



Lancaster County School District

300 South Catawba Street
Lancaster, SC 29720

Grades	PK-12 District	
Enrollment	11,523 Students	
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average*
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Good
2004	Good	Average

* The District's 2008 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 DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

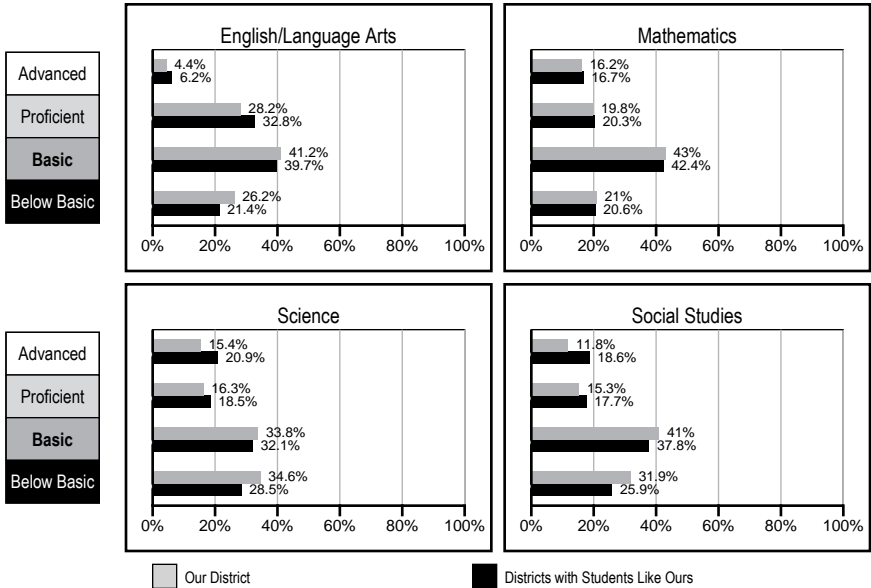
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	12	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

Percent	Our District			Districts with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed both subtests	70.8	75.8	77.4	76.8	81.4	83.7
Passed 1 subtest	13.3	12.8	12.3	10.8	10.5	9.2
Passed no subtests	15.9	11.3	10.3	12.4	8.1	7.6

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	62.9	75.4
English 1	65.7	66.9
Physical Science	41.9	56.0
All Subjects	58.8	66.6

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=11,523)				
First graders who attended full-day kindergarten	99.6%	Up from 99.4%	98.9%	98.9%
Retention rate	3.0%	Up from 2.9%	3.2%	4.0%
Attendance rate	96.8%	Up from 96.5%	95.8%	95.6%
Eligible for gifted and talented	8.2%	Up from 8.1%	15.6%	11.4%
With disabilities other than speech	9.7%	Up from 8.7%	9.6%	10.5%
Older than usual for grade	2.2%	Up from 1.8%	3.1%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.7%	0.9%	0.8%
Enrolled in AP/IB programs	16.0%	Up from 13.0%	15.5%	10.3%
Successful on AP/IB exams	30.9%	N/A	43.1%	56.0%
Eligible for LIFE Scholarship	42.1%	Up from 40.2%	36.7%	31.1%
Enrolled in adult education GED or diploma programs	110	Up from 48	47	48
Completions in adult education GED or diploma programs	65	Up from 48	37	27
Annual dropout rate	2.9%	Down from 3.5%	2.8%	3.8%
Teachers (n=834)				
Teachers with advanced degrees	53.1%	Down from 54.4%	56.8%	54.8%
Continuing contract teachers	64.3%	Down from 71.0%	78.2%	73.9%
Teachers with emergency or provisional certificates	6.0%	Up from 4.9%	3.4%	5.0%
Teachers returning from previous year	90.1%	Down from 90.5%	90.1%	88.8%
Teacher attendance rate	95.2%	Down from 95.5%	95.2%	94.9%
Average teacher salary	\$45,840	Up 3.8%	\$46,496	\$45,107
Vacancies for more than nine weeks	0.7%	Up from 0.1%	0.3%	0.5%
Professional development days/teacher	16.8 days	Up from 15.6 days	14.3 days	15.2 days
District				
Superintendent's years at district	2.0	Up from 1.0	4.8	3.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 20.5 to 1	20.8 to 1	20.2 to 1
Prime instructional time	89.9%	Down from 90.2%	89.5%	89.1%
Dollars spent per pupil*	\$8,002	Up 4.5%	\$8,154	\$8,666
Percent of expenditures for teacher salaries*	57.0%	Down from 57.6%	53.6%	53.1%
Percent of expenditures for instruction*	59.8%	Down from 60.3%	57.3%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	94.5%	Down from 94.7%	98.8%	98.2%
Number of schools	19	Up from 18	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.2%	Down from 12.1%	5.8%	4.3%
Average age in years of school facilities	22 Years	No Change	23 Years	26 Years
Number of schools with SACS accreditation	18.0	Up from 17.0	13.0	8.0
Average administrator salary	\$74,465	Up 2.1%	\$75,973	\$76,032

* Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Discovery School of Lancaster	Average	At-Risk	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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	613	91.7%	3153	60.0%	714	84.6%	Yes
Gender							
Male	326	89.0%	1693	56.8%	382	83.2%	N/A
Female	287	94.8%	1460	63.7%	331	86.4%	N/A
Racial/Ethnic Group							
White	401	96.3%	1920	67.9%	453	85.2%	N/A
African American	198	82.3%	1099	46.5%	235	83.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	99	56.6%	13	92.3%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	56	78.6%	329	29.8%	66	81.8%	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	70	42.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	264	86.0%	1566	47.7%	314	82.2%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

Percent	Our District	Districts with Students Like Ours
	91.7%	94.3%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	714	800
Number of Diplomas	604	590
Rate	84.6%	76.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	458	454	474	477	439	440	932	931		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	16.7	16.0	18.5	18.3	17.1	17.0	18.0	17.9	17.7	17.4
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	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	23.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Our teachers and students worked hard this year as we continued to use our strategic plan and its research-based strategies to improve student achievement and district operations.

We're working to ensure that we have a comprehensive, relevant curriculum that supports national academic standards as well as the state standards. Our efforts in this area included making sure that teachers have standards-based curriculum documents and that our curriculum offers the skills and knowledge students need for success.

We're working to offer quality instruction for all students. We've fully implemented Open Court Reading across the district, and we've placed an emphasis on using math manipulatives in all elementary and middle schools to support math instruction. We've continued to emphasize reading and writing across the curriculum, provided summer programs for students who need additional time to master standards, used Fast ForWord labs in nine elementary 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 working to use technology effectively to support instruction and to provide students, teachers, and staff access to information and resources.

Using our strategic plan to work together as a community for our children is making a significant difference in the education of our students.

Richard "Gene" Moore, Ed.D.
Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 24 out of 31 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).

Title I Schools' School Improvement Status

School	Status	School	Status
Brooklyn Springs Elementary	CSI	Kershaw Elementary	RP
Clinton Elementary	NI		

The Lancaster County School District consists of 19 public schools with 3 of these schools, or 15.8%, 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. Sanction: Implement the restructuring plan.
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."

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)										
All Students	5182	99.6	25.9	41.2	28.5	4.4	44.8	48.2	Yes	Yes
Gender										
Male	2701	99.7	33.0	39.9	24.7	2.5	38.0	41.7	N/A	N/A
Female	2481	99.6	18.2	42.7	32.6	6.5	52.2	55.0	N/A	N/A
Racial/Ethnic Group										
White	3302	99.6	19.8	41.3	33.2	5.7	51.1	60.0	Yes	Yes
African American	1587	99.9	39.1	41.0	17.8	2.2	30.3	31.7	No	Yes
Asian/Pacific Islander	35	97.1	22.6	35.5	32.3	9.7	51.6	70.4	I/S	I/S
Hispanic	210	99.5	27.9	42.1	28.4	1.6	45.9	38.4	No	Yes
American Indian/Alaskan	16	93.8	16.7	50.0	33.3	N/A	50.0	47.0	I/S	I/S
Disability Status										
Disabled	694	98.9	68.8	20.9	7.9	2.4	14.1	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	170	99.4	33.1	43.2	23.0	0.7	39.9	36.6	Yes	Yes
Socio-Economic Status										
Subsided meals	2509	99.7	36.2	42.9	19.1	1.7	32.1	34.0	No	Yes
Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)										
All Students	5182	99.7	20.7	43.1	19.9	16.2	48.7	45.8	Yes	Yes
Gender										
Male	2701	99.7	23.5	41.3	18.6	16.7	47.7	45.6	N/A	N/A
Female	2481	99.6	17.7	45.1	21.4	15.7	49.7	45.9	N/A	N/A
Racial/Ethnic Group										
White	3302	99.6	14.9	41.5	22.7	21.0	57.1	59.0	Yes	Yes
African American	1587	99.8	33.9	47.0	12.6	6.5	29.6	26.9	No	Yes
Asian/Pacific Islander	35	97.1	3.2	51.6	16.1	29.0	64.5	71.3	I/S	I/S
Hispanic	210	100.0	20.8	41.5	27.3	10.4	49.7	38.1	Yes	Yes
American Indian/Alaskan	16	93.8	16.7	41.7	16.7	25.0	66.7	46.2	I/S	I/S
Disability Status										
Disabled	694	98.7	54.9	34.5	6.5	4.1	18.7	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	170	100.0	22.3	43.2	25.0	9.5	43.9	38.1	Yes	Yes
Socio-Economic Status										
Subsided meals	2509	99.6	30.3	46.2	15.0	8.5	35.5	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	3482	99.6	34.4	33.8	16.4	15.4	31.8	35.7	95.9	96.1
Gender										
Male	1849	99.6	34.5	32.4	15.8	17.3	33.1	37.4	95.7	96.0
Female	1633	99.6	34.4	35.3	17.1	13.2	30.3	33.8	96.1	96.3
Racial/Ethnic Group										
White	2221	99.6	27.2	33.8	19.2	19.8	39.0	49.2	95.8	96.0
African American	1054	99.5	50.7	33.6	10.0	5.7	15.7	17.0	96.1	96.2
Asian/Pacific Islander	26	96.2	13.6	40.9	31.8	13.6	45.5	58.0	96.9	97.3
Hispanic	147	100.0	36.0	32.8	16.0	15.2	31.2	24.9	95.5	96.5
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.8	94.6
Disability Status										
Disabled	472	98.7	66.5	24.4	5.8	3.3	9.1	14.0	94.2	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	120	100.0	47.1	25.5	13.7	13.7	27.5	24.4	95.9	96.8
Socio-Economic Status										
Subsided meals	1682	99.5	46.2	34.2	12.1	7.6	19.6	21.1	95.2	95.6
Social Studies										
All Students	3483	99.7	31.8	41.0	15.3	11.9	27.2	34.0	95.9	96.1
Gender										
Male	1834	99.7	32.0	37.9	16.3	13.8	30.1	36.6	95.7	96.0
Female	1649	99.6	31.6	44.4	14.2	9.8	24.1	31.3	96.1	96.3
Racial/Ethnic Group										
White	2209	99.7	26.7	41.1	17.7	14.5	32.2	44.5	95.8	96.0
African American	1074	99.6	43.1	41.0	9.8	6.2	16.0	19.1	96.1	96.2
Asian/Pacific Islander	27	96.3	20.0	52.0	16.0	12.0	28.0	58.9	96.9	97.3
Hispanic	142	100.0	32.3	36.3	20.2	11.3	31.5	27.5	95.5	96.5
American Indian/Alaskan	11	100.0	25.0	37.5	25.0	12.5	37.5	32.7	95.8	94.6
Disability Status										
Disabled	469	99.4	59.8	30.0	7.4	2.8	10.2	14.4	94.2	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	112	100.0	34.0	41.2	16.5	8.2	24.7	27.3	95.9	96.8
Socio-Economic Status										
Subsided meals	1693	99.6	42.2	40.5	10.4	6.9	17.3	21.0	95.2	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	876	99.5	15.3	34.2	46.0	4.5	50.5
	4	814	99.8	19.2	44.0	34.9	2.0	36.9
	5	802	99.9	25.8	48.1	25.1	0.9	26.1
	6	874	99.7	33.4	42.9	20.1	3.6	23.7
	7	863	99.3	35.0	43.9	18.5	2.6	21.1
	8	856	99.7	35.6	43.9	18.4	2.0	20.4
2008	3	871	99.8	16.6	33.4	41.2	8.8	49.9
	4	897	99.9	21.7	36.8	38.7	2.8	41.5
	5	827	99.8	21.3	49.6	27.3	1.8	29.1
	6	825	99.5	27.0	40.3	25.7	7.1	32.8
	7	893	99.4	33.3	45.8	19.2	1.7	20.9
	8	869	99.4	35.0	41.7	18.7	4.6	23.3
Mathematics								
2007	3	876	99.9	21.0	49.2	20.0	9.8	29.8
	4	814	99.9	19.1	36.5	22.0	22.3	44.3
	5	802	99.8	20.2	40.7	22.2	16.8	39.0
	6	874	99.7	19.6	40.2	24.2	15.9	40.1
	7	863	99.3	22.6	46.5	16.6	14.3	30.9
	8	856	99.7	27.2	50.9	16.2	5.7	21.9
2008	3	871	100.0	25.5	42.9	16.2	15.4	31.6
	4	897	99.9	19.3	38.6	21.0	21.1	42.1
	5	827	99.8	14.7	40.9	28.1	16.4	44.5
	6	825	99.5	19.2	32.8	24.4	23.5	48.0
	7	893	99.3	21.1	46.3	16.2	16.4	32.5
	8	869	99.4	24.2	56.8	14.3	4.8	19.0
Science								
2007	3	437	100.0	35.8	39.1	18.0	7.0	25.1
	4	814	99.8	41.2	32.2	15.9	10.6	26.5
	5	403	99.5	34.4	37.1	12.5	16.0	28.5
	6	441	99.3	43.0	31.5	13.2	12.2	25.4
	7	863	99.0	34.1	35.3	16.3	14.3	30.6
	8	426	99.8	36.6	43.8	11.4	8.2	19.6
2008	3	437	99.8	32.7	35.4	19.9	12.0	31.9
	4	896	99.9	37.1	31.1	16.9	14.9	31.8
	5	410	99.5	36.1	27.7	14.1	22.0	36.1
	6	411	99.8	41.6	26.6	16.8	15.0	31.7
	7	892	99.0	27.0	41.3	15.5	16.2	31.7
	8	436	100.0	37.6	34.6	15.4	12.4	27.8
Social Studies								
2007	3	444	99.6	14.8	52.3	23.7	9.2	32.9
	4	814	99.8	30.4	45.2	15.6	8.8	24.4
	5	405	99.8	38.1	37.6	14.4	9.9	24.3
	6	442	99.6	30.8	48.9	11.2	9.0	20.3
	7	863	98.8	42.1	36.2	9.1	12.6	21.7
	8	429	99.5	36.7	49.4	10.4	3.5	13.9
2008	3	434	100.0	18.8	52.1	19.8	9.4	29.1
	4	896	99.9	27.7	39.5	18.1	14.6	32.8
	5	416	99.8	32.1	35.9	17.6	14.5	32.1
	6	416	99.5	22.6	39.3	20.6	17.5	38.1
	7	891	99.2	46.5	35.3	7.7	10.5	18.2
	8	430	99.8	31.5	51.2	13.7	3.7	17.3

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 and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	899	97.3	15.4	30.4	33.3	20.8	63.1	69.7	Yes	Yes
Male	478	97.9	19.5	30.2	29.5	20.8	57.6	64.6	N/A	N/A
Female	421	96.7	10.8	30.7	37.7	20.9	69.3	74.8	N/A	N/A
White	566	97.7	8.9	24.7	36.7	29.7	75.5	81.7	Yes	Yes
African American	307	97.4	28.1	41.0	26.4	4.5	39.9	53.6	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	17	94.1	14.3	35.7	42.9	7.1	50.0	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	119	90.8	47.6	37.9	12.6	1.9	23.3	25.2	No	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	13	92.3	20.0	40.0	30.0	10.0	50.0	47.3	I/S	I/S
Subsized meals	433	96.1	26.3	38.5	26.1	9.2	45.7	55.1	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	899	97.4	16.3	28.3	36.1	19.3	65.0	67.2	Yes	Yes
Male	478	97.7	17.7	26.6	35.5	20.2	63.6	66.3	N/A	N/A
Female	421	97.1	14.8	30.3	36.8	18.3	66.5	68.0	N/A	N/A
White	566	97.7	10.1	22.0	42.8	25.1	76.9	79.6	Yes	Yes
African American	307	97.7	27.6	40.3	23.8	8.3	42.4	49.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	17	94.1	28.6	28.6	21.4	21.4	57.1	60.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	119	89.9	52.9	34.3	11.8	1.0	21.6	23.8	No	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	13	92.3	20.0	40.0	30.0	10.0	70.0	54.9	I/S	I/S
Subsized meals	433	96.1	25.5	35.4	29.0	10.1	49.8	53.1	Yes	Yes

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

All Students	1117	92.9	70.8	12.1	6.6	3.4	N/A	N/A	N/A	N/A
Male	595	92.3	71.3	9.4	7.7	3.9	N/A	N/A	N/A	N/A
Female	522	93.7	70.3	15.1	5.4	2.9	N/A	N/A	N/A	N/A
White	670	93.6	65.4	13.9	9.1	5.2	N/A	N/A	N/A	N/A
African American	403	92.1	79.4	9.2	2.7	0.7	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	34	91.2	70.6	14.7	5.9	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	135	86.7	81.5	3.7	1.5	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	23	95.7	91.3	4.3	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	581	90.7	78.0	8.6	3.4	0.7	N/A	N/A	N/A	N/A

* Adj - 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 and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	948	98.3	13.8	32.3	30.0	23.9	66.8	70.7
	2008	899	97.3	15.4	30.4	33.3	20.8	63.1	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	948	98.6	19.8	31.7	26.4	22.1	58.9	62.2
	2008	899	97.4	16.3	28.3	36.1	19.3	65.0	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate, grades K-8	96.8%	94.0%	Yes

* 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