



Lexington/Richland 5 School District

1020 Dutch Fork Road
Irmo, SC 29063

Grades	PK-12 District	
Enrollment	16,733 Students	
Superintendent	Dr. Herbert Berg	803-476-8000
Board Chair	Paula Hite	803-749-1387



THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The District's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

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

SOUTH CAROLINA PERFORMANCE GOAL

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

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

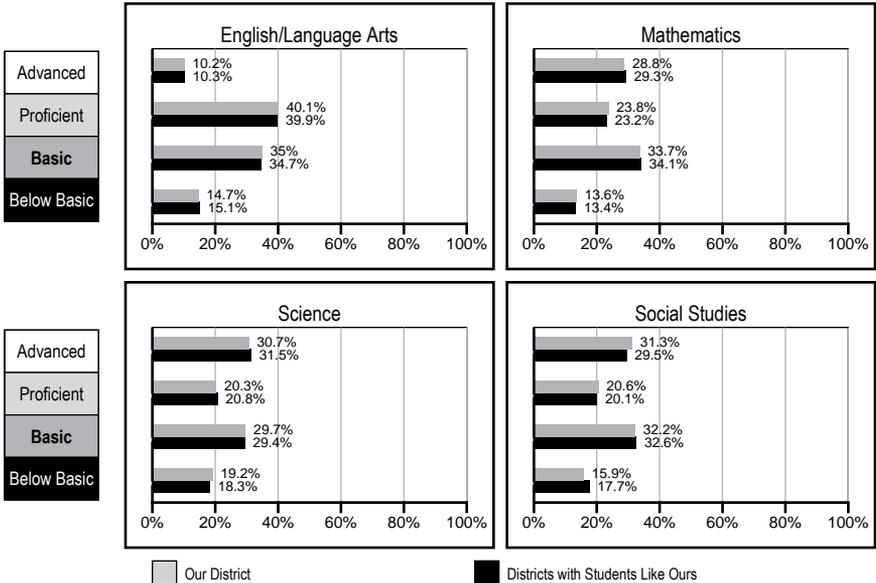
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

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

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

Percent	Our District			Districts with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed both subtests	88.8	88.8	90.7	88.8	88.8	87.7
Passed 1 subtest	6.6	7.5	5.5	6.6	7.5	7.3
Passed no subtests	4.6	3.8	3.8	4.6	3.8	5.0

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	85.5	83.7
English 1	83.4	76.0
Physical Science	69.6	71.3
All Subjects	79.5	76.7

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=16,733)				
First graders who attended full-day kindergarten	98.9%	Up from 97.4%	98.1%	98.9%
Retention rate	1.7%	Down from 2.7%	2.0%	4.0%
Attendance rate	96.3%	Down from 96.4%	96.2%	95.6%
Eligible for gifted and talented	27.1%	Up from 26.5%	25.0%	11.4%
With disabilities other than speech	7.8%	Up from 7.0%	7.4%	10.5%
Older than usual for grade	2.1%	Up from 1.1%	2.3%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 0.9%	1.6%	0.8%
Enrolled in AP/IB programs	34.6%	Down from 37.3%	20.8%	10.3%
Successful on AP/IB exams	63.5%	N/A	74.0%	56.0%
Eligible for LIFE Scholarship	52.9%	Down from 55.8%	42.1%	31.1%
Enrolled in adult education GED or diploma programs	121	Down from 357	78	48
Completions in adult education GED or diploma programs	72	Down from 78	50	27
Annual dropout rate	1.9%	Down from 2.8%	3.0%	3.8%
Teachers (n=1326)				
Teachers with advanced degrees	63.5%	Up from 63.4%	62.1%	54.8%
Continuing contract teachers	78.8%	Down from 84.0%	78.6%	73.9%
Teachers with emergency or provisional certificates	3.0%	Down from 3.3%	2.2%	5.0%
Teachers returning from previous year	89.6%	Down from 90.1%	89.3%	88.8%
Teacher attendance rate	94.3%	Down from 94.5%	94.4%	94.9%
Average teacher salary	\$49,653	Up 3.9%	\$49,105	\$45,107
Vacancies for more than nine weeks	0.1%	Down from 0.3%	0.1%	0.5%
Professional development days/teacher	12.7 days	Down from 13.6 days	16.3 days	15.2 days
District				
Superintendent's years at district	2.0	Up from 1.0	1.5	3.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.6 to 1	21.2 to 1	20.2 to 1
Prime instructional time	89.5%	Down from 89.9%	88.6%	89.1%
Dollars spent per pupil*	\$9,157	Up 4.6%	\$9,192	\$8,666
Percent of expenditures for teacher salaries*	54.8%	Up from 54.3%	53.4%	53.1%
Percent of expenditures for instruction*	56.8%	Up from 56.3%	55.7%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	99.8%	Up from 99.0%	99.9%	98.2%
Number of schools	19	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	6.3%	Up from 4.4%	3.2%	4.3%
Average age in years of school facilities	22 Years	No Change	22 Years	26 Years
Number of schools with SACS accreditation	19.0	No Change	10.0	8.0
Average administrator salary	\$90,657	Up 6.9%	\$85,056	\$76,032

* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	1145	97.4%	4209	82.0%	1273	85.5%	Yes
Gender							
Male	580	96.4%	2180	81.7%	655	81.1%	N/A
Female	564	98.4%	2026	82.6%	617	90.1%	N/A
Racial/Ethnic Group							
White	835	98.8%	2731	89.2%	906	88.6%	N/A
African American	263	93.2%	1225	66.1%	310	76.8%	N/A
Asian/Pacific Islander	21	95.2%	103	93.2%	21	90.5%	N/A
Hispanic	21	95.2%	94	77.7%	27	77.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	95	81.1%	406	47.0%	107	72.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	18	88.9%	69	68.1%	21	81.0%	N/A
Socio-Economic Status							
Subsidized meals	199	92.5%	973	63.8%	220	74.1%	N/A

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

HSAP Passage Rate by Spring 2008

Percent	Our District	Districts with Students Like Ours
	97.4%	96.2%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	1273	843
Number of Diplomas	1088	709
Rate	85.5%	82.6%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	521	510	544	531	513	496	1065	1040		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	21.5	21.4	22.4	22.6	22.4	22.3	21.9	21.5	22.1	22.0
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

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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	17.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The 2007-08 school year was another banner year for School District Five of Lexington and Richland Counties. We are moving forward and actively addressing the needs of all our students.

Our district had many wonderful accomplishments during the 2007-08 school year. Six schools received Palmetto Gold or Silver Awards from the State Department of Education for their high levels of academic achievement, three schools were named Red Carpet Schools for outstanding customer service, and four schools were recognized by the South Carolina Oversight Committee for closing the achievement gap for historically lower-scoring demographic groups. In addition, our students earned the highest average score on the SAT in the state. Since 1993, District Five students have earned the highest SAT average in the state for all but four years.

Many new initiatives are underway in our school district. In 2008, a new At-Risk Student Identification System was implemented. The program will help eliminate the possibility of students in kindergarten through 12th grade from "falling between the cracks." A pilot magnet program for gifted and talented students will begin at Harbison West Elementary in 2008. The program will provide educational experiences that are designed to enable gifted students to develop their unique gifts and pursue their natural talents and interests. Leaphart Elementary is currently making plans to implement a Math/Science Magnet school in the 2009-10 year. The district also continues to implement our high school reform initiative, which will better prepare all students for post-secondary success. We are excited about these new programs and are confident that they will allow us to continue to improve teaching and learning in our school district.

We appreciate the support of our school board, parents, and community members. Our district is strong because of the commitment and support that you provide our schools. There is no way our success would be possible if we were not all pulling on the same rope on behalf of our students. Thank you again for this support.

Scott AndersEn, Ed.D.
Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 29 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

Newly Identified

The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Title I Schools' School Improvement Status

School	Status	School	Status
Leaphart Elementary	NI	Harbison West Elementary	CSI
Nursery Road Elementary	CSI		

The Lexington/Richland 5 School District consists of 19 public schools with 3 of these schools, or 15.8%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	7748	99.9	14.7	35.0	40.1	10.2	62.4	48.2	Yes	Yes
Gender										
Male	3972	99.9	19.0	38.3	35.6	7.0	55.3	41.7	N/A	N/A
Female	3776	99.9	10.1	31.6	44.8	13.4	69.9	55.0	N/A	N/A
Racial/Ethnic Group										
White	5033	99.9	8.6	32.1	46.7	12.5	71.8	60.0	Yes	Yes
African American	2288	99.9	28.0	42.7	25.1	4.3	41.1	31.7	No	Yes
Asian/Pacific Islander	203	100.0	8.0	27.8	46.0	18.2	75.4	70.4	Yes	Yes
Hispanic	156	100.0	28.4	33.6	32.1	6.0	45.5	38.4	No	Yes
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	839	99.9	52.4	27.6	13.4	6.6	26.6	16.0	No	Yes
Migrant Status										
Migrant	43	100.0	4.8	38.1	45.2	11.9	73.8	38.1	N/A	N/A
Limited English Proficient										
Limited English	186	100.0	27.4	36.9	28.7	7.0	45.2	36.6	No	Yes
Socio-Economic Status										
Subsided meals	1972	99.9	31.9	41.0	23.5	3.6	38.6	34.0	No	Yes

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

All Students	7747	99.9	13.6	33.8	23.9	28.8	64.1	45.8	Yes	Yes
Gender										
Male	3971	100.0	14.4	32.2	23.5	30.0	64.6	45.6	N/A	N/A
Female	3776	99.9	12.7	35.4	24.2	27.6	63.5	45.9	N/A	N/A
Racial/Ethnic Group										
White	5032	100.0	7.2	29.6	26.8	36.4	74.8	59.0	Yes	Yes
African American	2288	99.9	28.1	44.1	17.2	10.6	39.0	26.9	No	Yes
Asian/Pacific Islander	203	100.0	8.0	23.0	23.0	46.0	79.7	71.3	Yes	Yes
Hispanic	156	100.0	18.7	38.8	23.1	19.4	53.0	38.1	Yes	Yes
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	838	100.0	44.6	32.1	11.8	11.5	32.4	17.1	No	Yes
Migrant Status										
Migrant	43	100.0	11.9	31.0	23.8	33.3	61.9	32.5	N/A	N/A
Limited English Proficient										
Limited English	186	100.0	22.3	31.2	22.3	24.2	59.2	38.1	Yes	Yes
Socio-Economic Status										
Subsided meals	1972	99.9	30.4	41.8	17.0	10.9	39.2	31.4	No	Yes

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

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	5162	99.9	19.2	29.7	20.3	30.7	51.0	35.7	96.7	96.1
Gender										
Male	2598	100.0	20.3	26.1	19.6	34.0	53.6	37.4	96.6	96.0
Female	2564	99.9	18.1	33.4	21.1	27.3	48.4	33.8	96.8	96.3
Racial/Ethnic Group										
White	3335	100.0	10.9	27.6	23.0	38.5	61.5	49.2	96.7	96.0
African American	1531	99.8	38.3	35.5	14.1	12.2	26.2	17.0	96.5	96.2
Asian/Pacific Islander	150	100.0	11.6	18.8	24.6	44.9	69.6	58.0	97.3	97.3
Hispanic	102	100.0	26.1	30.7	19.3	23.9	43.2	24.9	96.5	96.5
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.0	94.6
Disability Status										
Disabled	560	99.8	49.4	22.0	14.7	13.9	28.6	14.0	95.9	95.1
Migrant Status										
Migrant	33	100.0	15.6	31.3	18.8	34.4	53.1	21.9	98.8	96.4
Limited English Proficient										
Limited English	123	100.0	32.4	22.5	20.6	24.5	45.1	24.4	96.8	96.8
Socio-Economic Status										
Subsided meals	1301	99.9	39.4	33.8	14.2	12.7	26.9	21.1	95.7	95.6
Social Studies										
All Students	5157	100.0	15.9	32.2	20.6	31.3	51.9	34.0	96.7	96.1
Gender										
Male	2650	100.0	16.1	28.2	20.6	35.1	55.7	36.6	96.6	96.0
Female	2507	100.0	15.7	36.4	20.5	27.5	47.9	31.3	96.8	96.3
Racial/Ethnic Group										
White	3360	100.0	11.2	28.7	22.2	37.9	60.1	44.5	96.7	96.0
African American	1518	99.9	27.3	41.2	16.4	15.1	31.5	19.1	96.5	96.2
Asian/Pacific Islander	134	100.0	4.0	25.8	25.0	45.2	70.2	58.9	97.3	97.3
Hispanic	98	100.0	23.0	25.3	26.4	25.3	51.7	27.5	96.5	96.5
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.0	94.6
Disability Status										
Disabled	561	99.8	40.4	29.1	15.6	14.8	30.5	14.4	95.9	95.1
Migrant Status										
Migrant	26	100.0	15.4	26.9	15.4	42.3	57.7	22.6	98.8	96.4
Limited English Proficient										
Limited English	116	100.0	18.8	36.6	20.8	23.8	44.6	27.3	96.8	96.8
Socio-Economic Status										
Subsided meals	1319	99.9	31.3	39.9	14.5	14.3	28.8	21.0	95.7	95.6

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

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	1258	99.5	9.7	26.3	53.6	10.5	64.0
	4	1241	99.8	12.5	33.0	47.8	6.7	54.5
	5	1288	100.0	14.1	42.6	39.3	4.0	43.3
	6	1314	99.7	17.9	32.3	33.9	15.9	49.8
	7	1329	99.6	16.9	39.1	37.2	6.8	44.1
8	1337	99.6	17.0	46.8	28.4	7.8	36.2	
2008	3	1230	100.0	9.8	25.2	51.5	13.5	65.0
	4	1270	100.0	13.3	28.0	52.1	6.5	58.6
	5	1248	99.9	16.3	40.4	37.4	5.9	43.3
	6	1348	99.9	14.9	34.5	34.9	15.7	50.6
	7	1316	99.8	16.6	40.1	34.8	8.5	43.2
8	1336	100.0	16.8	41.1	31.4	10.6	42.1	
Mathematics								
2007	3	1258	100.0	11.6	43.9	27.3	17.1	44.5
	4	1241	99.9	12.0	25.5	28.4	29.0	62.4
	5	1288	100.0	11.4	35.3	24.4	24.0	53.4
	6	1313	99.9	9.6	27.4	28.8	34.2	63.0
	7	1329	99.7	11.2	33.8	21.2	33.8	55.0
8	1337	99.7	16.2	45.5	22.4	15.9	38.4	
2008	3	1230	100.0	14.0	39.6	22.7	23.7	46.4
	4	1270	100.0	12.0	26.9	24.2	36.9	61.1
	5	1248	99.9	14.5	31.5	23.8	30.1	53.9
	6	1348	99.9	10.9	27.2	26.5	35.5	62.0
	7	1315	99.9	13.1	32.8	22.5	31.7	54.2
8	1336	100.0	16.9	44.5	23.3	15.3	38.5	
Science								
2007	3	638	100.0	22.3	31.5	30.7	15.5	46.2
	4	1240	99.8	19.5	27.1	27.6	25.8	53.4
	5	646	100.0	26.8	30.5	17.1	25.6	42.7
	6	662	99.9	20.4	26.5	19.4	33.8	53.2
	7	1328	99.7	18.3	30.1	25.6	26.0	51.6
8	667	99.7	20.5	39.4	20.7	19.4	40.1	
2008	3	621	99.8	15.8	30.7	32.4	21.2	53.6
	4	1268	100.0	16.3	28.1	21.5	34.1	55.6
	5	625	100.0	22.5	25.8	13.2	38.5	51.7
	6	675	99.9	22.8	25.0	15.2	37.0	52.2
	7	1308	99.9	19.6	35.8	17.6	27.1	44.7
8	665	100.0	20.7	28.5	24.2	26.5	50.8	
Social Studies								
2007	3	632	99.8	8.2	33.5	32.8	25.5	58.3
	4	1239	99.8	15.9	35.0	25.5	23.6	49.1
	5	651	99.7	21.7	37.8	20.5	20.0	40.6
	6	662	99.9	8.7	29.8	23.6	38.0	61.5
	7	1328	99.6	23.0	34.5	15.1	27.4	42.5
8	671	99.9	20.3	57.1	14.6	8.1	22.6	
2008	3	613	100.0	7.3	31.7	31.0	30.0	61.0
	4	1269	100.0	12.0	30.2	23.6	34.2	57.8
	5	622	100.0	19.0	29.8	19.5	31.7	51.2
	6	674	100.0	5.6	23.1	22.1	49.2	71.3
	7	1309	99.9	25.3	30.7	12.5	31.5	44.0
8	670	100.0	20.3	50.4	20.6	8.6	29.3	

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	1372	99.5	5.0	17.1	36.5	41.4	84.7	69.7	Yes	Yes
Male	665	99.2	6.7	18.1	39.8	35.3	82.2	64.6	N/A	N/A
Female	707	99.7	3.4	16.1	33.4	47.1	87.1	74.8	N/A	N/A
White	907	99.3	1.4	10.8	36.7	51.1	92.6	81.7	Yes	Yes
African American	400	99.8	12.5	32.0	37.2	18.2	67.2	53.6	Yes	Yes
Asian/Pacific Islander	27	100.0	4.0	4.0	32.0	60.0	92.0	83.1	I/S	I/S
Hispanic	29	100.0	14.3	25.0	32.1	28.6	67.9	59.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	134	95.5	29.6	34.4	28.0	8.0	44.0	25.2	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	16	100.0	14.3	28.6	28.6	28.6	57.1	47.3	I/S	I/S
Subsized meals	306	99.3	14.1	34.7	34.7	16.5	62.9	55.1	Yes	Yes

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

All Students	1372	99.9	7.4	16.7	33.3	42.7	83.0	67.2	Yes	Yes
Male	665	99.8	7.2	16.8	31.6	44.4	82.9	66.3	N/A	N/A
Female	707	100.0	7.5	16.5	34.9	41.1	83.0	68.0	N/A	N/A
White	907	99.9	3.2	9.2	34.4	53.2	92.4	79.6	Yes	Yes
African American	400	100.0	16.6	33.0	33.0	17.4	62.3	49.7	Yes	Yes
Asian/Pacific Islander	27	100.0	4.0	16.0	16.0	64.0	88.0	88.7	I/S	I/S
Hispanic	29	100.0	17.9	21.4	21.4	39.3	64.3	60.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	134	99.3	39.2	30.0	22.3	8.5	38.5	23.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	16	100.0	28.6	14.3	14.3	42.9	64.3	54.9	I/S	I/S
Subsized meals	306	99.7	19.5	30.5	31.5	18.5	59.2	53.1	Yes	Yes

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

All Students	1446	96.1	45.2	22.5	14.5	13.8	N/A	N/A	N/A	N/A
Male	737	95.7	44.4	22.0	14.0	15.3	N/A	N/A	N/A	N/A
Female	709	96.6	46.1	23.1	15.1	12.3	N/A	N/A	N/A	N/A
White	908	97.8	35.9	25.0	18.8	18.1	N/A	N/A	N/A	N/A
African American	449	93.3	65.5	17.8	6.5	3.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	34	100.0	14.7	26.5	17.6	41.2	N/A	N/A	N/A	N/A
Hispanic	37	86.5	51.4	16.2	8.1	10.8	N/A	N/A	N/A	N/A
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	150	89.3	73.3	10.7	2.7	2.7	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	26	88.5	46.2	23.1	7.7	11.5	N/A	N/A	N/A	N/A
Subsized meals	360	90.8	66.1	16.9	5.0	2.8	N/A	N/A	N/A	N/A

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

Abbreviations for Missing Data

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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	1384	99.9	4.4	17.7	33.1	44.8	86.1	70.7
	2008	1372	99.5	5.0	17.1	36.5	41.4	84.7	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	1384	99.8	9.9	19.0	27.8	43.4	78.2	62.2
	2008	1372	99.9	7.4	16.7	33.3	42.7	83.0	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate, grades K-8	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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