



## PENDLETON HIGH

PO Box 869

Pendleton, SC 29670

|                       |                    |              |
|-----------------------|--------------------|--------------|
| <b>Grades</b>         | 9-12 High School   |              |
| <b>Enrollment</b>     | 844 Students       |              |
| <b>Principal</b>      | Heather Gordon     | 864-403-2100 |
| <b>Superintendent</b> | Dr. Lee D'Andrea   | 864-403-2000 |
| <b>Board Chair</b>    | Dr. Marty Williams | 864-403-2000 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2010</b> | <b>Good</b>     | <b>At-Risk</b> |
| 2009        | Excellent       | Good           |
| 2008        | Good            | Good           |
| 2007        | Good            | Below Average  |
| 2006        | Excellent       | Good           |

## 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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 4         | 16   | 13      | 0             | 0       |

\* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

|                        | Our High School |       |       | High Schools with Students Like Ours |       |       |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| Percent                | 2008            | 2009  | 2010  | 2008                                 | 2009  | 2010  |
| Passed 2 subtests (%)  | 89.7%           | 80.4% | 84.3% | 82.8%                                | 78.0% | 80.2% |
| Passed 1 subtest (%)   | 10.3%           | 9.8%  | 9.8%  | 9.9%                                 | 11.9% | 11.0% |
| Passed no subtests (%) | N/A             | 9.8%  | 5.9%  | 7.6%                                 | 10.1% | 9.1%  |

HSAP Passage Rate by Spring 2010

|         | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| Percent | 96.1%           | 91.1%                                |

Four-Year Cohort Graduation Rate

|                                        | Our High School |       | High Schools with Students Like Ours |       |
|----------------------------------------|-----------------|-------|--------------------------------------|-------|
|                                        | 2009*           | 2010  | 2009*                                | 2010  |
| Number of Students in Four-Year Cohort | 216             | 213   | 329                                  | 324   |
| Number of Graduates in Cohort          | 180             | 163   | 245                                  | 237   |
| Rate                                   | 83.3%           | 76.5% | 75.1%                                | 72.1% |

\*Used to calculate current AYP.

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours* |
|-------------------------------------------------|-----------------|---------------------------------------|
| Algebra 1/Math for the Technologies 2           | 55.8%           | 76.1%                                 |
| English 1                                       | 68.1%           | 70.4%                                 |
| Physical Science                                | 64.3%           | 61.7%                                 |
| US History and the Constitution                 | 47.9%           | 47.9%                                 |
| All Tests                                       | 59.4%           | 63.6%                                 |

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

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

School Profile

|                                                                              | Our School | Change from Last Year | High Schools<br>with Students<br>Like Ours | Median<br>High<br>School |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n=844)                                                             |            |                       |                                            |                          |
| Retention rate                                                               | 3.1%       | Down from 4.6%        | 2.9%                                       | 3.7%                     |
| Attendance rate                                                              | 96.6%      | Up from 94.8%         | 95.4%                                      | 95.4%                    |
| Eligible for gifted and talented                                             | 6.4%       | Up from 5.4%          | 16.3%                                      | 12.4%                    |
| With disabilities other than speech                                          | 14.2%      | Up from 13.7%         | 12.5%                                      | 12.8%                    |
| Older than usual for grade                                                   | 8.9%       | Up from 7.9%          | 7.7%                                       | 9.1%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.2%       | Up from 0.7%          | 1.5%                                       | 1.1%                     |
| Enrolled in AP/IB programs                                                   | 18.0%      | Up from 16.1%         | 18.2%                                      | 13.1%                    |
| Successful on AP/IB exams                                                    | 33.8%      | Down from 37.4%       | 59.1%                                      | 50.4%                    |
| Eligible for LIFE Scholarship                                                | 55.8%      | Up from 29.9%         | 31.7%                                      | 30.4%                    |
| Annual dropout rate                                                          | 5.7%       | Up from 4.7%          | 3.5%                                       | 3.1%                     |
| Career/technology students in co-curricular organizations                    | 10.0%      | Down from 13.6%       | 1.4%                                       | 2.2%                     |
| Enrollment in career/technology courses                                      | 597        | Up from 593           | 572                                        | 424                      |
| Students participating in work-based experiences                             | 13.5%      | Down from 15.9%       | 11.7%                                      | 11.7%                    |
| Career/technology students attaining technical skills                        | 88.4%      | Up from 85.8%         | 79.6%                                      | 78.7%                    |
| Career/technology completers placed                                          | 97.3%      | Down from 99.3%       | 99.1%                                      | 98.5%                    |
| Teachers (n=54)                                                              |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 53.7%      | Down from 54.2%       | 63.8%                                      | 60.4%                    |
| Continuing contract teachers                                                 | 87.0%      | Up from 81.4%         | 80.0%                                      | 76.6%                    |
| Teachers with emergency or provisional certificates                          | 2.2%       | Up from 0.0%          | 4.9%                                       | 6.5%                     |
| Teachers returning from previous year                                        | 82.7%      | Up from 81.3%         | 87.5%                                      | 86.8%                    |
| Teacher attendance rate                                                      | 95.3%      | Down from 96.2%       | 96.1%                                      | 95.8%                    |
| Average teacher salary*                                                      | \$48,960   | Up 4.8%               | \$48,602                                   | \$47,390                 |
| Professional development days/teacher                                        | 8.9 days   | Up from 3.7 days      | 10.0 days                                  | 10.0 days                |
| School                                                                       |            |                       |                                            |                          |
| Principal's years at school                                                  | 1.0        | Down from 4.0         | 5.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 27.1 to 1  | Up from 25.2 to 1     | 28.8 to 1                                  | 25.8 to 1                |
| Prime instructional time                                                     | 91.8%      | Up from 91.0%         | 91.1%                                      | 90.1%                    |
| Dollars spent per pupil**                                                    | \$9,146    | Down 10.9%            | \$7,436                                    | \$7,974                  |
| Percent of expenditures for teacher salaries**                               | 52.5%      | Up from 51.9%         | 54.8%                                      | 55.4%                    |
| Percent of expenditures for instruction**                                    | 60.2%      | Up from 59.9%         | 60.2%                                      | 60.4%                    |
| Opportunities in the arts                                                    | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | Up from 94.9%         | 93.6%                                      | 96.0%                    |
| Character development program                                                | Good       | Down from Excellent   | Good                                       | Good                     |
| Modern language program assessment                                           | N/A        | N/A                   | Excellent                                  | Average                  |
| Classical language program assessment                                        | N/A        | N/A                   | N/A                                        | Average                  |

\* 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 2010 |       | End of Course Tests Passage Rate |       | On-time Graduation Rate, 2010 |       |                   |
|----------------------------|----------------------------------|-------|----------------------------------|-------|-------------------------------|-------|-------------------|
|                            | n                                | %     | t                                | %     | n                             | %     | Met AYP Objective |
| All Students               | 180                              | 96.1% | 709                              | 59.4% | 213                           | 76.5% | No                |
| Gender                     |                                  |       |                                  |       |                               |       |                   |
| Male                       | 88                               | 95.5% | 399                              | 57.4% | 107                           | 69.2% | N/A               |
| Female                     | 92                               | 96.7% | 310                              | 61.9% | 106                           | 84.0% | N/A               |
| Racial/Ethnic Group        |                                  |       |                                  |       |                               |       |                   |
| White                      | 137                              | 96.4% | 530                              | 62.8% | 166                           | 73.5% | N/A               |
| African American           | 37                               | 94.6% | 156                              | 47.4% | 41                            | 85.4% | N/A               |
| Asian/Pacific Islander     | N/A                              | N/A   | 16                               | 56.3% | 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               |
| Disability Status          |                                  |       |                                  |       |                               |       |                   |
| Disabled                   | 17                               | 88.2% | 111                              | 36.0% | 22                            | 50.0% | 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   | N/A                              | N/A   | N/A                           | N/A   | N/A               |
| Socio-Economic Status      |                                  |       |                                  |       |                               |       |                   |
| Subsidized meals           | 79                               | 94.9% | 373                              | 53.4% | 91                            | 69.2% | N/A               |

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

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Pendleton High School has many highlights to share from the 2009-2010 school year. Efforts by our students, parents, School Improvement Council (SIC), faculty, and staff continue to produce a quality educational program for our students. Pendleton High School works to be a data driven school with the continuous focus on student achievement.

The class of 2010 consisted of 158 graduates, 40 of whom were recognized as honor graduates. Seven graduates qualified for the prestigious Palmetto Fellows Scholarship and 87 qualified for Life Scholarships. The class of 2010 received \$2,135,972 in total scholarships awarded.

This school year, Pendleton High School began to fully implement the High Schools That Work (HSTW) school reform model. Through the HSTW research-proven strategies, we are providing students with comprehensive educational opportunities with a rigorous and relevant curriculum. The HSTW 10 Key Practices serve as a platform for changing what is expected of students, and how the curriculum is implemented.

We are proud that we continue to be academically successful. On the 2009 South Carolina School Report Card, Pendleton High School received an Absolute Rating of Excellent and a Growth Rating of Good. Based upon the school report student achievement data, Pendleton High School was also awarded the Palmetto Gold Award for absolute performance and for closing the achievement gap. Also, our students consistently outperform students across the state and country on the SAT and the ACT.

Pendleton High School students continue to increase the rigor in their courses of study. Advanced Placement courses continue to experience a steady increase in enrollment while the dual credit program with TCTC has continued to expand as well. Enrollment in Career and Technology Education courses also continues to increase. By taking college-level and CATE courses, our students are better prepared for their postsecondary education.

We also strive for success in our athletic and co-curricular programs. The Band won the 2009 AA State Championship in October. Our girls' cross-country and track teams both placed second in state, and our girls' golf, basketball, and track teams were all region champions. Additionally, our FFA chapter has grown tremendously, winning multiple state level championships.

Pendleton High School continues to work on maintaining a learning environment where all students can be successful. We believe the three R's – rigor, relevance, and relationships – are important in every child's education and we believe we must continue to provide our students with meaningful educational opportunities. Pendleton High School is excited about the initiatives and programs we are implementing for our students. We are also very proud of their accomplishments. We will continue to work diligently to further these achievements by challenging minds, building character, and preparing young people to be our future.

Erin Diffenderfer, SIC Chair  
Heather Gordon, principal

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 56       | 139       | 7        |
| Percent satisfied with learning environment            | 81.8%    | 75.5%     | I/S      |
| Percent satisfied with social and physical environment | 94.6%    | 85.4%     | I/S      |
| Percent satisfied with school-home relations           | 73.2%    | 83.1%     | I/S      |

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

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

School Adequate Yearly Progress

YES

This school met 13 out of 13 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.

School Improvement Status

N/A

| 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."      |

| Teacher Quality Data                                                    |              |                 |                     |
|-------------------------------------------------------------------------|--------------|-----------------|---------------------|
|                                                                         | Our District |                 | State               |
| Classes in low poverty schools not taught by highly qualified teachers  | 0.0%         |                 | 1.9%                |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          |                 | 5.6%                |
|                                                                         | Our School   | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers                         | 0.0%         | 0.0%            | Yes                 |

Abbreviations for Missing Data

HSAP Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

|                            |     |      |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students               | 209 | 99   | 7    | 33.7 | 32.7 | 26.6 | 72.4 | 71.4 | 65.9 | Yes | Yes |
| Male                       | 115 | 98.3 | 9.3  | 33.3 | 30.6 | 26.9 | 70.4 | 68.8 | 60.8 | N/A | N/A |
| Female                     | 94  | 100  | 4.4  | 34.1 | 35.2 | 26.4 | 74.7 | 74.7 | 71   | N/A | N/A |
| White                      | 169 | 98.8 | 3.1  | 31.4 | 34   | 31.4 | 78.6 | 77.3 | 77.5 | Yes | Yes |
| African American           | 35  | 100  | 22.9 | 45.7 | 28.6 | 2.9  | 45.7 | 45.7 | 49.7 | I/S | I/S |
| Asian/Pacific Islander     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 80.2 | I/S | I/S |
| Hispanic                   | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 56.8 | I/S | I/S |
| American Indian/Alaskan    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 65.9 | I/S | I/S |
| Disabled                   | 24  | 100  | 22.7 | 50   | 13.6 | 13.6 | 45.5 | 41.7 | 21.3 | I/S | I/S |
| Migrant                    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | I/S  | N/A | N/A |
| Limited English Proficient | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 47.3 | I/S | I/S |
| Subsidized meals           | 86  | 98.8 | 12.3 | 39.5 | 32.1 | 16   | 64.2 | 63.9 | 51.5 | Yes | Yes |

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

|                            |     |      |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students               | 209 | 99   | 13.6 | 26.1 | 31.7 | 28.6 | 72.9 | 72.4 | 62.3 | Yes | Yes |
| Male                       | 115 | 99.1 | 13.8 | 24.8 | 28.4 | 33   | 74.3 | 73.5 | 61.7 | N/A | N/A |
| Female                     | 94  | 98.9 | 13.3 | 27.8 | 35.6 | 23.3 | 71.1 | 71.1 | 63   | N/A | N/A |
| White                      | 169 | 98.8 | 8.8  | 25.8 | 32.7 | 32.7 | 78.6 | 77.9 | 75   | Yes | Yes |
| African American           | 35  | 100  | 31.4 | 31.4 | 28.6 | 8.6  | 48.6 | 48.6 | 44   | I/S | I/S |
| Asian/Pacific Islander     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 85.5 | I/S | I/S |
| Hispanic                   | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 56.7 | I/S | I/S |
| American Indian/Alaskan    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 62.5 | I/S | I/S |
| Disabled                   | 24  | 100  | 45.5 | 22.7 | 18.2 | 13.6 | 45.5 | 41.7 | 22.1 | I/S | I/S |
| Migrant                    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | I/S  | N/A | N/A |
| Limited English Proficient | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 52.6 | I/S | I/S |
| Subsidized meals           | 86  | 98.8 | 27.2 | 23.5 | 29.6 | 19.8 | 61.7 | 61.4 | 48.1 | Yes | Yes |

Physical Science (End-of-Course Test performance by Group)

|                            |     |       |      |      |      |      |      |     |     |     |     |
|----------------------------|-----|-------|------|------|------|------|------|-----|-----|-----|-----|
| All Students               | 205 | 97.1  | 48.2 | 25.6 | 13.1 | 13.1 | 26.1 | N/A | N/A | N/A | N/A |
| Male                       | 111 | 95.5  | 44.3 | 25.5 | 15.1 | 15.1 | 30.2 | N/A | N/A | N/A | N/A |
| Female                     | 94  | 98.9  | 52.7 | 25.8 | 10.8 | 10.8 | 21.5 | N/A | N/A | N/A | N/A |
| White                      | 165 | 96.4  | 43.4 | 26.4 | 15.1 | 15.1 | 30.2 | N/A | N/A | N/A | N/A |
| African American           | 35  | 100.0 | 71.4 | 22.9 | 2.9  | 2.9  | 5.7  | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander     | 1   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Hispanic                   | 4   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| American Indian/Alaskan    | N/A | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Disabled                   | 20  | 95.0  | 78.9 | 21.1 | 0.0  | 0.0  | 0.0  | N/A | N/A | N/A | N/A |
| Migrant                    | N/A | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Limited English Proficient | 2   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Subsidized meals           | 83  | 95.2  | 58.2 | 26.6 | 10.1 | 5.1  | 15.2 | N/A | N/A | N/A | N/A |

\* Adjusted to account for natural variation in performance.

| Two-Year HSAP Trend Data                                                             |             |                               |          |               |         |              |            |                                  |                                    |                                 |
|--------------------------------------------------------------------------------------|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|                                                                                      | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* |
| English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced) |             |                               |          |               |         |              |            |                                  |                                    |                                 |
| All Students                                                                         | 2009        | 218                           | 99.5     | 13.2          | 29.4    | 32.8         | 24.5       | 68.1                             | 67.6                               | 61.8                            |
|                                                                                      | 2010        | 209                           | 99       | 7             | 33.7    | 32.7         | 26.6       | 72.4                             | 71.4                               | 65.9                            |
| Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)           |             |                               |          |               |         |              |            |                                  |                                    |                                 |
| All Students                                                                         | 2009        | 218                           | 99.5     | 14.7          | 27.9    | 23           | 34.3       | 72.1                             | 71.5                               | 62.7                            |
|                                                                                      | 2010        | 209                           | 99       | 13.6          | 26.1    | 31.7         | 28.6       | 72.9                             | 72.4                               | 62.3                            |

\* Adjusted to account for natural variation in performance.