------|---------|--------------|------------|------------------------------------|
| English/Language Arts | | | | | | | | |
| All Students | 2012 | 86 | 100.0 | 24.4 | 31.4 | 26.7 | 17.4 | 44.2 |
| | 2013 | 96 | 99.0 | 9.5 | 42.1 | 30.5 | 17.9 | 48.4 |

| Mathematics | | | | | | | | |
|--------------------|------|----|-------|------|------|------|------|------|
| All Students | 2012 | 86 | 100.0 | 26.7 | 34.9 | 19.8 | 18.6 | 38.4 |
| | 2013 | 96 | 99.0 | 20.0 | 42.1 | 24.2 | 13.7 | 37.9 |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 4.9% |

| | Our District | State Objective | Met State Objective |
|---|--------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 20.2% | 0.0% | No |
| Student attendance rate, grades K-8 | 96.7% | 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 /S–Insufficient Sample