



Lancaster County School District

300 South Catawba Street
Lancaster, SC 29720

Grades	PK-12 District	
Enrollment	11,652 Students	
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Robert Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Good
2009	Below Average	At-Risk
2008	Below Average	Average
2007	Average	Below Average

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

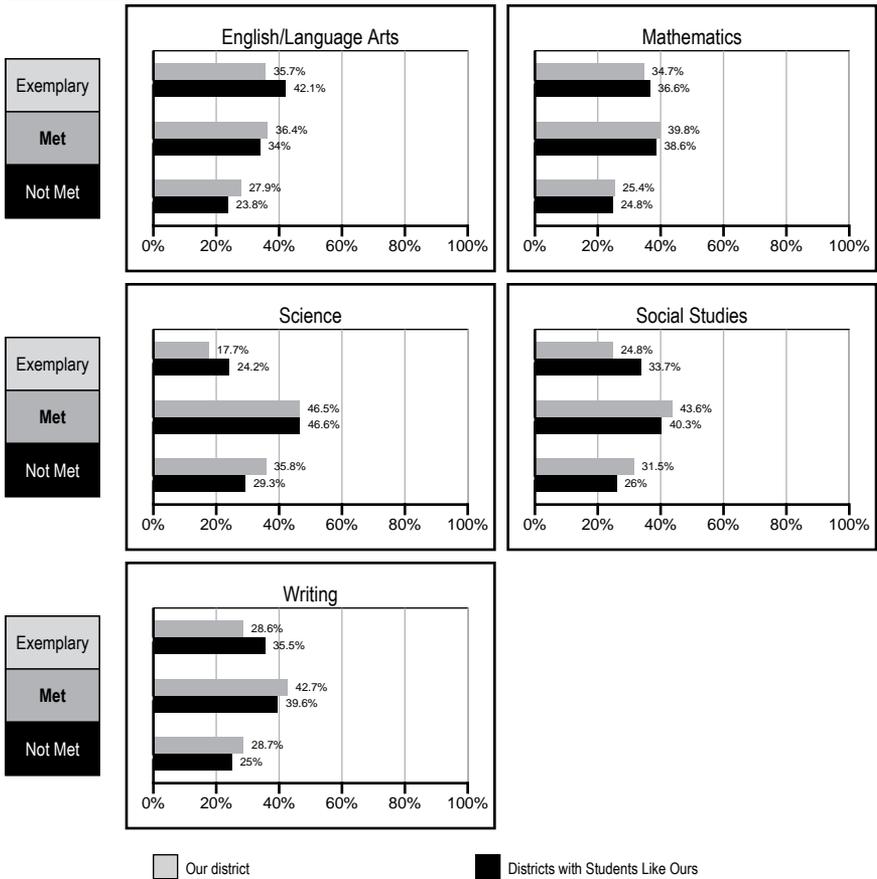
97.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	10	8	0	1

* 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

Percent	Our District			Districts with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed both subtests	74.4%	75.2%	78.1%	78.4%	80.2%	80.4%
Passed one subtest	12.3%	13.1%	11.5%	11.6%	10.6%	11.3%
Passed no subtests	13.3%	11.7%	10.4%	10.0%	9.2%	8.3%

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	77.3%	83.0%
English 1	68.4%	74.7%
Biology 1/Applied Biology 2	52.7%	69.0%
Physical Science	52.6%	60.6%
US History and the Constitution	36.1%	48.6%
All Subjects	58.7%	68.0%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	958	899	924	936
Number of Graduates in Cohort	695	663	647	657
Rate	72.5%	73.7%	71.9%	74.0%

*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	959	N/A	898
Number of Graduates in Cohort	N/A	721	N/A	645
Rate	N/A	75.2%	N/A	73.4%

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=11,652)				
First graders who attended full-day kindergarten	99.6%	Down from 100.0%	98.3%	99.6%
Retention rate	1.6%	Down from 1.9%	1.7%	2.3%
Attendance rate	95.2%	Down from 96.0%	95.7%	95.8%
Served by gifted and talented program	11.8%	Up from 10.1%	19.0%	14.0%
With disabilities other than speech	8.2%	Down from 10.9%	6.9%	7.4%
Older than usual for grade	1.9%	Down from 2.7%	2.2%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.7%	0.8%	0.5%
Enrolled in AP/IB programs	23.1%	Up from 21.0%	19.0%	12.2%
Successful on AP/IB exams	28.3%	Down from 31.4%	50.4%	52.9%
Eligible for LIFE Scholarship	52.9%	Up from 50.2%	32.2%	30.3%
Enrolled in adult education GED or diploma programs	211	Up from 147	83	66
Completions in adult education GED or diploma programs	155	Up from 93	56	35
Annual dropout rate	3.6%	Up from 3.5%	3.1%	2.8%

Teachers (n=728)				
Teachers with advanced degrees	61.0%	Up from 56.6%	61.4%	61.2%
Continuing contract teachers	81.3%	Up from 70.1%	87.5%	85.6%
Teachers returning from previous year	88.7%	Down from 89.0%	91.8%	90.3%
Teacher attendance rate	95.3%	Down from 95.4%	95.6%	95.2%
Average teacher salary*	\$46,272	Down 2.0%	\$47,531	\$46,166
Vacancies for more than nine weeks	0.1%	Down from 0.3%	0.0%	0.0%
Professional development days/teacher	13.6 days	Down from 14.7 days	11.3 days	12.2 days

District				
Superintendent's years at district	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 21.7 to 1	22.1 to 1	21.7 to 1
Prime instructional time	88.9%	Down from 89.9%	90.7%	90.1%
Dollars spent per pupil**	\$8,820	Up 0.3%	\$8,611	\$9,140
Percent of expenditures for teacher salaries**	55.9%	Down from 56.2%	55.5%	53.5%
Percent of expenditures for instruction**	59.5%	Up from 58.8%	59.2%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	19	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.4%	Down from 6.2%	1.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	18.0	No Change	12.0	8.0
Parents attending conferences	97.0%	Up from 95.6%	96.0%	96.6%
Average administrator salary	\$73,691	Down 3.7%	\$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
DISCOVERY CHARTER OF LANCASTER	Excellent	Excellent	Met

Abbreviations for Missing Data

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

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	776	91.1%	4669	58.7%	958	72.5%	No
Gender							
Male	383	88.3%	2414	57.6%	514	67.3%	N/A
Female	393	93.9%	2200	60.4%	444	78.6%	N/A
Racial/Ethnic Group							
White	476	92.9%	2982	67.0%	590	76.8%	N/A
African American	258	88.0%	1430	42.7%	329	67.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	11	72.7%	N/A
Hispanic	34	91.2%	190	56.3%	22	50.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	86	54.7%	458	28.8%	107	47.7%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	22	86.4%	122	50.8%	13	61.5%	N/A
Socio-Economic Status							
Subsidized meals	366	84.7%	2265	46.8%	510	64.9%	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	91.1%	92.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	465	440	480	454	441	423	1386	1317		
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	16.6	16.7	18.8	18.7	17.6	18.1	18.5	17.9	18.0	18.0
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

Abbreviations for Missing Data

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

School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	19.9 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Our teachers, students, and staff are working hard to improve student achievement and district operations, guided by our strategic plan and its research-based strategies.

Our district-wide focus is on literacy and on engaging teachers in professional conversations about student work to help shape instruction. Another focus is making sure that teachers have standards-based curriculum documents and that our curriculum supports national and state academic standards and offers students the skills and knowledge needed for success.

Our instructional strategies are researched-based and emphasize approaches that address a variety of learning styles. We used Open Court Reading across the district, and we stressed using math manipulatives in all elementary and middle schools to support math instruction.

We continued to emphasize reading and writing across the curriculum, provided extra help for students who need additional time to master standards, used Classworks labs in elementary and middle schools, and expanded services for students whose primary language is not English.

We're continuing to assess our students' progress through standardized testing, and our teachers, students, and parents use the MAP results to determine where students have mastered skills and where they need additional work.

We're using technology effectively to support instruction, and we've improved our communications with parents through our Blackboard Connect calling system to inform them about activities ranging from report card dates to extracurricular activities to school closings.

We're making a difference for our students by continuing to work together as a community for children.

Superintendent Richard "Gene" Moore, Ed.D.

Abbreviations for Missing Data

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

No Child Left Behind

District Adequate Yearly Progress

No

This district met 31 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.

4

Title I Schools' School Improvement Status

School	Status	School	Status
Brooklyn Springs Elementary	R	Clinton Elementary	RP

The Lancaster County School District consists of 19 public schools with 2 of these schools, or 10.5%, 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."

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	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	------------------------------	--------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	5302	99.6	27.7	36.5	35.8	81.8	82.4	Yes	Yes
Gender									
Male	2726	99.5	32.9	35.1	32	77.9	78.7	N/A	N/A
Female	2576	99.8	22.3	37.9	39.7	86	86.2	N/A	N/A
Racial/Ethnic Group									
White	3380	99.6	21.4	36.7	41.9	86.3	88.9	Yes	Yes
African American	1565	99.8	41.7	36.1	22.2	71.9	72.9	No	Yes
Asian/Pacific Islander	46	97.8	9.3	30.2	60.5	93	93	Yes	Yes
Hispanic	291	99.3	30.2	35.6	34.2	79.4	79.3	Yes	Yes
American Indian/Alaskan	20	100	15	60	25	95	83	I/S	I/S
Disability Status									
Disabled	701	99.3	66.5	25.6	8	48	48.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	246	99.6	31.7	36.9	31.3	78.6	78.3	No	Yes
Socio-Economic Status									
Subsidized meals	2883	99.5	37.6	37.7	24.7	74.5	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	5302	99.6	25.4	39.8	34.8	83.1	81.9	Yes	Yes
Gender									
Male	2726	99.5	29	36.8	34.3	80.2	79.9	N/A	N/A
Female	2576	99.8	21.7	43	35.3	86.2	84.1	N/A	N/A
Racial/Ethnic Group									
White	3380	99.6	18.7	38.8	42.5	88	88.9	Yes	Yes
African American	1565	99.7	40	41.5	18.5	72.3	71.4	No	Yes
Asian/Pacific Islander	46	100	7	30.2	62.8	97.7	94.6	Yes	Yes
Hispanic	291	99.3	29.2	43.8	27	81.5	81.1	Yes	Yes
American Indian/Alaskan	20	100	15	40	45	90	84.4	I/S	I/S
Disability Status									
Disabled	701	99.4	64.9	27.3	7.8	45.5	47.3	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	246	100	29	43.7	27.4	81.7	81.4	Yes	Yes
Socio-Economic Status									
Subsidized meals	2883	99.6	34.7	41.9	23.4	76.2	74.9	No	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	3537	99.6	35.6	46.8	17.6	64.4	68.6
Gender							
Male	1847	99.4	35	46.4	18.6	65	68.3
Female	1690	99.8	36.3	47.2	16.4	63.7	68.9
Racial/Ethnic Group							
White	2249	99.5	27.5	50.3	22.2	72.5	80.7
African American	1058	99.8	52.3	39.9	7.8	47.7	51.4
Asian/Pacific Islander	32	100	30	30	40	70	85.3
Hispanic	183	99.5	41	45.5	13.5	59	61.6
American Indian/Alaskan	15	100	26.7	60	13.3	73.3	70.8
Disability Status							
Disabled	466	99.4	69.6	25.9	4.5	30.4	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	155	100	42.5	42.5	15	57.5	60.7
Socio-Economic Status							
Subsidized meals	1936	99.5	48	41.8	10.2	52	57.3
Social Studies							
All Students	3537	99.6	31.2	43.7	25.1	68.8	72.5
Gender							
Male	1840	99.5	31.6	39.5	28.9	68.4	72
Female	1697	99.7	30.8	48.2	20.9	69.2	73.1
Racial/Ethnic Group							
White	2262	99.5	26.9	42.8	30.3	73.1	81
African American	1028	99.7	40.9	45.3	13.8	59.1	60
Asian/Pacific Islander	32	100	20	26.7	53.3	80	89
Hispanic	202	99.5	33	47.9	19.1	67	69.6
American Indian/Alaskan	13	100	15.4	53.8	30.8	84.6	73.5
Disability Status							
Disabled	481	99.2	63.6	28.9	7.5	36.4	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	168	100	32.2	49.7	18.1	67.8	69.7
Socio-Economic Status							
Subsidized meals	1915	99.4	40.6	44	15.4	59.4	62.9

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	District Attendance Rate	State Attendance Rate
Writing									
All Students	1781	98.9	28.3	42.9	28.8	71.7	73.2	96	96.1
Gender									
Male	899	98.2	35.6	41.1	23.3	64.4	67.2	95.8	96.1
Female	882	99.7	21	44.7	34.3	79	79.4	96.2	96.2
Racial/Ethnic Group									
White	1156	99.1	22.1	43.8	34.1	77.9	81.5	95.8	95.9
African American	511	98.8	42.9	40.9	16.3	57.1	61.3	96.3	96.4
Asian/Pacific Islander	16	100	12.5	37.5	50	87.5	87	97.2	97.2
Hispanic	92	97.8	29.9	43.7	26.4	70.1	66.7	95.9	96.5
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	72.2	96.7	95.1
Disability Status									
Disabled	230	93.9	75.5	23.6	1	24.5	26	94.7	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	N/A	96.8
Limited English Proficient									
Limited English	76	98.7	31.1	43.2	25.7	68.9	65.7	96.3	96.9
Socio-Economic Status									
Subsidized meals	939	98.8	39	44.3	16.7	61	63.2	95.4	95.7

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
English/Language Arts							
2010	3	889	99.8	16.9	31.3	51.7	83.1
	4	915	99.6	25.3	39.8	34.9	74.7
	5	882	100	26.5	46.8	26.7	73.5
	6	902	99.8	29.8	38.1	32.1	70.2
	7	854	100	29.6	35.6	34.8	70.4
	8	812	100	36	34	30	64
2011	3	868	99.9	20.8	24.7	54.5	79.2
	4	884	99.6	22.5	40.4	37.2	77.5
	5	914	99.9	22.3	50.7	27	77.7
	6	874	99.4	34.6	34	31.4	65.4
	7	896	99.4	33.9	34	32.1	66.1
	8	866	99.7	32.3	34.5	33.2	67.7
Mathematics							
2010	3	889	99.8	25.9	31.4	42.7	74.1
	4	915	99.5	24.5	42.8	32.7	75.5
	5	882	100	27.8	45	27.2	72.2
	6	902	99.9	32	38.1	29.9	68
	7	854	100	27.6	42	30.4	72.4
	8	812	100	36.1	41.7	22.1	63.9
2011	3	868	99.9	29.2	26.2	44.6	70.8
	4	884	99.8	17.2	38	44.9	82.8
	5	914	99.9	22.2	47.4	30.4	77.8
	6	874	99.3	27.2	41.5	31.2	72.8
	7	896	99.4	28.6	37.3	34.1	71.4
	8	866	99.5	28.4	47.8	23.8	71.6
Science							
2010	3	446	99.8	49.5	35.5	15	50.5
	4	911	99.9	38.5	51.4	10.1	61.5
	5	444	99.8	42	49.5	8.5	58
	6	454	96.5	42	49.7	8.4	58
	7	853	99.9	26.7	51.3	22	73.3
	8	412	100	32.6	39.3	28.1	67.4
2011	3	431	100	42.9	36.6	20.5	57.1
	4	883	99.8	29.1	58.5	12.4	70.9
	5	461	99.8	42	44.5	13.5	58
	6	434	98.9	43.7	47.3	9	56.3
	7	893	99.6	32.8	44.5	22.6	67.2
	8	435	99.3	32.6	39.7	27.7	67.4

Abbreviations for Missing Data

N/A--Not Applicable NAV--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	443	100	27.6	53.3	19.2	72.4
	4	910	99.9	32.8	51.1	16.1	67.2
	5	438	99.8	45.3	40.4	14.3	54.7
	6	451	96.7	28.3	52.5	19.2	71.7
	7	852	99.9	39.9	36.6	23.5	60.1
	8	400	100	30.3	41.1	28.5	69.7
2011	3	438	99.8	25.9	43.5	30.6	74.1
	4	883	99.7	26.6	55.7	17.7	73.4
	5	454	99.8	33.8	42.4	23.8	66.2
	6	439	98.9	27.2	53.3	19.5	72.8
	7	894	99.4	38.7	31.3	30	61.3
	8	429	99.8	32	36.5	31.5	68
Writing							
2010	3	888	98.9	26.4	36.4	37.1	73.6
	4	917	98.6	26.6	45	28.3	73.4
	5	885	99.6	28.6	42	29.4	71.4
	6	905	98	29.8	44	26.1	70.2
	7	855	98.8	28.6	45.9	25.5	71.4
	8	815	98.8	28.1	44.7	27.2	71.9
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	910	98.7	21.2	46	32.8	78.8
	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	871	99.2	35.7	39.6	24.6	64.3

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	876	98.4	13.0	34.2	27.0	25.8	62.8	68.0	No	Yes
Male	486	98.4	16.2	37.0	25.2	21.7	57.5	63.1	N/A	N/A
Female	390	98.5	9.1	30.8	29.2	30.8	69.2	73.1	N/A	N/A
White	567	98.9	9.3	30.8	28.8	31.1	69.8	79.4	No	Yes
African American	257	96.9	19.6	46.0	22.6	11.9	45.5	51.7	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	43	100.0	25.0	12.5	25.0	37.5	65.0	62.8	No	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	133	95.5	45.7	36.2	16.4	1.7	23.3	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	22	100.0	52.6	10.5	26.3	10.5	36.8	45.1	I/S	I/S
Subsidized meals	432	97.2	18.8	41.0	22.9	17.3	50.0	54.7	No	Yes

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

All Students	876	97.9	18.2	32.2	27.3	22.3	61.1	62.3	No	Yes
Male	486	97.9	20.4	31.5	28.0	20.1	59.5	61.4	N/A	N/A
Female	390	97.9	15.5	33.0	26.5	24.9	63.0	63.2	N/A	N/A
White	567	98.6	12.6	29.3	31.7	26.4	68.5	75.3	No	Yes
African American	257	96.1	29.4	42.1	17.4	11.1	42.1	42.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	43	100.0	27.5	20.0	25.0	27.5	67.5	59.4	No	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	133	94.0	51.7	33.6	12.1	2.6	20.7	67.7	No	No
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	22	100.0	57.9	15.8	10.5	15.8	42.1	47.1	I/S	I/S
Subsidized meals	432	96.3	26.9	38.2	21.1	13.8	50.0	48.5	No	Yes

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

All Students	878	96.5	65.8	17.7	9.9	6.6	N/A	N/A	N/A	N/A
Male	487	95.5	65.2	17.4	9.7	7.7	N/A	N/A	N/A	N/A
Female	391	97.7	66.5	18.1	10.2	5.2	N/A	N/A	N/A	N/A
White	567	98.1	59.5	19.6	12.1	8.8	N/A	N/A	N/A	N/A
African American	259	93.1	81.7	13.3	4.6	0.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	43	97.7	59.5	14.3	11.9	14.3	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	133	83.5	88.3	4.5	4.5	2.7	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	22	95.5	85.7	9.5	N/A	4.8	N/A	N/A	N/A	N/A
Subsidized meals	434	94.9	74.0	15.3	6.8	3.9	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	855	97.9	17.2	34.6	26.1	22.0	58.9	65.9
	2011	876	98.4	13.0	34.2	27.0	25.8	62.8	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	855	97.7	17.9	31.5	26.9	23.7	62.0	62.3
	2011	876	97.9	18.2	32.2	27.3	22.3	61.1	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

Abbreviations for Missing Data