



Lexington 4 School District

607 East Fifth Street
Swansea, South Carolina

Grades	PK-12 District	
Enrollment	3,507 Students	
Superintendent	Linda G. Lavender, Ph.D.	803-568-1000
Board Chair	Mr. Jefford Hart, Jr.	803-568-2262

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

* 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

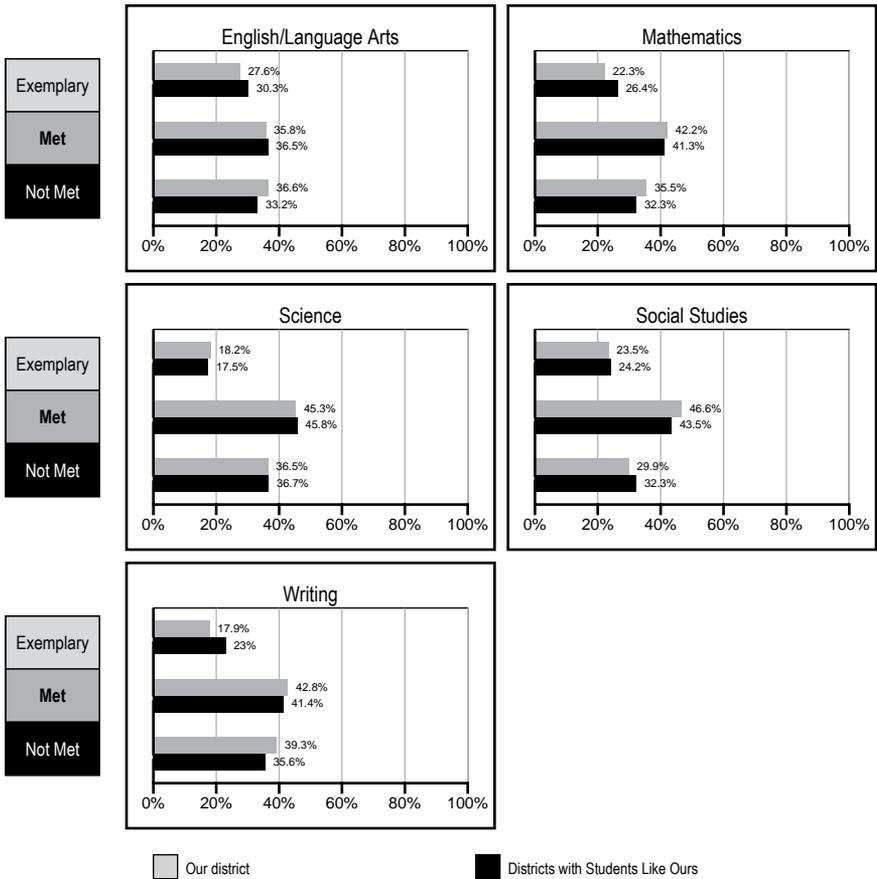
97.7%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	7	2	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

Percent	Our District			Districts with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed both subtests	66.2%	70.3%	74.6%	70.0%	68.9%	69.2%
Passed one subtest	13.4%	18.1%	12.1%	15.0%	16.8%	17.8%
Passed no subtests	20.4%	11.6%	13.4%	15.0%	14.3%	13.0%

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	82.9%	75.3%
English 1	78.1%	65.9%
Biology 1/Applied Biology 2	69.3%	58.2%
Physical Science	53.8%	45.9%
US History and the Constitution	46.1%	34.6%
All Subjects	68.1%	56.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	257	251	435	292
Number of Graduates in Cohort	170	168	305	228
Rate	66.1%	66.9%	69.9%	76.7%

*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	260	N/A	306
Number of Graduates in Cohort	N/A	170	N/A	230
Rate	N/A	65.4%	N/A	73.9%

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=3,507)				
First graders who attended full-day kindergarten	98.0%	Up from 95.7%	99.6%	99.6%
Retention rate	2.8%	Up from 0.2%	3.1%	2.3%
Attendance rate	95.6%	Down from 98.0%	95.9%	95.8%
Served by gifted and talented program	9.5%	Up from 8.9%	9.8%	14.0%
With disabilities other than speech	10.2%	Down from 12.5%	7.5%	7.4%
Older than usual for grade	3.1%	Down from 3.2%	3.7%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.8%	0.6%	0.5%
Enrolled in AP/IB programs	35.6%	Up from 25.5%	6.7%	12.2%
Successful on AP/IB exams	15.9%	Up from 13.5%	19.4%	52.9%
Eligible for LIFE Scholarship	31.4%	Up from 30.1%	29.8%	30.3%
Enrolled in adult education GED or diploma programs	26	Down from 32	22	66
Completions in adult education GED or diploma programs	23	Up from 21	19	35
Annual dropout rate	4.8%	Up from 4.4%	2.5%	2.8%
Teachers (n=211)				
Teachers with advanced degrees	55.0%	Up from 52.9%	58.4%	61.2%
Continuing contract teachers	85.8%	Up from 79.6%	83.1%	85.6%
Teachers returning from previous year	87.7%	Up from 84.8%	88.8%	90.3%
Teacher attendance rate	94.4%	Up from 94.0%	95.2%	95.2%
Average teacher salary*	\$43,468	Up 2.0%	\$44,550	\$46,166
Vacancies for more than nine weeks	0.0%	Down from 0.5%	0.1%	0.0%
Professional development days/teacher	14.1 days	Down from 16.6 days	12.5 days	12.2 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 19.7 to 1	21.2 to 1	21.7 to 1
Prime instructional time	88.9%	Down from 90.4%	89.6%	90.1%
Dollars spent per pupil**	\$8,821	Down 0.5%	\$8,891	\$9,140
Percent of expenditures for teacher salaries**	47.7%	Down from 47.9%	51.8%	53.5%
Percent of expenditures for instruction**	51.4%	Up from 51.1%	55.1%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	7	Up from 6	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.0%	Down from 6.9%	0.5%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	6.0	No Change	5.0	8.0
Parents attending conferences	96.9%	Up from 95.2%	95.5%	96.6%
Average administrator salary	\$86,505	Up 0.4%	\$79,602	\$78,000

* 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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	199	83.9%	1231	68.1%	257	66.1%	Yes
Gender							
Male	96	79.2%	619	68.2%	133	59.4%	N/A
Female	103	88.3%	598	67.9%	124	73.4%	N/A
Racial/Ethnic Group							
White	144	85.4%	861	69.7%	198	65.7%	N/A
African American	45	82.2%	265	61.9%	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	85	70.6%	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	33	48.5%	132	29.5%	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	56	67.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	121	81.8%	927	63.6%	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 2011

	Our District	Districts with Students Like Ours
Percent	83.9%	88.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	457	434	473	443	444	409	1375	1287		
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	16.4	16.6	19.0	18.7	18.8	18.3	18.9	18.5	18.4	18.1
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	7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	29.8 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Lexington School District Four, Gaston-Swansea, serves approximately 3,425 students in preschool through adult education. Due to the high educational expectations of the Gaston-Swansea communities, students are served in seven 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.

1

Title I Schools' School Improvement Status

The Lexington 4 School District consists of 7 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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	1492	100	36.8	35.7	27.4	72.9	82.4	No	Yes
Gender									
Male	768	100	42.8	33.4	23.8	67.6	78.7	N/A	N/A
Female	724	100	30.6	38.2	31.3	78.5	86.2	N/A	N/A
Racial/Ethnic Group									
White	1067	100	33.8	34.8	31.3	74.5	88.9	No	Yes
African American	322	100	45.8	38.8	15.4	67.2	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	90	100	40.2	35.4	24.4	74.4	79.3	No	Yes
American Indian/Alaskan	12	100	41.7	41.7	16.7	66.7	83	I/S	I/S
Disability Status									
Disabled	255	100	76.6	16	7.4	32.9	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	68	100	40	36.9	23.1	72.3	78.3	No	Yes
Socio-Economic Status									
Subsidized meals	1186	100	40	37	22.9	69.4	75.4	No	Yes

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

All Students	1492	100	35.8	42.1	22.1	75.2	81.9	No	Yes
Gender									
Male	768	100	38.3	40.7	21	72.7	79.9	N/A	N/A
Female	724	100	33.2	43.6	23.2	77.8	84.1	N/A	N/A
Racial/Ethnic Group									
White	1067	100	32.4	41.7	25.9	78	88.9	No	Yes
African American	322	100	45.8	42.5	11.7	65.6	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	90	100	42.7	42.7	14.6	74.4	81.1	Yes	Yes
American Indian/Alaskan	12	100	25	66.7	8.3	83.3	84.4	I/S	I/S
Disability Status									
Disabled	255	100	74.5	17.3	8.2	41.6	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	68	100	41.5	43.1	15.4	70.8	81.4	Yes	Yes
Socio-Economic Status									
Subsidized meals	1186	100	39.2	42.5	18.3	72.3	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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	993	99.7	36.3	45.8	17.9	63.7	68.6
Gender							
Male	493	99.4	37.9	44.3	17.8	62.1	68.3
Female	500	100	34.7	47.3	18.1	65.3	68.9
Racial/Ethnic Group							
White	709	99.9	32.7	46.9	20.4	67.3	80.7
African American	215	99.5	47.2	43.1	9.6	52.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	59	100	41.1	42.9	16.1	58.9	61.6
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	171	98.8	69.2	26.4	4.4	30.8	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	46	100	44.4	42.2	13.3	55.6	60.7
Socio-Economic Status							
Subsidized meals	790	99.6	41.5	42.9	15.6	58.5	57.3
Social Studies							
All Students	983	100	30.1	46.4	23.5	69.9	72.5
Gender							
Male	513	100	30.1	44.9	25.1	69.9	72
Female	470	100	30.2	48.1	21.8	69.8	73.1
Racial/Ethnic Group							
White	710	100	28.7	45.1	26.2	71.3	81
African American	215	100	37	46.5	16.5	63	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89
Hispanic	52	100	17.4	67.4	15.2	82.6	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	168	100	61.3	27.3	11.3	38.7	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	38	100	22.9	62.9	14.3	77.1	69.7
Socio-Economic Status							
Subsidized meals	779	100	34	47.1	18.9	66	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	546	98.4	39.1	43	17.9	60.9	73.2	95.1	96.1
Gender									
Male	289	97.6	47.7	38.6	13.6	52.3	67.2	95.2	96.1
Female	257	99.2	29.6	47.7	22.6	70.4	79.4	95	96.2
Racial/Ethnic Group									
White	387	98.5	34.2	45.7	20.1	65.8	81.5	94.7	95.9
African American	120	97.5	49.1	38	13	50.9	61.3	96.2	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	99.9	97.2
Hispanic	35	100	56.3	31.3	12.5	43.8	66.7	96.2	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	72.2	94	95.1
Disability Status									
Disabled	99	92.9	89.4	9.4	1.2	10.6	26	94.5	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	25	100	60.9	26.1	13	39.1	65.7	96.5	96.9
Socio-Economic Status									
Subsidized meals	417	98.1	42.7	42.2	15.1	57.3	63.2	94.8	95.7

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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	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
2011	3	236	100	32.7	28.7	38.6	67.3
	4	253	100	27.8	42.6	29.5	72.2
	5	282	100	33.2	42.4	24.4	66.8
	6	229	100	42.3	35.2	22.5	57.7
	7	231	100	44.7	29.2	26	55.3
	8	261	100	41.2	34.7	24.1	58.8
Mathematics							
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
2011	3	236	100	44.4	28.7	26.9	55.6
	4	253	100	22.4	42.2	35.4	77.6
	5	282	100	32.4	39.7	27.9	67.6
	6	229	100	46	44.1	9.9	54
	7	231	100	37.9	41.6	20.5	62.1
	8	261	100	33.9	55.5	10.6	66.1
Science							
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
2011	3	119	99.2	52.7	33.9	13.4	47.3
	4	253	100	29.5	57.8	12.7	70.5
	5	143	100	36.8	45.9	17.3	63.2
	6	115	100	54.2	37.4	8.4	45.8
	7	231	100	29.2	49.3	21.5	70.8
	8	132	98.5	30.6	34.7	34.7	69.4

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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							
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
2011	3	117	100	37.3	36.4	26.4	62.7
	4	253	100	26.2	57.4	16.5	73.8
	5	139	100	34.1	43.4	22.5	65.9
	6	114	100	27.4	62.3	10.4	72.6
	7	231	100	34.2	31.5	34.2	65.8
	8	129	100	21.8	50.4	27.7	78.2
Writing							
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
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	282	98.9	37.9	41.3	20.8	62.1
	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	264	97.7	40.3	44.9	14.8	59.7

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	234	99.1	14.9	30.8	31.2	23.1	58.8	68.0	No	Yes
Male	119	98.3	18.1	31.9	37.1	12.9	54.3	63.1	N/A	N/A
Female	115	100.0	11.4	29.5	24.8	34.3	63.8	73.1	N/A	N/A
White	160	99.4	15.9	27.8	31.1	25.2	60.9	79.4	No	Yes
African American	56	98.2	13.5	38.5	36.5	11.5	53.8	51.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	14	100.0	7.1	35.7	14.3	42.9	57.1	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	38	100.0	57.1	34.3	8.6	N/A	11.4	74.0	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	7	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	183	98.9	17.3	34.1	30.1	18.5	52.6	54.7	No	Yes

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

All Students	234	99.1	24.4	36.7	26.7	12.2	52.5	62.3	No	Yes
Male	119	98.3	25.0	42.2	25.0	7.8	47.4	61.4	N/A	N/A
Female	115	100.0	23.8	30.5	28.6	17.1	58.1	63.2	N/A	N/A
White	160	99.4	24.5	34.4	25.8	15.2	56.3	75.3	No	Yes
African American	56	98.2	26.9	38.5	30.8	3.8	42.3	42.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	14	100.0	21.4	42.9	28.6	7.1	50.0	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	38	100.0	71.4	28.6	N/A	N/A	2.9	67.7	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	7	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	183	98.9	28.9	38.2	23.1	9.8	45.7	48.5	No	Yes

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

All Students	234	96.2	51.1	20.0	15.1	13.8	N/A	N/A	N/A	N/A
Male	119	96.6	48.7	20.9	17.4	13.0	N/A	N/A	N/A	N/A
Female	115	95.7	53.6	19.1	12.7	14.5	N/A	N/A	N/A	N/A
White	160	95.6	47.7	20.3	15.7	16.3	N/A	N/A	N/A	N/A
African American	56	96.4	59.3	16.7	16.7	7.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	14	100.0	57.1	28.6	7.1	7.1	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	38	81.6	90.3	3.2	6.5	N/A	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	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	183	95.6	57.7	17.7	13.1	11.4	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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	233	99.6	16.5	41.1	25.0	17.4	51.8	65.9
	2011	234	99.1	14.9	30.8	31.2	23.1	58.8	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	233	99.6	24.6	43.3	18.8	13.4	45.1	62.3
	2011	234	99.1	24.4	36.7	26.7	12.2	52.5	62.3

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	4.4%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate, grades K-8	95.6%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

Abbreviations for Missing Data

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