

Lexington 2 School District

715 Ninth Street
West Columbia, South

Grades	PK-12 District	
Enrollment	9,004 Students	
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA
2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Lexington 2 School District 03/24/11-3202

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

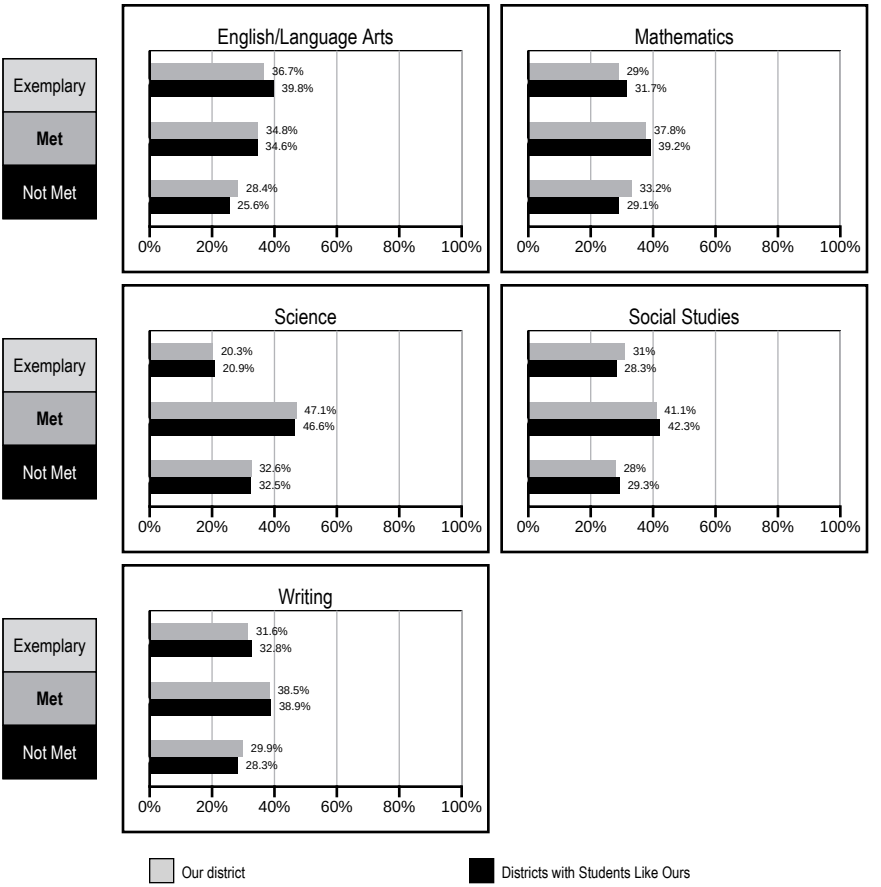
Percent of students tested in 2009-10 whose 2008-09 test scores were located	97.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	21	1	0

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

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

	Our District			Districts with Students Like Ours		
Percent	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
Passed both subtests	81.8%	76.6%	77.3%	78.5%	74.9%	77.9%
Passed one subtest	9.9%	13.2%	12.3%	11.2%	13.1%	11.6%
Passed no subtests	8.4%	10.2%	10.3%	10.3%	12.0%	10.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	78.6%	80.9%
English 1	76.2%	72.3%
Physical Science	61.2%	56.9%
US History and the Constitution	42.3%	40.4%
All Subjects	65.4%	63.1%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=9,004)				
First graders who attended full-day kindergarten	99.9%	Up from 99.4%	99.1%	99.5%
Retention rate	1.4%	Down from 2.2%	1.9%	2.3%
Attendance rate	98.5%	Up from 96.4%	95.4%	95.8%
Eligible for gifted and talented	21.5%	Up from 20.4%	17.1%	14.3%
With disabilities other than speech	10.9%	Up from 10.8%	10.9%	10.5%
Older than usual for grade	3.8%	Up from 3.2%	4.3%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.6%	0.7%	0.7%
Enrolled in AP/IB programs	39.7%	Up from 24.5%	15.3%	12.1%
Successful on AP/IB exams	20.7%	Down from 37.5%	55.3%	50.0%
Eligible for LIFE Scholarship	42.9%	Up from 40.1%	34.1%	31.4%
Enrolled in adult education GED or diploma programs	134	Up from 109	89	47
Completions in adult education GED or diploma programs	90	Up from 89	39	29
Annual dropout rate	3.8%	Down from 4.0%	3.3%	3.1%
Teachers (n=598)				
Teachers with advanced degrees	64.2%	Up from 62.0%	60.6%	58.8%
Continuing contract teachers	84.6%	Up from 81.9%	84.2%	81.5%
Teachers with emergency or provisional certificates	3.8%	Down from 4.5%	3.4%	4.0%
Teachers returning from previous year	88.3%	Up from 87.3%	91.0%	89.3%
Teacher attendance rate	94.8%	Down from 94.9%	95.2%	95.3%
Average teacher salary*	$48,739	Up 1.4%	$47,611	$46,618
Vacancies for more than nine weeks	0.0%	Down from 0.2%	0.1%	0.2%
Professional development days/teacher	17.3 days	Up from 16.6 days	11.9 days	12.6 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 20.8 to 1	21.1 to 1	20.9 to 1
Prime instructional time	91.9%	Up from 90.3%	89.6%	89.9%
Dollars spent per pupil**	$9,364	Up 3.5%	$9,320	$9,364
Percent of expenditures for teacher salaries**	56.9%	Down from 57.2%	55.2%	53.3%
Percent of expenditures for instruction**	58.8%	Down from 59.6%	58.1%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	16	No Change	13	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.8%	Up from 0.6%	3.1%	2.4%
Average age in years of school facilities	31 Years	Up from 30 Years	29 Years	27 Years
Number of schools with SACS accreditation	16.0	No Change	12.0	8.0
Parents attending conferences	100.0%	Up from 97.8%	97.1%	97.1%
Average administrator salary	$81,014	No Change	$81,000	$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	555	91.7%	2620	65.4%	756	63.5%	N/A
Gender							
Male	273	89.7%	1330	65.0%	373	57.6%	N/A
Female	282	93.6%	1290	65.8%	382	69.4%	N/A
Racial/Ethnic Group							
White	349	95.7%	1519	73.1%	453	67.1%	N/A
African American	176	85.2%	876	52.5%	248	61.3%	N/A
Asian/Pacific Islander	N/A	N/A	35	94.3%	N/A	N/A	N/A
Hispanic	23	78.3%	175	54.3%	41	41.5%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	38	57.9%	244	34.8%	68	22.1%	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	134	55.2%	18	44.4%	N/A
Socio-Economic Status							
Subsidized meals	220	86.8%	1241	58.7%	323	51.7%	N/A

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

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	91.7%	90.4%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	717	756	661	760
Number of Graduates in Cohort	483	480	479	538
Rate	67.4%	63.5%	74.8%	71.3%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total	
	2009	2010	2009	2010	2009	2010	2009	2010
District	481	489	503	509	459	465	1444	1463
State	482	482	496	496	467	465	1445	1443
Nation	496	498	510	511	487	488	1493	1497

ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	17.5	18.2	18.6	19.2	18.4	19.1	18.8	19.0	18.4	19.0
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

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School District Governance

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	12.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

During the 2009-2010 school year, Lexington School District Two remained committed to our motto, “Champions for Children,” as we served approximately 9,000 students in nine elementary schools, four middle schools, two high schools, an alternative school, and an adult education center.

Despite the continuing precipitous decline in state revenue, with the support of our Board of Trustees, Lexington Two has continued to make progress toward our academic goals. As a result, we implemented a pilot program of “Habits of the Mind” at Davis, Pair, and Saluda River in the primary grades to help expand critical thinking while simultaneously encouraging academic excellence. Along with this endeavor, the District utilized the best practice research of Robert Marzano to focus upon vocabulary and differentiated instruction. Both of these strategies are designed to close the achievement gap.

Our schools continued to garner a variety of awards. Taylor Elementary and Brookland-Cayce High School received the Palmetto Silver Award based upon the 2009 State Report Card, while Springdale Elementary received the Palmetto Gold Award based upon their report card results. Additionally, BC#1 Grammar, Taylor, Pair, Pineview, and Saluda River elementary schools were all recognized for meeting Adequate Yearly Progress for achieving 100 percent of their No Child Left Behind goals. Also, Airport High School and Brookland-Cayce High School successfully completed their “High Schools That Work” technical assistance process, while our Adult Education program achieved numerous State awards. Along with these school-level awards, the district received the Certificate of Excellence in Financial Reporting Award.

Lexington Two encourages teacher excellence through professional growth. Beginning with 2009-2010, Professional Development Cohorts were implemented. As a result, teachers from across grade levels enrolled in a yearlong cohort group to study instructional topics and to produce action research products. This early release program provided opportunities for vertical articulation and collaboration.

In fulfilling our commitment to providing staff and students with the most technologically advanced tools for teaching and learning, our Board has authorized capital improvement funds for the acquisition of hardware and software. These funds have been augmented by an E2T2 Competitive Technology Grant for approximately $200,000 to provide Apple iTouches to Busbee Creative Arts Academy as well as Davis, Taylor, and Pair Elementary schools. Each of these funding sources underscores the District’s commitment to insuring technological proficiency among both our staff and students.

As a professional learning community, Lexington Two will continue to use a results-based, data-driven, decision making process to offer the best possible programs for our students despite the challenges of these trying economic times. In closing, we thank our teachers, staff, parents, and community members for their constant support as we strive collectively to be “Champions for Children.”

— Venus J. Holland, Ed.D.

No Child Left Behind

District Adequate Yearly Progress	No

This district met 30 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.	2

Title I Schools' School Improvement Status

School	Status	School	Status
R Earle Davis School For Techn	CA	Herbert A Wood Elementary	RP-DELAY
Congaree Elementary	CA-DELAY	Congaree/Wood Early Chld Ctr	NI-DELAY

The Lexington 2 School District consists of 16 public schools with 4 of these schools, or 25%, 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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Lexington 2 School District									03/24/11-3202
PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	3994	99.3	28.6	34.8	36.6	81.6	83.5	Yes	Yes
Gender									
Male	2035	99	34.1	33.2	32.7	76.7	80.1	N/A	N/A
Female	1959	99.6	22.9	36.6	40.5	86.5	87	N/A	N/A
Racial/Ethnic Group									
White	2126	99.5	18.6	33.5	47.9	89.5	89.6	Yes	Yes
African American	1479	99.3	42.3	36.8	20.9	70.9	74.6	Yes	Yes
Asian/Pacific Islander	46	95.7	20.5	25	54.5	81.8	92.7	Yes	Yes
Hispanic	317	98.7	36.3	37	26.6	74.7	79.6	Yes	Yes
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	609	98.4	62.4	24.3	13.3	52.3	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	279	98.2	39.2	36.6	24.2	72.1	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	2360	99.7	36.9	37.4	25.7	75.4	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	3994	99.5	33.3	38.1	28.6	77.9	80.4	Yes	Yes
Gender									
Male	2035	99.2	35	36.6	28.4	75	78.4	N/A	N/A
Female	1959	99.7	31.5	39.6	28.9	80.9	82.5	N/A	N/A
Racial/Ethnic Group									
White	2126	99.5	22.1	38.7	39.2	86.1	87.8	Yes	Yes
African American	1479	99.5	50.3	36.3	13.3	65.6	69.3	Yes	Yes
Asian/Pacific Islander	46	97.8	11.4	38.6	50	95.5	93.5	Yes	Yes
Hispanic	317	99.4	36.2	41.4	22.4	74.1	78.3	Yes	Yes
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	609	99.3	69.2	21.3	9.5	45.6	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	279	99.3	36.1	41.4	22.6	73.3	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	2360	99.9	42.2	39.5	18.3	71.5	72.8	Yes	Yes

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

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Lexington 2 School District							03/24/11-3202
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	2668	99.6	32.5	47.3	20.2	67.5	67.3
Gender							
Male	1344	99.3	33.4	44.2	22.4	66.6	66.9
Female	1324	99.9	31.6	50.4	18	68.4	67.7
Racial/Ethnic Group							
White	1414	99.7	20	50.6	29.4	80	79.6
African American	996	99.4	49	43.1	7.9	51	49.7
Asian/Pacific Islander	27	100	26.9	42.3	30.8	73.1	84.4
Hispanic	211	100	44.8	43.8	11.3	55.2	59.4
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	422	98.6	63.2	30.3	6.5	36.8	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	187	100	47.8	42.1	10.1	52.2	58.6
Socio-Economic Status							
Subsidized meals	1573	99.6	41.2	46.4	12.4	58.8	55.4
Social Studies							
All Students	2651	99.6	28	41.2	30.8	72	70.9
Gender							
Male	1365	99.4	27.8	38.7	33.5	72.2	70.1
Female	1286	99.8	28.2	43.8	28	71.8	71.7
Racial/Ethnic Group							
White	1428	99.4	20	39.7	40.3	80	79.2
African American	972	99.8	38.7	43.9	17.4	61.3	58.4
Asian/Pacific Islander	31	100	13.3	33.3	53.3	86.7	86.8
Hispanic	209	100	36.9	41	22.1	63.1	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	383	98.7	52.6	35.9	11.5	47.4	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	187	100	38.1	42	19.9	61.9	68
Socio-Economic Status							
Subsidized meals	1568	99.7	35.6	43.8	20.6	64.4	60.8

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PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	4001	98.6	29.5	38.8	31.7	70.5	72.1	98.6	96.3
Gender									
Male	2048	98.1	37.7	38.7	23.6	62.3	65.2	98.6	96.2
Female	1953	99	21.2	38.8	40	78.8	79.2	98.7	96.4
Racial/Ethnic Group									
White	2125	99	20.9	38.2	40.9	79.1	80.8	98.4	96.1
African American	1488	97.9	41.1	39.3	19.6	58.9	59.7	98.8	96.4
Asian/Pacific Islander	46	100	20.5	31.8	47.7	79.5	87	99.5	97.5
Hispanic	318	98.4	37.6	42.1	20.3	62.4	64.6	99.3	96.6
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	73.4	98.7	95
Disability Status									
Disabled	595	94.5	69.3	24.6	6.1	30.7	27.7	98.5	95.4
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	271	98.9	42	37.4	20.6	58	63.7	99.4	97
Socio-Economic Status									
Subsidized meals	2073	98.7	38.9	39.9	21.2	61.1	61.9	98.3	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	700	99.9	27.5	30.5	41.9	72.5
	4	676	100	30.8	34.8	34.4	69.2
	5	630	99.8	21.5	43.1	35.4	78.5
	6	633	100	26.7	43.1	30.2	73.3
	7	628	99.8	28.5	38.5	33	71.5
	8	634	99.5	32.5	39.7	27.7	67.5
2010	3	674	99.1	21.3	29	49.8	78.7
	4	704	98.9	27.4	39.4	33.3	72.6
	5	676	99.9	21.5	41.2	37.4	78.5
	6	652	99.5	32.8	36.1	31.1	67.2
	7	647	99.4	32.9	33.1	34.1	67.1
	8	641	99.1	36.5	29.9	33.6	63.5
Mathematics							
2009	3	700	99.9	34.1	34.3	31.6	65.9
	4	676	100	26.5	46.2	27.3	73.5
	5	630	99.8	26.3	45.6	28	73.7
	6	633	100	24.7	48.4	26.9	75.3
	7	628	99.8	30.6	38.3	31.1	69.4
	8	634	99.5	37.3	36.5	26.2	62.7
2010	3	674	99.7	30.9	32.5	36.5	69.1
	4	704	99.3	27.5	40.7	31.8	72.5
	5	676	99.9	31	41.2	27.8	69
	6	652	99.4	38.4	37.6	24	61.6
	7	647	99.5	35.2	38.9	26	64.8
	8	641	99.1	37.4	37.5	25.1	62.6
Science							
2009	3	355	100	40.7	41.7	17.6	59.3
	4	676	100	32.6	54.3	13.1	67.4
	5	312	99.4	32.6	52.8	14.6	67.4
	6	324	99.7	31.4	55.4	13.2	68.6
	7	628	99.8	24.7	51.1	24.2	75.3
	8	317	99.7	35.4	41.6	23	64.6
2010	3	337	98.8	45.9	33.8	20.4	54.1
	4	699	100	32.1	54.9	13.1	67.9
	5	337	100	30.8	54.8	14.4	69.2
	6	331	99.1	38.1	48.2	13.7	61.9
	7	644	100	25.1	45.4	29.5	74.9
	8	320	99.1	30.1	40.1	29.8	69.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	344	99.7	25.9	35.4	38.6	74.1
	4	676	98.8	26.3	52.3	21.4	73.7
	5	317	100	28.8	41.4	29.8	71.2
	6	309	100	17.5	50.7	31.8	82.5
	7	628	99.8	33.4	33.3	33.3	66.6
	8	314	99.7	22.3	44	33.7	77.7
2010	3	336	99.4	20.4	39	40.6	79.6
	4	699	100	24.8	52.3	22.9	75.2
	5	338	99.4	33.4	44.5	22.1	66.6
	6	318	100	16.1	44.2	39.7	83.9
	7	645	99.1	38.9	30.6	30.6	61.1
	8	315	99.7	27.4	33.8	38.8	72.6
Writing							
2009	3	702	98.3	39.7	29.4	30.9	60.3
	4	669	99.7	33.4	40.1	26.4	66.6
	5	635	99.2	28	37.8	34.1	72
	6	642	98.8	27.5	42.3	30.2	72.5
	7	644	98.8	31.6	38.3	30.1	68.4
	8	643	98.1	29.4	41.7	28.9	70.6
2010	3	673	97.5	32.6	31	36.5	67.4
	4	706	99.2	31	39.8	29.2	69
	5	679	98.5	24.4	38.1	37.5	75.6
	6	652	98.9	34.5	34.2	31.3	65.5
	7	647	98.8	28	44.4	27.5	72
	8	644	98.5	26.7	45.1	28.2	73.3

Abbreviations for Missing Data

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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	669	96.7	14.4	29.4	30.4	25.8	66.2	65.9	No	Yes
Male	320	96.6	18.3	32.9	29.2	19.7	60.3	60.8	N/A	N/A
Female	348	97.1	10.9	26.2	31.5	31.5	71.7	71	N/A	N/A
White	395	98	8.3	27.3	32.6	31.8	75.9	77.5	Yes	Yes
African American	231	94.8	23.2	35	25.6	16.3	50.7	49.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	30	96.7	39.3	21.4	25	14.3	42.9	56.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	85	98.8	49.4	30.9	11.1	8.6	27.2	21.3	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	21	95.2	44	20	20	16	40	47.3	I/S	I/S
Subsidized meals	307	96.1	23.3	33.2	27.6	15.9	52.7	51.5	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	669	96.6	16.9	33	28.4	21.8	61.5	62.3	No	Yes
Male	320	95.9	19.7	31.6	27.2	21.4	61.2	61.7	N/A	N/A
Female	348	97.4	14.3	34.2	29.5	22	61.8	63	N/A	N/A
White	395	97.5	10.7	30	31.1	28.2	70.8	75	Yes	Yes
African American	231	95.7	27	38.2	24	10.8	45.1	44	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	30	96.7	32.1	39.3	17.9	10.7	42.9	56.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	85	100	51.2	26.8	17.1	4.9	32.9	22.1	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	21	95.2	28	44	16	12	44	52.6	I/S	I/S
Subsidized meals	307	96.4	23.6	38.7	26.4	11.3	49.6	48.1	No	Yes
Physical Science (End-of-Course Performance by Group)										
All Students	660	90.3	60.6	20.6	10.7	8.1	N/A	N/A	N/A	N/A
Male	316	89.9	60.6	17.6	13.0	8.8	N/A	N/A	N/A	N/A
Female	344	90.7	60.6	23.4	8.7	7.4	N/A	N/A	N/A	N/A
White	394	93.1	54.0	22.9	13.1	10.1	N/A	N/A	N/A	N/A
African American	226	85.4	72.0	18.1	5.7	4.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	28	92.9	76.9	7.7	7.7	7.7	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	76	78.9	86.7	8.3	5.0	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	24	100.0	79.2	N/A	12.5	8.3	N/A	N/A	N/A	N/A
Subsidized meals	301	91.0	68.2	21.9	5.5	4.4	N/A	N/A	N/A	N/A

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

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	656	98.6	12.7	37.7	35.2	14.4	63.2	61.8
	2010	669	96.7	14.4	29.4	30.4	25.8	66.2	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	656	98.5	18.7	32.1	26.3	22.8	62.4	62.7
	2010	669	96.6	16.9	33	28.4	21.8	61.5	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.4%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate, grades K-8	98.5%	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