



## Greenville School District

301 Camperdown Way  
Greenville, SC 29602

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	70,441 Students	
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Below Average*</b>
2008	Average	Average
2007	Average	Average
2006	Average	At-Risk
2005	Good	Average

\* The District's 2009 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**

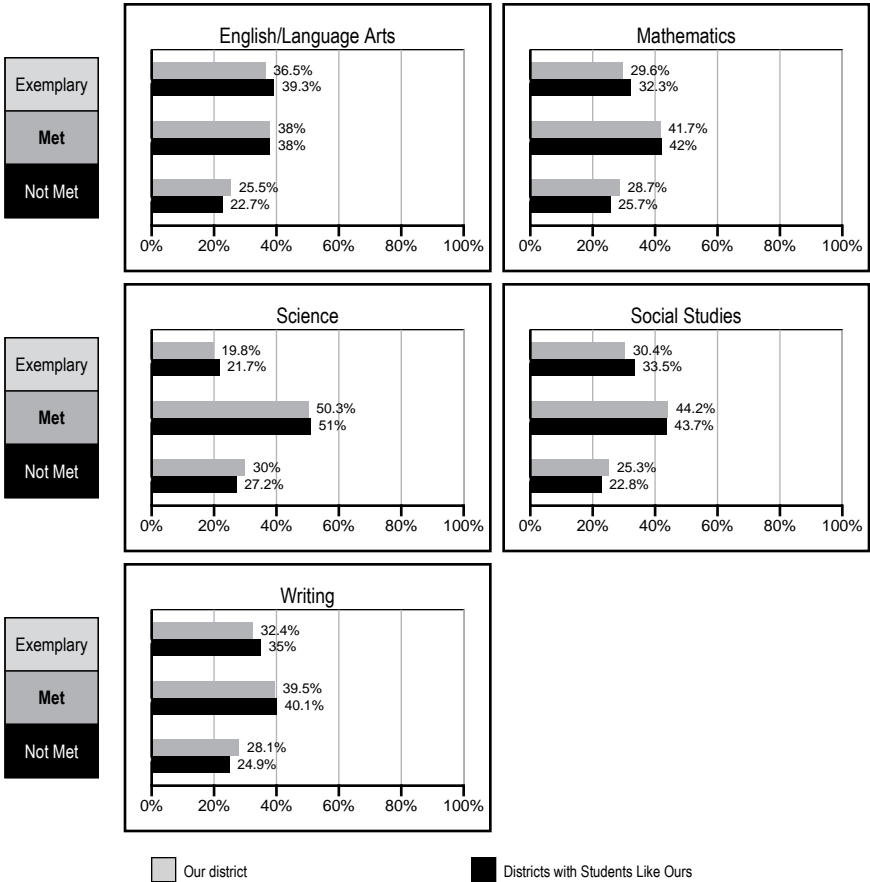
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.9%

**ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	8	0	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	75.3%	81.4%	76.9%	81.4%	86.3%	80.5%
Passed one subtest	14.4%	9.7%	12.1%	10.7%	7.8%	10.8%
Passed no subtests	10.3%	8.9%	11.1%	8.0%	5.9%	8.7%

## 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	76.4%	84.1%
English 1	70.7%	75.9%
Physical Science	60.3%	63.7%
US History and the Constitution	53.5%	48.8%
All Subjects	66.0%	68.9%

Abbreviations for Missing Data

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## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=70,441)</b>				
First graders who attended full-day kindergarten	97.0%	Down from 97.5%	97.7%	99.7%
Retention rate	2.7%	Down from 3.3%	2.6%	3.1%
Attendance rate	96.1%	Down from 96.2%	96.2%	95.7%
Eligible for gifted and talented	17.0%	Down from 17.3%	15.7%	11.2%
With disabilities other than speech	11.0%	Down from 11.5%	9.5%	10.6%
Older than usual for grade	3.1%	Down from 3.4%	2.9%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.5%	0.6%	0.5%
Enrolled in AP/IB programs	28.7%	Down from 29.9%	18.5%	10.5%
Successful on AP/IB exams	N/A	N/A	69.0%	51.2%
Eligible for LIFE Scholarship	37.1%	Up from 34.6%	37.7%	30.8%
Enrolled in adult education GED or diploma programs	319	Up from 310	207	40
Completions in adult education GED or diploma programs	213	Down from 224	93	30
Annual dropout rate	4.2%	Up from 3.8%	3.9%	3.4%
<b>Teachers (n=4760)</b>				
Teachers with advanced degrees	57.1%	Up from 54.1%	60.2%	56.8%
Continuing contract teachers	78.1%	Up from 74.0%	76.7%	76.7%
Teachers with emergency or provisional certificates	3.5%	Down from 3.7%	2.9%	4.6%
Teachers returning from previous year	89.3%	Down from 89.4%	89.7%	88.4%
Teacher attendance rate	95.3%	Down from 95.6%	95.3%	95.0%
Average teacher salary*	\$46,193	Up 4.5%	\$47,538	\$46,992
Vacancies for more than nine weeks	0.3%	Down from 0.4%	0.2%	0.4%
Professional development days/teacher	10.8 days	Down from 14.4 days	12.6 days	13.1 days
<b>District</b>				
Superintendent's years at district	5.0	Up from 4.0	5.0	3.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 22.1 to 1	21.8 to 1	20.5 to 1
Prime instructional time	91.0%	Up from 90.6%	90.7%	89.8%
Dollars spent per pupil**	\$8,114	Up 6.5%	\$8,015	\$9,279
Percent of expenditures for teacher salaries**	53.5%	Down from 54.4%	55.2%	52.7%
Percent of expenditures for instruction**	56.8%	Down from 58.3%	58.2%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	93	Up from 90	23	9
Number of magnet schools	11	Down from 12	0	0
Portable classrooms	2.2%	Down from 2.3%	4.1%	3.5%
Average age in years of school facilities	8 Years	Down from 9 Years	19 Years	28 Years
Number of schools with SACS accreditation	91.0	Up from 86.0	23.0	8.0
Parents attending conferences	98.6%	N/A	94.2%	93.9%
Average administrator salary	\$81,075	Up 8.1%	\$81,459	\$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
Greenville Technical Charter	Excellent	Excellent	Met
Meyer Center for Special Children	Excellent	Excellent	Not Met
Wohali Academy	At-Risk	At-Risk	Not Met
Langston Charter Middle School	Excellent	Good	Met
Fuller Normal Advanced Technical Charter (ELEM.)	At-Risk	Average	Met
Fuller Normal Advanced Technical Charter (MIDDLE)	At-Risk	At-Risk	Met
Brashier Middle College Charter	N/A	N/A	Met
Greer Middle College Charter School	N/A	N/A	N/Av

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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	3952	92.6%	20789	66.0%	4920	75.0%	Yes
<b>Gender</b>							
Male	1989	91.2%	10406	66.6%	2506	71.4%	N/A
Female	1962	94.0%	10383	65.4%	2408	78.7%	N/A
<b>Racial/Ethnic Group</b>							
White	2583	95.8%	12544	76.6%	3062	79.5%	N/A
African American	1037	85.0%	5791	45.4%	1385	64.5%	N/A
Asian/Pacific Islander	88	97.7%	447	83.7%	98	88.8%	N/A
Hispanic	227	88.1%	1862	54.2%	336	73.2%	N/A
American Indian/Alaskan	N/A	N/A	44	61.4%	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	445	57.8%	1868	31.5%	560	44.1%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	191	88.0%	1412	50.6%	250	70.8%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	1228	83.6%	7972	49.7%	1602	60.7%	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
	92.6%	95.2%

**On-Time Graduation Rate**

	Our District	Districts with Students Like Ours
Number of Students	4920	1625
Number of Diplomas	3691	1214
Rate	75.0%	75.2%

**College Admissions Tests**

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	496	498	500	500	482	480	1479	1479		
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	20.6	21.0	21.2	21.2	21.3	21.7	20.8	21.1	21.1	21.4
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	12 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	23.0 per board member
Percent New Trustees Completing Orientation	N/A

**District Superintendent's Report**

Greenville County Schools is a county-wide, unified district that serves over 68,000 students in an 800 square mile geographic area. It is the 51st largest School District in the United States and operates 49 elementary schools, 18 middle schools, 14 high schools, and more than 25 special schools, programs, and child development centers. The District recently completed a \$1 billion building program that resulted in over 70 new or renovated school buildings and tremendous District-wide advancements in instructional technology and technological infrastructure improvements.

Decision making in Greenville County Schools is based upon an Education Plan that was developed with input from teachers, administrators, staff, students, parents, and community members. The Education Plan identifies five goals as central to the mission of the School District, and strategic initiatives developed in support of these five goals are updated and implemented on an annual basis. Goal one of the Education Plan is increased student achievement and serves as the core mission of the District. The four other goals – ensure quality personnel in all positions, provide a school environment supportive of learning, effectively manage and further develop necessary financial resources, and improve public understanding and support of public schools – serve to support and enhance goal one.

An important component of enhanced student achievement is reinforcing a connection between students and learning. In Greenville County, a thriving magnet schools program, a Fine Arts Center, The Roper Mountain Science Center, The Charles Townes Gifted Center, four International Baccalaureate Programs, and flourishing vocational centers help students realize their innate gifts. For students who need enhanced academic assistance, the District offers alternative programs at the middle and high school levels. In addition, two STAR Academies offer a unique instructional setting that enables over-age middle school students to accelerate their learning and graduate with their peers. The Teen Parent Program provides an opportunity for teenage girls to stay in school throughout their pregnancy in a smaller, more nurturing environment. In addition, there is Virtual School, Twilight School, and credit recovery options that help students stay on track and earn a diploma. Programs like High Schools That Work, Making Middle Grades Work, MAP Formative Assessment, and the Learning Focused Model serve to help all Greenville County students achieve academic success. Greenville County is also proud of Washington Center, a school that serves moderately and severely mentally and physically disabled students ages 5-21, most of whom have concurrent challenges such as blindness and deafness.

As a result of the School District's focus on increased academic achievement, District-wide scores on the ACT averaged 21.1 points last year, which equaled the national average and topped the state mark by 1.2 points. In addition, GCS outperformed the state average on the SAT by 18 points, with an average composite score of 1479.

For more information on Greenville County Schools, visit our website at [www.greenville.k12.sc.us](http://www.greenville.k12.sc.us).

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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.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Alexander Elementary	CA	Monaview Elementary	R
Armstrong Elementary	CA	Tanglewood Middle	R
Berea Elementary	CA	Welcome Elementary	NI-DELAY
Sue Cleveland Elementary	CSI-DELAY	Grove Elementary	RP
East North St Academy	R-DELAY	Cherrydale Elementary	NI-DELAY
Hollis Academy	R	Thomas E Kerns Elementary	CSI
Lakeview Middle	R		

The Greenville School District consists of 93 public schools with 13 of these schools, or 14%, 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	31923	99.8	24.6	38.1	37.3	84.0	82.8	Yes	Yes
<b>Gender</b>									
Male	16379	99.8	28.7	37.0	34.3	80.8	79.3	N/A	N/A
Female	15544	99.8	20.3	39.3	40.4	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	19363	99.9	17.0	36.7	46.3	89.5	89.5	Yes	Yes
African American	8249	99.8	39.9	41.7	18.3	72.7	73.7	Yes	Yes
Asian/Pacific Islander	822	99.6	11.8	32.9	55.3	93.0	92.3	Yes	Yes
Hispanic	3164	99.5	37.4	39.9	22.8	74.8	76.5	Yes	Yes
American Indian/Alaskan	75	100.0	14.7	47.1	38.2	91.2	82.5	Yes	Yes
<b>Disability Status</b>									
Disabled	4688	99.7	61.4	27.0	11.6	52.5	52.0	No	Yes
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	2913	99.5	37.9	38.5	23.7	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>									
Subsided meals	14506	99.7	37.8	41.0	21.2	74.4	75.5	Yes	Yes

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

All Students	31920	99.8	27.7	42.2	30.1	80.9	78.9	Yes	Yes
<b>Gender</b>									
Male	16377	99.8	29.0	40.5	30.6	79.6	77.0	N/A	N/A
Female	15543	99.9	26.3	44.0	29.6	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	19363	99.9	19.8	42.1	38.1	87.0	87.2	Yes	Yes
African American	8246	99.8	46.4	41.9	11.7	66.3	66.7	Yes	Yes
Asian/Pacific Islander	822	99.9	8.8	34.6	56.5	94.3	93.0	Yes	Yes
Hispanic	3164	99.6	35.2	45.5	19.3	75.3	76.0	Yes	Yes
American Indian/Alaskan	75	100.0	20.6	47.1	32.4	86.8	79.5	Yes	Yes
<b>Disability Status</b>									
Disabled	4687	99.7	63.9	27.2	8.8	48.1	45.5	No	Yes
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	2913	99.6	34.4	44.8	20.8	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>									
Subsided meals	14503	99.8	41.2	43.3	15.5	70.5	70.2	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
<b>Science</b>							
All Students	21222	99.8	28.7	51.1	20.2	71.3	67.5
<b>Gender</b>							
Male	10922	99.7	29.2	49.1	21.7	70.8	67.0
Female	10300	99.9	28.2	53.2	18.6	71.8	68.0
<b>Racial/Ethnic Group</b>							
White	12846	99.8	20.5	53.5	26.0	79.5	79.5
African American	5482	99.7	47.0	45.6	7.4	53.0	50.3
Asian/Pacific Islander	541	99.8	13.1	47.9	39.0	86.9	84.3
Hispanic	2139	99.5	38.9	49.9	11.1	61.1	60.7
American Indian/Alaskan	47	100.0	11.6	58.1	30.2	88.4	71.2
<b>Disability Status</b>							
Disabled	3114	99.8	60.9	32.3	6.9	39.1	35.6
<b>Migrant Status</b>							
Migrant	1	I/S	I/S	I/S	I/S	I/S	46.1
<b>Limited English Proficient</b>							
Limited English	1940	99.5	39.6	49.4	11.0	60.4	59.6
<b>Socio-Economic Status</b>							
Subsided meals	9663	99.7	42.5	48.0	9.4	57.5	55.1
<b>Social Studies</b>							
All Students	21188	99.8	24.3	44.6	31.1	75.7	72.3
<b>Gender</b>							
Male	10855	99.8	24.9	40.3	34.8	75.1	71.5
Female	10333	99.8	23.7	49.1	27.2	76.3	73.2
<b>Racial/Ethnic Group</b>							
White	12972	99.9	18.3	43.3	38.4	81.7	80.7
African American	5430	99.7	38.5	46.8	14.7	61.5	60.0
Asian/Pacific Islander	568	99.7	12.0	39.0	49.0	88.0	88.5
Hispanic	1997	99.5	31.0	48.7	20.2	69.0	68.0
American Indian/Alaskan	54	100.0	22.0	48.0	30.0	78.0	72.2
<b>Disability Status</b>							
Disabled	3093	99.7	52.5	36.9	10.6	47.5	43.5
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
<b>Limited English Proficient</b>							
Limited English	1879	99.5	31.0	48.0	21.0	69.0	67.9
<b>Socio-Economic Status</b>							
Subsided meals	9564	99.7	36.1	47.2	16.7	63.9	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
<b>Writing</b>									
All Students	31915	98.7	27.1	37.3	35.6	72.9	70.2	96.5	96.1
<b>Gender</b>									
Male	16373	98.4	33.6	37.6	28.8	66.4	63.2	96.4	96.0
Female	15542	99.0	20.3	37.0	42.7	79.7	77.5	96.5	96.3
<b>Racial/Ethnic Group</b>									
White	19374	99.0	19.5	37.1	43.5	80.5	79.1	96.3	95.9
African American	8240	98.2	42.9	38.1	19.0	57.1	57.6	96.5	96.3
Asian/Pacific Islander	822	98.7	12.7	28.8	58.5	87.3	86.2	97.6	97.3
Hispanic	3153	98.6	38.7	38.9	22.5	61.3	62.6	96.9	96.5
American Indian/Alaskan	78	100.0	28.2	36.6	35.2	71.8	68.7	95.2	94.9
<b>Disability Status</b>									
Disabled	4551	94.6	71.6	21.6	6.8	28.4	26.1	95.4	95.2
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	54.7	92.4	96.5
<b>Limited English Proficient</b>									
Limited English	2901	98.4	39.5	37.4	23.2	60.5	61.2	97.2	96.8
<b>Socio-Economic Status</b>									
Subsided meals	14367	98.2	41.2	38.9	19.9	58.8	58.9	95.8	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
<b>English/Language Arts</b>							
<b>2009</b>	3	5610	99.9	20.8	29.6	49.5	79.2
	4	5412	99.9	23.5	38.5	38.0	76.5
	5	5436	99.9	17.6	42.3	40.1	82.4
	6	5246	99.7	27.5	39.5	32.9	72.5
	7	5119	99.8	29.9	40.5	29.5	70.1
	8	5100	99.6	28.9	38.9	32.3	71.1
<b>Mathematics</b>							
<b>2009</b>	3	5609	100.0	28.0	35.6	36.4	72.0
	4	5412	99.9	19.0	44.6	36.4	81.0
	5	5435	99.9	21.9	46.1	32.1	78.1
	6	5246	99.8	33.1	41.7	25.2	66.9
	7	5118	99.8	29.5	44.0	26.5	70.5
	8	5100	99.6	35.4	41.3	23.2	64.6
<b>Science</b>							
<b>2009</b>	3	2810	99.9	31.1	47.2	21.7	68.9
	4	5409	99.9	25.3	55.1	19.7	74.7
	5	2723	99.8	25.9	56.5	17.6	74.1
	6	2628	99.5	34.3	51.7	14.0	65.7
	7	5116	99.9	27.7	50.2	22.1	72.3
	8	2536	99.3	32.7	42.1	25.2	67.3
<b>Social Studies</b>							
<b>2009</b>	3	2801	99.7	19.8	43.2	37.0	80.2
	4	5407	99.9	16.9	51.0	32.1	83.1
	5	2707	99.8	23.5	44.0	32.5	76.5
	6	2618	99.9	20.2	56.0	23.7	79.8
	7	5114	99.8	36.4	34.1	29.5	63.6
	8	2541	99.4	25.6	42.6	31.8	74.4
<b>Writing</b>							
<b>2009</b>	3	5601	98.8	26.6	27.7	45.8	73.4
	4	5427	98.8	29.0	38.1	33.0	71.0
	5	5428	98.8	21.9	36.6	41.5	78.1
	6	5255	98.4	29.5	41.8	28.7	70.5
	7	5103	98.8	28.1	39.2	32.6	71.9
	8	5101	98.8	27.8	41.0	31.2	72.2

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	5154	98.6	13.0	30.3	30.3	26.4	66.9	61.8	Yes	Yes
Male	2592	98.5	15.7	32.1	28.9	23.4	62.9	57.4	N/A	N/A
Female	2562	98.8	10.4	28.5	31.7	29.4	70.9	66.1	N/A	N/A
White	3167	98.8	7.3	23.1	33.8	35.8	79.0	74.3	Yes	Yes
African American	1412	98.1	24.4	44.4	23.5	7.7	42.9	44.9	No	Yes
Asian/Pacific Islander	103	100.0	5.9	23.8	30.7	39.6	79.2	77.4	Yes	Yes
Hispanic	441	98.9	20.3	38.4	26.3	15.0	52.3	50.3	No	Yes
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	651	98.3	51.0	34.5	11.5	3.1	21.3	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	231	98.7	23.3	45.3	22.6	8.8	44.3	38.5	No	Yes
Subsized meals	1811	98.1	25.1	41.1	24.4	9.3	44.9	45.6	No	Yes

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

All Students	5140	98.6	18.9	27.5	23.8	29.8	64.7	62.7	Yes	Yes
Male	2587	98.1	20.2	26.3	23.1	30.3	64.5	61.8	N/A	N/A
Female	2553	99.1	17.7	28.6	24.5	29.2	64.9	63.6	N/A	N/A
White	3159	98.7	11.6	22.5	26.1	39.8	75.5	75.1	Yes	Yes
African American	1406	98.1	36.5	38.2	17.8	7.5	39.8	45.1	No	Yes
Asian/Pacific Islander	103	100.0	6.9	9.9	21.8	61.4	86.1	83.8	Yes	Yes
Hispanic	441	99.1	20.0	33.4	26.5	20.0	59.4	58.5	Yes	Yes
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	650	97.2	61.5	25.1	8.3	5.1	20.7	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	231	99.1	22.3	36.8	24.7	16.2	56.1	52.3	No	Yes
Subsized meals	1801	97.9	32.1	35.7	20.1	12.0	45.3	47.9	No	Yes

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

All Students	4929	91.2	50.0	18.2	11.9	11.1	N/A	N/A	N/A	N/A
Male	2483	89.2	46.7	17.7	11.9	12.8	N/A	N/A	N/A	N/A
Female	2446	93.2	53.4	18.7	11.9	9.3	N/A	N/A	N/A	N/A
White	3010	93.6	41.1	21.5	15.7	15.3	N/A	N/A	N/A	N/A
African American	1368	86.8	68.2	12.2	4.5	2.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	94	88.3	28.7	20.2	17.0	22.3	N/A	N/A	N/A	N/A
Hispanic	428	89.0	59.8	14.3	7.7	7.2	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	611	65.1	56.0	6.2	2.1	0.8	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	314	90.4	65.6	12.7	8.0	4.1	N/A	N/A	N/A	N/A
Subsized meals	1781	86.0	65.5	11.4	5.7	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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>									
All Students	2008	5121	98.7	10.6	22.6	35.7	31.1	75.2	69.7
	2009	5154	98.6	13.0	30.3	30.3	26.4	66.9	61.8

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>									
All Students	2008	5120	98.6	14.7	28.1	32.1	25.1	67.4	67.2
	2009	5140	98.6	18.9	27.5	23.8	29.8	64.7	62.7

**Teacher Quality and Student Attendance**

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate, grades K-8	96.1%	94.0%*	Yes

\* Or greater than last year

\*\* 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