



## Lexington 3 School District

338 West Columbia  
Batesburg-Leesville, SC

**Grades** PK-12 District  
**Enrollment** 2,076 Students  
**Superintendent** Dr. J. Chester Floyd, Interim 803-532-4423  
**Board Chair** Billy Berry 803-532-3551

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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

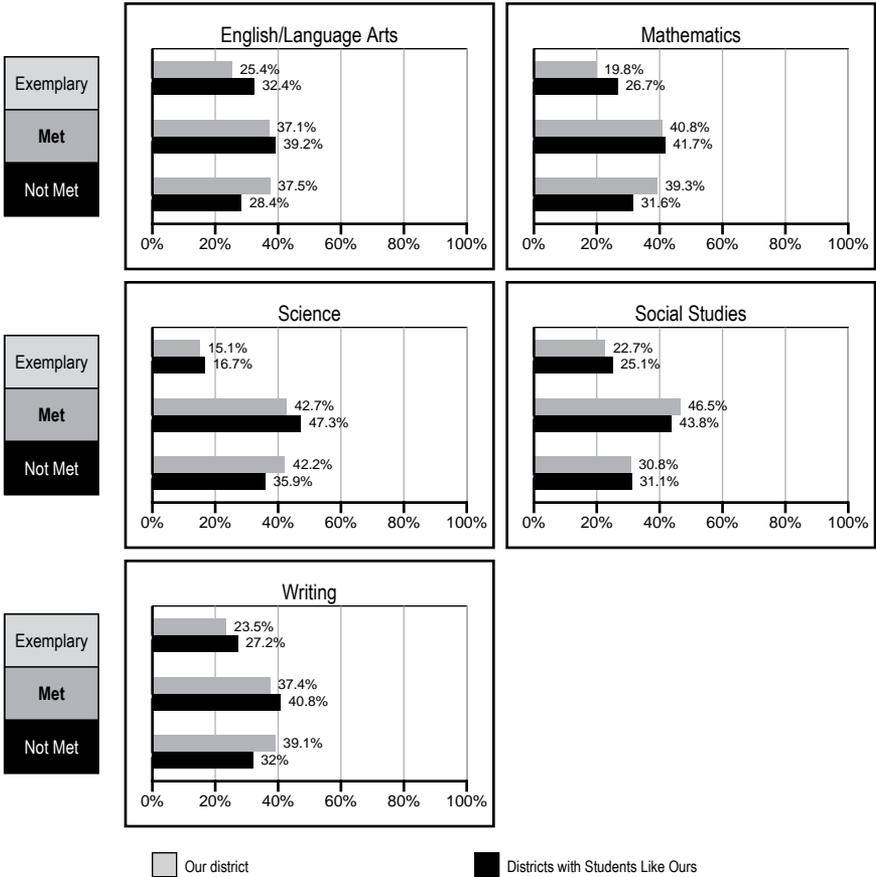
97.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	4	20	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	75.6%	89.0%	71.4%	76.7%	78.5%	74.3%
Passed one subtest	1.4%	6.2%	15.8%	12.8%	11.2%	13.6%
Passed no subtests	10.5%	4.8%	12.8%	10.5%	10.3%	12.2%

## 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	82.2%	78.0%
English 1	64.8%	63.5%
Physical Science	60.1%	49.2%
US History and the Constitution	27.4%	35.9%
All Subjects	59.4%	57.4%

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## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=2,076)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	5.2%	Up from 4.4%	3.2%	3.1%
Attendance rate	95.4%	Down from 95.5%	95.7%	95.7%
Eligible for gifted and talented	16.7%	Down from 17.7%	12.5%	11.2%
With disabilities other than speech	10.8%	Down from 11.4%	11.1%	10.6%
Older than usual for grade	5.3%	Down from 5.4%	4.9%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.7%	0.6%	0.5%
Enrolled in AP/IB programs	16.4%	Up from 7.3%	9.0%	10.5%
Successful on AP/IB exams	38.2%	Down from 60.0%	51.4%	51.2%
Eligible for LIFE Scholarship	28.5%	Down from 41.7%	29.8%	30.8%
Enrolled in adult education GED or diploma programs	161	Up from 118	47	40
Completions in adult education GED or diploma programs	17	Up from 5	36	30
Annual dropout rate	4.8%	Up from 4.2%	4.0%	3.4%
<b>Teachers (n=154)</b>				
Teachers with advanced degrees	63.6%	Up from 59.0%	58.4%	56.8%
Continuing contract teachers	79.9%	Down from 83.3%	79.0%	76.7%
Teachers with emergency or provisional certificates	2.6%	Down from 2.7%	4.0%	4.6%
Teachers returning from previous year	94.5%	Up from 93.5%	90.0%	88.4%
Teacher attendance rate	95.0%	Up from 93.8%	95.0%	95.0%
Average teacher salary*	\$49,118	Up 5.4%	\$47,035	\$46,992
Vacancies for more than nine weeks	0.0%	Down from 0.6%	0.3%	0.4%
Professional development days/teacher	11.2 days	Down from 14.1 days	13.4 days	13.1 days
<b>District</b>				
Superintendent's years at district	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	19.1 to 1	No Change	20.0 to 1	20.5 to 1
Prime instructional time	89.4%	Up from 87.6%	89.8%	89.8%
Dollars spent per pupil**	\$11,489	Up 9.4%	\$9,316	\$9,279
Percent of expenditures for teacher salaries**	50.0%	Down from 51.0%	53.0%	52.7%
Percent of expenditures for instruction**	52.7%	Down from 53.4%	56.7%	56.7%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	4	No Change	9	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	2.3%	3.5%
Average age in years of school facilities	28 Years	Up from 27 Years	28 Years	28 Years
Number of schools with SACS accreditation	4.0	No Change	9.0	8.0
Parents attending conferences	95.0%	Up from 80.2%	95.2%	93.9%
Average administrator salary	\$78,468	Down 1.2%	\$79,227	\$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	146	93.8%	618	59.4%	181	72.4%	No
<b>Gender</b>							
Male	71	91.5%	324	59.0%	96	64.6%	N/A
Female	75	96.0%	294	59.9%	85	81.2%	N/A
<b>Racial/Ethnic Group</b>							
White	87	96.6%	331	73.4%	102	79.4%	N/A
African American	55	89.1%	279	43.0%	75	61.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	18	55.6%	76	25.0%	22	31.8%	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	73	89.0%	359	49.3%	101	61.4%	N/A

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

## HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	93.8%	93.2%

## On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	181	535
Number of Diplomas	131	395
Rate	72.4%	74.6%

## College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	458	433	492	472	441	431	1391	1336		
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	17.7	17.6	20.3	20.2	19.2	18.4	18.9	19.6	19.1	19.1
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	7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	40.0 per board member
Percent New Trustees Completing Orientation	N/A

**District Superintendent's Report**

BLHS won its second Palmetto Gold Academic Achievement Award in six years, its first Palmetto Silver Award for Closing the Achievement Gap, and made AYP under NCLB. BLMS earned its fourth Palmetto Silver Award for Achievement. BLPS earned Excellent/Excellent on the SC Report Card, while BLES once again improved test scores in several academic areas.

Using the Positive Behavior Interventions and Supports (PBIS), over 80% of the primary school students received rewards for continuously demonstrating proper behavior. Using such projects as Trike-a-Thon, Math-a-Thon, and Jump for Heart, students raised over \$17,000 for needy causes. BLPS established a leveled reading library of 10,000 books that are now used by students to improve their reading skills.

At BLES, students continued to focus on service learning projects including improving the school's SC Butterfly Garden, composting, and recycling. As recipients of the USDA's Fresh Fruit and Vegetable Grant, the school community learned more about the importance of a healthy diet. Similarly, teachers emphasized the value of physical fitness via the implementation of Fitness Grams. For the first time, students participated in Math Fest (a statewide math competition). Students from BLES placed second in competition with students from all over the state. Students in fifth grade participated in a school science fair, and school winners participated in the USC Regional Science Fair. The school walked away with three regional winners.

At BLMS, teachers implemented the Positive Behavior Interventions and Supports (PBIS) model to provide a common set of school wide expectations for students and teachers that included quarterly celebrations to recognize students and teachers for positive behaviors. Ms. Betsy McEwen, seventh grade language arts teacher, was selected as the 2009 Teacher of the Year.

Our students continued to win recognition for their talents, both academic and artistic. Numerous students won awards in the VFW Essay Contest, Junior Scholars, Duke TIP, and All-Region Band selection. Our band students won first place in their division at the All-Star Music Festival in Orlando, Florida. At BLHS, the class of 2009 received 3.75 million dollars in scholarships; in addition, 53% of our seniors qualified for either 2-year or 4-year LIFE Scholarships. Five students qualified for the Palmetto Fellows Scholarship. Numerous student awards were won by members of the student body through various competitions with the FCCLA, FFA, SC Science Fair, and JROTC. In Fine Arts, our marching band competed in the state finals for the sixth consecutive year, winning the 2A State Championship for the first time in school history! Another first for our band program was the implementation of the BLHS Winter Guard and the Competitive Percussion Ensemble. Under the outstanding leadership of our band director, Mr. Chaz Paxton, the Winter Guard won the SCBDA Regional A State Championship and the Percussion Ensemble brought home a Silver Medal Award. Twenty-five players made All-Region, and five were selected to All-State teams in their respective sports.

With best wishes,

Dr. William Gummerson, Superintendent, Lexington School District Three

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## No Child Left Behind

## District Adequate Yearly Progress

No

This district met 19 out of 25 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

N/A

## Number of students in their first year of US school.

0

## Title I Schools' School Improvement Status

School	Status	School	Status
Batesburg-Leesville Elementary	R	Batesburg-Leesville Primary	RP

The Lexington 3 School District consists of 4 public schools with 2 of these schools, or 50%, 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	905	99.8	37.1	37.5	25.4	73.9	82.8	Yes	Yes
<b>Gender</b>									
Male	456	99.6	43.2	35.6	21.2	69.7	79.3	N/A	N/A
Female	449	100.0	30.8	39.5	29.6	78.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	430	99.8	22.3	37.7	40.0	87.0	89.5	Yes	Yes
African American	423	99.8	50.6	38.6	10.8	61.4	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	40	100.0	55.6	22.2	22.2	63.9	76.5	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>									
Disabled	120	99.2	77.7	21.4	0.9	33.0	52.0	No	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	38	100.0	55.9	20.6	23.5	61.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>									
Subsided meals	596	99.7	47.8	37.8	14.4	65.8	75.5	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>									
All Students	905	99.8	39.0	41.1	19.8	71.4	78.9	Yes	Yes
<b>Gender</b>									
Male	456	99.6	43.9	39.0	17.1	66.1	77.0	N/A	N/A
Female	449	100.0	34.1	43.3	22.6	76.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	430	99.8	23.3	46.6	30.1	87.3	87.2	Yes	Yes
African American	423	99.8	54.1	36.4	9.6	56.0	66.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	40	100.0	50.0	36.1	13.9	63.9	76.0	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>									
Disabled	120	99.2	85.7	13.4	0.9	25.0	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	38	100.0	52.9	29.4	17.6	61.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>									
Subsided meals	596	99.7	51.4	39.2	9.4	60.6	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	612	99.4	41.4	43.5	15.1	58.6	67.5
<b>Gender</b>							
Male	306	98.7	46.5	37.5	16.0	53.5	67.0
Female	306	100.0	36.5	49.3	14.2	63.5	68.0
<b>Racial/Ethnic Group</b>							
White	293	99.0	23.2	51.1	25.7	76.8	79.5
African American	285	99.7	59.9	35.4	4.7	40.1	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	26	100.0	50.0	45.8	4.2	50.0	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	84	100.0	80.8	19.2	N/A	19.2	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	24	100.0	50.0	45.5	4.5	50.0	59.6
<b>Socio-Economic Status</b>							
Subsided meals	398	99.5	55.7	36.5	7.7	44.3	55.1
<b>Social Studies</b>							
All Students	613	99.5	29.9	47.1	23.0	70.1	72.3
<b>Gender</b>							
Male	307	99.0	29.8	42.2	28.0	70.2	71.5
Female	306	100.0	30.1	52.1	17.8	69.9	73.2
<b>Racial/Ethnic Group</b>							
White	301	99.3	16.5	47.2	36.3	83.5	80.7
African American	277	99.6	45.5	45.5	9.1	54.5	60.0
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	28	100.0	20.8	62.5	16.7	79.2	68.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>							
Disabled	77	100.0	71.2	28.8	N/A	28.8	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	27	100.0	21.7	65.2	13.0	78.3	67.9
<b>Socio-Economic Status</b>							
Subsided meals	407	99.5	38.9	47.5	13.6	61.1	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	909	98.9	39.2	35.2	25.6	60.8	70.2	95.5	96.1
<b>Gender</b>									
Male	460	98.5	47.6	33.9	18.5	52.4	63.2	95.6	96.0
Female	449	99.3	30.6	36.5	32.9	69.4	77.5	95.5	96.3
<b>Racial/Ethnic Group</b>									
White	430	99.8	22.3	38.8	38.8	77.7	79.1	95.3	95.9
African American	426	98.1	55.3	31.7	13.0	44.7	57.6	95.7	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.2	94.8	97.3
Hispanic	40	100.0	55.6	27.8	16.7	44.4	62.6	95.7	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.7	96.1	94.9
<b>Disability Status</b>									
Disabled	117	94.9	88.8	11.2	N/A	11.2	26.1	94.6	95.2
<b>Migrant Status</b>									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
<b>Limited English Proficient</b>									
Limited English	38	100.0	58.8	23.5	17.6	41.2	61.2	95.6	96.8
<b>Socio-Economic Status</b>									
Subsided meals	590	98.6	51.0	34.2	14.8	49.0	58.9	95.1	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	153	99.4	30.8	33.6	35.7	69.2
	4	162	100.0	36.5	37.8	25.6	63.5
	5	152	100.0	29.6	46.5	23.9	70.4
	6	118	100.0	37.2	39.8	23.0	62.8
	7	160	99.4	37.1	39.1	23.8	62.9
	8	160	100.0	50.3	29.4	20.3	49.7
<b>Mathematics</b>							
<b>2009</b>	3	153	99.4	39.2	32.2	28.7	60.8
	4	162	100.0	37.8	44.2	17.9	62.2
	5	152	100.0	33.1	47.2	19.7	66.9
	6	118	100.0	37.2	45.1	17.7	62.8
	7	160	99.4	41.7	41.7	16.6	58.3
	8	160	100.0	44.4	37.3	18.3	55.6
<b>Science</b>							
<b>2009</b>	3	76	100.0	54.2	29.2	16.7	45.8
	4	161	100.0	51.0	39.4	9.7	49.0
	5	76	100.0	32.9	58.9	8.2	67.1
	6	60	96.7	44.6	48.2	7.1	55.4
	7	160	98.8	32.0	48.7	19.3	68.0
	8	79	100.0	34.6	37.2	28.2	65.4
<b>Social Studies</b>							
<b>2009</b>	3	76	100.0	35.2	50.7	14.1	64.8
	4	162	100.0	20.5	58.3	21.2	79.5
	5	76	100.0	47.8	33.3	18.8	52.2
	6	58	98.3	11.1	59.3	29.6	88.9
	7	160	98.8	37.3	36.0	26.7	62.7
	8	81	100.0	26.7	46.7	26.7	73.3
<b>Writing</b>							
<b>2009</b>	3	153	98.0	39.2	26.6	34.3	60.8
	4	161	98.8	46.8	29.9	23.4	53.2
	5	154	99.4	39.6	38.9	21.5	60.4
	6	116	99.1	31.3	40.2	28.6	68.8
	7	162	99.4	31.4	45.1	23.5	68.6
	8	163	98.8	44.9	31.4	23.7	55.1

Abbreviations for Missing Data

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

## 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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	137	97.1	24.2	38.6	19.7	17.4	50.8	61.8	No	Yes
Male	84	97.6	28.0	39.0	18.3	14.6	45.1	57.4	N/A	N/A
Female	53	96.2	18.0	38.0	22.0	22.0	60.0	66.1	N/A	N/A
White	77	97.4	20.3	28.4	23.0	28.4	66.2	74.3	Yes	Yes
African American	58	96.6	28.6	51.8	16.1	3.6	32.1	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	20	95.0	73.7	26.3	N/A	N/A	5.3	19.4	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	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	74	94.6	31.9	50.7	13.0	4.3	33.3	45.6	No	Yes

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

All Students	133	99.2	16.8	29.0	22.1	32.1	68.7	62.7	Yes	Yes
Male	82	98.8	16.0	24.7	24.7	34.6	69.1	61.8	N/A	N/A
Female	51	100.0	18.0	36.0	18.0	28.0	68.0	63.6	N/A	N/A
White	75	98.7	5.5	24.7	21.9	47.9	79.5	75.1	Yes	Yes
African American	56	100.0	32.1	33.9	21.4	12.5	53.6	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	19	100.0	42.1	47.4	5.3	5.3	26.3	21.8	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	2	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	70	100.0	27.5	37.7	20.3	14.5	55.1	47.9	No	Yes

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

All Students	137	92.0	54.0	13.9	13.1	10.9	N/A	N/A	N/A	N/A
Male	84	91.7	47.6	14.3	16.7	13.1	N/A	N/A	N/A	N/A
Female	53	92.5	64.2	13.2	7.5	7.5	N/A	N/A	N/A	N/A
White	77	97.4	45.5	16.9	16.9	18.2	N/A	N/A	N/A	N/A
African American	58	84.5	63.8	10.3	8.6	1.7	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	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	20	85.0	80.0	5.0	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	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	74	86.5	67.6	5.4	12.2	1.4	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	147	100.0	7.7	35.7	37.8	18.9	68.5	69.7
	2009	137	97.1	24.2	38.6	19.7	17.4	50.8	61.8
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>									
All Students	2008	147	100.0	8.4	23.1	38.5	30.1	79.0	67.2
	2009	133	99.2	16.8	29.0	22.1	32.1	68.7	62.7

## Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	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	0.0%	0.0%	Yes
Student attendance rate, grades K-8	95.4%	94.0%*	Yes

\* Or greater than last year

\*\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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