



Lexington 2 School District

715 Ninth Street
West Columbia, South

Grades	PK-12 District	
Enrollment	8,881 Students	
Superintendent	Venus J. holland, Ed.D.	803-739-4708
Board Chair	ElizaBeth Dickerson	803-791-6085



THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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

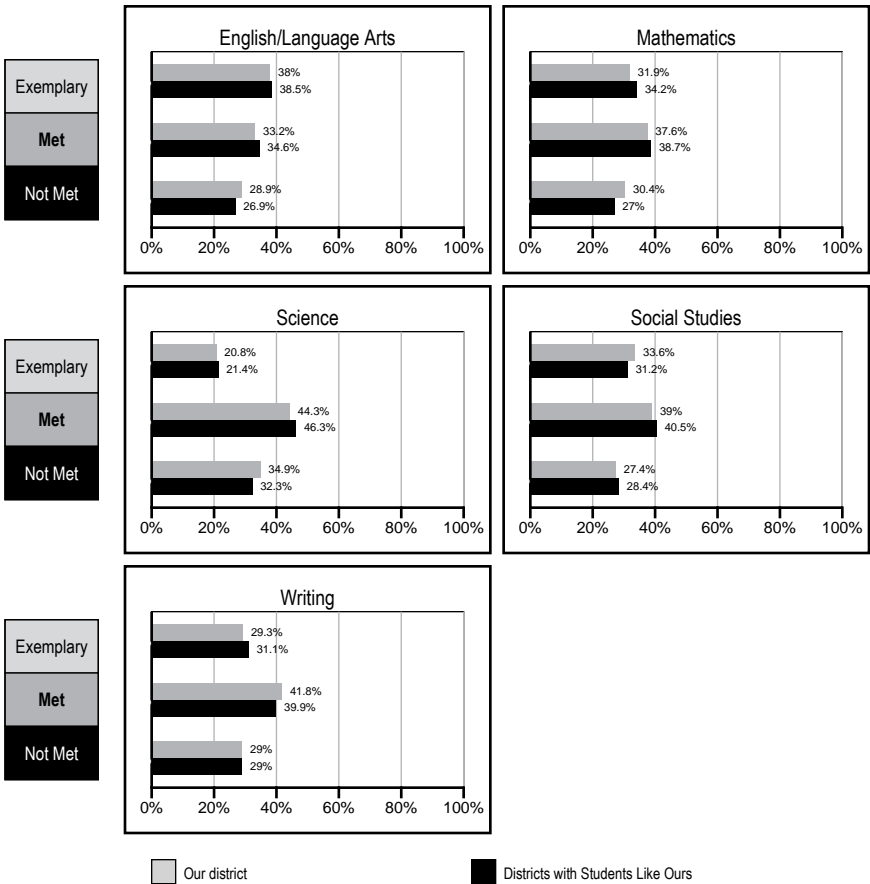
97.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	5	16	3	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 /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	76.6%	77.3%	74.9%	74.9%	77.9%	77.6%
Passed one subtest	13.2%	12.3%	13.7%	13.1%	11.6%	12.6%
Passed no subtests	10.2%	10.3%	11.4%	12.0%	10.4%	9.8%

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	72.5%	82.8%
English 1	67.6%	67.5%
Biology 1/Applied Biology 2	66.1%	67.3%
Physical Science	47.6%	52.9%
US History and the Constitution	44.3%	44.1%
All Subjects	60.8%	63.6%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	756	733	760	563
Number of Graduates in Cohort	480	479	538	426
Rate	63.5%	65.3%	71.3%	76.4%

*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	756	N/A	586
Number of Graduates in Cohort	N/A	496	N/A	427
Rate	N/A	65.6%	N/A	74.2%

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=8,881)				
First graders who attended full-day kindergarten	99.7%	Down from 99.9%	99.8%	99.6%
Retention rate	1.9%	Up from 1.4%	2.2%	2.3%
Attendance rate	97.8%	Down from 98.5%	95.8%	95.8%
Served by gifted and talented program	23.0%	Up from 21.5%	15.2%	14.0%
With disabilities other than speech	7.6%	Down from 10.9%	7.7%	7.4%
Older than usual for grade	1.9%	Down from 3.8%	2.8%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.8%	0.4%	0.5%
Enrolled in AP/IB programs	27.7%	Down from 39.7%	11.5%	12.2%
Successful on AP/IB exams	28.9%	Up from 20.7%	52.1%	52.9%
Eligible for LIFE Scholarship	47.5%	Up from 42.9%	31.9%	30.3%
Enrolled in adult education GED or diploma programs	178	Up from 134	74	66
Completions in adult education GED or diploma programs	134	Up from 90	38	35
Annual dropout rate	0.9%	Down from 3.8%	2.9%	2.8%
Teachers (n=608)				
Teachers with advanced degrees	66.1%	Up from 64.2%	62.4%	61.2%
Continuing contract teachers	87.5%	Up from 84.6%	87.5%	85.6%
Teachers returning from previous year	89.4%	Up from 88.3%	91.2%	90.3%
Teacher attendance rate	95.0%	Up from 94.8%	95.2%	95.2%
Average teacher salary*	\$47,730	Down 2.1%	\$46,366	\$46,166
Vacancies for more than nine weeks	0.2%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	14.4 days	Down from 17.3 days	12.3 days	12.2 days
District				
Superintendent's years at district	3.0	Up from 2.0	2.8	3.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 23.0 to 1	21.7 to 1	21.7 to 1
Prime instructional time	92.0%	Up from 91.9%	89.9%	90.1%
Dollars spent per pupil**	\$9,033	Down 3.5%	\$8,849	\$9,140
Percent of expenditures for teacher salaries**	56.2%	Down from 56.9%	54.6%	53.5%
Percent of expenditures for instruction**	60.1%	Up from 58.8%	57.6%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	16	No Change	10	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.6%	Down from 0.8%	1.0%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	16.0	No Change	10.0	8.0
Parents attending conferences	99.4%	Down from 100.0%	97.3%	96.6%
Average administrator salary	\$82,181	Up 1.4%	\$77,197	\$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	544	90.8%	3139	60.8%	756	63.5%	No
Gender							
Male	286	87.1%	1556	60.4%	373	57.6%	N/A
Female	258	95.0%	1513	62.3%	382	69.4%	N/A
Racial/Ethnic Group							
White	333	94.0%	1705	71.8%	453	67.1%	N/A
African American	185	84.9%	1099	46.0%	248	61.3%	N/A
Asian/Pacific Islander	N/A	N/A	14	71.4%	N/A	N/A	N/A
Hispanic	18	88.9%	218	57.3%	41	41.5%	N/A
American Indian/Alaskan	N/A	N/A	30	56.7%	N/A	N/A	N/A
Disability Status							
Disabled	67	61.2%	299	27.8%	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	12	91.7%	178	54.5%	18	44.4%	N/A
Socio-Economic Status							
Subsidized meals	222	85.1%	1606	51.6%	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 2011

	Our District	Districts with Students Like Ours
Percent	90.8%	91.2%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	487	492	508	502	464	456	1459	1450		
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	18.2	17.9	19.2	19.4	19.1	19.0	19.0	19.6	19.0	19.1
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	14.1 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

During the 2010/11 school year, Lexington School District Two continued to use a results-based, data-driven decision making process to offer the best possible programs as we served approximately 8,900 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 District Two continued to garner a variety of awards: Congaree Elementary School and Springdale Elementary School were named Palmetto Gold Award winners for Overall Academic Performance, and Palmetto Silver Award winners for Academic Improvement in Closing the Achievement Gap; Taylor Elementary School and Fulmer Middle School received two Palmetto Silver Awards, one for Overall Academic Performance and one for Academic Improvement in Closing the Achievement Gap; Pineview Elementary School received the Palmetto Silver Award for Overall Academic Performance based upon their Report Card results. Additionally, nine of our elementary schools were recognized for meeting Adequate Yearly Progress for achieving 100 percent of their No Child Left Behind goals while Congaree-Wood Early Childhood Center continued their trend of receiving Excellent Ratings based on the State Report Card. Also, Busbee Creative Arts Academy received the Apple Exemplary Program Award for their 21st Century iLearn Project, which increased student engagement through the utilization of instructional "apps." Also, Airport High School and Brookland-Cayce High School were recognized for dramatically reducing their drop-out rates, while our Adult Education Program received numerous state awards. Along with these school-level awards, the District received the Certificate of Excellence in Financial Reporting Award.

Lexington Two continued to encourage excellence through professional growth through our Professional Development Cohorts. This Early Release Program provided opportunities for vertical articulation and collaboration based on instructional topics, which yielded action research productions. In addition to this initiative, the District offered classes during our Annual Summer Instructional Institute.

The District elected not to introduce any new initiatives in order to strengthen the research-based endeavors that were implemented the prior year which were designed to close the Achievement Gap and increase rigor. These initiatives included: Habits of the Mind, Robert Narzano High-Yield Strategies, technology integration and infusion, and setting SMARTS goals which are designed to be specific, measurable, attainable, results-driven, timely and student-centered.

As a professional learning community, Lexington Two will continue to focus on effective instruction and academic success. In closing, we thank our Board, teachers, staff, parents, business partners and community members for their continued support as we strive collectively to be "Champions for Children."

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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.

7

Title I Schools' School Improvement Status

School	Status	School	Status
Congaree Elementary	RP	Congaree/Wood Early Chld Ctr	CSI
Herbert A Wood Elementary	R		

The Lexington 2 School District consists of 16 public schools with 3 of these schools, or 18.8%, 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. 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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)									
All Students	3920	99.8	29	33.2	37.9	79.9	82.4	Yes	Yes
Gender									
Male	1952	99.8	33.9	33.6	32.6	75.4	78.7	N/A	N/A
Female	1968	99.9	24.2	32.8	43	84.3	86.2	N/A	N/A
Racial/Ethnic Group									
White	1993	99.9	18.7	31.7	49.5	87.3	88.9	Yes	Yes
African American	1470	99.7	42	35.4	22.5	70.7	72.9	No	Yes
Asian/Pacific Islander	50	100	12.5	27.1	60.4	89.6	93	Yes	Yes
Hispanic	379	99.7	37.2	33.8	29	73.6	79.3	No	Yes
American Indian/Alaskan	28	100	14.8	25.9	59.3	85.2	83	I/S	I/S
Disability Status									
Disabled	613	100	64.8	19.7	15.5	48.1	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	300	99.7	40.8	31.5	27.7	70.2	78.3	No	Yes
Socio-Economic Status									
Subsidized meals	2443	100	37.5	35.5	27	73.9	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)									
All Students	3920	99.8	30.6	37.7	31.7	79.2	81.9	Yes	Yes
Gender									
Male	1952	99.7	33	36.1	30.9	76.6	79.9	N/A	N/A
Female	1968	99.9	28.3	39.3	32.4	81.7	84.1	N/A	N/A
Racial/Ethnic Group									
White	1993	99.9	19.9	38.3	41.8	88	88.9	Yes	Yes
African American	1470	99.7	44.6	37.7	17.7	67.6	71.4	No	Yes
Asian/Pacific Islander	50	100	8.3	39.6	52.1	91.7	94.6	Yes	Yes
Hispanic	379	99.7	38.4	34.9	26.7	73.9	81.1	No	Yes
American Indian/Alaskan	28	100	25.9	29.6	44.4	85.2	84.4	I/S	I/S
Disability Status									
Disabled	613	100	66.7	22.2	11	47.6	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	300	99.7	38.7	34.9	26.4	72.3	81.4	No	Yes
Socio-Economic Status									
Subsidized meals	2443	100	38.7	38.7	22.6	73	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	2595	99.6	35.1	44.3	20.6	64.9	68.6
Gender							
Male	1316	99.8	35.4	42	22.5	64.6	68.3
Female	1279	99.4	34.7	46.7	18.7	65.3	68.9
Racial/Ethnic Group							
White	1284	99.7	21.8	46.8	31.4	78.2	80.7
African American	1011	99.5	52	40.7	7.3	48	51.4
Asian/Pacific Islander	35	97.1	18.2	30.3	51.5	81.8	85.3
Hispanic	251	99.6	40.9	46.1	12.9	59.1	61.6
American Indian/Alaskan	14	100	N/AV	N/AV	N/AV	N/AV	70.8
Disability Status							
Disabled	419	99.3	64.7	25.4	9.9	35.3	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	197	99.5	44	43	13	56	60.7
Socio-Economic Status							
Subsidized meals	1628	99.6	44.5	43.3	12.2	55.5	57.3
Social Studies							
All Students	2616	99.5	27.5	39.2	33.2	72.5	72.5
Gender							
Male	1301	99.5	29.6	35.6	34.8	70.4	72
Female	1315	99.6	25.5	42.8	31.7	74.5	73.1
Racial/Ethnic Group							
White	1339	99.6	18.6	38.3	43	81.4	81
African American	960	99.4	39	40.8	20.2	61	60
Asian/Pacific Islander	36	100	11.8	47.1	41.2	88.2	89
Hispanic	258	99.6	36.2	38.3	25.5	63.8	69.6
American Indian/Alaskan	23	100	18.2	27.3	54.5	81.8	73.5
Disability Status							
Disabled	397	99	59.2	26.7	14.1	40.8	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	197	99.5	41.8	39.2	19.1	58.2	69.7
Socio-Economic Status							
Subsidized meals	1604	99.5	35.1	42.2	22.8	64.9	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	1315	98.9	28.9	41.8	29.4	71.1	73.2	97.3	96.1
Gender									
Male	668	98.5	34.6	41.8	23.6	65.4	67.2	97.3	96.1
Female	647	99.2	23.1	41.7	35.2	76.9	79.4	97.4	96.2
Racial/Ethnic Group									
White	683	98.7	19.7	42.3	38	80.3	81.5	97.2	95.9
African American	497	99.2	41.1	39.3	19.6	58.9	61.3	97.5	96.4
Asian/Pacific Islander	16	100	12.5	43.8	43.8	87.5	87	97.5	97.2
Hispanic	115	98.3	34.3	49.1	16.7	65.7	66.7	97.4	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	72.2	96.9	95.1
Disability Status									
Disabled	195	95.9	71.8	23.2	5	28.2	26	96.9	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	93	98.9	33.3	47.3	19.4	66.7	65.7	97.7	96.9
Socio-Economic Status									
Subsidized meals	801	99.1	37.1	42.8	20.1	62.9	63.2	97.1	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	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
2011	3	658	100	22.4	25.4	52.2	77.6
	4	654	99.5	26	38.5	35.5	74
	5	682	99.9	25.4	43.1	31.5	74.6
	6	668	100	30.5	33.1	36.3	69.5
	7	637	99.5	36.1	26.8	37.1	63.9
	8	621	100	33.8	31.6	34.6	66.2
Mathematics							
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
2011	3	658	100	35	23.4	41.6	65
	4	654	99.5	25.5	44.8	29.8	74.5
	5	682	99.7	27.5	37	35.6	72.5
	6	668	100	31.4	37.6	31	68.6
	7	637	99.5	34.2	37.4	28.4	65.8
	8	621	100	30.4	46.7	23	69.6
Science							
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
2011	3	326	99.4	39.7	38.4	21.9	60.3
	4	654	99.9	34.7	52.3	13	65.3
	5	337	99.7	38	46.1	15.9	62
	6	334	99.1	38.9	46.9	14.1	61.1
	7	637	99.5	31.4	43.6	25	68.6
	8	307	99.7	31.1	30.4	38.4	68.9

Abbreviations for Missing Data

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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	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
2011	3	332	99.7	23.4	37.8	38.8	76.6
	4	654	99.9	28.9	50.3	20.7	71.1
	5	345	98.6	27.8	42.7	29.4	72.2
	6	334	100	17	39.2	43.7	83
	7	637	99.7	35.6	30.4	34.1	64.4
	8	314	99	23.5	32	44.6	76.5
Writing							
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
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	685	99	25.4	43.3	31.3	74.6
	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	630	98.7	32.7	40.1	27.2	67.3

Abbreviations for Missing Data

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

HSAP Performance By Group

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

All Students	600	97.0	11.6	31.3	29.0	28.1	64.3	68.0	No	Yes
Male	289	97.6	15.4	32.0	29.7	22.8	61.0	63.1	N/A	N/A
Female	311	96.5	7.8	30.6	28.4	33.2	67.5	73.1	N/A	N/A
White	326	96.9	6.5	22.6	32.9	38.0	78.1	79.4	Yes	Yes
African American	210	96.7	20.5	45.5	23.3	10.8	41.5	51.7	No	Yes
Asian/Pacific Islander	12	100.0	N/A	N/A	27.3	72.7	100.0	83.2	I/S	I/S
Hispanic	46	97.8	14.3	42.9	23.8	19.0	50.0	62.8	No	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	78	96.2	45.6	42.1	8.8	3.5	15.8	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	32	96.9	17.9	42.9	14.3	25.0	42.9	45.1	I/S	I/S
Subsidized meals	296	96.3	16.7	40.5	25.4	17.4	49.6	54.7	No	Yes

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

All Students	600	96.8	21.4	29.1	28.2	21.4	60.7	62.3	No	Yes
Male	289	97.6	20.7	31.0	24.9	23.4	61.3	61.4	N/A	N/A
Female	311	96.1	22.0	27.2	31.3	19.4	60.1	63.2	N/A	N/A
White	326	96.6	12.3	22.5	34.5	30.7	74.4	75.3	Yes	Yes
African American	210	96.2	37.5	39.2	17.0	6.3	36.4	42.9	No	Yes
Asian/Pacific Islander	12	100.0	N/A	9.1	45.5	45.5	100.0	84.3	I/S	I/S
Hispanic	46	100.0	25.6	34.9	27.9	11.6	53.5	59.4	No	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	78	97.4	62.1	22.4	12.1	3.4	20.7	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	32	100.0	27.6	37.9	27.6	6.9	51.7	47.1	I/S	I/S
Subsidized meals	296	96.6	33.5	33.1	22.6	10.9	45.1	48.5	No	Yes

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

All Students	600	92.2	53.5	17.0	15.7	13.7	N/A	N/A	N/A	N/A
Male	289	91.3	50.0	17.4	15.5	17.0	N/A	N/A	N/A	N/A
Female	311	92.9	56.7	16.6	15.9	10.7	N/A	N/A	N/A	N/A
White	326	93.6	39.3	20.7	19.7	20.3	N/A	N/A	N/A	N/A
African American	210	89.5	76.6	10.6	9.6	3.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	12	100.0	41.7	8.3	25.0	25.0	N/A	N/A	N/A	N/A
Hispanic	46	91.3	59.5	19.0	11.9	9.5	N/A	N/A	N/A	N/A
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	78	64.1	82.0	10.0	4.0	4.0	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	32	93.8	70.0	16.7	6.7	6.7	N/A	N/A	N/A	N/A
Subsidized meals	296	91.2	67.4	13.3	11.1	8.1	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	669	96.7	14.4	29.4	30.4	25.8	66.2	65.9
	2011	600	97.0	11.6	31.3	29.0	28.1	64.3	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	669	96.6	16.9	33.0	28.4	21.8	61.5	62.3
	2011	600	96.8	21.4	29.1	28.2	21.4	60.7	62.3

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	3.2%	4.4%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate, grades K-8	97.8%	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