



Lexington 4 School District

607 East Fifth Street
Swansea, South Carolina

Grades	PK-12 District	
Enrollment	3,561 Students	
Superintendent	Dr. Linda Hawkins	803-568-1000
Board Chair	Mr. Jim St. Clair	803-794-0645



THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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

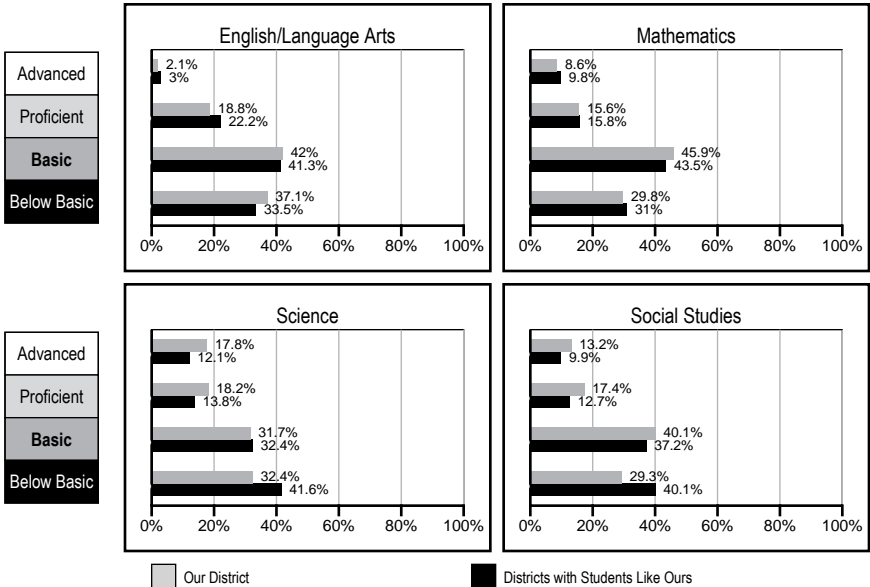
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	8	1

* 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	61.0	70.0	73.8	71.3	74.4	75.5
Passed 1 subtest	18.6	1.6	11.7	13.9	14.0	12.8
Passed no subtests	20.3	1.4	14.5	14.8	11.6	11.7

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	61.8	67.1
English 1	59.1	55.7
Physical Science	34.8	50.4
All Subjects	50.3	58.5

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
Students (n=3,561)				
First graders who attended full-day kindergarten	87.3%	Down from 94.3%	100.0%	98.9%
Retention rate	3.8%	Down from 4.6%	4.1%	4.0%
Attendance rate	94.2%	No Change	95.3%	95.6%
Eligible for gifted and talented	7.8%	Up from 7.5%	9.1%	11.4%
With disabilities other than speech	13.2%	Up from 12.6%	11.2%	10.5%
Older than usual for grade	4.2%	Up from 2.5%	4.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 1.8%	0.9%	0.8%
Enrolled in AP/IB programs	16.1%	Down from 16.6%	10.3%	10.3%
Successful on AP/IB exams	16.7%	N/A	41.7%	56.0%
Eligible for LIFE Scholarship	24.7%	Up from 11.9%	28.9%	31.1%
Enrolled in adult education GED or diploma programs	22	No Change	23	48
Completions in adult education GED or diploma programs	18	Down from 22	15	27
Annual dropout rate	9.2%	Down from 11.2%	3.8%	3.8%
Teachers (n=245)				
Teachers with advanced degrees	53.9%	Up from 49.8%	54.1%	54.8%
Continuing contract teachers	53.9%	Down from 67.7%	74.7%	73.9%
Teachers with emergency or provisional certificates	10.2%	Up from 7.5%	7.7%	5.0%
Teachers returning from previous year	81.1%	Down from 81.5%	87.7%	88.8%
Teacher attendance rate	94.5%	Up from 94.0%	95.1%	94.9%
Average teacher salary	\$40,895	Up 2.4%	\$43,194	\$45,107
Vacancies for more than nine weeks	0.8%	Up from 0.0%	1.0%	0.5%
Professional development days/teacher	18.4 days	Up from 17.1 days	16.8 days	15.2 days
District				
Superintendent's years at district	0.0	Down from 15.0	5.0	3.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 22.8 to 1	20.3 to 1	20.2 to 1
Prime instructional time	86.1%	Up from 86.0%	88.8%	89.1%
Dollars spent per pupil*	\$8,432	Up 1.1%	\$8,432	\$8,666
Percent of expenditures for teacher salaries*	46.4%	Down from 46.7%	50.9%	53.1%
Percent of expenditures for instruction*	50.5%	Down from 50.8%	54.3%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	91.6%	Up from 91.4%	96.7%	98.2%
Number of schools	6	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	7.8%	Up from 5.6%	2.0%	4.3%
Average age in years of school facilities	22 Years	No Change	33 Years	26 Years
Number of schools with SACS accreditation	6.0	No Change	6.0	8.0
Average administrator salary	\$82,821	Up 5.0%	\$79,006	\$76,032

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	183	86.9%	878	57.3%	220	62.3%	Yes
Gender							
Male	100	86.0%	401	55.9%	125	61.6%	N/A
Female	82	87.8%	475	58.3%	94	62.8%	N/A
Racial/Ethnic Group							
White	141	87.9%	628	61.3%	171	62.0%	N/A
African American	36	80.6%	193	47.7%	41	58.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	44	43.2%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	26	42.3%	101	29.7%	31	29.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	30	33.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	111	82.0%	597	53.9%	128	56.3%	N/A

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

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	86.9%	91.9%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	220	383
Number of Diplomas	137	289
Rate	62.3%	77.2%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	464	461	498	463	471	450	962	924		
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	18.0	17.5	19.4	18.7	19.9	18.3	19.4	19.5	19.3	18.6
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	33.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Lexington School District Four, Gaston-Swansea, serves approximately 3,600 students in preschool through adult education. Due to the high educational expectations of the Gaston-Swansea communities, students are served in six quality facilities that support innovative instructional programs. These instructional programs are supported by the following learner standards provided in the district's five-year strategic plan. These expectations call for students to score ready for first grade as determined by the South Carolina Readiness Assessment (SCRA); to meet the standard on Palmetto Achievement Challenge Test (PACT); to meet the standard on the High School Assessment Program (HSAP); and the high school End-of-Course test (EOC).

To achieve these standards, the primary focus of the Board of Trustees and administration is to promote employee quality. We believe that it is the teacher in the classroom that makes the difference in student performance. Therefore, we are committed to hiring and retaining the very best teachers to serve students in Lexington District Four. Shaping a culture of learning that supports teachers and students drives our commitment to promote employee quality and improve student performance.

J. Franklin Vail, Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 18 out of 29 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
Frances F Mack Primary	RP	Swansea Primary	R

The Lexington 4 School District consists of 6 public schools with 2 of these schools, or 33.3%, 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	1486	99.7	37.0	42.1	18.8	2.1	30.9	48.2	No	Yes
Gender										
Male	776	99.6	44.8	40.9	13.4	1.0	22.1	41.7	N/A	N/A
Female	710	99.7	28.5	43.4	24.7	3.3	40.6	55.0	N/A	N/A
Racial/Ethnic Group										
White	1085	99.9	34.9	41.9	20.7	2.5	34.2	60.0	No	Yes
African American	315	99.7	43.5	42.9	13.3	0.3	21.1	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	74	96.0	39.4	43.9	13.6	3.0	22.7	38.4	No	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	258	99.6	74.8	19.3	4.6	1.3	9.7	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	52	94.2	51.1	35.6	13.3	N/A	17.8	36.6	No	Yes
Socio-Economic Status										
Subsided meals	1060	99.5	42.5	41.5	15.0	1.0	24.7	34.0	No	Yes

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

All Students	1486	99.9	29.7	46.0	15.6	8.7	37.9	45.8	No	Yes
Gender										
Male	776	99.7	30.9	45.2	16.6	7.3	37.2	45.6	N/A	N/A
Female	710	100.0	28.4	46.9	14.6	10.1	38.6	45.9	N/A	N/A
Racial/Ethnic Group										
White	1085	99.9	26.6	44.7	18.4	10.2	42.7	59.0	No	Yes
African American	315	99.7	40.1	47.3	8.2	4.4	23.5	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	74	100.0	31.8	57.6	7.6	3.0	28.8	38.1	No	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	258	99.6	60.1	32.8	5.9	1.3	13.9	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	52	100.0	35.6	55.6	6.7	2.2	31.1	38.1	Yes	Yes
Socio-Economic Status										
Subsided meals	1060	99.8	34.6	46.3	13.8	5.3	31.8	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	1004	99.9	32.3	31.7	18.2	17.8	36.0	35.7	95.3	96.1
Gender										
Male	515	99.8	34.4	31.9	16.7	17.1	33.8	37.4	95.3	96.0
Female	489	100.0	30.2	31.5	19.8	18.5	38.3	33.8	95.4	96.3
Racial/Ethnic Group										
White	744	100.0	29.5	29.2	20.4	20.9	41.3	49.2	95.0	96.0
African American	210	99.5	42.3	39.7	11.3	6.7	18.0	17.0	96.5	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.0	95.4	97.3
Hispanic	42	100.0	34.2	36.8	10.5	18.4	28.9	24.9	96.2	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	37.4	92.5	94.6
Disability Status										
Disabled	176	100.0	57.8	28.0	9.3	5.0	14.3	14.0	94.8	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	50.0	96.4
Limited English Proficient										
Limited English	28	100.0	45.8	41.7	4.2	8.3	12.5	24.4	96.6	96.8
Socio-Economic Status										
Subsided meals	702	99.9	38.8	33.9	16.0	11.2	27.3	21.1	95.0	95.6
Social Studies										
All Students	982	99.5	29.1	40.2	17.5	13.2	30.7	34.0	95.3	96.1
Gender										
Male	524	99.2	29.4	39.4	17.5	13.8	31.2	36.6	95.3	96.0
Female	458	99.8	28.8	41.0	17.6	12.6	30.2	31.3	95.4	96.3
Racial/Ethnic Group										
White	707	99.9	27.7	40.0	17.3	15.0	32.3	44.5	95.0	96.0
African American	214	99.1	32.2	41.7	18.6	7.5	26.1	19.1	96.5	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95.4	97.3
Hispanic	52	96.2	34.0	38.3	14.9	12.8	27.7	27.5	96.2	96.5
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	32.7	92.5	94.6
Disability Status										
Disabled	173	98.8	51.3	32.7	10.9	5.1	16.0	14.4	94.8	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	50.0	96.4
Limited English Proficient										
Limited English	36	94.4	37.5	40.6	18.8	3.1	21.9	27.3	96.6	96.8
Socio-Economic Status										
Subsided meals	708	99.3	33.4	42.1	16.2	8.3	24.5	21.0	95.0	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	254	100.0	26.5	42.0	29.0	2.5	31.5
	4	265	99.6	33.7	39.1	26.3	0.8	27.2
	5	273	100.0	30.0	49.0	19.1	1.9	21.0
	6	260	100.0	39.5	40.3	16.5	3.7	20.2
	7	245	100.0	44.0	40.9	13.3	1.8	15.1
8	288	98.6	45.9	40.9	10.4	2.7	13.1	
2008	3	227	100.0	26.3	38.5	31.9	3.3	35.2
	4	241	99.6	30.5	38.9	30.1	0.4	30.5
	5	247	99.2	40.2	48.0	11.8	N/A	11.8
	6	262	99.6	38.1	42.5	16.2	3.2	19.4
	7	263	100.0	44.0	43.2	10.4	2.5	12.9
8	246	99.6	41.6	41.1	14.3	3.0	17.3	
Mathematics								
2007	3	254	100.0	23.9	50.0	19.3	6.7	26.1
	4	265	99.6	21.8	33.7	23.9	20.6	44.4
	5	273	100.0	25.3	46.3	14.8	13.6	28.4
	6	260	100.0	28.4	39.1	23.5	9.1	32.5
	7	245	100.0	28.0	52.9	14.7	4.4	19.1
8	289	99.3	47.3	41.6	8.0	3.1	11.1	
2008	3	227	100.0	23.9	54.5	13.6	8.0	21.6
	4	241	99.6	20.8	46.0	19.9	13.3	33.2
	5	247	99.6	30.6	39.7	20.1	9.6	29.7
	6	262	100.0	35.2	40.9	14.6	9.3	23.9
	7	263	100.0	22.0	49.4	18.7	10.0	28.6
8	246	100.0	45.0	46.3	6.9	1.7	8.7	
Science								
2007	3	133	100.0	42.0	39.5	11.8	6.7	18.5
	4	265	99.3	41.3	29.8	19.0	9.9	28.9
	5	136	100.0	29.0	40.3	8.9	21.8	30.6
	6	131	99.2	35.9	26.5	17.1	20.5	37.6
	7	245	100.0	37.5	32.1	19.6	10.7	30.4
8	145	100.0	49.6	35.3	9.0	6.0	15.0	
2008	3	118	100.0	33.9	43.1	14.7	8.3	22.9
	4	239	99.6	29.0	33.5	20.5	17.0	37.5
	5	124	100.0	42.7	20.5	12.8	23.9	36.8
	6	134	100.0	45.2	23.0	14.3	17.5	31.7
	7	263	100.0	23.2	38.2	19.5	19.1	38.6
8	126	100.0	31.6	24.8	23.9	19.7	43.6	
Social Studies								
2007	3	126	100.0	15.8	45.6	28.1	10.5	38.6
	4	265	99.3	25.2	38.4	21.9	14.5	36.4
	5	138	100.0	34.8	34.8	13.6	16.7	30.3
	6	131	100.0	15.4	39.8	23.6	21.1	44.7
	7	245	100.0	45.1	29.9	9.8	15.2	25.0
8	143	98.6	57.4	38.8	3.1	0.8	3.9	
2008	3	109	100.0	24.0	47.1	21.2	7.7	28.8
	4	239	99.6	20.5	36.6	25.9	17.0	42.9
	5	123	99.2	31.3	43.8	16.1	8.9	25.0
	6	128	99.2	24.0	37.2	20.7	18.2	38.8
	7	262	100.0	38.3	35.4	10.4	15.8	26.3
8	121	98.4	34.5	50.4	10.6	4.4	15.0	

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 and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)										
All Students	254	97.6	20.2	31.8	31.8	16.1	60.3	69.7	Yes	Yes
Male	133	97.0	28.6	31.7	27.8	11.9	51.6	64.6	N/A	N/A
Female	121	98.3	11.2	31.9	36.2	20.7	69.8	74.8	N/A	N/A
White	191	97.9	14.7	31.5	35.3	18.5	66.3	81.7	Yes	Yes
African American	53	98.1	34.7	34.7	22.4	8.2	44.9	53.6	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	40	95.0	51.4	40.5	5.4	2.7	18.9	25.2	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	5	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	156	98.1	25.3	33.3	30.7	10.7	52.7	55.1	Yes	Yes

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

All Students	254	96.9	18.3	27.8	32.4	21.6	68.9	67.2	Yes	Yes
Male	133	96.2	25.6	24.0	27.2	23.2	63.2	66.3	N/A	N/A
Female	121	97.5	10.3	31.9	37.9	19.8	75.0	68.0	N/A	N/A
White	191	97.4	14.8	23.5	37.2	24.6	75.4	79.6	Yes	Yes
African American	53	96.2	26.5	44.9	20.4	8.2	49.0	49.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	40	92.5	55.6	30.6	11.1	2.8	25.0	23.8	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	5	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	156	98.1	24.0	27.3	32.0	16.7	62.0	53.1	Yes	Yes

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

All Students	254	91.3	72.8	11.0	4.3	3.1	N/A	N/A	N/A	N/A
Male	112	92.9	69.6	15.2	2.7	5.4	N/A	N/A	N/A	N/A
Female	142	90.1	75.4	7.7	5.6	1.4	N/A	N/A	N/A	N/A
White	181	91.7	70.7	12.7	5.0	3.3	N/A	N/A	N/A	N/A
African American	54	94.4	83.3	5.6	1.9	3.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	14	71.4	64.3	7.1	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	33	87.9	81.8	3.0	N/A	3.0	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	12	75.0	58.3	8.3	8.3	N/A	N/A	N/A	N/A	N/A
Subsized meals	167	89.8	75.4	9.0	3.6	1.8	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	250	97.2	16.9	34.7	34.7	13.8	61.3	70.7
	2008	254	97.6	20.2	31.8	31.8	16.1	60.3	69.7
Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	250	97.2	23.0	35.0	25.7	16.4	51.3	62.2
	2008	254	96.9	18.3	27.8	32.4	21.6	68.9	67.2

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	17.1%	6.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.0%	0.0%	No
Student attendance rate, grades K-8	94.2%	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