



## HOW TO READ YOUR HIGH SCHOOL REPORT CARD

Just as student report cards provide parents with information on their child's performance, the NC School Report Cards offer a snapshot of some important information about individual schools. This document is designed to help you understand and use the information in your school's Report Card.

### SCHOOL PROFILE

Under "School Profile," you'll find general information about your school including school size and average class size.

**School Size** is important because it can influence the types of academic programs or activities (such as advanced courses or after-school sports) that a school can offer.

**Course Size** may influence the one-on-one attention that teachers provide to students and the level of classroom discipline. How does

your child's course size compare with the school's average and course size averages in the district and state? Ask your school principal about targeted course sizes in your district; be aware that targets may vary by subject.

**Title I Status** indicates whether this school is part of the federal program that provides funding for high poverty schools to help students who are behind academically or at risk of falling behind.

### HIGH STUDENT PERFORMANCE

There are a number of ways to measure student performance; state test results are just one of the measures that are covered in your school's Report Card. On a school-by-school basis, there are additional ways to evaluate student performance as well. Look at student grades, at the percentage of students earning top grades or repeatedly failing, and ask for information about student projects and academic clubs and activities. These additional measures are important and can help you form a more complete picture of student academic achievement in your school.

**Performance of Students in Each Course on North Carolina End-of-Course Tests** helps you to see what percentage of students were proficient on each of the End-of-Course tests given at your school in the spring of 2013. Look for large differences in performance between subject areas. Talk to your school principal about your observations and learn more about how your school is working to improve academic achievement.

**Performance of Each Student Group on the North Carolina End-of-Course Tests** displays test results so that differences in passing rates (often referred to as achievement gaps) between students of different ethnicities, gender, family circumstances, or racial backgrounds are apparent. North Carolina is working hard to eliminate performance differences between the groups of students listed here and your school's overall performance depends partly on closing these "gaps." Find out what your school is doing to close achievement gaps and what you might be able to do to help.

**Annual Measurable Objectives (AMOs)**— In 2011-12, the U.S. Department of Education granted North Carolina waiver request from some of the requirements of the Elementary and Secondary Education Act. As stated in the waiver, beginning in 2011-12, Adequate Yearly Progress (AYP) was not reported for schools; however, the overall number of Annual Measurable Objectives (AMOs) for each school and the number and percent of AMOs met for each school were reported. For both reading and mathematics, AMOs were set and reported for the school as whole and for the following subgroups when they contain 40 or more students: white, black, Hispanic, American Indian, Asian, Pacific Islander, Two or More Races, economically disadvantaged, limited English proficient, and students with disabilities.

## SAFE, ORDERLY & CARING SCHOOLS

Under "Safe, Orderly & Caring Schools," you can find measures for school safety and access to technology.

**School Safety** is critical to learning. To find out more about what and where incidents of crime or violence have occurred in your school, speak with your school principal. For information about school disciplinary actions like out-of-school suspensions and expulsions, view your school Report Card online at [www.ncreportcards.org](http://www.ncreportcards.org).

## QUALITY TEACHERS

**Most people — parents and education experts alike — agree that good teachers are critical to students' success in learning at school. By looking at some measures of teacher qualifications, you can better understand the overall quality of the teachers working in your school.**

**Fully Licensed Teachers** — One measure of teacher quality is whether or not a teacher has been granted a teaching license. The types of teaching licenses vary as teachers progress from beginning to more experienced. When a teacher is called "fully licensed," he/she has met all of the requirements and teaching standards set by North Carolina's State Board of Education.

**National Board Certified Teachers** — National Board Certification is not required for teaching in the state of North Carolina, but it is a voluntary way for teachers to gain additional professional credentials that recognize their advanced teaching skills and techniques. National Board Certification is the highest level of teaching certification a teacher can hold.

**Years of Teaching Experience** — Examine the distribution of teaching experience in your school. Teaching experience is often associated with professional expertise, but it is best to consider this data in the context of additional information. By talking to your school's principal, you may learn that many of the less experienced teachers in your school are the most active with students, or that they have the most current knowledge of educational research and new teaching practices.

**Teacher Turnover Rate** — Use your school Report Card to check what percentage of teachers left your school district between this school year and last. Is the percentage much different than state average?

## KEEP IN MIND...

Use district and state averages as reference points in reading school-level data. Remember that these averages only provide an indication of how favorable the data might be. In many instances, it would be a mistake to judge a school as "better" or "worse" based only on slight differences in this data.

**Access to Technology** in your school building can help you understand more about the instructional resources available in your school. In addition to knowing what percent of classrooms in your school are connected to the Internet, you might also ask school administrators about the speed of Internet connections, the number of Internet-connected computers (and digital learning devices) in classrooms with connections, and how teachers make use of the Internet for instruction.

Before drawing a conclusion about the frequency with which teachers leave, gather more information from your school's principal. Consider asking why teachers have left your district and whether there is anything you can do to help improve teacher retention.

**Highly Qualified Teachers** — One of the important provisions of No Child Left Behind (NCLB) is a requirement that all teachers of core academic subjects must be Highly Qualified. North Carolina already has rigorous standards for teacher licensure and this federal law adds one more way in which teacher qualifications can be measured. This table provides information about the percentage of classes taught by teachers who currently meet the federal Highly Qualified definition in this school and in the state.

Highly Qualified teachers are generally defined as teachers who are fully licensed (also called certified) by the state. They hold at least a bachelor's degree from a four-year institution, and they demonstrate competence in the subject area(s) they teach. The standards for Highly Qualified only apply to teachers in core subject areas: English, reading, language arts, mathematics, science, foreign languages, civics and government, social studies, economics, arts, history, geography, and kindergarten through grade 6. The federal regulations do not apply to non-core subject area teachers such as vocational teachers or physical education teachers. Because the criteria and the timeline for Highly Qualified teachers can vary so much from teacher to teacher, it is very important that conclusions about these data only be drawn after additional research and detailed discussion with your school principal. Many effective, quality teachers may not currently meet the federal definition of Highly Qualified, but the state expects its numbers of Highly Qualified teachers to increase as rules become more clear and requirements are fully communicated to teachers.

Additional data about your school are available through your school's web-based School Report Card at [www.ncreportcards.org](http://www.ncreportcards.org). Use your online School Report Card to learn more about schools and to link to additional tips for understanding and using School Report Card information.



**Tuscola High**

564 Tuscola School Rd  
Waynesville, NC 28786 9001

(828) 456-2408  
Grades 9-12  
Regular School  
Traditional Calendar

Haywood County Schools

**SCHOOL PROFILE**

**School Size**

The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

OUR SCHOOL	DISTRICT	STATE
992	565	837

**Average Course Size**

The average number of students enrolled in the courses listed at the time of testing.  
\* Math I was previously called Algebra I/ Integrated Mathematics I.

	OUR SCHOOL	DISTRICT	STATE
English II	24	15	18
Math I*	24	21	20
Biology	23	16	18

**HIGH STUDENT PERFORMANCE**

Performance of Students in Each Course on the North Carolina End-of-Course Tests

Percentage of Students' Scores At or Above Grade Level

	English II	Math I*	Biology
Our School	56.1%	15.5%	36.4%
District	56.9%	37.3%	40.1%
State	51.2%	36.3%	45.6%

N/A = Fewer than five students

\* Math I was previously called Algebra I/Integrated Mathematics I.

**Performance of Each Student Group on the North Carolina End-of-Course Tests**

Percentage of Passing Scores on the End-of-Course Tests Grouped by Gender, Ethnicity, and Other Factors.

	Male	Female	White	Black	Hispanic	Amer. Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	35.9%	39.9%	39.3%	30.0%	16.7%	28.6%	N/A	N/A	41.7%	24.1%	50.2%	N/A	N/A	<5%
# of tests taken	323	293	555	10	30	7	N/A	N/A	12	291	325	N/A	N/A	62
District	41.9%	47.2%	45.6%	27.3%	30.7%	30.4%	N/A	N/A	40.0%	32.8%	55.3%	10.0%	N/A	8.7%
State	42.5%	45.7%	55.8%	24.5%	33.5%	26.8%	63.6%	50.9%	45.0%	28.4%	58.8%	8.6%	19.3%	12.2%

E.D. = Economically Disadvantaged

N.E.D. = Not Economically Disadvantaged

L.E.P. = Limited English Proficiency

N/A = Fewer than five students

**School Attendance**

The average percentage of students who attend school daily.

Our School	92%
District	95%
State	95%

For information about the READY Accountability Model and the Annual Measurable Objectives (AMOs), visit <http://www.ncpublicschools.org/accountability/reporting/>.

## SAFE, ORDERLY AND CARING SCHOOLS

### School Safety

The number of acts of crime or violence reported below includes all acts occurring in school, at a bus stop, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

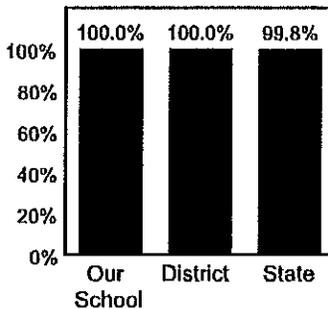
Out of 992 students in our school, there were a total of 17 act[s] of crime or violence.

The number of acts of crime or violence reported per 100 students:

OUR SCHOOL	1.71
DISTRICT	2.17
STATE	1.34

### Access to Technology

Percentage of classrooms connected to the Internet



### Keeping you informed

More information about your school is available on the NC School Report Cards website at: <http://www.ncreportcards.org>

## HIGH STUDENT PERFORMANCE, CONTINUED

### READY

Effective with the 2012-13 school year, the North Carolina Department of Public Instruction changed the accountability model from the ABCs of Public Education to a new indicator-based reporting model called the READY Accountability Model. The State Board of Education identified indicators that would help educators, parents and the public understand the status and progress that schools are making toward ensuring that all students are college- and/or career-ready.

These new indicators include new state-administered North Carolina End-of-Grade (EOG) and North Carolina End-of-Course (EOC) assessments, college- and career-readiness examinations (The ACT and ACT WorkKeys), math course rigor, and high school graduation rates. In addition to these indicators, other valuable information is reported including school growth as measured by EVAAS, Annual Measureable Objectives, and participation in a graduation project.

To access the READY Accountability Model reporting please go to <http://www.ncpublicschools.org/accountability/reporting/>.

### Annual Measurable Objectives (AMOs)

Per the Elementary and Secondary Education Act (ESEA), North Carolina set AMOs in reading and mathematics based on 2012-13 data.

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases the results are shown as >95% or <5% for the group.

Our school met 14 out of 16 performance targets.

## QUALITY TEACHERS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Classes Taught by Highly Qualified Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
						0-3 years	4-10 years	10+ years	
Our School	67	91%	100%	27%	14	12%	22%	66%	14%
District	38	90%	100%	22%	10	17%	28%	55%	15%
State	54	93%	98%	27%	10	20%	27%	54%	16%

\* The total number of teachers in this school and the average number of teachers in schools with similar grade ranges at the district and state level.



**PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education | Department of Public Instruction