



## Lexington 1 School District

100 Tarrar Springs Road  
Lexington, SC 29072

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	22,692 Students	
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	Cynthia S. Smith	803-957-5095

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Good</b>
2010	Excellent	Excellent
2009	Average	At-Risk
2008	Average	Average
2007	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE 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

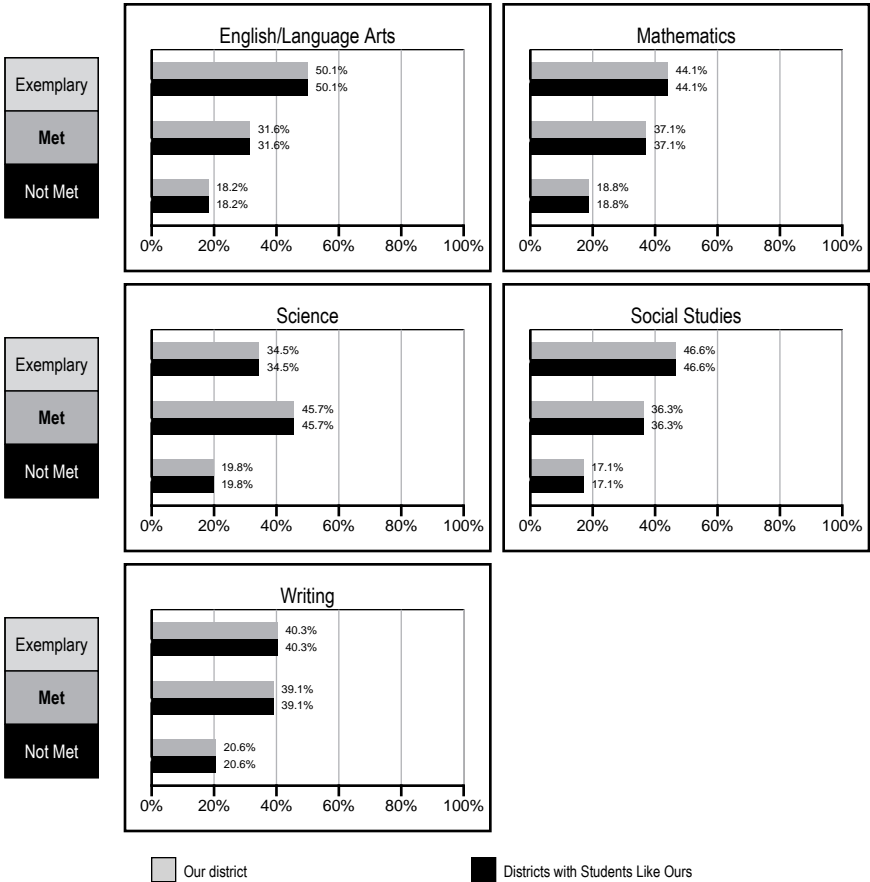
96.9%

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

Excellent	Good	Average	Below Average	At-Risk
1	0	0	0	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	85.9%	86.4%	88.9%	85.9%	86.4%	88.9%
Passed one subtest	7.9%	8.3%	6.4%	7.9%	8.3%	6.4%
Passed no subtests	6.2%	5.4%	4.7%	6.2%	5.4%	4.7%

## 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	92.4%	92.4%
English 1	82.0%	82.0%
Biology 1/Applied Biology 2	85.2%	85.2%
Physical Science	75.3%	75.3%
US History and the Constitution	66.1%	66.1%
All Subjects	80.6%	80.6%

## Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	1655	1586	1655	1586
Number of Graduates in Cohort	1320	1332	1320	1332
Rate	79.8%	84.0%	79.8%	84.0%

\*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	1656	N/A	1656
Number of Graduates in Cohort	N/A	1349	N/A	1349
Rate	N/A	81.5%	N/A	81.5%

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
<b>Students (n=22,692)</b>				
First graders who attended full-day kindergarten	99.6%	Up from 97.4%	99.6%	99.6%
Retention rate	1.3%	Down from 1.4%	1.3%	2.3%
Attendance rate	95.0%	Down from 96.6%	95.0%	95.8%
Served by gifted and talented program	24.1%	Up from 23.0%	24.1%	14.0%
With disabilities other than speech	4.7%	Down from 7.7%	4.7%	7.4%
Older than usual for grade	1.7%	Down from 2.3%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 0.6%	1.6%	0.5%
Enrolled in AP/IB programs	26.7%	Down from 28.0%	26.7%	12.2%
Successful on AP/IB exams	67.0%	Down from 68.3%	67.0%	52.9%
Eligible for LIFE Scholarship	58.2%	Up from 48.3%	58.2%	30.3%
Enrolled in adult education GED or diploma programs	391	Up from 276	391	66
Completions in adult education GED or diploma programs	145	Up from 117	145	35
Annual dropout rate	1.6%	Up from 1.3%	1.6%	2.8%
<b>Teachers (n=1543)</b>				
Teachers with advanced degrees	65.4%	Up from 62.5%	65.4%	61.2%
Continuing contract teachers	86.8%	Up from 83.3%	86.8%	85.6%
Teachers returning from previous year	93.5%	Up from 92.5%	93.5%	90.3%
Teacher attendance rate	95.3%	Up from 95.0%	95.3%	95.2%
Average teacher salary*	\$48,191	Down 0.9%	\$48,191	\$46,166
Vacancies for more than nine weeks	0.1%	Up from 0.0%	0.1%	0.0%
Professional development days/teacher	14.1 days	Up from 13.7 days	14.1 days	12.2 days
<b>District</b>				
Superintendent's years at district	11.0	Up from 10.0	11.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 21.6 to 1	22.4 to 1	21.7 to 1
Prime instructional time	89.0%	Down from 90.4%	89.0%	90.1%
Dollars spent per pupil**	\$9,006	Down 1.9%	\$9,006	\$9,140
Percent of expenditures for teacher salaries**	55.9%	No Change	55.9%	53.5%
Percent of expenditures for instruction**	58.8%	Up from 58.2%	58.8%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	26	No Change	26	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	3.7%	Down from 5.7%	3.7%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	26.0	No Change	26.0	8.0
Parents attending conferences	92.3%	Up from 91.6%	92.3%	96.6%
Average administrator salary	\$87,811	Up 0.1%	\$87,811	\$78,000

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

\*\* Prior year audited financial data are reported.

## 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	1394	96.5%	8807	80.6%	1655	79.8%	Yes
<b>Gender</b>							
Male	706	94.6%	4444	81.3%	839	75.3%	N/A
Female	688	98.4%	4210	79.6%	816	84.3%	N/A
<b>Racial/Ethnic Group</b>							
White	1200	96.9%	7149	83.1%	1392	81.2%	N/A
African American	114	93.0%	951	65.3%	173	72.8%	N/A
Asian/Pacific Islander	28	96.4%	81	91.4%	23	82.6%	N/A
Hispanic	39	97.4%	422	67.3%	58	69.0%	N/A
American Indian/Alaskan	N/A	N/A	51	86.3%	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	113	75.2%	493	44.8%	137	55.5%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	21	95.2%	240	62.5%	17	76.5%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	345	91.9%	2903	67.9%	467	65.5%	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	96.5%	96.5%

## College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	509	502	530	520	488	478	1526	1501		
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	21.6	21.6	22.5	22.4	22.4	22.2	22.2	22.1	22.3	22.2
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	20.6 per board member
Percent New Trustees Completing Orientation	N/A

## District Superintendent's Report

Once again, we are pleased to report the status of our district as we continue our commitment to provide excellence in educational experiences.

Based on what we know about the 21st century learner, Lexington One has organized our Schools of the Future NOW initiative around three components called LexLeads, LexLearns and LexLives. LexLeads focuses on leadership development, not a position but a way of thinking, and the desire to make things better. LexLearns guides us as we move from a 20th century model of teaching to a modern, more effective focus on 21st century learning. We want our students to be self-reliant, sophisticated in learning, confident in academics and proficient in 21st century skills. We want them to think critically and creatively, communicate effectively, problem solve and collaborate. LexLives, the third component, encourages healthy lifestyles as we strive to help our students get the most out of life. Students learn that healthy bodies support healthy minds. They also come to realize that we have a responsibility to think about the impact we make on others and the environment.

As you know, today's students want rapid access to information and resources. Technology helps us provide support for our students as they do their work and learn in new ways. Our middle and elementary schools are establishing technology-rich Science, Technology, Engineering and Mathematics (STEM) labs. In 2010-2011, we began taking our students' access to technology to the next level by piloting a personal mobile computing program at Gilbert High, which expands to our other high schools this year.

Lexington One now has Centers of Advanced Study. Students from across the district study advanced agribusiness research at Pelion High, advanced STEM studies at Lexington Technology Center, public health/advanced medical studies at White Knoll High, and world languages and international business at Lexington High. Soon students will be able to study sustainable design solutions at Gilbert High and law/global policy development and multi-media arts design/production at River Bluff High.

Lexington One is now home to two schools that are Leadership in Energy and Environmental Design (LEED) certified buildings -- Rocky Creek Elementary and Meadow Glen Elementary. Both schools have interactive technology in all classrooms, designated collaboration spaces, more natural light, automated lighting control systems with occupancy sensors, water-saving plumbing fixtures, energy-efficient heating/air conditioning systems and building materials harvested/manufactured within the region.

Our students and staff proudly won 12 state championships and numerous first-place wins in state DECA, FBLA, FFA, HOSA, JROTC and SkillsUSA competitions during the 2010-2011 school year. On the national level, Lexington One students excelled in architecture, air rifle, winterguard, science and wrestling competitions. Our schools received Closing the Achievement Gap, Palmetto Gold and Silver, and SAT and ACT Performance Improvement awards. These are only a few of the many accolades our outstanding students and employees earned last school year. Overall, our students continue to excel in learning.

Opportunities abound and, working in partnership with our staff, students, parents and communities, we can maximize opportunities for the benefit of our students. Failing to do so is not a risk we are willing to take. Thank you for your support.

Superintendent Karen C. Woodward, Ed.D.

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## No Child Left Behind

## District Adequate Yearly Progress

No

This district met 35 out of 37 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.

7

## Title I Schools' School Improvement Status

School	Status	School	Status
Pelion Elementary	R	Saxe Gotha Elementary	R

The Lexington 1 School District consists of 26 public schools with 2 of these schools, or 7.7%, 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	10579	99.8	18.4	31.7	50	88	82.4	Yes	Yes
<b>Gender</b>									
Male	5422	99.8	21.6	32.7	45.7	84.9	78.7	N/A	N/A
Female	5157	99.9	15	30.6	54.4	91.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	8527	99.9	15.8	31.1	53.1	90	88.9	Yes	Yes
African American	1200	99.7	35.3	36.8	27.9	74.6	72.9	No	Yes
Asian/Pacific Islander	268	99.6	8.4	23	68.6	94.6	93	Yes	Yes
Hispanic	533	99.4	29.1	34.2	36.6	81.2	79.3	Yes	Yes
American Indian/Alaskan	51	100	14	40	46	92	83	Yes	Yes
<b>Disability Status</b>									
Disabled	1169	99.7	60.4	23.8	15.8	51.1	48.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	403	99.5	29.7	35	35.3	80.3	78.3	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	3983	99.7	30.8	36.6	32.6	78.6	75.4	Yes	Yes

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

All Students	10578	99.8	19	37.2	43.8	88	81.9	Yes	Yes
<b>Gender</b>									
Male	5421	99.9	20.7	35.5	43.8	86.5	79.9	N/A	N/A
Female	5157	99.8	17.2	39	43.8	89.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	8526	99.9	16.7	36.5	46.8	89.8	88.9	Yes	Yes
African American	1200	99.7	36	43.6	20.5	75.3	71.4	Yes	Yes
Asian/Pacific Islander	268	100	8.4	22.6	69	95.4	94.6	Yes	Yes
Hispanic	533	99.8	25.1	42.1	32.8	82	81.1	Yes	Yes
American Indian/Alaskan	51	100	16	48	36	90	84.4	Yes	Yes
<b>Disability Status</b>									
Disabled	1169	99.5	59.6	28.9	11.6	52.3	47.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	403	100	23.9	40.4	35.7	83.1	81.4	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	3982	99.8	31.4	42.6	25.9	78.1	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	7060	99.7	19.9	45.7	34.4	80.1	68.6
<b>Gender</b>							
Male	3637	99.7	20.3	43.4	36.3	79.7	68.3
Female	3423	99.7	19.5	48.1	32.3	80.5	68.9
<b>Racial/Ethnic Group</b>							
White	5703	99.8	17.2	45.4	37.5	82.8	80.7
African American	794	99.4	39.4	47.1	13.4	60.6	51.4
Asian/Pacific Islander	171	99.4	10.2	40.4	49.4	89.8	85.3
Hispanic	356	99.7	29.5	48.5	22	70.5	61.6
American Indian/Alaskan	36	100	11.4	60	28.6	88.6	70.8
<b>Disability Status</b>							
Disabled	789	99.1	54.7	33.3	12	45.3	35.7
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
<b>Limited English Proficient</b>							
Limited English	265	99.6	29.4	48.2	22.3	70.6	60.7
<b>Socio-Economic Status</b>							
Subsidized meals	2639	99.6	33.5	47.3	19.2	66.5	57.3
<b>Social Studies</b>							
All Students	7042	99.6	17.2	36.3	46.5	82.8	72.5
<b>Gender</b>							
Male	3565	99.5	17.5	32.8	49.8	82.5	72
Female	3477	99.7	17	39.9	43.1	83	73.1
<b>Racial/Ethnic Group</b>							
White	5668	99.7	15.3	35.7	49	84.7	81
African American	809	98.8	30.6	42.5	27	69.4	60
Asian/Pacific Islander	182	100	7.9	21.9	70.2	92.1	89
Hispanic	347	99.1	25.5	37.9	36.6	74.5	69.6
American Indian/Alaskan	36	100	17.1	51.4	31.4	82.9	73.5
<b>Disability Status</b>							
Disabled	775	99	50.1	35.6	14.3	49.9	40.5
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
<b>Limited English Proficient</b>							
Limited English	259	99.6	24	38.5	37.5	76	69.7
<b>Socio-Economic Status</b>							
Subsidized meals	2669	99.2	29.7	41.8	28.5	70.3	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
<b>Writing</b>									
All Students	3530	99	20.4	39.2	40.4	79.6	73.2	95.7	96.1
<b>Gender</b>									
Male	1794	98.6	25.9	41.1	33	74.1	67.2	95.7	96.1
Female	1736	99.4	14.7	37.3	48	85.3	79.4	95.8	96.2
<b>Racial/Ethnic Group</b>									
White	2875	99	18.4	38.5	43.1	81.6	81.5	95.7	95.9
African American	386	98.5	34.7	45.5	19.8	65.3	61.3	96	96.4
Asian/Pacific Islander	91	98.9	7	26.7	66.3	93	87	96.6	97.2
Hispanic	160	99.4	31.8	41.9	26.4	68.2	66.7	95.7	96.5
American Indian/Alaskan	18	100	11.1	66.7	22.2	88.9	72.2	94.9	95.1
<b>Disability Status</b>									
Disabled	373	93.3	69.3	25.7	5.1	30.7	26	94.7	95.2
<b>Migrant Status</b>									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	N/A	96.8
<b>Limited English Proficient</b>									
Limited English	122	100	30.3	39.4	30.3	69.7	65.7	96.3	96.9
<b>Socio-Economic Status</b>									
Subsidized meals	1290	98.7	32.6	42.9	24.5	67.4	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
<b>English/Language Arts</b>							
<b>2010</b>	3	1708	99.9	12.5	21.2	66.2	87.5
	4	1707	100	17.3	37.4	45.3	82.7
	5	1763	99.8	16.6	36.4	46.9	83.4
	6	1753	99.9	19.5	34.6	45.9	80.5
	7	1744	99.8	19.5	29.4	51.1	80.5
	8	1636	99.9	26.3	30.3	43.4	73.7
<b>2011</b>	3	1721	99.9	14.5	19.3	66.2	85.5
	4	1741	100	16.1	38.5	45.4	83.9
	5	1745	99.9	15.5	40.1	44.4	84.5
	6	1789	99.7	19.7	31.4	48.9	80.3
	7	1780	99.7	22.7	30.2	47.2	77.3
	8	1802	99.8	21.5	30.5	48	78.5
<b>Mathematics</b>							
<b>2010</b>	3	1707	100	22.6	30.8	46.6	77.4
	4	1707	100	14.6	37.7	47.7	85.4
	5	1763	99.8	22.6	40.1	37.3	77.4
	6	1753	99.8	20.5	39.8	39.8	79.5
	7	1744	99.8	22.9	37.9	39.3	77.1
	8	1636	99.9	27.6	42.7	29.6	72.4
<b>2011</b>	3	1721	99.9	23	28.5	48.5	77
	4	1741	99.9	12	33.7	54.3	88
	5	1745	99.8	17.5	37.6	44.9	82.5
	6	1789	99.9	17.8	41.5	40.7	82.2
	7	1779	99.7	19.6	36.5	43.9	80.4
	8	1802	99.8	23.7	45.3	31	76.3
<b>Science</b>							
<b>2010</b>	3	862	99.8	31.1	37.5	31.4	68.9
	4	1703	99.9	18	59.4	22.6	82
	5	881	99.7	22.9	53.4	23.7	77.1
	6	877	100	21	51.5	27.5	79
	7	1740	99.9	12.4	38.8	48.9	87.6
	8	819	99.9	18.9	25.8	55.3	81.1
<b>2011</b>	3	859	99.4	26.9	38.3	34.9	73.1
	4	1741	99.9	18.7	57.8	23.5	81.3
	5	881	99.9	24	50.4	25.6	76
	6	902	99.6	21.9	51.5	26.6	78.1
	7	1777	99.7	17.4	41.2	41.5	82.6
	8	900	99.8	14.7	27.9	57.4	85.3

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
<b>Social Studies</b>							
<b>2010</b>	3	845	99.9	14.6	40.9	44.6	85.4
	4	1702	99.9	16.5	45.1	38.4	83.5
	5	881	99.4	24.4	44.8	30.8	75.6
	6	876	99.7	13.1	47.8	39.1	86.9
	7	1739	99.9	21.9	30.3	47.8	78.1
	8	815	99.9	19.2	32.8	47.9	80.8
<b>2011</b>	3	863	99.1	15.1	33.5	51.4	84.9
	4	1741	99.9	15.5	45	39.5	84.5
	5	866	99.3	20.1	38.4	41.5	79.9
	6	891	99.4	13.3	40	46.7	86.7
	7	1778	99.7	21.5	29.2	49.2	78.5
	8	902	99.6	15.3	30.4	54.3	84.7
<b>Writing</b>							
<b>2010</b>	3	1705	98.9	22.3	31.8	45.9	77.7
	4	1699	99	20.6	39.3	40.1	79.4
	5	1764	98.8	23.6	37.6	38.8	76.4
	6	1743	99.1	19.3	38.3	42.3	80.7
	7	1746	99	18.7	41.9	39.4	81.3
	8	1638	99.6	19.1	43.7	37.2	80.9
<b>2011</b>	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	1744	98.6	17.1	38.6	44.4	82.9
	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	1786	99.4	23.5	39.8	36.6	76.5

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	1566	99.2	7.3	20.7	30.5	41.5	77.9	68.0	Yes	Yes
Male	818	98.8	9.3	22.9	30.7	37.1	74.2	63.1	N/A	N/A
Female	748	99.6	5.2	18.4	30.2	46.1	81.9	73.1	N/A	N/A
White	1289	99.1	5.5	18.8	31.5	44.2	81.8	79.4	Yes	Yes
African American	161	99.4	19.2	34.4	23.8	22.5	52.3	51.7	No	Yes
Asian/Pacific Islander	31	100.0	3.3	16.7	16.7	63.3	83.3	83.2	I/S	I/S
Hispanic	76	100.0	16.9	26.8	32.4	23.9	63.4	62.8	No	Yes
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	117	98.3	43.1	39.4	12.8	4.6	23.9	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	34	100.0	34.4	28.1	25.0	12.5	46.9	45.1	I/S	I/S
Subsidized meals	523	98.5	14.9	31.9	29.0	24.2	60.9	54.7	No	Yes

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

All Students	1566	99.0	7.3	24.5	31.7	36.5	76.8	62.3	Yes	Yes
Male	818	98.5	7.7	21.8	30.7	39.8	77.6	61.4	N/A	N/A
Female	748	99.6	6.9	27.3	32.9	32.9	76.0	63.2	N/A	N/A
White	1289	98.9	5.6	21.1	33.6	39.6	80.4	75.3	Yes	Yes
African American	161	99.4	18.5	44.4	21.2	15.9	55.0	42.9	No	Yes
Asian/Pacific Islander	31	100.0	3.3	16.7	13.3	66.7	83.3	84.3	I/S	I/S
Hispanic	76	100.0	14.1	43.7	28.2	14.1	59.2	59.4	No	Yes
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	117	98.3	43.1	30.3	19.3	7.3	30.3	67.7	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	34	100.0	21.9	50.0	18.8	9.4	46.9	47.1	I/S	I/S
Subsidized meals	523	98.3	14.3	36.2	30.8	18.6	61.7	48.5	No	Yes

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

All Students	1566	98.3	30.3	14.9	19.0	35.8	N/A	N/A	N/A	N/A
Male	818	98.2	28.3	13.8	18.6	39.4	N/A	N/A	N/A	N/A
Female	748	98.5	32.4	16.0	19.5	32.0	N/A	N/A	N/A	N/A
White	1289	98.6	26.5	15.0	19.7	38.7	N/A	N/A	N/A	N/A
African American	161	95.7	53.9	14.3	15.6	16.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	31	100.0	19.4	9.7	6.5	64.5	N/A	N/A	N/A	N/A
Hispanic	76	98.7	49.3	16.0	17.3	17.3	N/A	N/A	N/A	N/A
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	117	94.0	75.5	9.1	8.2	7.3	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	34	97.1	66.7	9.1	9.1	15.2	N/A	N/A	N/A	N/A
Subsidized meals	523	97.1	48.8	15.9	14.6	20.7	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>									
All Students	2010	1738	96.6	9.2	28.6	30.2	32.0	72.8	65.9
	2011	1566	99.2	7.3	20.7	30.5	41.5	77.9	68.0
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>									
All Students	2010	1738	96.5	9.2	24.7	29.8	36.3	75.2	62.3
	2011	1566	99.0	7.3	24.5	31.7	36.5	76.8	62.3

## Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	0.4%	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	0.4%	0.0%	No
Student attendance rate, grades K-8	95.0%	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