



Charleston School District

75 Calhoun Street
Charleston, SC 29401

Grades	PK-12 District	
Enrollment	42,007 Students	
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	At-Risk
2008	Average	Excellent
2007	Below Average	Average
2006	Below Average	At-Risk
2005	Good	Below Average

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.

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

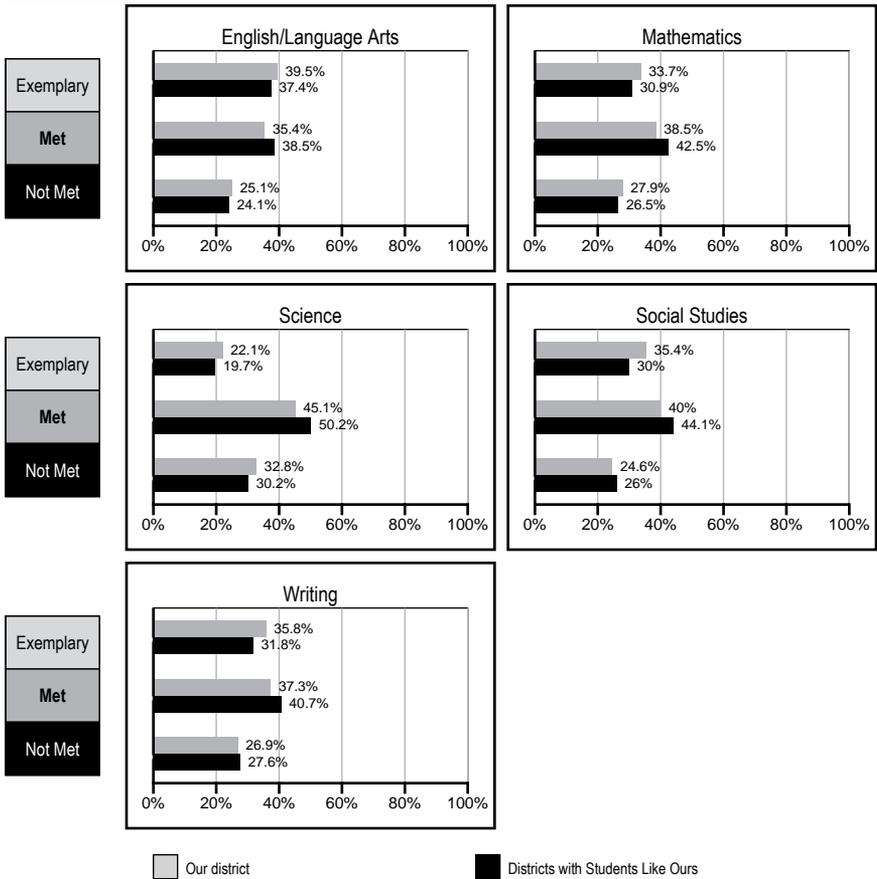
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	7	0

* Ratings are calculated with data available by 06/01/2010.

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		
	2007	2008	2009	2007	2008	2009
Passed both subtests	77.8%	79.8%	74.8%	81.4%	83.5%	78.4%
Passed one subtest	12.3%	11.0%	12.9%	10.5%	9.3%	11.8%
Passed no subtests	9.9%	9.2%	12.4%	8.1%	7.6%	9.9%

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	78.9%	80.4%
English 1	67.2%	72.2%
Physical Science	58.0%	60.1%
US History and the Constitution	47.3%	43.6%
All Subjects	63.7%	65.2%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=42,007)				
First graders who attended full-day kindergarten	96.5%	Down from 98.5%	98.6%	99.7%
Retention rate	3.4%	Down from 4.9%	2.5%	3.1%
Attendance rate	95.6%	Up from 95.2%	96.0%	95.7%
Eligible for gifted and talented	16.1%	Up from 15.4%	16.1%	11.2%
With disabilities other than speech	7.4%	Down from 7.9%	10.0%	10.6%
Older than usual for grade	4.9%	Down from 5.7%	3.0%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.3%	Down from 4.9%	0.5%	0.5%
Enrolled in AP/IB programs	20.9%	Down from 21.5%	18.2%	10.5%
Successful on AP/IB exams	N/A	N/A	51.9%	51.2%
Eligible for LIFE Scholarship	34.5%	Up from 31.5%	35.5%	30.8%
Enrolled in adult education GED or diploma programs	302	Up from 160	71	40
Completions in adult education GED or diploma programs	236	Up from 155	61	30
Annual dropout rate	3.4%	Up from 2.7%	3.8%	3.4%
Teachers (n=3320)				
Teachers with advanced degrees	56.3%	Up from 54.9%	59.0%	56.8%
Continuing contract teachers	72.5%	Up from 69.0%	78.3%	76.7%
Teachers with emergency or provisional certificates	5.0%	Down from 6.0%	3.0%	4.6%
Teachers returning from previous year	86.9%	Down from 87.5%	90.1%	88.4%
Teacher attendance rate	95.4%	No Change	95.4%	95.0%
Average teacher salary*	\$45,828	Up 3.3%	\$47,842	\$46,992
Vacancies for more than nine weeks	0.6%	Down from 0.9%	0.0%	0.4%
Professional development days/teacher	12.8 days	Down from 13.0 days	12.8 days	13.1 days
District				
Superintendent's years at district	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.3 to 1	21.1 to 1	20.5 to 1
Prime instructional time	90.3%	Up from 89.5%	90.3%	89.8%
Dollars spent per pupil**	\$9,915	Up 5.3%	\$8,589	\$9,279
Percent of expenditures for teacher salaries**	51.3%	Down from 52.3%	55.8%	52.7%
Percent of expenditures for instruction**	53.7%	Down from 54.7%	58.4%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	80	No Change	15	9
Number of magnet schools	11	Down from 12	0	0
Portable classrooms	10.4%	Up from 10.1%	4.0%	3.5%
Average age in years of school facilities	40 Years	Down from 41 Years	22 Years	28 Years
Number of schools with SACS accreditation	15.0	No Change	13.0	8.0
Parents attending conferences	93.6%	Up from 92.6%	95.1%	93.9%
Average administrator salary	\$76,773	Up 3.7%	\$79,295	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Charleston Development Academy Charter	Good	Excellent	Met
East Cooper Montessori Charter	Excellent	Average	Met
Greg Mathis Charter High	At-Risk	Below Average	Not Met
James Island Charter High	Excellent	Excellent	Met
Susan G. Boykin Academy	At-Risk	At-Risk	Not Met
Orange Grove Charter	Good	Good	Met
Charleston Charter School For Math And Science	Average	Average	Met

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	2057	94.1%	10885	63.7%	2583	71.4%	Yes
Gender							
Male	949	92.8%	5314	64.0%	1205	65.1%	N/A
Female	1108	95.1%	5571	63.4%	1376	76.8%	N/A
Racial/Ethnic Group							
White	909	98.1%	4502	87.7%	1054	79.7%	N/A
African American	1053	90.5%	5734	44.0%	1401	65.0%	N/A
Asian/Pacific Islander	41	100.0%	184	86.4%	47	91.5%	N/A
Hispanic	41	87.8%	384	61.5%	63	57.1%	N/A
American Indian/Alaskan	N/A	N/A	26	84.6%	N/A	N/A	N/A
Disability Status							
Disabled	210	57.6%	908	35.6%	271	34.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	32	90.6%	317	59.3%	43	60.5%	N/A
Socio-Economic Status							
Subsidized meals	889	89.7%	5118	45.1%	1159	61.8%	N/A

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

HSAP Passage Rate by Spring 2009

Percent	Our District	Districts with Students Like Ours
	94.1%	95.0%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	2583	951
Number of Diplomas	1844	692
Rate	71.4%	75.6%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	488	487	491	493	479	473	1458	1453		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	19.7	20.1	20.4	20.6	20.3	20.8	20.0	20.4	20.2	20.6
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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School District Governance

Board Membership	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	24.4 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Dear Charleston County School District (CCSD) Parents and Community Members:

Last year, we launched a new district-wide strategic plan, Charleston Achieving Excellence. This plan makes our goals—elevating achievement overall, closing the achievement gap, and increasing the graduation rate—simple and clear, and emphasizes the core values of results, access, and partnerships. All of our work is built around these goals and values, and every one of our strategies is focused on achieving a vision that resonates with parents, students, and business and community members alike: every child will graduate from the Charleston County School District with the critical skills necessary to succeed in college and the 21st Century global economy.

Our students took major strides this year. English-Language Arts and Math proficiency levels on the PACT were the highest they have ever been. At the elementary and middle school levels, students in grades three through eight earned higher Proficient/Advanced scores than their state peers in every single grade and subject. In our high schools, participation rates and scores on Advanced Placement, A.C.T., and S.A.T. exams increased to record highs. The senior class earned a record \$42,000,000 in scholarships—an increase of \$6 million over the previous year. The graduation rate increased by 11 points, and several of our high schools earned national acclaim from Newsweek and U.S. News and World Report magazines.

I often say “The Victory is in the Classroom!” We started the year with only 3.5 teacher vacancies—down from 20 the year before, and 90 the year before that. Our number of National Board Certified teachers ranks us among the top 20 districts nationwide, and we continued to lead the state in the number of Palmetto Gold and Silver Awards won for overall achievement and closing the achievement gap.

From a facilities and operational standpoint, our Capital Improvements plan continued to transform the landscape of the County, with nine new world-class schools coming online. We invested \$30 million in capital dollars to launch a massive Classroom Modernization project that is leveling the technological playing field for students, and giving our teachers the cutting-edge tools they need to thrive in the classroom. We expanded choices for parents, creating five new neighborhood-driven “partial magnet” themes in five of our schools. And we launched a district-wide School Redesign initiative that consolidated schools and programs to maximize efficiency, improve effectiveness, and ensure that all students have access to excellence in the classroom.

Better results, world-class learning environments, and more quality choices for parents—these were our calling cards last year. We plan to accelerate achievement even further and improve literacy rates this year with a strategic emphasis on early childhood, teacher quality, and extended learning time for students. Together with the community, we will continue our progress, close the achievement gap, and bring the vision of Charleston Achieving Excellence to life for every child.

Dr. Nancy J. McGinley, Superintendent of Schools

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 33 out of 37 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Baptist Hill High	R	Ladson Elementary	NI-DELAY
North Charleston High	R	St James-Santee Elementary	CSI-DELAY
Burke High	R	Memminger Elementary	NI-DELAY
Military Magnet Academy	CA	Midland Park Elementary	R-DELAY
St Johns High	NI	Mitchell Elementary	R-DELAY
R B Stall High	RP	Morningside Middle	R
Alice Birney Middle	R	North Charleston Elementary	R-DELAY
Chicora Elementary	NI-DELAY	Edith L Frierson Elementary	NI-DELAY
Edmund A Burns Elementary	RP	James Simons Elementary	CSI
Jane Edwards Elementary	CSI-DELAY	Charleston Progressive	NI-DELAY
Mary Ford Elementary	CSI	Greg Mathis Charter High	NI
W B Goodwin Elementary	RP-DELAY	Susan G. Boykin Academy	CA
Haut Gap Middle	R-DELAY		

The Charleston School District consists of 80 public schools with 25 of these schools, or 31.2%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	18081	99.9	23.9	35.8	40.3	84.9	82.8	Yes	Yes
Gender									
Male	9227	99.8	27.4	35.4	37.2	81.8	79.3	N/A	N/A
Female	8854	99.9	20.4	36.1	43.5	88.1	86.5	N/A	N/A
Racial/Ethnic Group									
White	8059	99.9	7.6	29.0	63.4	95.8	89.5	Yes	Yes
African American	8716	99.9	38.9	42.6	18.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	240	100.0	11.3	22.2	66.5	96.4	92.3	Yes	Yes
Hispanic	928	99.9	36.6	37.4	26.0	76.3	76.5	Yes	Yes
American Indian/Alaskan	55	100.0	12.0	28.0	60.0	94.0	82.5	Yes	Yes
Disability Status									
Disabled	1706	99.3	59.2	27.6	13.2	53.5	52.0	No	Yes
Migrant Status									
Migrant	6	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	910	99.9	37.6	36.4	26.0	75.6	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	9315	99.9	38.4	41.8	19.8	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	18080	99.9	26.8	39.0	34.2	81.0	78.9	Yes	Yes
Gender									
Male	9227	99.8	28.7	37.1	34.3	79.3	77.0	N/A	N/A
Female	8853	100.0	24.9	41.0	34.1	82.8	80.9	N/A	N/A
Racial/Ethnic Group									
White	8059	99.9	9.0	34.5	56.5	94.6	87.2	Yes	Yes
African American	8715	99.9	44.2	43.2	12.6	67.9	66.7	Yes	Yes
Asian/Pacific Islander	240	99.6	8.6	29.9	61.5	94.6	93.0	Yes	Yes
Hispanic	928	99.9	32.4	43.7	23.9	76.7	76.0	Yes	Yes
American Indian/Alaskan	55	100.0	16.0	34.0	50.0	92.0	79.5	Yes	Yes
Disability Status									
Disabled	1705	99.2	62.6	28.4	9.0	46.9	45.5	No	Yes
Migrant Status									
Migrant	6	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	910	99.8	31.8	42.2	26.0	77.1	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	9313	99.9	42.3	43.0	14.7	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	12059	99.6	31.1	46.4	22.5	68.9	67.5
Gender							
Male	6147	99.6	31.8	43.8	24.5	68.2	67.0
Female	5912	99.6	30.4	49.1	20.5	69.6	68.0
Racial/Ethnic Group							
White	5430	99.5	9.6	50.0	40.3	90.4	79.5
African American	5742	99.7	51.9	42.9	5.1	48.1	50.3
Asian/Pacific Islander	155	98.7	12.8	41.1	46.1	87.2	84.3
Hispanic	644	99.2	41.4	46.0	12.6	58.6	60.7
American Indian/Alaskan	36	100.0	15.6	53.1	31.3	84.4	71.2
Disability Status							
Disabled	1143	99.5	63.4	29.2	7.4	36.6	35.6
Migrant Status							
Migrant	5	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	625	99.0	41.7	45.1	13.2	58.3	59.6
Socio-Economic Status							
Subsided meals	6195	99.6	49.8	44.0	6.1	50.2	55.1
Social Studies							
All Students	12035	99.6	23.2	40.6	36.3	76.8	72.3
Gender							
Male	6143	99.5	24.7	37.4	37.9	75.3	71.5
Female	5892	99.7	21.6	43.8	34.6	78.4	73.2
Racial/Ethnic Group							
White	5375	99.4	8.5	32.8	58.7	91.5	80.7
African American	5810	99.7	37.3	47.7	15.0	62.7	60.0
Asian/Pacific Islander	161	99.4	10.5	28.1	61.4	89.5	88.5
Hispanic	592	100.0	28.6	48.3	23.0	71.4	68.0
American Indian/Alaskan	36	100.0	9.1	42.4	48.5	90.9	72.2
Disability Status							
Disabled	1136	99.3	53.4	35.7	10.8	46.6	43.5
Migrant Status							
Migrant	4	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	591	100.0	28.4	45.9	25.7	71.6	67.9
Socio-Economic Status							
Subsided meals	6184	99.7	36.0	48.2	15.8	64.0	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	18099	98.9	25.9	35.2	38.9	74.1	70.2	96.0	96.1
Gender									
Male	9221	98.6	32.2	34.8	33.0	67.8	63.2	95.9	96.0
Female	8878	99.3	19.4	35.6	45.0	80.6	77.5	96.1	96.3
Racial/Ethnic Group									
White	8056	99.2	9.6	29.9	60.5	90.4	79.1	95.9	95.9
African American	8736	98.7	40.8	40.3	18.9	59.2	57.6	96.0	96.3
Asian/Pacific Islander	237	98.3	10.1	27.5	62.4	89.9	86.2	97.0	97.3
Hispanic	932	99.3	38.9	38.2	22.8	61.1	62.6	96.3	96.5
American Indian/Alaskan	55	100.0	16.0	26.0	58.0	84.0	68.7	95.8	94.9
Disability Status									
Disabled	1706	92.4	70.4	20.9	8.7	29.6	26.1	95.0	95.2
Migrant Status									
Migrant	6	I/S	I/S	I/S	I/S	I/S	54.7	97.4	96.5
Limited English Proficient									
Limited English	913	99.5	39.8	36.3	24.0	60.2	61.2	96.5	96.8
Socio-Economic Status									
Subsided meals	9272	98.6	40.9	40.0	19.1	59.1	58.9	95.7	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	3330	99.9	19.9	29.4	50.6	80.1
	4	3221	99.9	23.9	34.6	41.5	76.1
	5	3050	100.0	17.8	41.3	41.0	82.2
	6	2897	99.9	28.0	36.7	35.3	72.0
	7	2793	99.8	26.4	37.1	36.4	73.6
	8	2790	99.8	28.7	36.4	35.0	71.3
Mathematics							
2009	3	3330	99.9	28.5	32.2	39.4	71.5
	4	3221	99.9	20.6	41.4	38.0	79.4
	5	3051	99.9	23.5	42.4	34.1	76.5
	6	2896	99.9	28.1	40.2	31.6	71.9
	7	2793	99.7	26.3	41.1	32.6	73.7
	8	2789	99.8	34.8	37.2	28.0	65.2
Science							
2009	3	1680	99.6	33.7	42.4	23.9	66.3
	4	3218	99.9	30.3	48.0	21.7	69.7
	5	1532	98.3	29.5	53.7	16.8	70.5
	6	1469	99.5	35.4	48.0	16.6	64.6
	7	2779	99.8	26.6	48.0	25.4	73.4
	8	1381	99.8	35.9	34.6	29.5	64.1
Social Studies							
2009	3	1654	99.6	19.4	38.2	42.4	80.6
	4	3219	99.9	16.2	45.2	38.6	83.8
	5	1525	98.3	25.3	39.3	35.4	74.7
	6	1446	99.9	18.5	53.6	27.9	81.5
	7	2783	99.7	33.3	30.9	35.8	66.7
	8	1408	99.7	26.1	39.6	34.2	73.9
Writing							
2009	3	3332	99.0	24.1	28.0	48.0	75.9
	4	3230	99.0	26.3	34.3	39.4	73.7
	5	3054	99.0	24.7	32.7	42.5	75.3
	6	2905	98.6	26.1	38.7	35.2	73.9
	7	2787	98.5	24.9	37.8	37.3	75.1
	8	2791	99.4	29.4	41.2	29.4	70.6

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	3005	98.8	15.1	31.3	27.5	26.2	64.1	61.8	No	Yes
Male	1406	98.4	17.6	31.8	25.7	24.8	60.7	57.4	N/A	N/A
Female	1599	99.2	12.8	30.8	29.0	27.3	67.0	66.1	N/A	N/A
White	1280	99.1	3.6	18.0	32.4	46.0	86.8	74.3	Yes	Yes
African American	1565	98.5	24.7	43.5	22.5	9.3	44.5	44.9	No	Yes
Asian/Pacific Islander	57	100.0	7.3	14.5	34.5	43.6	85.5	77.4	Yes	Yes
Hispanic	88	98.9	21.4	22.6	36.9	19.0	59.5	50.3	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	312	95.5	51.9	33.3	9.8	4.9	23.9	19.4	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	62	100.0	27.7	33.8	27.7	10.8	44.6	38.5	No	Yes
Subsized meals	1348	98.2	26.4	43.4	20.8	9.4	42.0	45.6	No	Yes

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

All Students	3001	98.6	20.1	27.7	23.5	28.8	62.9	62.7	Yes	Yes
Male	1403	98.2	20.7	26.7	21.8	30.9	63.2	61.8	N/A	N/A
Female	1598	99.0	19.5	28.5	24.9	27.0	62.5	63.6	N/A	N/A
White	1279	98.7	4.4	15.9	27.7	51.9	88.2	75.1	Yes	Yes
African American	1562	98.5	33.5	38.2	20.0	8.3	40.7	45.1	No	Yes
Asian/Pacific Islander	57	100.0	5.5	9.1	21.8	63.6	89.1	83.8	Yes	Yes
Hispanic	88	98.9	22.6	27.4	23.8	26.2	63.1	58.5	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	309	95.8	58.0	25.1	13.4	3.5	26.9	21.8	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	62	100.0	29.2	23.1	26.2	21.5	56.9	52.3	No	Yes
Subsized meals	1346	98.1	33.5	38.5	19.5	8.6	40.5	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	2552	93.5	54.2	16.7	10.1	12.5	N/A	N/A	N/A	N/A
Male	1173	92.5	50.9	14.7	11.6	15.3	N/A	N/A	N/A	N/A
Female	1379	94.3	56.9	18.4	8.9	10.1	N/A	N/A	N/A	N/A
White	1014	95.6	25.5	23.9	19.0	27.1	N/A	N/A	N/A	N/A
African American	1393	92.0	75.9	11.3	3.2	1.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	53	92.5	20.8	24.5	15.1	32.1	N/A	N/A	N/A	N/A
Hispanic	78	94.9	65.4	14.1	10.3	5.1	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	254	78.7	67.7	6.7	2.4	2.0	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	66	92.4	62.1	15.2	9.1	6.1	N/A	N/A	N/A	N/A
Subsized meals	1203	91.8	75.9	11.6	2.8	1.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	3062	99.2	11.7	27.0	30.7	30.6	70.7	69.7
	2009	3005	98.8	15.1	31.3	27.5	26.2	64.1	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	3062	99.0	15.7	27.8	29.7	26.7	66.9	67.2
	2009	3001	98.6	20.1	27.7	23.5	28.8	62.9	62.7

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate, grades K-8	95.6%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data