



Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) for **Tri County High School**, which provides key information on the 2012-2013 educational progress for Tri County High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact our school for assistance.

The AER is available for you to review electronically by visiting the following website; www.tricountyschools.com or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus, or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 55 of all schools in the state.

Our goal is to become a Reward school. At this time, we have not been identified as a Focus or Priority school.

Tri County Area Schools has a mission to help every child achieve his or her best future. With that, we continue our work to help students at every level show growth. One area that we need to improve in is helping the lowest scoring students show growth. We are continuing to implement and improve our systems for helping all our students.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- Pupils are assigned to Tri County High School based on grade level and geographic location.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- We have goals for improving reading, science, and math. Our goals are in process and reach out to 2016.

3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

- A copy of our curriculum is available for review. Our curriculum has been created to align with both the state and federal government standards.

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4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

- At Tri County High School our students take the MAP test (Measure of Academic Progress), 3 times each year. We use this test to measure our student learning as well as to monitor the standards to which we teach.
- We take the ACT/MME in 11th grade
- We take the MEAP (Social Studies) and ACT/Plan tests in 9th-10th grades
- Our scores on the ACT over the last four years:
 - 2009-2010 our composite score was 18.2
 - 2010-2011 our composite score was 18.9
 - 2011-2012 our composite score was 19.1
 - 2012-2013 our composite score was 19.0

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT OPEN HOUSES

- We do not have data for this category

6. HIGH SCHOOLS REPORT ON THE FOLLOWING:

- THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 - Tri County High School had 37 students that were dual enrolled. This equates to 5% of the student body.
- THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) **(Does not apply)**
- THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) **(Does not apply)**
- THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT **(Does not apply)**

I would like to congratulate our community, parents, teachers, and students on the growth we have shown. I am looking forward to continuing on our path to help every child achieve his or her best future.

Sincerely,

Tim Goheen, Principal
Tri County High School

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

**Annual Education Report
Tri County Senior High School**
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2011-12	99.3%	29.1%	19.1%	19.1%	< 10	19.1%	50.7%	30.3%
Mathematics	11th Grade	All Students	2012-13	99.2%	28.6%	15.4%	15.4%	< 10	13%	52%	32.5%
Mathematics	11th Grade	American Indian	2012-13	< 10	15.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	African American	2012-13	< 10	5.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Hispanic of Any Race	2011-12	< 10	15.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Hispanic of Any Race	2012-13	< 10	15.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2011-12	< 10	25.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2012-13	< 10	23.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	99.3%	33.6%	19.5%	19.5%	< 10	19.5%	49.7%	30.9%
Mathematics	11th Grade	White	2012-13	99.1%	33.3%	16.4%	16.4%	< 10	13.8%	52.6%	31%
Mathematics	11th Grade	Female	2011-12	98.5%	26.9%	14.9%	14.9%	< 10	14.9%	44.8%	40.3%
Mathematics	11th Grade	Female	2012-13	98.3%	27%	20.7%	20.7%	< 10	19%	48.3%	31%
Mathematics	11th Grade	Male	2011-12	100%	31.2%	22.4%	22.4%	< 10	22.4%	55.3%	22.4%
Mathematics	11th Grade	Male	2012-13	100%	30.3%	< 10	< 10	< 10	< 10	55.4%	33.8%
Mathematics	11th Grade	Economically Disadvantaged	2011-12	98.5%	13.4%	15.6%	15.6%	< 10	15.6%	45.3%	39.1%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	98.1%	13%	< 10	< 10	< 10	< 10	50%	42.3%

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	Students With Disabilities	2011-12	< 10	3.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Students With Disabilities	2012-13	< 10	3.7%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2011-12	99.3%	55.9%	58.6%	58.6%	9.9%	48.7%	27.6%	13.8%
Reading	11th Grade	All Students	2012-13	99.2%	53.5%	55.3%	55.3%	9.8%	45.5%	30.1%	14.6%
Reading	11th Grade	American Indian	2012-13	< 10	47.3%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	African American	2012-13	< 10	28.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Hispanic of Any Race	2011-12	< 10	41.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Hispanic of Any Race	2012-13	< 10	39.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2011-12	< 10	55.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2012-13	< 10	52.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	99.3%	62.4%	59.1%	59.1%	10.1%	49%	26.8%	14.1%
Reading	11th Grade	White	2012-13	99.1%	59.1%	56%	56%	10.3%	45.7%	30.2%	13.8%
Reading	11th Grade	Female	2011-12	98.5%	60.4%	56.7%	56.7%	< 10	44.8%	25.4%	17.9%
Reading	11th Grade	Female	2012-13	98.3%	56%	58.6%	58.6%	< 10	48.3%	25.9%	< 10
Reading	11th Grade	Male	2011-12	100%	51.4%	60%	60%	< 10	51.8%	29.4%	< 10
Reading	11th Grade	Male	2012-13	100%	51%	52.3%	52.3%	< 10	43.1%	33.8%	< 10

**Annual Education Report
Tri County Senior High School**
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	Economically Disadvantaged	2011-12	98.5%	39.9%	56.3%	56.3%	< 10	48.4%	23.4%	20.3%
Reading	11th Grade	Economically Disadvantaged	2012-13	98.1%	37.9%	46.2%	46.2%	< 10	42.3%	38.5%	< 10
Reading	11th Grade	Students With Disabilities	2011-12	< 10	19.4%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Students With Disabilities	2012-13	< 10	19%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2011-12	99.3%	25.8%	23.7%	23.7%	6.6%	17.1%	40.8%	35.5%
Science	11th Grade	All Students	2012-13	99.2%	25.7%	17.9%	17.9%	< 10	13.8%	34.1%	48%
Science	11th Grade	American Indian	2012-13	< 10	17%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	African American	2012-13	< 10	3.9%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Hispanic of Any Race	2011-12	< 10	12.8%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Hispanic of Any Race	2012-13	< 10	12.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2011-12	< 10	23.3%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2012-13	< 10	21.1%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	99.3%	30.4%	24.2%	24.2%	6.7%	17.4%	40.3%	35.6%
Science	11th Grade	White	2012-13	99.1%	30.4%	18.1%	18.1%	< 10	13.8%	36.2%	45.7%
Science	11th Grade	Female	2011-12	98.5%	22.8%	14.9%	14.9%	< 10	< 10	35.8%	49.3%

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Female	2012-13	98.3%	22.5%	< 10	< 10	< 10	< 10	37.9%	48.3%
Science	11th Grade	Male	2011-12	100%	28.7%	30.6%	30.6%	< 10	21.2%	44.7%	24.7%
Science	11th Grade	Male	2012-13	100%	28.9%	21.5%	21.5%	< 10	16.9%	30.8%	47.7%
Science	11th Grade	Economically Disadvantaged	2011-12	98.5%	12%	< 10	< 10	< 10	< 10	43.8%	43.8%
Science	11th Grade	Economically Disadvantaged	2012-13	98.1%	11.5%	< 10	< 10	< 10	< 10	32.7%	57.7%
Science	11th Grade	Students With Disabilities	2011-12	< 10	5.5%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Students With Disabilities	2012-13	< 10	5.1%	< 10	< 10	< 10	< 10	< 10	< 10

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
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No Data to Display

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2011-12	< 10	68.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	All Students	2012-13	< 10	65.8%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2011-12	< 10	91.4%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2012-13	< 10	91.9%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2011-12	< 10	61.9%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2012-13	< 10	59%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	African American	2012-13	< 10	47.4%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	African American	2012-13	< 10	85.9%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	African American	2012-13	< 10	38.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	< 10	74.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2012-13	< 10	72%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	< 10	93.6%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2012-13	< 10	94.2%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	< 10	70.7%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2012-13	< 10	66.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Female	2011-12	< 10	60.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Female	2012-13	< 10	58.9%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Female	2011-12	< 10	92.1%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Female	2012-13	< 10	93.1%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Female	2011-12	< 10	57.3%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Female	2012-13	< 10	55.1%	< 10	< 10	< 10	< 10	< 10

**Annual Education Report
Tri County Senior High School**

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	Male	2011-12	< 10	73.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2012-13	< 10	69.7%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Male	2011-12	< 10	91.1%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Male	2012-13	< 10	91.3%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2011-12	< 10	64.8%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2012-13	< 10	61.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Economically Disadvantaged	2011-12	< 10	69.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Economically Disadvantaged	2012-13	< 10	63.6%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Economically Disadvantaged	2011-12	< 10	90.6%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Economically Disadvantaged	2012-13	< 10	91.2%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Economically Disadvantaged	2011-12	< 10	60.9%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Economically Disadvantaged	2012-13	< 10	57.2%	< 10	< 10	< 10	< 10	< 10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2011-12	< 10	89.9%	< 10	< 10	< 10	< 10	< 10
ELA	11th Grade	All Students	2011-12	< 10	80.3%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2011-12	< 10	83.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	< 10	88.6%	< 10	< 10	< 10	< 10	< 10
ELA	11th Grade	White	2011-12	< 10	79.7%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	< 10	81.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2011-12	< 10	88.8%	< 10	< 10	< 10	< 10	< 10
ELA	11th Grade	Male	2011-12	< 10	78.7%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2011-12	< 10	82%	< 10	< 10	< 10	< 10	< 10

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MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Tri County Senior High School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	District	Mathematics	99.5%	53.4%
Bottom 30%	District	Mathematics		10.8%
American Indian	District	Mathematics	< 30	< 30
African American	District	Mathematics	< 30	< 30
Asian	District	Mathematics		
Hispanic of Any Race	District	Mathematics	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Mathematics	< 30	< 30
Two or More Races	District	Mathematics	< 30	< 30
White	District	Mathematics	99.5%	54.4%
Economically Disadvantaged	District	Mathematics	99.4%	48%
English Language Learners	District	Mathematics	< 30	< 30
Students With Disabilities	District	Mathematics	99.4%	35.9%
All Students	School	Mathematics	98.5%	36.8%
Bottom 30%	School	Mathematics		5.7%
American Indian	School	Mathematics	< 30	
African American	School	Mathematics	< 30	< 30
Hispanic of Any Race	School	Mathematics	< 30	< 30
Two or More Races	School	Mathematics	< 30	< 30
White	School	Mathematics	98.4%	38.4%
Economically Disadvantaged	School	Mathematics	96.7%	34%
Students With Disabilities	School	Mathematics	< 30	< 30
All Students	District	Reading	99.6%	83.1%
Bottom 30%	District	Reading		47.8%
American Indian	District	Reading	< 30	< 30
African American	District	Reading	< 30	< 30
Asian	District	Reading		
Hispanic of Any Race	District	Reading	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Reading	< 30	< 30
Two or More Races	District	Reading	< 30	< 30
White	District	Reading	99.6%	83.5%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	District	Reading	99.5%	79.8%
English Language Learners	District	Reading	< 30	< 30
Students With Disabilities	District	Reading	99.4%	55.9%
All Students	School	Reading	98.5%	74.4%
Bottom 30%	School	Reading		25.7%
American Indian	School	Reading	< 30	
African American	School	Reading	< 30	< 30
Hispanic of Any Race	School	Reading	< 30	< 30
Two or More Races	School	Reading	< 30	< 30
White	School	Reading	98.4%	75.9%
Economically Disadvantaged	School	Reading	96.7%	72%
Students With Disabilities	School	Reading	< 30	< 30
All Students	District	Science	99.4%	32.7%
Bottom 30%	District	Science		0%
American Indian	District	Science	< 30	< 30
African American	District	Science	< 30	< 30
Asian	District	Science		
Hispanic of Any Race	District	Science	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Science	< 30	< 30
Two or More Races	District	Science	< 30	< 30
White	District	Science	99.4%	34%
Economically Disadvantaged	District	Science	99.2%	27%
English Language Learners	District	Science		< 30
Students With Disabilities	District	Science	98.5%	14.3%
All Students	School	Science	98.5%	41.9%
Bottom 30%	School	Science		0%
American Indian	School	Science	< 30	
African American	School	Science	< 30	< 30
Hispanic of Any Race	School	Science	< 30	< 30
Two or More Races	School	Science	< 30	< 30
White	School	Science	98.4%	43.8%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	School	Science	96.7%	38%
Students With Disabilities	School	Science	< 30	< 30
All Students	District	Social Studies	97.8%	55.7%
Bottom 30%	District	Social Studies		4.4%
American Indian	District	Social Studies	< 30	< 30
African American	District	Social Studies	< 30	< 30
Asian	District	Social Studies	< 30	< 30
Hispanic of Any Race	District	Social Studies	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Social Studies		
Two or More Races	District	Social Studies	< 30	< 30
White	District	Social Studies	97.9%	56.8%
Economically Disadvantaged	District	Social Studies	97.4%	46.6%
English Language Learners	District	Social Studies		< 30
Students With Disabilities	District	Social Studies	87.3%	19.5%
All Students	School	Social Studies	96.6%	74.3%
Bottom 30%	School	Social Studies		14.7%
American Indian	School	Social Studies	< 30	
African American	School	Social Studies	< 30	< 30
Asian	School	Social Studies	< 30	
Hispanic of Any Race	School	Social Studies	< 30	< 30
Two or More Races	School	Social Studies	< 30	< 30
White	School	Social Studies	96.7%	76.2%
Economically Disadvantaged	School	Social Studies	95.6%	75%
Students With Disabilities	School	Social Studies	78.8%	< 30
All Students	District	Writing	99.3%	67.9%
Bottom 30%	District	Writing		5%
American Indian	District	Writing	< 30	
African American	District	Writing	< 30	< 30
Asian	District	Writing		
Hispanic of Any Race	District	Writing	< 30	< 30

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	District	Writing		
Two or More Races	District	Writing	< 30	< 30
White	District	Writing	99.3%	68.7%
Economically Disadvantaged	District	Writing	99.1%	62.9%
English Language Learners	District	Writing	< 30	< 30
Students With Disabilities	District	Writing	98.2%	29.3%
All Students	School	Writing	99.3%	66.4%
Bottom 30%	School	Writing		0%
American Indian	School	Writing	< 30	
African American	School	Writing	< 30	< 30
Hispanic of Any Race	School	Writing	< 30	< 30
Two or More Races	School	Writing	< 30	< 30
White	School	Writing	99.2%	67.9%
Economically Disadvantaged	School	Writing	98.3%	58.3%
Students With Disabilities	School	Writing	< 30	< 30

**Annual Education Report
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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
American Indian	Statewide	66.4%
African American	Statewide	59.9%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	79.8%
White	District	82.6%
Economically Disadvantaged	District	74.6%
All Students	School	81.6%
White	School	84.1%
Economically Disadvantaged	School	79.6%

** All data based on students enrolled for a full academic year.*

**Annual Education Report
Tri County Senior High School****Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	District	95%
All Students	School	95%

** All data based on students enrolled for a full academic year.*

Annual Education Report
Tri County Senior High School

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report
Tri County Senior High School**

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Tri County Area Schools	Tri County Senior High School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	40

**Annual Education Report
Tri County Senior High School**
Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	5	28	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

**Annual Education Report
Tri County Senior High School**
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

**Annual Education Report
Tri County Senior High School**
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

**Annual Education Report
Tri County Senior High School**
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility					
Eligible	45		32	15	2
Not Eligible	55	51	36	33	10
Info not available		21			
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Two or More Races	2	36	31	19	14
Student classified as having a disability					
SD	13	73	17	8	2
Not SD	87	30	36	27	7
Student is an English Language Learner					
ELL	3	67	26	7	0
Not ELL	97	33	35	25	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

**Annual Education Report
Tri County Senior High School**
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races		‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

**Annual Education Report
Tri County Senior High School**
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
		75	3.1	93	2.4
8	Math	73	2.5	83	4.7
		63	3.3	79	4.5