



Lancaster County School District

300 South Catawba Street
Lancaster, South Carolina

Grades	PK-12 District	
Enrollment	11,638 Students	
Superintendent	Dr. Richard E. Moore	803-286-6972
Board Chair	Mr. Robert Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2013 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Average	Below Average
2010	Average	Good
2009	Below Average	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://www.eoc.sc.gov>

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

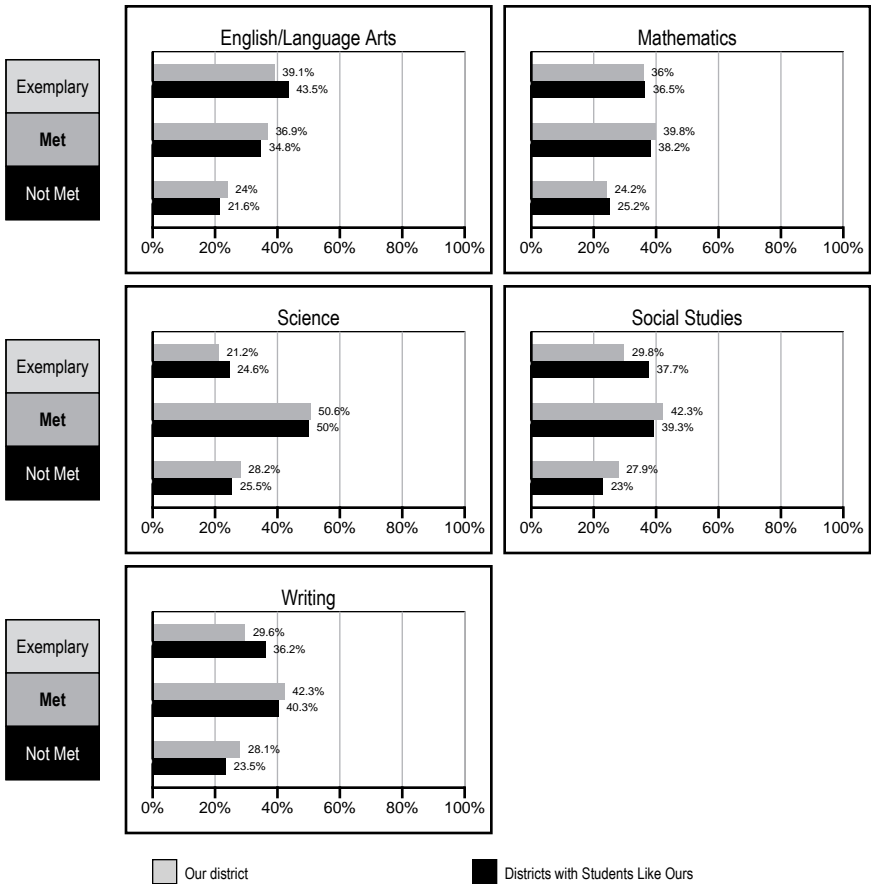
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	5	0	0	1

* Ratings are calculated with data available by 01/16/2014.

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		
	2011	2012	2013	2011	2012	2013
Passed both subtests	78.1%	78.4%	80.8%	80.4%	81.9%	85.0%
Passed one subtest	11.5%	10.8%	11.0%	11.3%	11.4%	9.7%
Passed no subtests	10.4%	10.8%	8.1%	8.3%	7.0%	5.3%

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	72.3%	82.3%
English 1	75.5%	79.2%
Biology 1/Applied Biology 2	69.6%	80.5%
US History and the Constitution	49.6%	61.2%
All Subjects	67.9%	76.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Four-Year Cohort	873	879	950	957
Number of Graduates in Cohort	696	715	677	701
Rate	79.7%	81.3%	76.2%	77.3%

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	888	868	920	923
Number of Graduates in Cohort	696	715	673	684
Rate	78.4%	82.4%	76.8%	78.9%

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=11,638)				
First graders who attended full-day kindergarten	100.0%	No Change	99.1%	99.2%
Retention rate	1.1%	Down from 1.4%	1.5%	1.9%
Attendance rate	95.4%	Down from 95.7%	95.9%	95.8%
Served by gifted and talented program	11.0%	N/A	17.5%	12.0%
With disabilities	13.4%	N/A	11.6%	12.7%
Older than usual for grade	3.6%	N/A	4.0%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.4%	0.8%	0.7%
Enrolled in AP/IB programs	28.4%	Up from 22.1%	21.0%	14.0%
Successful on AP/IB exams	36.4%	Up from 30.9%	47.7%	50.5%
Eligible for LIFE Scholarship	48.3%	Up from 38.4%	33.6%	31.8%
Enrolled in adult education GED or diploma programs	120	Down from 231	67	50
Completions in adult education GED or diploma programs	120	Down from 173	50	37
Annual dropout rate	3.0%	Down from 4.2%	2.9%	2.3%
Teachers (n=747)				
Teachers with advanced degrees	59.8%	Down from 60.6%	60.6%	61.4%
Continuing contract teachers	78.4%	Down from 81.5%	79.8%	80.0%
Teachers returning from previous year	91.5%	Up from 90.6%	91.4%	90.4%
Teacher attendance rate	94.8%	Down from 95.2%	94.8%	94.8%
Average teacher salary*	\$47,857	Up 2.8%	\$49,146	\$47,587
Vacancies for more than nine weeks	0.7%	No Change	0.1%	0.2%
Professional development days/teacher	12.8 days	Down from 16.6 days	10.6 days	10.3 days
District				
Superintendent's years at district	7.0	Up from 6.0	6.0	4.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 23.2 to 1	22.5 to 1	22.2 to 1
Prime instructional time	88.5%	Down from 89.4%	89.9%	89.4%
Dollars spent per pupil**	\$8,188	Up 1.2%	\$8,568	\$9,101
Percent of expenditures for teacher salaries**	56.0%	Up from 55.7%	56.0%	52.0%
Percent of expenditures for instruction**	58.0%	Up from 57.8%	59.0%	56.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	19	No Change	19	11
Number of magnet schools	0	No Change	0	0
Portable classrooms	2.1%	Up from 1.9%	0.8%	0.9%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	19.0	No Change	14.0	10.0
Parents attending conferences	97.3%	Down from 100.0%	99.4%	100.0%
Average administrator salary	\$78,573	Up 2.7%	\$80,020	\$79,389

* 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 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	781	91.8%	3915	67.9%	879	81.3%
Gender						
Male	436	89.9%	2129	67.2%	490	77.6%
Female	345	94.2%	1786	68.8%	389	86.1%
Racial/Ethnic Group						
White	512	94.3%	2479	75.0%	561	83.6%
African American	219	87.7%	1195	52.1%	260	76.9%
Asian/Pacific Islander	N/A	N/A	32	81.3%	N/A	N/A
Hispanic	42	81.0%	191	72.3%	48	75.0%
American Indian/Alaskan	N/A	N/A	18	72.2%	N/A	N/A
Disability Status						
Disabled	108	63.9%	433	37.4%	124	54.8%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	27	70.4%	136	66.2%	26	53.8%
Socio-Economic Status						
Subsidized meals	369	87.0%	2011	58.6%	450	74.2%

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

HSAP Passage Rate by Spring 2013

	Our District	Districts with Students Like Ours
Percent	91.8%	92.5%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2012	2013	2012	2013	2012	2013	2012	2013		
District	436	442	447	455	421	426	1304	1324		
State	477	479	487	484	458	460	1422	1423		
Nation	491	491	505	503	481	480	1477	1474		
ACT	English		Math		Reading		Science		Total	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
District	16.7	16.8	19.0	19.3	17.9	18.4	17.8	18.4	18.0	18.3
State	19.1	19.3	20.1	20.1	20.1	20.5	19.9	20.1	19.9	20.1
Nation	20.5	20.2	21.1	20.9	21.3	21.1	20.9	20.7	21.1	20.9

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

The hard work of our teachers, students and staff continues to drive improvement of student achievement and district operations.

Collaboration among teachers is a district-wide focus as research tells us these professional conversations are important for shaping effective, consistent instruction.

We're also focused on making sure teachers have standards-based curriculum documents and making sure our curriculum supports national and state academic standards to offer students the skills and knowledge they need for success.

We work to address a variety of learning styles through our researched-based instructional strategies. As literacy is a district-wide focus for students, Literacy By Design is used to emphasize reading and writing across the curriculum. In addition, we stress the importance of using math manipulatives to support math instruction. We continue to provide extra help for students who need additional time to master standards, use Classworks labs in elementary and middle schools, and provide services for students whose primary language isn't English. Student progress is assessed through standardized testing. One such assessment is the MAP assessment, the results of which our teachers, students and parents use to determine the skills students have mastered and skills they need to improve.

Technology plays an important role in supporting instruction, and our Blackboard Connect calling system continues to help us keep parents informed about everything from report card dates to extracurricular activities to school closings.

Working together, our parents, students, educators and community are making a positive difference in the lives and educational achievements of our students.

Superintendent Richard "Gene" Moore, Ed.D.

Abbreviations for Missing Data

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

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	84.0
Overall Grade Conversion	B
Points Total - Elementary Grades	83.7
Points Total - Middle Grades	89.9
Points Total - High School Grades	65.7

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

Four schools were identified as Title I Reward School.

School	Status
Buford Elementary	Reward-Performance
Clinton Elementary	Focus
Erwin Elementary	Reward-Performance
Mcdonald Green Elementary	Reward-Performance

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

Abbreviations for Missing Data

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

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 3-5							
All Students	661.5	654.9	622.4	639.2	99.9	100.0	N/A
Male	656.0	651.7	620.7	640.0	99.9	99.9	N/A
Female	666.9	658.2	624.1	638.4	100.0	100.0	N/A
White	672.2	665.8	634.2	647.8	99.9	99.9	N/A
African American	641.3	633.3	599.7	620.3	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0	N/A
Hispanic	647.0	644.7	608.1	633.5	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	613.2	605.0	585.0	604.2	99.7	100.0	N/A
Limited English Proficient	647.2	647.7	612.9	637.0	100.0	100.0	N/A
Subsidized meals	646.9	640.6	608.9	625.8	100.0	100.0	N/A
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0	N/A
Grades 6-8							
All Students	647.1	649.6	626.8	630.5	99.7	99.8	N/A
Male	641.3	646.8	626.4	634.7	99.6	99.7	N/A
Female	652.9	652.4	627.2	626.4	99.9	99.9	N/A
White	657.5	658.4	634.8	635.9	99.7	99.8	N/A
African American	626.4	630.2	609.4	615.4	99.9	99.9	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	636.1	647.2	624.7	637.7	99.4	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	597.4	604.3	581.7	593.8	99.4	99.7	N/A
Limited English Proficient	633.5	646.4	622.6	636.6	99.0	100.0	N/A
Subsidized meals	631.0	634.3	611.8	615.6	99.7	99.8	N/A
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0	N/A
Grades 9-12							
All Students	232.6	230.0	77.2	67.9	98.8	98.6	79.7
Male	229.1	229.9	76.8	68.9	98.1	97.9	73.4
Female	236.1	230.0	77.8	66.8	99.5	99.3	85.9
White	236.5	236.7	80.4	69.6	99.5	99.1	83.7
African American	224.7	215.1	71.0	64.2	97.5	97.5	72.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	226.1	223.2	74.2	69.4	97.6	97.6	71.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	208.2	206.6	63.6	62.7	94.2	93.3	55.2
Limited English Proficient	216.8	219.5	70.0	N/A	N/A	N/A	73.1
Subsidized meals	224.7	219.8	72.7	65.5	98.5	98.5	70.5
Annual Measurable Objective (AMO)	226.0	223.0	77.0	73.0	95.0	95.0	74.1

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	863	100	21.3	23.4	55.3	78.7
	4	866	99.9	20.9	37.3	41.8	79.1
	5	898	100	25.3	44.3	30.3	74.7
	6	918	99.9	30.6	31.2	38.2	69.4
	7	894	99.8	30.5	34.8	34.7	69.5
	8	891	99.6	36.6	32.8	30.6	63.4
2013	3	887	99.9	18.3	27.5	54.2	81.7
	4	875	100	20.9	39.5	39.5	79.1
	5	858	99.9	20.2	46.3	33.5	79.8
	6	898	100	25.6	35.4	39	74.4
	7	907	99.6	23.9	41.5	34.6	76.1
	8	904	99.6	35.1	31.3	33.5	64.9
Mathematics							
2012	3	863	100	28.1	32.5	39.4	71.9
	4	866	100	17.4	36.1	46.5	82.6
	5	898	100	22.4	45.5	32.2	77.6
	6	918	99.9	21.9	38.9	39.1	78.1
	7	894	99.7	26.2	41	32.8	73.8
	8	891	99.6	34.7	44.1	21.2	65.3
2013	3	887	100	32.2	28.3	39.5	67.8
	4	875	100	16.5	37.2	46.3	83.5
	5	858	99.9	22.1	43	34.8	77.9
	6	898	100	19.6	43.1	37.3	80.4
	7	907	99.7	27.5	39.2	33.3	72.5
	8	904	99.7	28.1	48.5	23.4	71.9
Science							
2012	3	435	99.8	43.2	39.7	17.1	56.8
	4	866	100	25.8	62.8	11.4	74.2
	5	451	100	28.3	50.9	20.8	71.7
	6	459	99.8	40	47.7	12.2	60
	7	894	99.7	27.5	42	30.5	72.5
	8	451	99.6	28.1	42.1	29.7	71.9
2013	3	449	99.6	35.6	46.5	17.8	64.4
	4	875	100	25.4	55.4	19.2	74.6
	5	428	99.8	30.1	57.5	12.4	69.9
	6	451	99.8	32.5	54.2	13.3	67.5
	7	907	99.7	23.4	48.2	28.3	76.6
	8	448	99.6	31.5	41.4	27.1	68.5

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
Social Studies							
2012	3	428	99.8	30.8	40.5	28.7	69.2
	4	865	100	20.6	55.7	23.7	79.4
	5	447	99.6	36.1	39.2	24.7	63.9
	6	458	99.6	23.5	52.2	24.2	76.5
	7	893	99.7	35.7	37.3	27	64.3
	8	439	99.1	30.4	35.6	34	69.6
2013	3	439	99.8	21	46.3	32.7	79
	4	874	100	21.5	51.4	27.1	78.5
	5	432	99.3	30.8	41.4	27.7	69.2
	6	449	99.8	28.2	51.8	20	71.8
	7	907	99.6	33.3	33.4	33.3	66.7
	8	454	99.1	33.7	29.4	36.9	66.3
Writing							
2012	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	898	98.7	30.7	43.8	25.5	69.3
	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	895	98.3	32.7	36.7	30.6	67.3
2013	3	882	98.8	32.7	34.9	32.4	67.3
	4	870	98.4	26.6	46.1	27.2	73.4
	5	853	98.9	25.3	40.8	33.9	74.7
	6	898	98.7	28.4	44.5	27	71.6
	7	914	98.9	27.5	41.1	31.4	72.5
	8	902	99.2	25.8	46.4	27.8	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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced**
English/Language Arts								
All Students	2012	817	98.7	12.9	30.0	34.1	23.1	57.2
	2013	845	98.8	10.7	32.3	29.8	27.2	57.0

Mathematics								
All Students	2012	817	98.5	19.5	26.6	27.0	27.0	53.9
	2013	845	98.6	16.4	34.5	24.7	24.4	49.1

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.2%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	3.8%	4.9%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate, grades K-8	95.4%	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