



Pickens School District

1348 Griffin Mill Road
Easley, SC 29640

Grades PK-12 District
Enrollment 16,557 Students
Superintendent Dr. Henry Hunt 864-397-1000
Board Chair Jim Shelton 864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

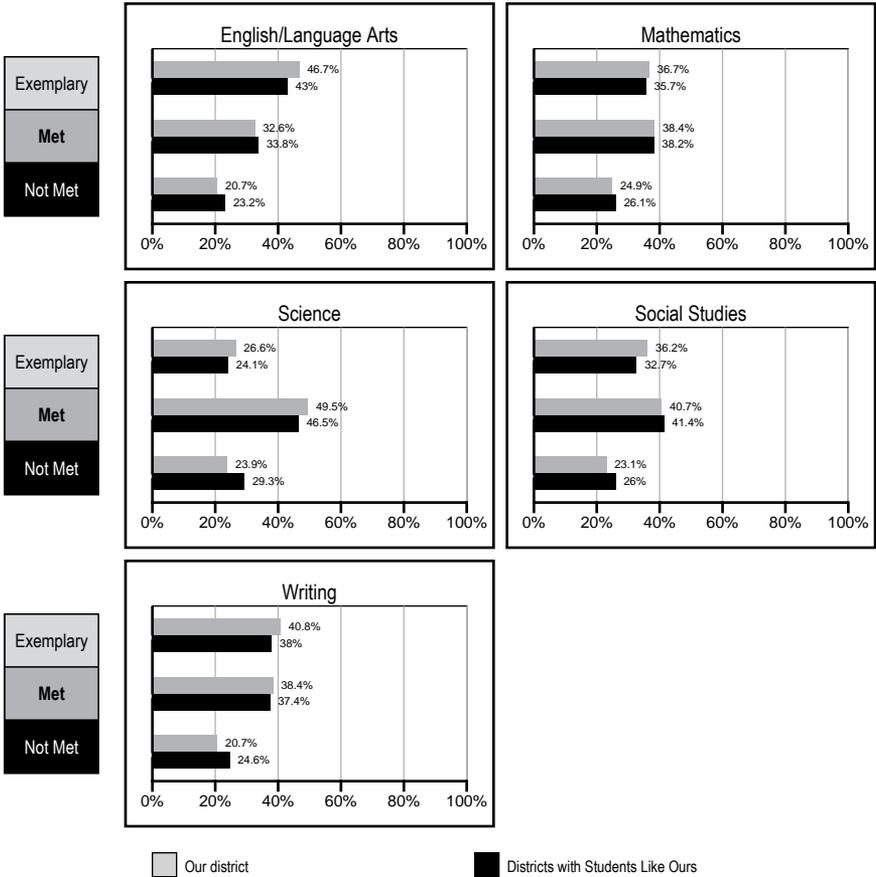
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	5	0	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	85.7%	79.7%	82.8%	84.8%	78.0%	81.4%
Passed one subtest	7.8%	11.1%	8.7%	8.8%	12.4%	10.2%
Passed no subtests	6.5%	9.2%	8.6%	7.1%	9.6%	8.3%

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	85.0%	82.4%
English 1	75.1%	75.9%
Physical Science	56.0%	62.3%
US History and the Constitution	51.4%	49.3%
All Subjects	67.8%	68.4%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=16,557)				
First graders who attended full-day kindergarten	98.3%	Up from 95.9%	98.2%	99.5%
Retention rate	1.8%	Down from 3.0%	1.9%	2.3%
Attendance rate	95.4%	Down from 95.7%	96.2%	95.8%
Eligible for gifted and talented	21.0%	Up from 18.4%	18.4%	14.3%
With disabilities other than speech	10.1%	No Change	9.8%	10.5%
Older than usual for grade	3.3%	Up from 3.2%	3.3%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.8%	0.6%	0.7%
Enrolled in AP/IB programs	20.0%	Up from 18.7%	19.5%	12.1%
Successful on AP/IB exams	70.4%	Up from 69.0%	51.4%	50.0%
Eligible for LIFE Scholarship	49.8%	Down from 52.0%	38.7%	31.4%
Enrolled in adult education GED or diploma programs	222	Up from 194	82	47
Completions in adult education GED or diploma programs	130	Up from 129	75	29
Annual dropout rate	4.1%	Down from 5.5%	3.5%	3.1%
Teachers (n=1059)				
Teachers with advanced degrees	60.6%	Down from 61.0%	59.2%	58.8%
Continuing contract teachers	86.0%	Up from 82.8%	80.6%	81.5%
Teachers with emergency or provisional certificates	2.0%	Down from 2.3%	2.8%	4.0%
Teachers returning from previous year	91.3%	Down from 91.9%	90.8%	89.3%
Teacher attendance rate	95.7%	Down from 95.9%	95.7%	95.3%
Average teacher salary*	\$47,908	Up 0.8%	\$47,878	\$46,618
Vacancies for more than nine weeks	0.0%	Down from 0.2%	0.0%	0.2%
Professional development days/teacher	12.4 days	Down from 12.6 days	13.0 days	12.6 days
District				
Superintendent's years at district	1.0	Up from 0.0	4.0	3.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 22.9 to 1	22.3 to 1	20.9 to 1
Prime instructional time	90.1%	Down from 90.7%	91.3%	89.9%
Dollars spent per pupil**	\$7,895	Down 0.3%	\$8,693	\$9,364
Percent of expenditures for teacher salaries**	56.8%	Up from 54.9%	56.2%	53.3%
Percent of expenditures for instruction**	59.0%	Up from 58.4%	58.5%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	25	No Change	19	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	7.8%	Down from 8.8%	3.8%	2.4%
Average age in years of school facilities	34 Years	No Change	22 Years	27 Years
Number of schools with SACS accreditation	25.0	No Change	13.0	8.0
Parents attending conferences	98.0%	Up from 97.1%	97.3%	97.1%
Average administrator salary	\$77,305	No Change	\$79,613	\$79,261

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	1106	91.5%	5042	67.8%	1314	71.2%	N/A
Gender							
Male	555	88.8%	2575	68.3%	666	65.5%	N/A
Female	551	94.2%	2467	67.2%	648	77.2%	N/A
Racial/Ethnic Group							
White	982	92.4%	4262	69.1%	1159	71.3%	N/A
African American	83	83.1%	505	56.4%	99	68.7%	N/A
Asian/Pacific Islander	14	92.9%	51	82.4%	21	76.2%	N/A
Hispanic	22	81.8%	183	60.1%	29	72.4%	N/A
American Indian/Alaskan	N/A	N/A	10	90.0%	N/A	N/A	N/A
Disability Status							
Disabled	103	68.9%	561	36.2%	131	48.1%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	17	82.4%	137	62.8%	22	72.7%	N/A
Socio-Economic Status							
Subsidized meals	310	87.1%	2112	57.4%	383	63.4%	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
	91.5%	91.3%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	1178	1314	1415	1400
Number of Graduates in Cohort	855	936	1044	990
Rate	72.6%	71.2%	74.7%	73.8%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	515	520	518	524	492	503	1525	1547		
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	22.4	22.8	22.2	22.3	22.9	23.4	22.3	22.5	22.6	22.9
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	6 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	9.6 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Although difficult budget decisions impacted all areas in 2009-2010, the School District of Pickens County continued its strong commitment to students and their successes. Through the combined efforts of educators and parents, we moved forward in achieving our goal of challenging each student academically "to reach his or her individual potential growth" as evidenced by test scores and the schools' many accolades.

Eighteen schools earned Palmetto Gold or Palmetto Silver either for achievement or for closing achievement gaps. Nine of the schools earned recognition in both areas. Students also performed well on college entrance exams. On the ACT, SDPC ranked first among South Carolina districts and exceeded the national average. Additionally, the district ranked first in the state and exceeded the national average in three of the ACT's four tests: science, reading, and English. On the SAT, SDPC's composite score of 1525 was 32 points above the national average.

In our instructional program, we maintained our focus on high-quality learning opportunities that meet the needs of our diverse learners. By utilizing our student data, we targeted the needs of students and teachers with instructional practices and professional development. Our state-of-the-art technology was a great benefit as we used webinars and academic departments on our website for professional learning. We also provided online resources for parents and virtual learning opportunities for students.

A major step in Building Futures, the district's \$365 million comprehensive facilities plan, took place when eleven renovated elementary schools opened on time. The renovations eliminated 21 portables – 15,000 square feet – while 54,816 square feet were added. Groundbreaking ceremonies for Chastain Road Elementary and the Pickens County Career and Technology Center, the last of our seven new schools, took place. At Dacusville Elementary, Easley High, Liberty High, Pickens High, and the Pickens County Career and Technology Center, ceremonial first blocks were laid. Construction of all seven new schools was underway by the end of June.

To cope with continued state budget reductions, the district was forced to take drastic action in developing next year's budget. Elementary literacy specialist positions were eliminated, and scheduled technology upgrades were postponed. After 105 certified and classified positions were eliminated and a reduction in force process was implemented, many employees were either terminated or moved to another location within the district.

With the support of our families and the strong commitment of our professional educators, we will maintain our focus, doing everything we can to provide the best environments and opportunities for our students, staff, and community in spite of the limited resources available.

Henry H. Hunt, Ph.D., Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 31 out of 33 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.

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Title I Schools' School Improvement Status

The Pickens School District consists of 25 public schools with 0 of these schools, or 0%, 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	7558	99.8	20.9	32.6	46.5	87.2	83.5	Yes	Yes
Gender									
Male	3902	99.7	25.4	32.2	42.4	84	80.1	N/A	N/A
Female	3656	99.9	16.2	33	50.9	90.7	87	N/A	N/A
Racial/Ethnic Group									
White	6373	99.8	18.8	32	49.3	88.7	89.6	Yes	Yes
African American	736	99.7	36.8	36.9	26.3	75.4	74.6	Yes	Yes
Asian/Pacific Islander	128	99.2	11.2	23.3	65.5	93.1	92.7	Yes	Yes
Hispanic	261	99.6	32.3	39.8	27.9	82.5	79.6	Yes	Yes
American Indian/Alaskan	30	100	17.2	48.3	34.5	93.1	85.1	I/S	I/S
Disability Status									
Disabled	929	99.3	57.7	29.7	12.6	57.1	51.7	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	254	99.6	29.5	33.2	37.3	81.2	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	3623	99.7	29.6	36.6	33.8	81.6	76.9	Yes	Yes

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

All Students	7557	99.9	25.1	38.4	36.5	83.8	80.4	Yes	Yes
Gender									
Male	3901	99.9	26.2	36.8	37	81.7	78.4	N/A	N/A
Female	3656	99.9	24	40.1	35.9	86.1	82.5	N/A	N/A
Racial/Ethnic Group									
White	6372	99.9	22.5	38.7	38.8	85.6	87.8	Yes	Yes
African American	736	99.9	44.6	39.1	16.3	71.2	69.3	Yes	Yes
Asian/Pacific Islander	128	99.2	15.5	26.7	57.8	92.2	93.5	Yes	Yes
Hispanic	261	100	37.8	37.5	24.7	72.5	78.3	Yes	Yes
American Indian/Alaskan	30	100	27.6	34.5	37.9	82.8	83.2	I/S	I/S
Disability Status									
Disabled	929	100	62.7	28.6	8.7	51.2	46.1	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	254	100	29.2	37.6	33.2	78.2	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	3622	99.9	34.9	41	24.1	76.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	5051	99.8	23.9	49.6	26.5	76.1	67.3
Gender							
Male	2597	99.8	23.9	48	28.1	76.1	66.9
Female	2454	99.8	23.8	51.3	24.9	76.2	67.7
Racial/Ethnic Group							
White	4254	99.8	21.5	50.2	28.3	78.5	79.6
African American	496	99.4	42.7	44.2	13.1	57.3	49.7
Asian/Pacific Islander	78	100	7.2	42	50.7	92.8	84.4
Hispanic	180	99.4	33.5	52	14.5	66.5	59.4
American Indian/Alaskan	21	100	35	55	10	65	69.5
Disability Status							
Disabled	601	98.8	56.3	37.9	5.8	43.7	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	170	99.4	31.5	45.3	23.2	68.5	58.6
Socio-Economic Status							
Subsidized meals	2457	99.6	34.3	49.9	15.8	65.7	55.4
Social Studies							
All Students	5034	99.8	23	40.8	36.2	77	70.9
Gender							
Male	2585	99.7	24	36.4	39.6	76	70.1
Female	2449	99.8	22	45.5	32.6	78	71.7
Racial/Ethnic Group							
White	4232	99.8	21.5	40.2	38.2	78.5	79.2
African American	507	99.6	35.5	45.1	19.4	64.5	58.4
Asian/Pacific Islander	89	100	16.5	32.9	50.6	83.5	86.8
Hispanic	169	100	26.4	44.8	28.8	73.6	68
American Indian/Alaskan	18	100	29.4	47.1	23.5	70.6	71.2
Disability Status							
Disabled	625	98.7	58.8	31.9	9.3	41.2	39.3
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	167	100	23.8	40.3	35.9	76.2	68
Socio-Economic Status							
Subsidized meals	2386	99.8	32.6	43.5	23.9	67.4	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	7553	99.4	20.6	38.5	40.9	79.4	72.1	96.2	96.3
Gender									
Male	3893	99.2	27.3	39.3	33.4	72.7	65.2	96.2	96.2
Female	3660	99.6	13.5	37.7	48.9	86.5	79.2	96.2	96.4
Racial/Ethnic Group									
White	6376	99.5	18.7	38.2	43.1	81.3	80.8	96.1	96.1
African American	729	98.9	34.6	41.8	23.6	65.4	59.7	96.6	96.4
Asian/Pacific Islander	128	99.2	12	23.9	64.1	88	87	97.7	97.5
Hispanic	259	99.2	30.6	43.3	26.2	69.4	64.6	96.7	96.6
American Indian/Alaskan	31	100	37.9	24.1	37.9	62.1	73.4	95.1	95
Disability Status									
Disabled	935	96.7	65.2	27.1	7.6	34.8	27.7	95	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	93.1	96
Limited English Proficient									
Limited English	254	99.6	27.5	35.2	37.4	72.5	63.7	97.4	97
Socio-Economic Status									
Subsidized meals	3588	99.3	30.2	42.8	27	69.8	61.9	95.5	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	1288	99.8	16	31.7	52.3	84
	4	1273	100	16.7	38.8	44.4	83.3
	5	1286	99.8	12.9	45.2	41.9	87.1
	6	1276	99.8	21.9	39.4	38.7	78.1
	7	1284	99.8	23.9	37.8	38.3	76.1
	8	1230	99.8	28.3	37.3	34.4	71.7
2010	3	1255	99.7	13.2	21.9	65	86.8
	4	1277	99.8	16.9	36.8	46.4	83.1
	5	1270	99.8	16.9	39	44.1	83.1
	6	1297	99.9	23	37.2	39.8	77
	7	1265	99.9	25.5	30.5	44	74.5
	8	1192	99.8	30.5	29.7	39.8	69.5
Mathematics							
2009	3	1288	99.9	24.5	37.1	38.4	75.5
	4	1273	100	16.3	46.6	37.1	83.7
	5	1286	99.8	19.3	45	35.7	80.7
	6	1275	99.9	24.2	41.4	34.3	75.8
	7	1284	99.9	24.8	42.5	32.7	75.2
	8	1230	99.8	33.7	40.9	25.4	66.3
2010	3	1255	99.9	19.4	28.1	52.5	80.6
	4	1277	99.9	17.7	43.3	39	82.3
	5	1270	99.8	24.6	42.2	33.2	75.4
	6	1296	100	27.7	37.9	34.5	72.3
	7	1265	99.9	28.7	37.9	33.4	71.3
	8	1192	99.8	33.3	40.8	25.9	66.7
Science							
2009	3	640	99.8	26.6	50.3	23	73.4
	4	1271	100	18.4	61.5	20.1	81.6
	5	642	99.8	18.2	60.2	21.6	81.8
	6	639	99.2	24.7	54.9	20.4	75.3
	7	1281	99.8	24	51.4	24.6	76
	8	608	99.5	31.4	42.3	26.3	68.6
2010	3	639	99.7	24.1	41.7	34.2	75.9
	4	1275	99.8	20.6	60.3	19	79.4
	5	637	99.5	26.6	52.4	21	73.4
	6	642	100	27	54.7	18.3	73
	7	1263	99.8	22.4	46.2	31.4	77.6
	8	595	99.8	27.4	33.8	38.8	72.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	651	99.9	13.9	44.2	41.9	86.1
	4	1271	100	12.9	47	40.1	87.1
	5	643	99.7	21.7	40.2	38.1	78.3
	6	638	99.8	14.2	56.3	29.5	85.8
	7	1282	99.7	33.8	35.1	31.1	66.2
	8	620	99.8	26.1	40	33.9	73.9
2010	3	616	99.7	15.8	42.7	41.5	84.2
	4	1274	99.8	16.4	45.6	38	83.6
	5	632	99.2	28.2	43.1	28.7	71.8
	6	654	99.9	16.3	44.4	39.2	83.7
	7	1262	99.9	33.5	35.4	31.1	66.5
	8	594	100	24	33.9	42	76
Writing							
2009	3	1287	99.1	19	27.8	53.2	81
	4	1275	99.2	18.4	37.3	44.3	81.6
	5	1284	99.6	17.5	37.6	44.9	82.5
	6	1274	99.4	22	43.8	34.2	78
	7	1285	99.5	21.4	40.4	38.2	78.6
	8	1234	99	28.5	42.2	29.3	71.5
2010	3	1252	99.4	19.2	30.6	50.2	80.8
	4	1277	99.3	17.4	37.9	44.7	82.6
	5	1267	99.2	19.3	38.3	42.4	80.7
	6	1300	99.4	23.8	39.9	36.3	76.2
	7	1265	99.6	24	43.9	32.1	76
	8	1192	99.4	19.7	40.3	40	80.3

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	1163	99.6	11.2	27.6	28.7	32.5	70.8	65.9	Yes	Yes
Male	600	99.3	14.3	28.8	28.5	28.3	66.3	60.8	N/A	N/A
Female	563	99.8	7.9	26.2	28.8	37	75.6	71	N/A	N/A
White	994	99.7	10.5	25.9	29	34.6	72.9	77.5	Yes	Yes
African American	108	98.1	18.2	40.4	30.3	11.1	51.5	49.7	No	Yes
Asian/Pacific Islander	15	100	0	15.4	0	84.6	100	80.2	I/S	I/S
Hispanic	36	100	20	40	25.7	14.3	57.1	56.8	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	157	98.1	45.3	35.8	13.5	5.4	27	21.3	No	Yes
Migrant	N/A	I/S	N/A	N/A						
Limited English	23	100	22.2	33.3	22.2	22.2	59.3	47.3	I/S	I/S
Subsidized meals	475	99.4	20.6	36	27.3	16.1	55.5	51.5	No	Yes

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

All Students	1163	99.7	13.5	28.7	27.7	30	68	62.3	No	Yes
Male	600	99.7	13.9	26.8	29.3	30	69.5	61.7	N/A	N/A
Female	563	99.8	13.1	30.7	26.1	30.1	66.4	63	N/A	N/A
White	994	99.8	12.3	27.1	28.6	32	70.3	75	Yes	Yes
African American	108	99.1	27	41	24	8	46	44	No	Yes
Asian/Pacific Islander	15	100	0	7.7	15.4	76.9	100	85.5	I/S	I/S
Hispanic	36	100	17.1	45.7	25.7	11.4	54.3	56.7	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	157	99.4	52	32	10.7	5.3	30.7	22.1	No	Yes
Migrant	N/A	I/S	N/A	N/A						
Limited English	23	100	14.8	48.1	14.8	22.2	59.3	52.6	I/S	I/S
Subsidized meals	475	99.6	21.7	39.1	25.9	13.4	52.7	48.1	No	Yes

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

All Students	1164	94.8	60.4	16.5	10.5	12.6	N/A	N/A	N/A	N/A
Male	601	93.2	58.0	16.1	10.9	15.0	N/A	N/A	N/A	N/A
Female	563	96.6	62.9	16.9	10.1	10.1	N/A	N/A	N/A	N/A
White	995	95.5	58.5	16.7	11.3	13.5	N/A	N/A	N/A	N/A
African American	108	91.7	80.8	15.2	3.0	1.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	15	86.7	15.4	7.7	7.7	69.2	N/A	N/A	N/A	N/A
Hispanic	36	94.4	73.5	17.6	8.8	N/A	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	156	80.8	87.3	8.7	2.4	1.6	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	30	86.7	65.4	11.5	7.7	15.4	N/A	N/A	N/A	N/A
Subsidized meals	477	92.5	76.6	13.6	6.3	3.4	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	1224	99.4	11.6	30.4	30.2	27.7	68.6	61.8
	2010	1163	99.6	11.2	27.6	28.7	32.5	70.8	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	1222	99.6	15.6	28.4	25.3	30.8	67.6	62.7
	2010	1163	99.7	13.5	28.7	27.7	30	68	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.1%	0.0%	No
Student attendance rate, grades K-8	95.4%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data