



## Pickens School District

1348 Griffin Mill Road  
Easley, SC 29640

**Grades** PK-12 District  
**Enrollment** 16,647 Students  
**Superintendent** Dr. Henry Hunt 864-855-8150  
**Board Chair** Jim Shelton 864-836-8465

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

\* 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**

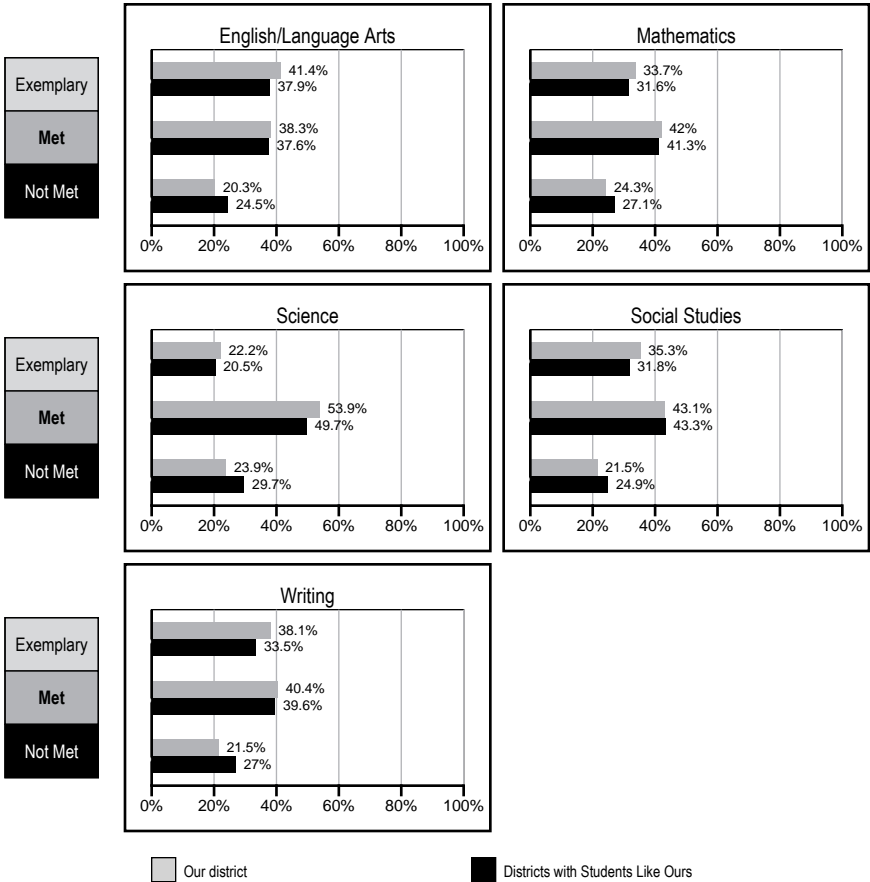
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.2%

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

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

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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	83.3%	85.7%	79.7%	81.3%	84.8%	78.0%
Passed one subtest	9.1%	7.8%	11.1%	10.4%	8.8%	12.4%
Passed no subtests	7.6%	6.5%	9.2%	8.3%	7.1%	9.6%

## 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	82.6%	81.4%
English 1	75.0%	71.9%
Physical Science	56.6%	61.1%
US History and the Constitution	48.9%	46.7%
All Subjects	66.7%	66.1%

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=16,647)</b>				
First graders who attended full-day kindergarten	95.9%	Up from 95.5%	97.7%	99.7%
Retention rate	3.0%	Down from 3.7%	2.7%	3.1%
Attendance rate	95.7%	Up from 95.4%	96.2%	95.7%
Eligible for gifted and talented	18.4%	Down from 19.3%	17.1%	11.2%
With disabilities other than speech	10.1%	Up from 9.5%	9.9%	10.6%
Older than usual for grade	3.2%	Down from 3.5%	3.1%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	No Change	0.4%	0.5%
Enrolled in AP/IB programs	18.7%	Up from 17.5%	18.5%	10.5%
Successful on AP/IB exams	69.0%	Up from 65.1%	59.9%	51.2%
Eligible for LIFE Scholarship	52.0%	Up from 41.1%	37.3%	30.8%
Enrolled in adult education GED or diploma programs	194	Up from 91	72	40
Completions in adult education GED or diploma programs	129	Up from 80	70	30
Annual dropout rate	5.5%	Down from 6.2%	3.8%	3.4%
<b>Teachers (n=1105)</b>				
Teachers with advanced degrees	61.0%	Up from 58.9%	59.0%	56.8%
Continuing contract teachers	82.8%	Down from 85.0%	78.2%	76.7%
Teachers with emergency or provisional certificates	2.3%	Up from 2.0%	2.9%	4.6%
Teachers returning from previous year	91.9%	Down from 92.6%	90.7%	88.4%
Teacher attendance rate	95.9%	Up from 94.9%	95.4%	95.0%
Average teacher salary*	\$47,519	Up 2.5%	\$47,840	\$46,992
Vacancies for more than nine weeks	0.2%	Up from 0.1%	0.3%	0.4%
Professional development days/teacher	12.6 days	Down from 14.8 days	13.4 days	13.1 days
<b>District</b>				
Superintendent's years at district	0.0	Down from 2.0	3.5	3.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 22.6 to 1	21.5 to 1	20.5 to 1
Prime instructional time	90.7%	Up from 89.1%	90.5%	89.8%
Dollars spent per pupil**	\$7,915	Up 4.5%	\$8,569	\$9,279
Percent of expenditures for teacher salaries**	54.9%	Up from 54.5%	54.8%	52.7%
Percent of expenditures for instruction**	58.4%	Down from 59.5%	58.0%	56.7%
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	8.8%	Down from 14.5%	3.1%	3.5%
Average age in years of school facilities	34 Years	Up from 33 Years	22 Years	28 Years
Number of schools with SACS accreditation	25.0	No Change	12.0	8.0
Parents attending conferences	97.1%	N/A	95.2%	93.9%
Average administrator salary	\$77,305	Up 5.1%	\$80,034	\$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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	1022	95.8%	4944	66.7%	1178	72.6%	Yes
<b>Gender</b>							
Male	510	94.3%	2513	67.8%	602	69.8%	N/A
Female	512	97.3%	2431	65.5%	576	75.5%	N/A
<b>Racial/Ethnic Group</b>							
White	900	95.9%	4291	68.2%	1030	72.6%	N/A
African American	93	96.8%	416	51.0%	109	71.6%	N/A
Asian/Pacific Islander	N/A	N/A	63	79.4%	N/A	N/A	N/A
Hispanic	20	90.0%	146	61.0%	25	76.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	110	68.2%	512	37.1%	122	46.7%	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	15	80.0%	120	62.5%	19	68.4%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	306	91.2%	1885	54.8%	362	58.6%	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
	95.8%	94.4%

**On-Time Graduation Rate**

	Our District	Districts with Students Like Ours
Number of Students	1178	1415
Number of Diplomas	855	1044
Rate	72.6%	74.7%

**College Admissions Tests**

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	501	515	509	518	487	492	1497	1525		
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	21.1	22.4	21.3	22.2	22.0	22.9	21.1	22.3	21.5	22.6
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

Abbreviations for Missing Data

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School District Governance

Board Membership	6 trustees elected to single-member seats, 3 trustees elected to at-large seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	6.6 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

State budget cuts of almost \$5.6 million caused employee furloughs, reduced expenditures, and eliminated programs in 2008-2009, yet the School District of Pickens County still experienced areas of growth and reasons to celebrate. A major accomplishment was district accreditation. A year of preparation and a three-day site visit preceded the March announcement by the AdvancED Accreditation Commission.

The district moved forward in its comprehensive facilities plan. With the beginning of a new school year, major technology upgrades debuted in nine elementary schools, including the newly renovated Pickens Elementary. Contractors began site work for the new Easley, Liberty and Pickens high schools, and renovations began in several elementary schools. The board approved schematics for the new Dacusville Elementary and a second elementary school for the Liberty attendance area. However, a mid-year analysis of the projects and commitments revealed that the scope of work exceeded the money available. Schematics for the high schools, career center, and new elementary schools were revised, and the board approved a new facilities budget just over \$365,000,000.

SDPC continued building an instructional program that provides quality learning experiences for all students. All schools used Measures of Academic Progress (MAP) formative assessments to facilitate instruction. We also added MAP's primary component so that we could measure the growth of our youngest learners. Spring 2009 MAP results placed our students above the national average at all levels from kindergarten through tenth grade in both reading and math.

The district examined and implemented opportunities to reduce the drop-out rate and improve the graduation rate. Because strong early childhood education plays such a crucial role in preventing dropouts, we implemented an early childhood curriculum model across the district. Many students recovered credit through APEX, an online courseware system. Also, we introduced two new courses that provide students with real-life working skills as outlined in the Education Economic Development Act. A year-long class called Teaching and Training at Liberty High and the introduction of a biomedical program at the career center took us a step further in establishing the schools of study in our high schools.

Several initiatives increased communication. Through the district's Web system, teachers created Web pages that provided families with easy access to assignments, long-range plans, and grades. The same system provided teachers with Academic Departments, electronic platforms for collaboration, which also include an online scope and sequence for every academic subject at every grade level. Each school began consistently using a parent communication system that delivers automated phone messages and e-mails.

As we move into a new year, we will continue to pursue our vision of providing every child the opportunity to succeed beyond the classroom.

Henry H. Hunt, Ph.D., Superintendent

## No Child Left Behind

## District Adequate Yearly Progress

No

This district met 30 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.

0

## Title I Schools' School Improvement Status

School	Status
Mckissick Elementary	CSI-DELAY

The Pickens School District consists of 25 public schools with 1 of these schools, or 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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>									
All Students	7637	99.9	19.9	38.4	41.7	87.9	82.8	Yes	Yes
<b>Gender</b>									
Male	3965	99.9	23.7	38.6	37.8	85.3	79.3	N/A	N/A
Female	3672	99.8	15.9	38.2	46.0	90.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	6457	99.9	18.1	37.7	44.2	89.1	89.5	Yes	Yes
African American	762	100.0	33.4	43.6	22.9	78.6	73.7	Yes	Yes
Asian/Pacific Islander	101	100.0	11.1	24.4	64.4	95.6	92.3	Yes	Yes
Hispanic	267	100.0	29.0	44.8	26.2	82.3	76.5	Yes	Yes
American Indian/Alaskan	19	100.0	25.0	31.3	43.8	87.5	82.5	I/S	I/S
<b>Disability Status</b>									
Disabled	944	99.8	54.6	36.0	9.4	60.5	52.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	250	100.0	27.9	40.8	31.3	82.9	75.1	Yes	Yes
<b>Socio-Economic Status</b>									
Subsided meals	3507	99.9	29.1	42.8	28.0	81.2	75.5	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>									
All Students	7636	99.9	23.8	42.2	34.0	83.8	78.9	Yes	Yes
<b>Gender</b>									
Male	3965	99.9	25.0	41.0	34.1	82.3	77.0	N/A	N/A
Female	3671	99.9	22.5	43.6	33.9	85.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	6456	99.9	21.5	42.3	36.2	85.6	87.2	Yes	Yes
African American	762	99.9	42.7	43.0	14.3	67.7	66.7	Yes	Yes
Asian/Pacific Islander	101	100.0	11.1	21.1	67.8	91.1	93.0	Yes	Yes
Hispanic	267	100.0	31.5	46.4	22.2	80.2	76.0	Yes	Yes
American Indian/Alaskan	19	100.0	18.8	56.3	25.0	87.5	79.5	I/S	I/S
<b>Disability Status</b>									
Disabled	944	99.9	60.0	34.2	5.8	52.9	45.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	250	100.0	26.7	39.2	34.2	82.9	76.1	Yes	Yes
<b>Socio-Economic Status</b>									
Subsided meals	3506	99.9	34.3	44.2	21.5	75.9	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	5081	99.7	23.2	54.2	22.6	76.8	67.5
<b>Gender</b>							
Male	2643	99.7	23.7	52.3	23.9	76.3	67.0
Female	2438	99.8	22.6	56.3	21.1	77.4	68.0
<b>Racial/Ethnic Group</b>							
White	4285	99.7	20.8	54.9	24.3	79.2	79.5
African American	516	99.6	41.7	48.4	9.9	58.3	50.3
Asian/Pacific Islander	71	100.0	11.9	50.7	37.3	88.1	84.3
Hispanic	178	100.0	33.3	54.8	11.9	66.7	60.7
American Indian/Alaskan	11	100.0	20.0	70.0	10.0	80.0	71.2
<b>Disability Status</b>							
Disabled	631	99.4	55.0	40.0	5.0	45.0	35.6
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
<b>Limited English Proficient</b>							
Limited English	170	100.0	30.2	53.3	16.6	69.8	59.6
<b>Socio-Economic Status</b>							
Subsided meals	2335	99.7	32.6	54.6	12.9	67.4	55.1
<b>Social Studies</b>							
All Students	5105	99.8	21.2	43.1	35.8	78.8	72.3
<b>Gender</b>							
Male	2658	99.7	21.5	39.6	38.9	78.5	71.5
Female	2447	100.0	20.8	46.8	32.4	79.2	73.2
<b>Racial/Ethnic Group</b>							
White	4313	99.8	20.0	42.2	37.8	80.0	80.7
African American	503	99.6	31.6	49.9	18.6	68.4	60.0
Asian/Pacific Islander	66	100.0	10.0	28.3	61.7	90.0	88.5
Hispanic	187	100.0	23.4	50.3	26.3	76.6	68.0
American Indian/Alaskan	17	100.0	13.3	53.3	33.3	86.7	72.2
<b>Disability Status</b>							
Disabled	644	99.4	50.9	38.0	11.1	49.1	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	170	100.0	22.2	45.5	32.3	77.8	67.9
<b>Socio-Economic Status</b>							
Subsided meals	2335	99.8	30.2	46.7	23.1	69.8	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	7639	99.3	21.1	38.2	40.7	78.9	70.2	96.5	96.1
<b>Gender</b>									
Male	3979	99.2	27.8	38.6	33.5	72.2	63.2	96.4	96.0
Female	3660	99.4	13.9	37.7	48.4	86.1	77.5	96.5	96.3
<b>Racial/Ethnic Group</b>									
White	6459	99.4	19.4	37.7	42.8	80.6	79.1	96.4	95.9
African American	763	98.8	34.2	41.8	24.0	65.8	57.6	96.8	96.3
Asian/Pacific Islander	99	98.0	6.8	27.3	65.9	93.2	86.2	98.0	97.3
Hispanic	268	99.3	30.8	40.0	29.2	69.2	62.6	97.0	96.5
American Indian/Alaskan	19	100.0	17.6	58.8	23.5	82.4	68.7	96.2	94.9
<b>Disability Status</b>									
Disabled	948	96.4	66.7	25.5	7.7	33.3	26.1	95.5	95.2
<b>Migrant Status</b>									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	95.5	96.5
<b>Limited English Proficient</b>									
Limited English	252	99.2	26.6	38.6	34.9	73.4	61.2	97.7	96.8
<b>Socio-Economic Status</b>									
Subsided meals	3361	99.1	32.1	41.9	26.0	67.9	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	1288	99.8	16.0	31.7	52.3	84.0
	4	1273	100.0	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
<b>Mathematics</b>							
<b>2009</b>	3	1288	99.9	24.5	37.1	38.4	75.5
	4	1273	100.0	16.3	46.6	37.1	83.7
	5	1286	99.8	19.3	45.0	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
<b>Science</b>							
<b>2009</b>	3	640	99.8	26.6	50.3	23.0	73.4
	4	1271	100.0	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	24.0	51.4	24.6	76.0
	8	608	99.5	31.4	42.3	26.3	68.6
<b>Social Studies</b>							
<b>2009</b>	3	651	99.9	13.9	44.2	41.9	86.1
	4	1271	100.0	12.9	47.0	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	40.0	33.9	73.9
<b>Writing</b>							
<b>2009</b>	3	1287	99.1	19.0	27.8	53.2	81.0
	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	22.0	43.8	34.2	78.0
	7	1285	99.5	21.4	40.4	38.2	78.6
	8	1234	99.0	28.5	42.2	29.3	71.5

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	1224	99.4	11.6	30.4	30.2	27.7	68.6	61.8	Yes	Yes
Male	586	99.8	15.5	32.4	28.5	23.6	64.9	57.4	N/A	N/A
Female	638	99.1	8.2	28.6	31.8	31.4	72.0	66.1	N/A	N/A
White	1056	99.3	10.7	28.7	30.4	30.2	71.2	74.3	Yes	Yes
African American	105	100.0	18.8	47.5	24.8	8.9	46.5	44.9	No	Yes
Asian/Pacific Islander	18	100.0	11.1	11.1	33.3	44.4	77.8	77.4	I/S	I/S
Hispanic	39	100.0	19.4	38.9	36.1	5.6	52.8	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	159	99.4	39.3	43.3	13.3	4.0	26.0	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	23	100.0	24.1	27.6	34.5	13.8	58.6	38.5	I/S	I/S
Subsized meals	452	98.7	21.3	40.9	26.7	11.1	51.3	45.6	No	Yes

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

All Students	1222	99.6	15.6	28.4	25.3	30.8	67.6	62.7	Yes	Yes
Male	586	99.8	18.7	26.8	22.3	32.1	64.3	61.8	N/A	N/A
Female	636	99.4	12.7	29.8	27.9	29.6	70.5	63.6	N/A	N/A
White	1054	99.6	14.8	26.5	25.5	33.1	69.6	75.1	Yes	Yes
African American	105	99.0	24.0	47.0	23.0	6.0	47.0	45.1	No	Yes
Asian/Pacific Islander	18	100.0	5.6	11.1	22.2	61.1	88.9	83.8	I/S	I/S
Hispanic	39	100.0	16.7	38.9	25.0	19.4	58.3	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	159	99.4	51.3	35.3	6.7	6.7	24.7	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	23	100.0	10.3	37.9	17.2	34.5	62.1	52.3	I/S	I/S
Subsized meals	450	99.1	26.1	35.1	26.5	12.3	51.4	47.9	No	Yes

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

All Students	1220	94.9	53.3	19.0	12.1	10.5	N/A	N/A	N/A	N/A
Male	583	92.6	51.8	17.2	11.0	12.7	N/A	N/A	N/A	N/A
Female	637	97.0	54.6	20.7	13.2	8.5	N/A	N/A	N/A	N/A
White	1052	95.4	51.1	19.8	13.5	11.0	N/A	N/A	N/A	N/A
African American	105	93.3	76.2	12.4	2.9	1.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	18	94.4	33.3	16.7	11.1	33.3	N/A	N/A	N/A	N/A
Hispanic	39	87.2	61.5	15.4	2.6	7.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	155	77.4	66.5	6.5	2.6	1.9	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	93.3	63.3	6.7	6.7	16.7	N/A	N/A	N/A	N/A
Subsized meals	449	91.3	67.0	15.4	5.1	3.8	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	1257	99.7	9.1	21.8	33.4	35.6	78.6	69.7
	2009	1224	99.4	11.6	30.4	30.2	27.7	68.6	61.8
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>									
All Students	2008	1257	99.6	10.3	25.5	34.1	30.1	73.9	67.2
	2009	1222	99.6	15.6	28.4	25.3	30.8	67.6	62.7

**Teacher Quality and Student Attendance**

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate, grades K-8	95.7%	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