



Greenville School District

301 Camperdown Way
Greenville, SC 29602

Grades	PK-12 District	
Enrollment	71,778 Students	
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average*
2010	Average	Average
2009	Average	Below Average
2008	Average	Average
2007	Average	Average

* The District's 2011 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

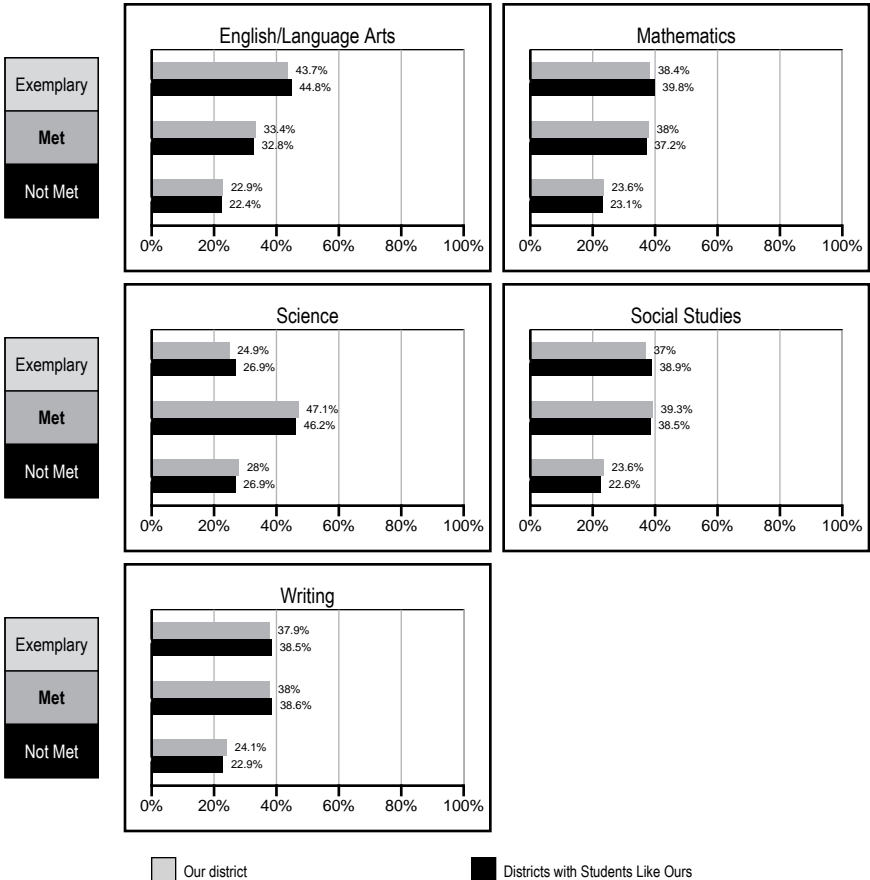
96.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	1	0	0

* Ratings are calculated with data available by 11/09/2011.

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

	Our District			Districts with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed both subtests	76.9%	79.0%	82.2%	80.5%	81.6%	83.3%
Passed one subtest	12.1%	11.3%	10.4%	10.8%	10.4%	9.5%
Passed no subtests	11.1%	9.7%	7.4%	8.7%	8.1%	7.3%

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	84.2%	87.7%
English 1	77.4%	78.2%
Biology 1/Applied Biology 2	74.5%	76.2%
Physical Science	63.6%	64.8%
US History and the Constitution	59.8%	56.2%
All Subjects	72.1%	73.0%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	5325	5354	1715	1885
Number of Graduates in Cohort	3841	3865	1235	1398
Rate	72.1%	72.2%	73.6%	75.8%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	5323	N/A	1827
Number of Graduates in Cohort	N/A	3922	N/A	1348
Rate	N/A	73.7%	N/A	75.8%

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=71,778)				
First graders who attended full-day kindergarten	94.4%	Down from 97.0%	94.9%	99.6%
Retention rate	2.0%	No Change	1.5%	2.3%
Attendance rate	95.5%	Down from 95.9%	95.5%	95.8%
Served by gifted and talented program	19.3%	Up from 18.4%	20.9%	14.0%
With disabilities other than speech	8.2%	Down from 10.6%	6.1%	7.4%
Older than usual for grade	2.1%	Down from 3.3%	2.0%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.6%	0.5%
Enrolled in AP/IB programs	31.0%	Down from 34.2%	23.1%	12.2%
Successful on AP/IB exams	56.2%	N/A	61.3%	52.9%
Eligible for LIFE Scholarship	40.1%	Up from 36.1%	40.1%	30.3%
Enrolled in adult education GED or diploma programs	560	Up from 395	292	66
Completions in adult education GED or diploma programs	313	Up from 279	113	35
Annual dropout rate	2.8%	Down from 3.6%	2.8%	2.8%
Teachers (n=4277)				
Teachers with advanced degrees	60.3%	Up from 59.2%	62.5%	61.2%
Continuing contract teachers	87.1%	Up from 83.7%	85.2%	85.6%
Teachers returning from previous year	92.1%	Up from 90.8%	91.9%	90.3%
Teacher attendance rate	94.1%	Down from 97.5%	95.7%	95.2%
Average teacher salary*	\$46,425	Down 0.4%	\$46,475	\$46,166
Vacancies for more than nine weeks	0.2%	No Change	0.0%	0.0%
Professional development days/teacher	11.4 days	Up from 9.5 days	11.3 days	12.2 days
District				
Superintendent's years at district	7.0	Up from 6.0	6.0	3.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 22.5 to 1	22.5 to 1	21.7 to 1
Prime instructional time	90.3%	Down from 93.4%	90.6%	90.1%
Dollars spent per pupil**	\$7,662	Down 3.7%	\$7,804	\$9,140
Percent of expenditures for teacher salaries**	55.2%	Down from 55.8%	55.9%	53.5%
Percent of expenditures for instruction**	57.1%	Down from 58.0%	58.9%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	94	Up from 92	25	9
Number of magnet schools	11	No Change	1	0
Portable classrooms	1.1%	Down from 1.9%	2.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	93.0	Up from 90.0	20.0	8.0
Parents attending conferences	98.6%	Down from 100.0%	96.7%	96.6%
Average administrator salary	\$78,912	Down 2.7%	\$78,000	\$78,000

* 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	Growth Rating	Adequate Yearly Progress
GREENVILLE TECHNICAL CHARTER	Excellent	Excellent	Met
MEYER CENTER FOR SPECIAL CHILDREN	Excellent	Good	Met
LANGSTON CHARTER MIDDLE SCHOOL	Excellent	Excellent	Met
LEGACY CHARTER(ELEM.)	Below Average	Below Average	Not Met
LEGACY CHARTER(MIDDLE)	At-Risk	At-Risk	Not Met
BRASHIER MIDDLE COLLEGE CHARTER	Excellent	Good	Met
GREER MIDDLE COLLEGE CHARTER SCHOOL	Excellent	N/A	Met
LEAD ACADEMY	Below Average	Average	Not Met

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	4216	92.5%	24401	72.1%	5325	72.1%	Yes
Gender							
Male	2112	90.6%	12082	71.9%	2690	67.5%	N/A
Female	2103	94.5%	11612	71.8%	2634	76.9%	N/A
Racial/Ethnic Group							
White	2674	95.6%	14791	81.4%	3277	76.5%	N/A
African American	1076	84.7%	6473	52.2%	1479	62.5%	N/A
Asian/Pacific Islander	84	98.8%	91	73.6%	102	88.2%	N/A
Hispanic	357	91.0%	2277	64.7%	425	68.0%	N/A
American Indian/Alaskan	N/A	N/A	62	82.3%	11	81.8%	N/A
Disability Status							
Disabled	494	61.7%	1837	38.0%	423	41.1%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	258	91.9%	1610	60.6%	229	65.5%	N/A
Socio-Economic Status							
Subsidized meals	1379	85.0%	10004	58.3%	1849	62.8%	N/A

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

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	92.5%	93.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	492	491	497	492	475	470	1464	1453		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	20.9	20.7	21.2	21.2	21.6	21.6	21.2	21.1	21.4	21.3
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	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	12.0 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 50th largest School District in the United States and operates 50 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. In addition, in the fall of 2010 GCS opened AJ Whittenberg Elementary, the only fully integrated elementary engineering school in the state. 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 overage 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 21.4 points last year, which was .4 better than the national average and 1.4 points ahead of the state. In addition, GCS outperformed the state average on the SAT by 22 points, with an average composite score of 1469. For more information on Greenville County Schools, visit our website at www.greenville.k12.sc.us.

No Child Left Behind

District Adequate Yearly Progress

No

This district met 35 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.

100

Title I Schools' School Improvement Status

School	Status	School	Status
Alexander Elementary	RP	Monaview Elementary	R
Armstrong Elementary	RP	Tanglewood Middle	R
Berea Elementary	RP	Grove Elementary	R
Berea Middle	NI	Thomas E Kerns Elementary	CA
Hollis Academy	R	Legacy Charter School	NI
Lakeview Middle	R		

The Greenville School District consists of 94 public schools with 11 of these schools, or 11.7%, 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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)									
All Students	32530	99.8	23.2	33.4	43.5	84.1	82.4	Yes	Yes
Gender									
Male	16651	99.8	27.2	33.1	39.7	80.8	78.7	N/A	N/A
Female	15879	99.9	18.9	33.7	47.4	87.7	86.2	N/A	N/A
Racial/Ethnic Group									
White	19608	99.9	15.7	30.6	53.6	89.7	88.9	Yes	Yes
African American	8302	99.8	38.7	38.4	22.8	72.2	72.9	No	Yes
Asian/Pacific Islander	958	99.9	10.5	27.3	62.2	93.3	93	Yes	Yes
Hispanic	3580	99.7	31.7	38.5	29.8	79.2	79.3	No	Yes
American Indian/Alaskan	81	100	20	26.3	53.8	83.8	83	Yes	Yes
Disability Status									
Disabled	4348	99.6	64	24.8	11.2	48.6	48.1	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	3209	99.6	30.8	37	32.2	79.3	78.3	No	Yes
Socio-Economic Status									
Subsidized meals	16051	99.7	34.6	37.6	27.8	75.7	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)									
All Students	32528	99.9	23.9	38.2	37.9	84.4	81.9	Yes	Yes
Gender									
Male	16649	99.9	25.2	36.8	38	82.9	79.9	N/A	N/A
Female	15879	99.9	22.4	39.8	37.8	86.1	84.1	N/A	N/A
Racial/Ethnic Group									
White	19607	99.9	16.8	36.4	46.8	89.4	88.9	Yes	Yes
African American	8302	99.8	40.7	41.3	18	72	71.4	Yes	Yes
Asian/Pacific Islander	957	99.9	7.6	24	68.4	95.6	94.6	Yes	Yes
Hispanic	3580	99.9	28.1	45	26.9	82.7	81.1	Yes	Yes
American Indian/Alaskan	81	100	20	43.8	36.3	86.3	84.4	Yes	Yes
Disability Status									
Disabled	4348	99.8	65.2	26	8.8	47.1	47.3	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	3208	99.8	26.5	41.9	31.6	83.6	81.4	Yes	Yes
Socio-Economic Status									
Subsidized meals	16049	99.8	34.7	42.5	22.8	76.5	74.9	Yes	Yes

* 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

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	21683	99.7	28.4	47.1	24.6	71.6	68.6
Gender							
Male	11153	99.6	28.6	44.8	26.7	71.4	68.3
Female	10530	99.8	28.1	49.5	22.4	71.9	68.9
Racial/Ethnic Group							
White	13086	99.7	19	48.7	32.3	81	80.7
African American	5542	99.6	47.7	43.2	9	52.3	51.4
Asian/Pacific Islander	622	99.8	14.9	42.4	42.7	85.1	85.3
Hispanic	2375	99.6	38.6	48.3	13.1	61.4	61.6
American Indian/Alaskan	57	100	23.2	44.6	32.1	76.8	70.8
Disability Status							
Disabled	2880	99.5	65.2	27.6	7.2	34.8	35.7
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	2105	99.8	38.2	47.1	14.7	61.8	60.7
Socio-Economic Status							
Subsidized meals	10663	99.6	41.6	45.8	12.6	58.4	57.3

Social Studies

All Students	21688	99.7	23.9	39.4	36.6	76.1	72.5
Gender							
Male	11039	99.6	24.1	36.2	39.8	75.9	72
Female	10649	99.7	23.8	42.8	33.4	76.2	73.1
Racial/Ethnic Group							
White	13025	99.8	17.2	37.2	45.6	82.8	81
African American	5525	99.6	38.5	43.4	18.1	61.5	60
Asian/Pacific Islander	640	99.2	11.5	29.2	59.3	88.5	89
Hispanic	2443	99.6	30.4	44.9	24.6	69.6	69.6
American Indian/Alaskan	54	100	24.5	45.3	30.2	75.5	73.5
Disability Status							
Disabled	2943	99.6	58.1	31.7	10.2	41.9	40.5
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	2181	99.5	29.5	43.3	27.2	70.5	69.7
Socio-Economic Status							
Subsidized meals	10763	99.5	34.8	43.6	21.6	65.2	62.9

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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	10797	99	24	38	38	76	73.2	96.4	96.1
Gender									
Male	5525	98.6	29.8	38.1	32.1	70.2	67.2	96.3	96.1
Female	5272	99.5	17.9	37.9	44.2	82.1	79.4	96.4	96.2
Racial/Ethnic Group									
White	6566	99.3	16.9	36.3	46.8	83.1	81.5	96.2	95.9
African American	2753	98.1	37.8	42.2	20	62.2	61.3	96.4	96.4
Asian/Pacific Islander	315	98.7	9.7	28.5	61.8	90.3	87	97.6	97.2
Hispanic	1136	99.7	35.7	40.6	23.7	64.3	66.7	96.8	96.5
American Indian/Alaskan	27	100	25.9	37	37	74.1	72.2	95.8	95.1
Disability Status									
Disabled	1405	94.5	73.5	22.3	4.3	26.5	26	95.3	95.2
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	40.5	93.2	96.8
Limited English Proficient									
Limited English	997	99.7	34.7	38.6	26.8	65.3	65.7	97.2	96.9
Socio-Economic Status									
Subsidized meals	5137	98.7	36.3	42	21.8	63.7	63.2	95.9	95.7

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
English/Language Arts							
2010	3	5447	99.2	16.5	25.4	58	83.5
	4	5617	99.5	22.1	38.6	39.3	77.9
	5	5422	99.8	18.9	41.5	39.6	81.1
	6	5404	99.9	27.5	35.2	37.3	72.5
	7	5241	99.8	30.5	32	37.5	69.5
	8	5092	99.5	33.1	30.7	36.2	66.9
2011	3	5414	99.8	16.4	23.4	60.2	83.6
	4	5441	99.9	19	39.4	41.6	81
	5	5642	99.9	18.7	42.4	38.9	81.3
	6	5454	99.9	25.5	33.1	41.4	74.5
	7	5407	99.8	29.4	30.3	40.3	70.6
	8	5164	99.8	30.6	31	38.3	69.4
Mathematics							
2010	3	5447	99.5	25	31.6	43.3	75
	4	5617	99.5	21.6	40	38.4	78.4
	5	5422	99.9	24.5	39.4	36.1	75.5
	6	5404	99.9	30	40	30	70
	7	5241	99.8	33.9	38.8	27.2	66.1
	8	5091	99.6	34.9	41.5	23.5	65.1
2011	3	5414	99.9	23.8	26.7	49.5	76.2
	4	5440	100	16	40.2	43.7	84
	5	5642	99.9	21.8	39.7	38.4	78.2
	6	5453	99.9	24.9	40.3	34.8	75.1
	7	5407	99.8	27.5	37.3	35.2	72.5
	8	5164	99.8	29.5	45.3	25.2	70.5
Science							
2010	3	2712	99.2	33.8	38.2	28	66.2
	4	5589	100	25.5	55.8	18.8	74.5
	5	2726	99.2	30.3	52.1	17.6	69.7
	6	2700	98.4	38.1	45.9	16	61.9
	7	5228	99.9	27.3	46.8	26	72.7
	8	2548	99.1	27.9	36.9	35.3	72.1
2011	3	2715	99.5	34.1	37.4	28.5	65.9
	4	5434	99.9	23.8	58	18.3	76.2
	5	2826	99.7	30.5	47.8	21.7	69.5
	6	2720	99.4	31.8	52.6	15.6	68.2
	7	5404	99.8	28	44.3	27.8	72
	8	2579	99.5	26.9	33.3	39.8	73.1

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							
2010	3	2714	99.3	22.8	42.1	35.1	77.2
	4	5589	99.8	20.6	48.2	31.2	79.4
	5	2691	99.4	26.4	43.2	30.4	73.6
	6	2704	98.5	20.9	51.5	27.5	79.1
	7	5228	99.8	38	33.4	28.7	62
	8	2520	98.9	28.5	36.1	35.4	71.5
2011	3	2705	99.4	19.1	37.7	43.2	80.9
	4	5434	99.9	17.4	48.4	34.3	82.6
	5	2816	99.8	24.1	39.7	36.1	75.9
	6	2746	99.4	21.4	45.4	33.2	78.6
	7	5403	99.7	32.8	30.7	36.5	67.2
	8	2581	99.4	26.8	33.7	39.4	73.2
Writing							
2010	3	5434	98.5	24.3	31.3	44.5	75.7
	4	5612	99	28.4	33	38.6	71.6
	5	5425	98.6	22.5	35.5	42	77.5
	6	5402	98.8	29	38	33	71
	7	5232	98.9	26	38.8	35.2	74
	8	5093	99	25.6	38.1	36.3	74.4
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	5647	99	20.8	37.8	41.4	79.2
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	5150	99	27.4	38.3	34.3	72.6

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	5303	98.6	8.5	22.2	29.9	39.3	75.2	68.0	Yes	Yes
Male	2683	98.5	11.2	24.6	29.9	34.3	70.3	63.1	N/A	N/A
Female	2619	98.7	5.8	19.9	29.9	44.4	80.1	73.1	N/A	N/A
White	3213	98.6	4.5	14.5	30.6	50.4	85.5	79.4	Yes	Yes
African American	1439	98.5	16.7	37.2	28.8	17.3	54.2	51.7	No	Yes
Asian/Pacific Islander	137	100.0	4.6	11.5	23.7	60.3	86.3	83.2	Yes	Yes
Hispanic	501	98.6	11.9	32.7	30.4	24.9	65.8	62.8	No	Yes
American Indian/Alaskan	13	100.0	18.2	9.1	27.3	45.5	72.7	66.4	I/S	I/S
Disabled	596	97.1	42.8	39.0	14.2	4.0	22.6	74.0	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	268	98.9	20.1	42.9	30.3	6.7	48.0	45.1	No	Yes
Subsidized meals	2184	98.4	15.6	33.7	30.0	20.7	58.4	54.7	No	Yes

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

All Students	5301	98.6	15.5	27.4	29.4	27.7	67.4	62.3	No	Yes
Male	2681	98.5	16.8	26.0	29.4	27.8	66.1	61.4	N/A	N/A
Female	2619	98.6	14.2	28.8	29.4	27.6	68.8	63.2	N/A	N/A
White	3212	98.6	8.8	22.8	31.7	36.7	78.7	75.3	Yes	Yes
African American	1438	98.2	31.4	37.1	22.8	8.7	42.5	42.9	No	Yes
Asian/Pacific Islander	137	100.0	3.8	9.9	32.8	53.4	88.5	84.3	Yes	Yes
Hispanic	501	98.8	17.0	34.0	32.3	16.8	60.2	59.4	No	Yes
American Indian/Alaskan	13	100.0	N/A	27.3	36.4	36.4	90.9	64.1	I/S	I/S
Disabled	596	97.3	57.9	27.8	11.4	2.9	19.8	67.7	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	268	99.3	26.4	36.6	31.1	5.9	47.2	47.1	No	Yes
Subsidized meals	2184	98.0	26.5	34.5	27.0	11.9	51.0	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	5314	94.9	44.2	17.1	14.1	24.6	N/A	N/A	N/A	N/A
Male	2689	93.5	43.9	16.0	13.8	26.2	N/A	N/A	N/A	N/A
Female	2624	96.3	44.5	18.1	14.4	23.0	N/A	N/A	N/A	N/A
White	3219	96.0	32.4	18.1	16.9	32.6	N/A	N/A	N/A	N/A
African American	1441	92.2	70.1	14.3	8.4	7.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	137	94.9	17.7	11.5	17.7	53.1	N/A	N/A	N/A	N/A
Hispanic	504	95.6	55.6	19.3	11.4	13.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	13	100.0	46.2	30.8	7.7	15.4	N/A	N/A	N/A	N/A
Disabled	597	70.5	82.4	10.2	5.2	2.1	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	270	95.2	71.2	15.2	8.2	5.4	N/A	N/A	N/A	N/A
Subsidized meals	2190	92.3	62.8	17.6	9.4	10.2	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	2010	5281	98.8	11.1	27.4	30.1	31.5	71.3	65.9
	2011	5303	98.6	8.5	22.2	29.9	39.3	75.2	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	5281	98.8	16.0	28.8	26.8	28.3	64.6	62.3
	2011	5301	98.6	15.5	27.4	29.4	27.7	67.4	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate, grades K-8	95.5%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year