



Charleston School District

75 Calhoun Street
Charleston, SC 29401

Grades PK-12 District
Enrollment 42,678 Students
Superintendent Dr. Nancy J. McGinley 843-937-6319
Board Chair Mrs. Ruth Jordan 843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average
2009	Average	At-Risk
2008	Average	Excellent
2007	Below Average	Average
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

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

SOUTH CAROLINA PERFORMANCE 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

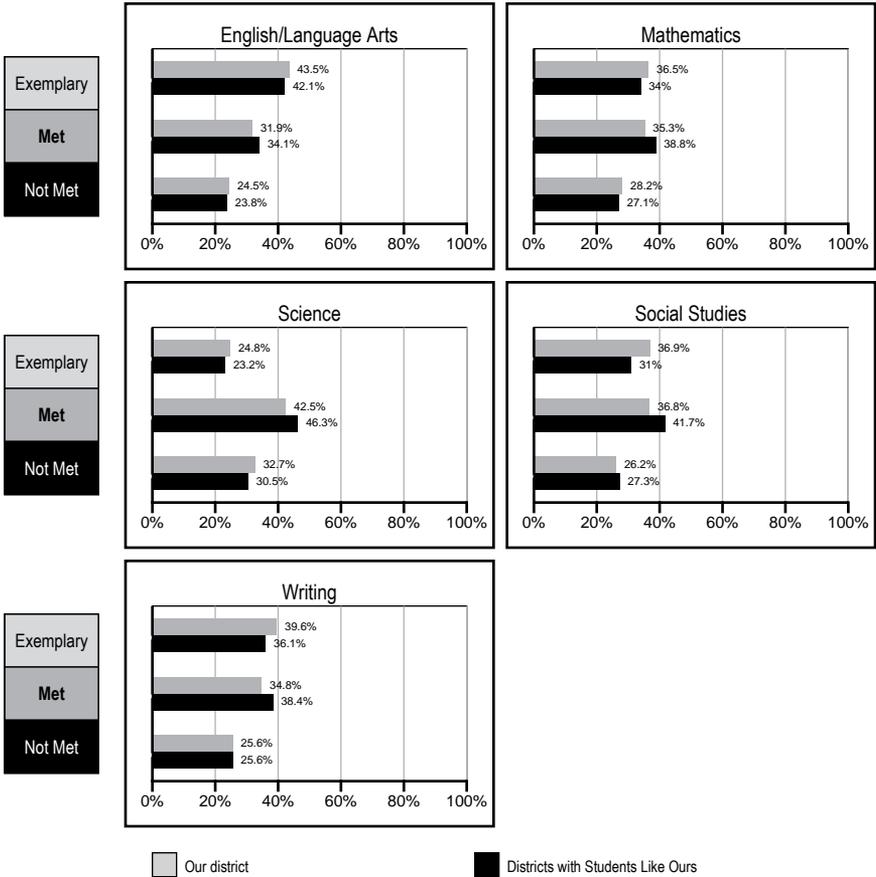
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.5%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	6	9	1	0

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

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		
	2008	2009	2010	2008	2009	2010
Passed both subtests	79.8%	74.8%	78.2%	83.5%	78.4%	80.2%
Passed one subtest	11.0%	12.9%	11.7%	9.3%	11.8%	10.7%
Passed no subtests	9.2%	12.4%	10.2%	7.6%	9.9%	9.1%

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	80.2%	80.2%
English 1	74.0%	75.2%
Physical Science	63.4%	59.3%
US History and the Constitution	52.5%	46.4%
All Subjects	68.4%	66.1%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=42,678)				
First graders who attended full-day kindergarten	96.0%	Down from 96.5%	98.2%	99.5%
Retention rate	2.1%	Down from 3.4%	1.9%	2.3%
Attendance rate	95.5%	Down from 95.6%	96.2%	95.8%
Eligible for gifted and talented	21.4%	Up from 16.1%	21.0%	14.3%
With disabilities other than speech	7.0%	Down from 7.4%	9.8%	10.5%
Older than usual for grade	4.8%	Down from 4.9%	3.6%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.9%	Down from 4.3%	0.7%	0.7%
Enrolled in AP/IB programs	22.0%	Up from 20.9%	18.0%	12.1%
Successful on AP/IB exams	63.7%	N/A	58.1%	50.0%
Eligible for LIFE Scholarship	33.1%	Down from 34.5%	38.6%	31.4%
Enrolled in adult education GED or diploma programs	254	Down from 302	45	47
Completions in adult education GED or diploma programs	201	Down from 236	36	29
Annual dropout rate	2.9%	Down from 3.4%	3.4%	3.1%
Teachers (n=3178)				
Teachers with advanced degrees	56.1%	Down from 56.3%	57.2%	58.8%
Continuing contract teachers	75.0%	Up from 72.5%	84.1%	81.5%
Teachers with emergency or provisional certificates	5.0%	No Change	2.9%	4.0%
Teachers returning from previous year	87.6%	Up from 86.9%	91.2%	89.3%
Teacher attendance rate	97.6%	Up from 95.4%	95.7%	95.3%
Average teacher salary*	\$45,692	Down 0.3%	\$47,878	\$46,618
Vacancies for more than nine weeks	0.3%	Down from 0.6%	0.0%	0.2%
Professional development days/teacher	11.5 days	Down from 12.8 days	12.3 days	12.6 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 20.4 to 1	21.7 to 1	20.9 to 1
Prime instructional time	92.6%	Up from 90.3%	91.3%	89.9%
Dollars spent per pupil**	\$9,451	Down 4.7%	\$8,749	\$9,364
Percent of expenditures for teacher salaries**	53.1%	Up from 51.3%	56.6%	53.3%
Percent of expenditures for instruction**	55.3%	Up from 53.7%	58.9%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	76	Down from 80	13	9
Number of magnet schools	22	Up from 11	0	0
Portable classrooms	7.9%	Down from 10.4%	3.8%	2.4%
Average age in years of school facilities	37 Years	Down from 40 Years	24 Years	27 Years
Number of schools with SACS accreditation	13.0	Down from 15.0	13.0	8.0
Parents attending conferences	99.3%	Up from 93.6%	95.6%	97.1%
Average administrator salary	\$76,773	No Change	\$78,992	\$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(ELEM.)	Average	Below Average	Met
Charleston Development Academy Charter(MIDDLE)	Average	Average	Met
East Cooper Montessori Charter	Excellent	Excellent	Met
Greg Mathis Charter High	At-Risk	Below Average	Not Met
James Island Charter High	Excellent	Excellent	Not Met
Susan G. Boykin Academy	At-Risk	At-Risk	Not Met
Orange Grove Charter	Excellent	Excellent	Met
Charleston Charter School For Math And Science	Average	Average	Met

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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	2137	89.3%	10730	68.4%	2912	67.0%	N/A
Gender							
Male	1064	87.8%	5185	69.1%	1496	61.2%	N/A
Female	1073	90.9%	5545	67.8%	1416	73.1%	N/A
Racial/Ethnic Group							
White	892	97.5%	4732	88.8%	1110	78.2%	N/A
African American	1120	83.0%	5270	49.9%	1608	60.0%	N/A
Asian/Pacific Islander	42	100.0%	208	86.5%	55	90.9%	N/A
Hispanic	68	76.5%	457	60.6%	119	45.4%	N/A
American Indian/Alaskan	N/A	N/A	24	83.3%	N/A	N/A	N/A
Disability Status							
Disabled	160	58.1%	773	37.4%	236	38.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	37	78.4%	348	56.6%	58	55.2%	N/A
Socio-Economic Status							
Subsidized meals	969	82.9%	5110	52.6%	1414	57.7%	N/A

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

HSAP Passage Rate by Spring 2010

Percent	Our District	Districts with Students Like Ours
	89.3%	90.9%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	2583	2912	951	954
Number of Graduates in Cohort	1844	1950	692	664
Rate	71.4%	67.0%	75.6%	71.1%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	487	484	493	487	473	469	1453	1441		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	20.1	19.6	20.6	20.1	20.8	20.2	20.4	20.2	20.6	20.1
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

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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	38.9 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

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

Two years ago, we established a bold new strategic plan, Charleston Achieving Excellence ("CAE"). This plan established three core goals—close the achievement gap, elevate achievement overall, and increase the graduation rate. Now in year two of CAE, our students and schools are making significant progress.

This year, 50 CCSD schools made Adequate Yearly Progress ("AYP") according to No Child Left Behind targets—more than double from last year's number of 21. 47% of our students now attend "Excellent" rated schools, compared to only 19% of students statewide. In every subject and grade tested, our students earned higher Exemplary marks on the Palmetto Assessment of State Standards than their peers across the state. We continued to lead the state in the number of Palmetto Gold and Silver Awards won, and our high school seniors earned a record \$46,000,000 in scholarships.

There were other signs of excellence. Lucy Beckham from Wando High School was named the 2010 National Principal of the Year (MetLife/NASSP). Katherine Henderson from West Ashley High School won the prestigious Milken Award—often called the "Oscar of teaching"—and Stiles Point Elementary School's Mary Beth Meggett won the Presidential Award for Excellence in Mathematics and Science Teaching. U.S. News and World Report named Academic Magnet High School the Best Magnet High School in the Nation, and placed Garrett Academy of Technology and Charleston County School of the Arts among the country's best schools. In addition, our 2005-2010 capital plan brought 17 new or fully-renovated schools to the county and continued to transform our district and modernize our classrooms.

We improved teacher effectiveness by expanding our "Teacher Outstanding Performance" (TOP) program into the middle grades. TOP teachers earned privately-funded cash awards for student growth in ELA and Math (based on a national comparison group). We will work with our teachers and business partners to expand TOP and create a teacher-friendly evaluation and compensation system that recognizes student growth and treats teachers—whose impact on student achievement overshadows all other factors—like the consummate professionals they are.

Recognizing the need to improve literacy and close achievement gaps, we greatly expanded Early Childhood and launched a new district-wide literacy plan, "Accelerated Literacy Pathways." First, Third, and Sixth Grade Academies will bring much needed resources and proven interventions to students who require them the most.

All of these efforts amplify our four strategic priorities—Teacher Quality, Literacy Improvement, World-Class Learning Facilities and Programs, and Strategic Partnerships. We know that by investing in these priority areas, our students will continue to improve, and we will realize our vision of every child graduating with the skills necessary to succeed in college and the 21st Century workforce.

Dr. Nancy J. McGinley, Superintendent of Schools

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 34 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.

33

Title I Schools' School Improvement Status

School	Status	School	Status
Baptist Hill High	R	R B Stall High	R
North Charleston High	R	Northwoods Middle	R
Garrett Academy Of Technology	NI	Edmund A Burns Elementary	RP-DELAY
Burke High	R	Mary Ford Elementary	CSI-DELAY
Lincoln High	NI	Morningside Middle	R
Military Magnet Academy	CA-DELAY	James Simons Elementary	CSI-DELAY
St Johns High	CSI	Greg Mathis Charter High	CSI

The Charleston School District consists of 76 public schools with 14 of these schools, or 18.4%, 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	18556	99.8	24.5	32	43.5	85	83.5	Yes	Yes
Gender									
Male	9430	99.8	28.9	30.9	40.2	81.6	80.1	N/A	N/A
Female	9126	99.8	19.9	33.2	46.9	88.5	87	N/A	N/A
Racial/Ethnic Group									
White	8360	100	8.2	24.3	67.6	95.3	89.6	Yes	Yes
African American	8729	99.8	40.2	38.9	20.9	75.2	74.6	Yes	Yes
Asian/Pacific Islander	283	99.3	7	24.1	68.9	96.1	92.7	Yes	Yes
Hispanic	1036	99.5	31.6	38.5	29.9	80.1	79.6	Yes	Yes
American Indian/Alaskan	58	100	5.6	38.9	55.6	98.1	85.1	Yes	Yes
Disability Status									
Disabled	1565	99.4	66.4	22.8	10.8	49	51.7	No	Yes
Migrant Status									
Migrant	5	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	925	99.1	31.8	37.6	30.6	80.2	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	9987	99.8	37.9	38.4	23.8	76.4	76.9	Yes	Yes

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

All Students	18554	99.9	28.3	35.5	36.1	81	80.4	Yes	Yes
Gender									
Male	9428	99.9	30.5	33.4	36.1	78.9	78.4	N/A	N/A
Female	9126	99.9	26.1	37.8	36.1	83.2	82.5	N/A	N/A
Racial/Ethnic Group									
White	8359	99.9	9.9	31.1	59	94.5	87.8	Yes	Yes
African American	8728	99.9	46.2	39.8	14	68	69.3	Yes	Yes
Asian/Pacific Islander	283	100	7	25.7	67.3	96.1	93.5	Yes	Yes
Hispanic	1036	99.9	34.3	38.8	26.9	77.2	78.3	Yes	Yes
American Indian/Alaskan	58	100	9.3	24.1	66.7	94.4	83.2	Yes	Yes
Disability Status									
Disabled	1565	99.7	69.4	23.6	7	43.8	46.1	No	Yes
Migrant Status									
Migrant	5	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	925	99.9	33.8	37.2	28.9	77.6	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	9986	99.9	43.5	39.3	17.2	70.2	72.8	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	12369	99.7	32.6	43	24.4	67.4	67.3
Gender							
Male	6280	99.6	33.8	40.2	26	66.2	66.9
Female	6089	99.8	31.5	45.8	22.8	68.5	67.7
Racial/Ethnic Group							
White	5571	99.7	11	44.7	44.3	89	79.6
African American	5827	99.7	53.3	41.1	5.6	46.7	49.7
Asian/Pacific Islander	190	100	13.3	35.3	51.4	86.7	84.4
Hispanic	676	100	41.3	45.3	13.4	58.7	59.4
American Indian/Alaskan	41	100	13.2	42.1	44.7	86.8	69.5
Disability Status							
Disabled	1040	98.3	70.8	23.4	5.8	29.2	33.8
Migrant Status							
Migrant	3	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	612	100	41.8	43.4	14.8	58.2	58.6
Socio-Economic Status							
Subsidized meals	6649	99.7	50.7	41.6	7.7	49.3	55.4
Social Studies							
All Students	12333	99.7	26.2	37.1	36.7	73.8	70.9
Gender							
Male	6287	99.7	27.7	33.3	39.1	72.3	70.1
Female	6046	99.8	24.7	41.1	34.2	75.3	71.7
Racial/Ethnic Group							
White	5535	99.8	9.9	30.2	59.8	90.1	79.2
African American	5811	99.7	41.6	43.5	14.9	58.4	58.4
Asian/Pacific Islander	192	99.5	10.7	24.3	65	89.3	86.8
Hispanic	703	99.7	33.4	41.2	25.4	66.6	68
American Indian/Alaskan	37	100	11.4	37.1	51.4	88.6	71.2
Disability Status							
Disabled	1023	97.9	61.1	28.2	10.7	38.9	39.3
Migrant Status							
Migrant	4	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	632	99.5	33.3	39.1	27.6	66.7	68
Socio-Economic Status							
Subsidized meals	6628	99.7	39.8	43.3	16.8	60.2	60.8

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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	18571	98.9	25	35.1	39.9	75	72.1	95.7	96.3
Gender									
Male	9436	98.5	30.9	35.7	33.5	69.1	65.2	95.5	96.2
Female	9135	99.2	19	34.5	46.5	81	79.2	95.8	96.4
Racial/Ethnic Group									
White	8366	99.2	9	29.4	61.6	91	80.8	95.8	96.1
African American	8745	98.6	39.8	40.8	19.4	60.2	59.7	95.5	96.4
Asian/Pacific Islander	281	98.6	10.8	22.4	66.8	89.2	87	97	97.5
Hispanic	1032	98.8	36.3	37	26.7	63.7	64.6	96	96.6
American Indian/Alaskan	58	100	10.9	36.4	52.7	89.1	73.4	95.6	95
Disability Status									
Disabled	1555	91.3	71.6	21.8	6.6	28.4	27.7	94.5	95.4
Migrant Status									
Migrant	5	I/S	I/S	I/S	I/S	I/S	63.5	97.7	96
Limited English Proficient									
Limited English	927	98.7	36.5	35.3	28.2	63.5	63.7	96.3	97
Socio-Economic Status									
Subsidized meals	9939	98.6	38.9	40.7	20.4	61.1	61.9	95.2	95.8

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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	17.8	41.3	41	82.2
	6	2897	99.9	28	36.7	35.3	72
	7	2793	99.8	26.4	37.1	36.4	73.6
	8	2790	99.8	28.7	36.4	35	71.3
2010	3	3357	99.7	19.3	26.1	54.6	80.7
	4	3325	99.8	21.2	36.9	42	78.8
	5	3167	100	20.3	37.3	42.4	79.7
	6	3045	99.9	26.4	33.5	40.1	73.6
	7	2851	99.9	28.1	29.8	42.2	71.9
	8	2809	99.7	33.7	28.2	38.1	66.3
Mathematics							
2009	3	3330	99.9	28.5	32.2	39.4	71.5
	4	3221	99.9	20.6	41.4	38	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	65.2
2010	3	3357	99.9	29.8	29.6	40.7	70.2
	4	3325	99.9	19.3	38.7	42	80.7
	5	3167	100	27.2	36.7	36.1	72.8
	6	3045	99.9	28.1	36	35.9	71.9
	7	2850	99.9	32.7	35.1	32.2	67.3
	8	2808	99.8	34.3	37.6	28.1	65.7
Science							
2009	3	1680	99.6	33.7	42.4	23.9	66.3
	4	3218	99.9	30.3	48	21.7	69.7
	5	1532	98.3	29.5	53.7	16.8	70.5
	6	1469	99.5	35.4	48	16.6	64.6
	7	2779	99.8	26.6	48	25.4	73.4
	8	1381	99.8	35.9	34.6	29.5	64.1
2010	3	1685	99.4	44.1	29.4	26.4	55.9
	4	3323	100	29.5	51	19.5	70.5
	5	1592	99.8	31.4	47.4	21.2	68.6
	6	1523	99.7	38.2	44.7	17.1	61.8
	7	2841	99.9	27.5	43.6	28.9	72.5
	8	1405	99.4	32	31.9	36.1	68

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	1676	99.6	23.8	34.7	41.4	76.2
	4	3321	100	18.9	41.8	39.4	81.1
	5	1575	99.6	29.5	36.7	33.8	70.5
	6	1527	99.4	19.8	44	36.2	80.2
	7	2837	100	37.3	30.4	32.3	62.7
	8	1395	99.3	27.3	35.3	37.4	72.7
Writing							
2009	3	3332	99	24.1	28	48	75.9
	4	3230	99	26.3	34.3	39.4	73.7
	5	3054	99	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
2010	3	3360	98.8	26.2	31	42.8	73.8
	4	3320	99.2	23.3	34.3	42.3	76.7
	5	3164	99.1	22.3	32.6	45.1	77.7
	6	3048	98.7	25.8	36.4	37.8	74.2
	7	2867	98.4	27.1	39.3	33.5	72.9
	8	2812	99	25.7	38	36.4	74.3

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	2936	98.6	12.6	26.9	27.2	33.3	69.8	65.9	Yes	Yes
Male	1464	98.3	14.3	28	26.5	31.1	67.3	60.8	N/A	N/A
Female	1472	99	10.8	25.7	27.9	35.5	72.3	71	N/A	N/A
White	1334	99.3	2.3	12.6	28.5	56.6	91.6	77.5	Yes	Yes
African American	1413	98.2	22.2	41.4	25.7	10.7	48.4	49.7	No	Yes
Asian/Pacific Islander	51	102	8.5	8.5	23.4	59.6	87.2	80.2	Yes	Yes
Hispanic	119	95.8	19.6	27.1	31.8	21.5	62.6	56.8	No	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	305	97	47.2	35.3	11.2	6.3	28.3	21.3	No	Yes
Migrant	2	I/S	N/A	N/A						
Limited English	83	96.4	25.6	27.9	26.7	19.8	54.7	47.3	Yes	Yes
Subsidized meals	1369	98.5	22.3	39.8	26	12	50.2	51.5	No	Yes

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

All Students	2933	98.4	16.2	28.8	24.2	30.8	64.2	62.3	No	Yes
Male	1463	98	16	27.2	24.2	32.6	66.5	61.7	N/A	N/A
Female	1470	98.7	16.3	30.3	24.2	29.1	62	63	N/A	N/A
White	1334	99	4	16	25	55	86.8	75	Yes	Yes
African American	1413	97.9	28.1	41.8	23.4	6.7	41.8	44	No	Yes
Asian/Pacific Islander	51	100	8.5	6.4	17	68.1	87.2	85.5	Yes	Yes
Hispanic	116	95.7	18.7	31.8	29.9	19.6	58.9	56.7	No	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	305	96.4	50.7	33.1	12.7	3.5	25.7	22.1	No	Yes
Migrant	2	I/S	N/A	N/A						
Limited English	80	95	22.1	31.4	25.6	20.9	59.3	52.6	No	Yes
Subsidized meals	1366	98.2	27.1	40.7	23.1	9	43.1	48.1	No	Yes

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

All Students	2509	92.2	49.9	17.4	13.6	19.1	N/A	N/A	N/A	N/A
Male	1233	91.2	48.4	15.7	14.1	21.7	N/A	N/A	N/A	N/A
Female	1276	93.2	51.3	18.9	13.0	16.7	N/A	N/A	N/A	N/A
White	1076	94.2	21.2	19.9	21.9	37.0	N/A	N/A	N/A	N/A
African American	1253	91.2	76.5	14.8	5.9	2.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	51	86.3	20.5	15.9	13.6	50.0	N/A	N/A	N/A	N/A
Hispanic	110	86.4	56.8	20.0	11.6	11.6	N/A	N/A	N/A	N/A
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	263	77.6	83.8	9.3	2.9	3.9	N/A	N/A	N/A	N/A
Migrant	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	94	86.2	58.0	22.2	9.9	9.9	N/A	N/A	N/A	N/A
Subsidized meals	1219	91.1	74.0	15.1	7.2	3.7	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	2009	3005	98.8	15.1	31.3	27.5	26.2	64.1	61.8
	2010	2936	98.6	12.6	26.9	27.2	33.3	69.8	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	3001	98.6	20.1	27.7	23.5	28.8	62.9	62.7
	2010	2933	98.4	16.2	28.8	24.2	30.8	64.2	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.1%	0.0%	No
Student attendance rate, grades K-8	95.5%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data