



Lexington 4 School District

607 East Fifth Street
Swansea, South Carolina

Grades PK-12 District
Enrollment 3,505 Students
Superintendent Dr. Linda G. Lavender 803-568-1000
Board Chair Mrs. Shelia Parkman 803-568-2786

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

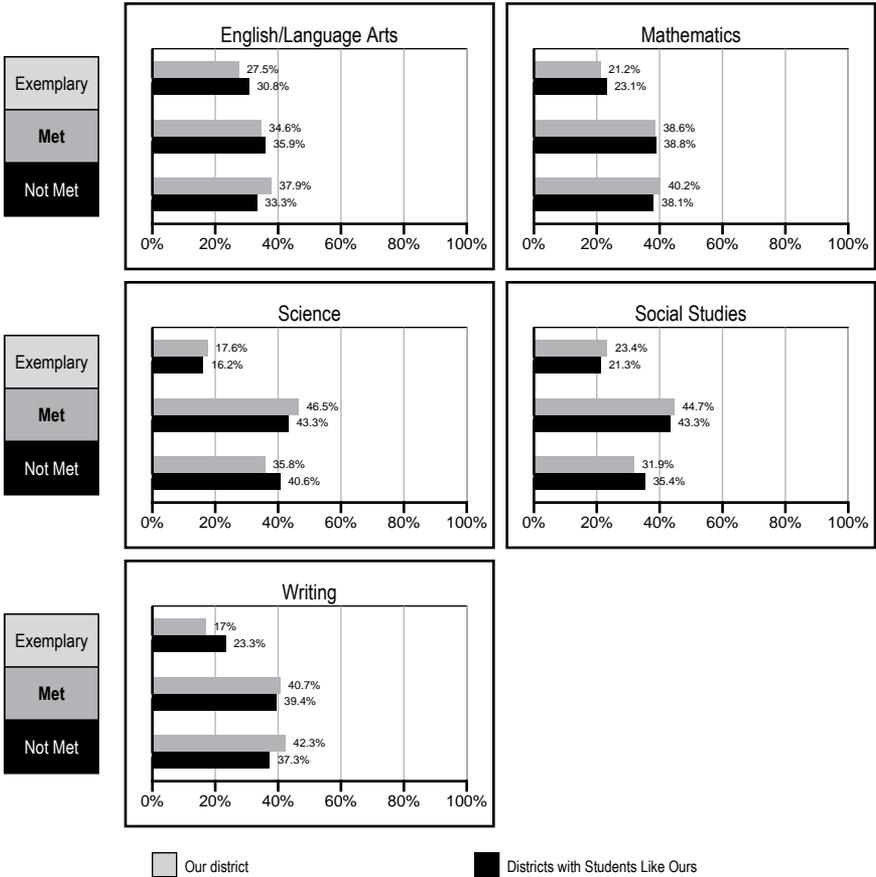
97.7%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	6	5	1

* 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	73.8%	66.2%	70.3%	75.5%	70.0%	68.9%
Passed one subtest	11.7%	13.4%	18.1%	12.8%	15.0%	16.8%
Passed no subtests	14.5%	20.4%	11.6%	11.7%	15.0%	14.3%

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	78.6%	68.4%
English 1	71.5%	65.8%
Physical Science	50.8%	45.5%
US History and the Constitution	34.2%	31.9%
All Subjects	61.0%	53.8%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,505)				
First graders who attended full-day kindergarten	95.7%	Up from 95.4%	99.1%	99.5%
Retention rate	0.2%	Down from 3.4%	2.8%	2.3%
Attendance rate	98.0%	Up from 93.6%	95.7%	95.8%
Eligible for gifted and talented	8.9%	Up from 7.0%	10.5%	14.3%
With disabilities other than speech	12.5%	Down from 12.8%	11.6%	10.5%
Older than usual for grade	3.2%	Down from 3.5%	5.2%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.5%	0.7%	0.7%
Enrolled in AP/IB programs	25.5%	Down from 26.7%	9.7%	12.1%
Successful on AP/IB exams	13.5%	Down from 21.1%	43.9%	50.0%
Eligible for LIFE Scholarship	30.1%	Up from 28.8%	28.8%	31.4%
Enrolled in adult education GED or diploma programs	32	Up from 25	43	47
Completions in adult education GED or diploma programs	21	Down from 22	21	29
Annual dropout rate	4.4%	Down from 8.2%	3.8%	3.1%
Teachers (n=221)				
Teachers with advanced degrees	52.9%	Up from 52.5%	57.8%	58.8%
Continuing contract teachers	79.6%	Up from 70.9%	76.4%	81.5%
Teachers with emergency or provisional certificates	7.6%	No Change	6.4%	4.0%
Teachers returning from previous year	84.8%	Up from 81.0%	88.1%	89.3%
Teacher attendance rate	94.0%	Up from 93.8%	95.5%	95.3%
Average teacher salary*	\$42,632	Down 1.1%	\$44,310	\$46,618
Vacancies for more than nine weeks	0.5%	Down from 1.3%	0.4%	0.2%
Professional development days/teacher	16.6 days	Up from 16.3 days	13.9 days	12.6 days
District				
Superintendent's years at district	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 20.9 to 1	20.6 to 1	20.9 to 1
Prime instructional time	90.4%	Up from 85.5%	89.4%	89.9%
Dollars spent per pupil**	\$8,864	Down 4.5%	\$9,375	\$9,364
Percent of expenditures for teacher salaries**	47.9%	Up from 46.7%	51.2%	53.3%
Percent of expenditures for instruction**	51.1%	Up from 49.9%	54.4%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	6	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	6.9%	Down from 7.5%	1.5%	2.4%
Average age in years of school facilities	25 Years	Up from 24 Years	32 Years	27 Years
Number of schools with SACS accreditation	6.0	No Change	5.0	8.0
Parents attending conferences	95.2%	Up from 93.2%	95.2%	97.1%
Average administrator salary	\$86,172	No Change	\$80,198	\$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	210	85.2%	1034	61.0%	257	66.1%	N/A
Gender							
Male	104	79.8%	514	59.9%	133	59.4%	N/A
Female	106	90.6%	520	62.1%	124	73.4%	N/A
Racial/Ethnic Group							
White	159	86.8%	740	64.2%	198	65.7%	N/A
African American	42	83.3%	230	51.3%	47	70.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	53	62.3%	10	60.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	19	47.4%	101	20.8%	25	28.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	35	51.4%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	108	82.4%	697	56.1%	130	62.3%	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
	85.2%	86.4%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	242	257	409	435
Number of Graduates in Cohort	160	170	299	305
Rate	66.1%	66.1%	73.6%	69.9%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	453	456	476	469	446	443	1375	1368		
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	17.3	16.4	19.1	19.0	18.4	18.8	19.5	18.9	18.7	18.4
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	7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	23.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Lexington School District Four, Gaston-Swansea, serves approximately 3,500 students in preschool through adult education. Due to the high educational expectations of the Gaston-Swansea communities, students are served in six quality facilities that support innovative instructional programs. These instructional programs are supported by three overall goals for the district: improving student achievement, building teacher/administrator capacity, and improving school climate.

To achieve these goals, the primary focus of the Board of Trustees and administration is to promote employee quality. We believe that it is the teacher in the classroom that makes the difference in student performance and the principal in each school who provides the instructional leadership to meet our goals. Therefore, we are committed to building and sustaining professional learning teams throughout the schools and district. We are committed to hiring, developing, and retaining the very best teachers and administration to serve students in Lexington School District Four. Shaping a culture of learning that supports teachers and students drives our commitment to promote employee quality and improve student performance.

Dr. Linda G. Lavender, Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 24 out of 29 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

The Lexington 4 School District consists of 6 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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	1514	99.9	38.2	34.5	27.3	75	83.5	Yes	Yes
Gender									
Male	789	100	45.8	30.8	23.4	69.4	80.1	N/A	N/A
Female	725	99.9	30	38.4	31.6	81.1	87	N/A	N/A
Racial/Ethnic Group									
White	1072	100	35.2	32.8	32	77	89.6	Yes	Yes
African American	350	100	47.7	36	16.3	68.6	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	78	98.7	36.4	49.4	14.3	79.2	79.6	Yes	Yes
American Indian/Alaskan	12	100	40	40	20	60	85.1	I/S	I/S
Disability Status									
Disabled	260	100	74.9	18.5	6.6	37.9	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	62	100	38.7	48.4	12.9	77.4	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	1145	100	43.1	34.7	22.2	72.3	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	1514	99.9	40.5	38.4	21.1	73.4	80.4	Yes	Yes
Gender									
Male	789	99.9	42.9	37.4	19.7	69	78.4	N/A	N/A
Female	725	99.9	37.9	39.4	22.7	78.1	82.5	N/A	N/A
Racial/Ethnic Group									
White	1072	99.9	37.2	37.4	25.3	75.9	87.8	Yes	Yes
African American	350	99.7	47.6	40.9	11.5	67.3	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	78	100	48.1	42.9	9.1	68.8	78.3	Yes	Yes
American Indian/Alaskan	12	100	70	20	10	70	83.2	I/S	I/S
Disability Status									
Disabled	260	100	72	21.4	6.6	42.8	46.1	Yes	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	62	100	48.4	41.9	9.7	66.1	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	1145	99.8	45.8	37.6	16.5	69.8	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	1024	99.5	36	46.4	17.6	64	67.3
Gender							
Male	529	99.6	36.4	45.9	17.7	63.6	66.9
Female	495	99.4	35.6	46.9	17.5	64.4	67.7
Racial/Ethnic Group							
White	721	99.5	31.7	48.1	20.1	68.3	79.6
African American	242	99.6	48.1	40.7	11.3	51.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	52	100	35.3	51	13.7	64.7	59.4
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	180	98.3	60.8	33.1	6	39.2	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	41	100	39	46.3	14.6	61	58.6
Socio-Economic Status							
Subsidized meals	775	99.5	40.4	46.8	12.8	59.6	55.4
Social Studies							
All Students	1019	99.6	31.8	44.9	23.2	68.2	70.9
Gender							
Male	537	100	33.5	41.3	25.1	66.5	70.1
Female	482	99.2	29.9	49	21.1	70.1	71.7
Racial/Ethnic Group							
White	724	99.7	30.5	44	25.5	69.5	79.2
African American	233	99.6	37	44.9	18.1	63	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	53	98.1	26.9	59.6	13.5	73.1	68
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	171	98.8	59.5	35.4	5.1	40.5	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	43	97.7	31	57.1	11.9	69	68
Socio-Economic Status							
Subsidized meals	763	99.6	36.6	44.7	18.7	63.4	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	1508	99	42.2	40.8	17.1	57.8	72.1	98.8	96.3
Gender									
Male	785	98.9	53.8	35.8	10.5	46.2	65.2	98.7	96.2
Female	723	99.2	29.5	46.3	24.2	70.5	79.2	98.8	96.4
Racial/Ethnic Group									
White	1065	99.2	39.9	40.4	19.7	60.1	80.8	98.7	96.1
African American	353	98.3	48.3	41.3	10.3	51.7	59.7	98.9	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	99.9	97.5
Hispanic	77	100	42.9	45.5	11.7	57.1	64.6	99	96.6
American Indian/Alaskan	11	100	I/S	I/S	I/S	I/S	73.4	98.5	95
Disability Status									
Disabled	263	95.1	81.9	15.9	2.2	18.1	27.7	98.5	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	62	100	45.2	40.3	14.5	54.8	63.7	98.9	97
Socio-Economic Status									
Subsidized meals	1158	98.8	47.4	39	13.6	52.6	61.9	98.7	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	282	99.7	34	32.1	34	66
	4	224	99.6	45.1	34.8	20.1	54.9
	5	244	100	35.8	42.8	21.4	64.2
	6	244	99.6	34.5	38	27.5	65.5
	7	259	99.6	33.1	37.7	29.3	66.9
	8	241	99.2	40.4	36.4	23.2	59.6
2010	3	254	99.6	30.9	33.3	35.8	69.1
	4	277	100	31.7	35.9	32.4	68.3
	5	235	100	42.5	41.2	16.3	57.5
	6	243	100	47.8	29.4	22.8	52.2
	7	251	100	33.2	40.3	26.5	66.8
	8	254	100	44.7	27	28.3	55.3
Mathematics							
2009	3	282	99.7	46.2	35.5	18.3	53.8
	4	224	99.6	35.3	45.1	19.6	64.7
	5	244	100	34.9	50.7	14.4	65.1
	6	244	99.2	36.8	45.6	17.5	63.2
	7	259	99.6	34.3	51.5	14.2	65.7
	8	241	99.2	44.7	42.1	13.2	55.3
2010	3	254	100	44	28.4	27.6	56
	4	277	100	24.4	40.8	34.7	75.6
	5	235	100	50.7	33.9	15.4	49.3
	6	243	99.2	53.1	37.2	9.7	46.9
	7	251	100	26.9	47.1	26.1	73.1
	8	254	100	46.7	42.2	11.1	53.3
Science							
2009	3	140	94.3	51.2	42.1	6.6	48.8
	4	224	99.6	43.6	50.5	5.9	56.4
	5	122	99.2	38.6	53.5	7.9	61.4
	6	122	99.2	44.8	50	5.2	55.2
	7	259	99.6	18.8	55.2	25.9	81.2
	8	118	100	23.9	48.7	27.4	76.1
2010	3	128	99.2	57.7	32.5	9.8	42.3
	4	277	100	29.8	58	12.2	70.2
	5	118	100	51.4	39.6	9	48.6
	6	124	99.2	57	37.7	5.3	43
	7	251	99.6	17.3	51.5	31.2	82.7
	8	126	98.4	30.3	39.5	30.3	69.7

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
Social Studies							
2009	3	142	96.5	32.3	44.6	23.1	67.7
	4	224	99.6	18.6	62.3	19.1	81.4
	5	122	100	33.3	40.4	26.3	66.7
	6	121	98.4	27	62.2	10.8	73
	7	259	99.6	32.6	37.7	29.7	67.4
	8	121	99.2	28.1	38.6	33.3	71.9
2010	3	126	100	35.8	48.3	15.8	64.2
	4	277	100	21.4	53.1	25.6	78.6
	5	117	99.2	51.8	32.7	15.5	48.2
	6	120	99.2	38.1	51.3	10.6	61.9
	7	251	99.6	30.4	36.3	33.3	69.6
	8	128	99.2	29.5	45.9	24.6	70.5
Writing							
2009	3	281	99.3	52.2	27.2	20.5	47.8
	4	227	99.6	46.4	39.6	14	53.6
	5	241	97.1	50.4	37.1	12.5	49.6
	6	249	98	45.7	38.8	15.5	54.3
	7	263	98.1	46.9	40.2	12.9	53.1
	8	243	98.4	50.7	39.3	10	49.3
2010	3	250	100	44.4	33.3	22.2	55.6
	4	278	98.9	37.7	38.8	23.5	62.3
	5	232	99.1	51.4	34.1	14.5	48.6
	6	241	98.3	42.4	43.3	14.3	57.6
	7	249	98.8	40.9	48.1	11.1	59.1
	8	258	98.8	37.4	46.9	15.6	62.6

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	233	99.6	16.5	41.1	25	17.4	51.8	65.9	No	Yes
Male	109	100	26.4	41.5	19.8	12.3	41.5	60.8	N/A	N/A
Female	124	99.2	7.6	40.7	29.7	22	61	71	N/A	N/A
White	171	99.4	13.9	42.8	24.1	19.3	53	77.5	No	Yes
African American	48	100	28.3	39.1	21.7	10.9	41.3	49.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	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	38	100	45.9	35.1	13.5	5.4	24.3	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	5	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	165	99.4	17.6	42.8	26.4	13.2	49.1	51.5	Yes	Yes

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

All Students	233	99.6	24.6	43.3	18.8	13.4	45.1	62.3	No	Yes
Male	109	100	33	40.6	16	10.4	38.7	61.7	N/A	N/A
Female	124	99.2	16.9	45.8	21.2	16.1	50.8	63	N/A	N/A
White	171	99.4	19.3	45.2	18.1	17.5	48.8	75	No	Yes
African American	48	100	45.7	37	17.4	0	32.6	44	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	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	38	100	51.4	35.1	8.1	5.4	24.3	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	5	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	165	99.4	27	44	18.9	10.1	40.9	48.1	No	Yes

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

All Students	233	91.0	74.1	15.1	6.6	4.2	N/A	N/A	N/A	N/A
Male	109	84.4	77.2	9.8	7.6	5.4	N/A	N/A	N/A	N/A
Female	124	96.8	71.7	19.2	5.8	3.3	N/A	N/A	N/A	N/A
White	170	90.6	71.4	14.3	9.1	5.2	N/A	N/A	N/A	N/A
African American	49	89.8	86.4	13.6	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	10	I/S	I/S	I/S	I/S	I/S	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	36	66.7	95.8	4.2	N/A	N/A	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	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	165	92.1	77.6	15.8	3.9	2.6	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	243	95.9	24.9	38.2	26.7	10.2	48	61.8
	2010	233	99.6	16.5	41.1	25	17.4	51.8	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	241	95.9	26.8	38.4	17.4	17.4	47.8	62.7
	2010	233	99.6	24.6	43.3	18.8	13.4	45.1	62.3

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	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	4.0%	0.0%	No
Student attendance rate, grades K-8	98.0%	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