



Lee School District

Post Office Box 507
Bishopville, South Carolina

Grades	PK-12 District	
Enrollment	2,526 Students	
Superintendent	Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Below Average
2008	At-Risk	Excellent
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	At-Risk	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

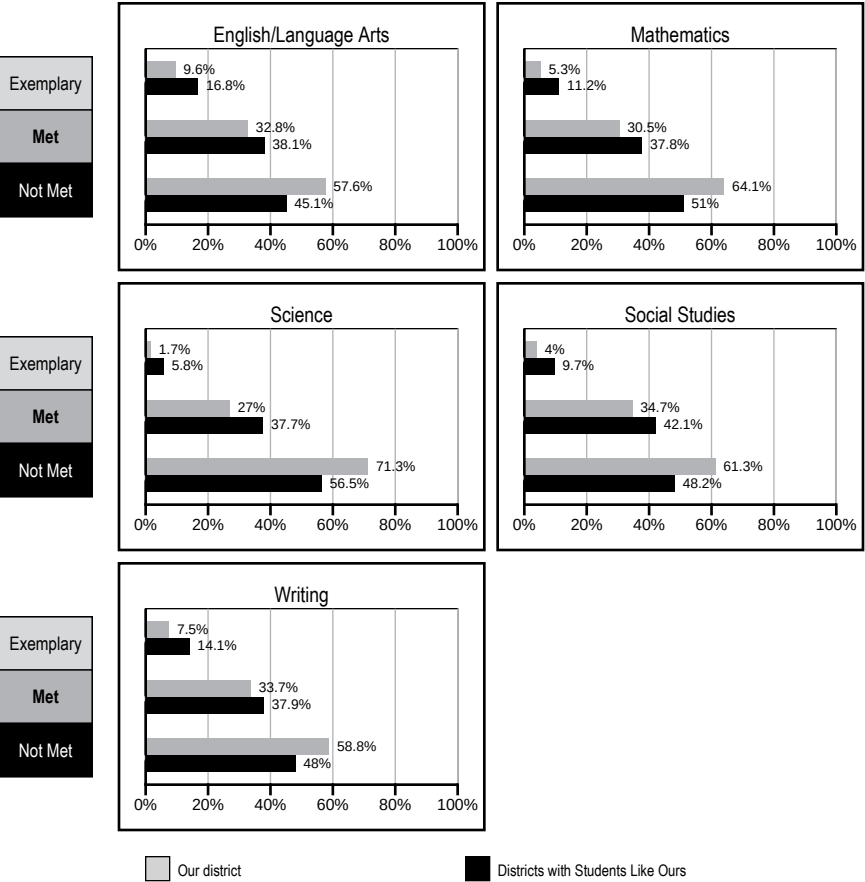
98.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	0

* Ratings are calculated with data available by 06/01/2010.

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

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	58.4%	68.0%	57.1%	60.8%	70.3%	60.2%
Passed one subtest	15.3%	13.8%	20.3%	20.9%	15.2%	20.7%
Passed no subtests	26.3%	18.2%	22.7%	18.3%	14.5%	19.1%

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	53.0%	58.4%
English 1	44.8%	45.3%
Physical Science	30.1%	32.4%
US History and the Constitution	17.4%	18.0%
All Subjects	37.8%	39.1%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=2,526)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	5.7%	Down from 7.1%	3.9%	3.1%
Attendance rate	95.2%	Up from 93.9%	95.2%	95.7%
Eligible for gifted and talented	1.2%	Up from 0.7%	5.3%	11.2%
With disabilities other than speech	10.2%	Down from 10.3%	11.6%	10.6%
Older than usual for grade	8.2%	Up from 7.8%	6.0%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.4%	0.4%	0.5%
Enrolled in AP/IB programs	18.9%	Down from 20.0%	5.8%	10.5%
Successful on AP/IB exams	N/A	N/A	38.0%	51.2%
Eligible for LIFE Scholarship	35.1%	Up from 26.5%	28.9%	30.8%
Enrolled in adult education GED or diploma programs	24	Down from 39	22	40
Completions in adult education GED or diploma programs	23	No Change	12	30
Annual dropout rate	3.9%	Down from 4.1%	3.7%	3.4%
Teachers (n=191)				
Teachers with advanced degrees	59.7%	Up from 58.4%	52.7%	56.8%
Continuing contract teachers	59.7%	Up from 52.3%	60.5%	76.7%
Teachers with emergency or provisional certificates	18.0%	Down from 18.3%	12.3%	4.6%
Teachers returning from previous year	81.0%	Down from 83.4%	80.4%	88.4%
Teacher attendance rate	94.3%	Down from 94.8%	95.1%	95.0%
Average teacher salary*	\$44,158	Up 5.5%	\$43,724	\$46,992
Vacancies for more than nine weeks	2.1%	Down from 2.5%	2.2%	0.4%
Professional development days/teacher	9.3 days	Down from 9.5 days	13.2 days	13.1 days
District				
Superintendent's years at district	1.0	Up from 0.5	3.0	3.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.8 to 1	19.3 to 1	20.5 to 1
Prime instructional time	88.2%	Up from 87.8%	88.9%	89.8%
Dollars spent per pupil**	\$9,918	Up 8.1%	\$11,242	\$9,279
Percent of expenditures for teacher salaries**	49.9%	Up from 49.0%	47.3%	52.7%
Percent of expenditures for instruction**	54.2%	Up from 52.7%	52.0%	56.7%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	9	Up from 8	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	3.1%	Down from 4.3%	4.2%	3.5%
Average age in years of school facilities	28 Years	Up from 27 Years	33 Years	28 Years
Number of schools with SACS accreditation	8.0	Up from 7.0	4.0	8.0
Parents attending conferences	93.5%	N/A	92.3%	93.9%
Average administrator salary	\$74,565	Up 11.0%	\$74,681	\$79,261

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

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
M L Dinkins Higher Learning Academy	At-Risk	At-Risk	Not Met

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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	145	86.9%	672	37.8%	157	79.6%	Yes
Gender							
Male	73	79.5%	338	34.6%	83	67.5%	N/A
Female	72	94.4%	334	41.0%	74	93.2%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	137	86.1%	656	37.5%	147	78.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	30.0%	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	17	29.4%	47	19.1%	22	18.2%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	125	85.6%	536	36.9%	134	78.4%	N/A

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

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	86.9%	89.4%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	157	179
Number of Diplomas	125	126
Rate	79.6%	70.5%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	393	374	413	403	399	404	1205	1181		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	13.1	12.4	15.9	15.7	14.1	14.1	15.6	15.7	14.8	14.5
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	0.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Lee County School District continues to see improvement in many areas. The results of the district's measures of success on PASS, HSAP, and EOC, indicate that the district has been improving in many grade levels and subject areas tested. The County School Board of Trustees' mission is to ensure advancement in student achievement by both a strong system of accountability and required resources.

The district continues to implement strategies, programs, and accountability measures to ensure the attainment of the adopted goals by 2009-2010. These goals focus on securing and allocating adequate financial resources to accomplish the mission of our district, increase student achievement in all areas, decrease the number of students identified for special education, and increase the number of students enrolled in Gifted and Talented courses and Dual or Advanced Placement courses. We also continue to focus on an increased graduation rate and providing a safe and orderly school culture.

The district continues to link professional development to school, district, and personal goals; support and expand professional learning communities; expand and strengthen action research as a way to respond to assessed student needs. The district continues to use MAP and other formative assessments to help craft instruction. We continue to seek additional fund sources to supplement instruction and increase student achievement.

The district continues to develop quality curriculum and professional development for all grade levels and subject areas. The curriculum guides and other support documents continue to be reviewed and updated regularly. Homework centers and/or after-school tutorial programs are available at all schools.

The district continues its efforts to upgrade all facilities. The district has begun construction on a new middle school scheduled to open on the same site as the high school. This project is slated to be complete by the start of the 2009-2010 school year.

The efforts described in this narrative are evidence of our commitment to provide a quality education for the students of the Lee County School District.

Dr. Cleo Richardson, Superintendent
 Sanya Moses, School Board Chairperson

No Child Left Behind

District Adequate Yearly Progress

No

This district met 12 out of 21 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

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Bishopville Primary	CSI	West Lee Elementary	CA
Dennis Intermediate	R	Mary L Dinkins Charter	CSI
Lower Lee Elementary	R		

The Lee School District consists of 9 public schools with 5 of these schools, or 55.6%, 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."

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 = 58.8% (Met or Exemplary)									
All Students	1066	99.7	58.1	32.2	9.7	57.5	82.8	No	Yes
Gender									
Male	509	99.6	62.7	29.4	7.9	51.1	79.3	N/A	N/A
Female	557	99.8	53.8	34.8	11.4	63.3	86.5	N/A	N/A
Racial/Ethnic Group									
White	46	97.8	37.8	32.4	29.7	73.0	89.5	I/S	Yes
African American	995	99.8	59.1	32.2	8.7	56.7	73.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	22	100.0	50.0	30.0	20.0	65.0	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	166	100.0	83.1	15.0	1.9	30.6	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	22	100.0	38.9	38.9	22.2	66.7	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	967	99.9	60.2	31.0	8.8	55.4	75.5	No	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	1066	99.7	64.3	30.8	4.9	50.0	78.9	No	Yes
Gender									
Male	509	99.6	65.6	28.6	5.8	48.7	77.0	N/A	N/A
Female	557	99.8	63.1	32.8	4.2	51.3	80.9	N/A	N/A
Racial/Ethnic Group									
White	46	97.8	48.6	43.2	8.1	64.9	87.2	I/S	Yes
African American	995	99.8	65.3	30.0	4.7	48.9	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	22	100.0	45.0	45.0	10.0	75.0	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	166	100.0	89.4	10.6	N/A	20.6	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	22	100.0	44.4	44.4	11.1	83.3	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	967	99.9	65.8	30.0	4.2	48.4	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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 Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	717	99.6	71.3	27.2	1.5	28.7	67.5
Gender							
Male	336	99.4	71.9	25.2	2.8	28.1	67.0
Female	381	99.7	70.8	29.0	0.3	29.2	68.0
Racial/Ethnic Group							
White	29	96.6	47.6	47.6	4.8	52.4	79.5
African American	669	99.7	72.4	26.4	1.3	27.6	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	17	100.0	58.8	35.3	5.9	41.2	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	110	100.0	91.3	7.7	1.0	8.7	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	17	100.0	56.3	37.5	6.3	43.8	59.6
Socio-Economic Status							
Subsided meals	644	99.8	73.4	25.1	1.5	26.6	55.1

Social Studies

All Students	709	99.3	61.7	34.6	3.7	38.3	72.3
Gender							
Male	342	99.1	67.5	29.5	3.0	32.5	71.5
Female	367	99.5	56.2	39.4	4.3	43.8	73.2
Racial/Ethnic Group							
White	35	97.1	50.0	39.3	10.7	50.0	80.7
African American	660	99.4	62.8	34.0	3.2	37.2	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	12	100.0	25.0	58.3	16.7	75.0	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	114	98.3	84.4	15.6	N/A	15.6	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	13	100.0	38.5	46.2	15.4	61.5	67.9
Socio-Economic Status							
Subsided meals	652	99.5	63.3	33.0	3.7	36.7	62.1

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	District Attendance Rate	State Attendance Rate
Writing									
All Students	1076	98.4	59.4	30.9	9.7	40.6	70.2	95.5	96.1
Gender									
Male	515	97.7	65.5	26.7	7.9	34.5	63.2	94.8	96.0
Female	561	99.1	53.8	34.8	11.5	46.2	77.5	96.2	96.3
Racial/Ethnic Group									
White	47	93.6	45.7	28.6	25.7	54.3	79.1	94.1	95.9
African American	1003	98.6	59.7	31.0	9.3	40.3	57.6	95.6	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.2	97.2	97.3
Hispanic	22	100.0	65.0	30.0	5.0	35.0	62.6	96.4	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	90.8	94.9
Disability Status									
Disabled	175	95.4	93.2	6.8	N/A	6.8	26.1	94.3	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	22	100.0	57.9	36.8	5.3	42.1	61.2	95.9	96.8
Socio-Economic Status									
Subsidized meals	971	98.6	61.2	30.5	8.3	38.8	58.9	95.4	95.6

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
English/Language Arts							
2009	3	220	100.0	52.9	29.0	18.1	47.1
	4	203	100.0	62.4	31.7	5.8	37.6
	5	160	100.0	45.5	42.3	12.2	54.5
	6	156	100.0	60.1	32.2	7.7	39.9
	7	160	98.8	73.0	21.1	5.9	27.0
	8	167	99.4	55.9	37.9	6.2	44.1
Mathematics							
2009	3	220	100.0	71.9	20.5	7.6	28.1
	4	203	100.0	66.7	31.2	2.1	33.3
	5	160	100.0	64.1	31.4	4.5	35.9
	6	156	100.0	61.5	30.8	7.7	38.5
	7	160	98.8	60.5	34.2	5.3	39.5
	8	167	99.4	57.8	39.8	2.5	42.2
Science							
2009	3	111	99.1	67.0	32.0	1.0	33.0
	4	202	100.0	77.2	21.2	1.6	22.8
	5	81	100.0	58.8	38.8	2.5	41.3
	6	77	100.0	72.9	27.1	N/A	27.1
	7	159	98.7	73.5	25.2	1.3	26.5
	8	87	100.0	69.9	27.7	2.4	30.1
Social Studies							
2009	3	109	99.1	69.5	25.7	4.8	30.5
	4	203	99.5	52.9	45.0	2.1	47.1
	5	79	98.7	58.7	36.0	5.3	41.3
	6	79	100.0	52.7	43.2	4.1	47.3
	7	160	98.8	78.3	17.8	3.9	21.7
	8	79	100.0	51.9	44.3	3.8	48.1
Writing							
2009	3	224	98.7	59.0	25.5	15.6	41.0
	4	203	97.0	73.3	19.8	7.0	26.7
	5	160	97.5	43.1	43.1	13.7	56.9
	6	159	100.0	58.8	36.5	4.7	41.2
	7	161	97.5	67.3	27.5	5.2	32.7
	8	169	100.0	52.1	37.4	10.4	47.9

Abbreviations for Missing Data

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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	176	98.3	25.1	43.1	27.5	4.2	40.7	61.8	No	Yes
Male	91	96.7	30.6	45.9	20.0	3.5	34.1	57.4	N/A	N/A
Female	85	100.0	19.5	40.2	35.4	4.9	47.6	66.1	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	74.3	I/S	I/S
African American	169	98.2	26.1	42.9	27.3	3.7	40.4	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	26	92.3	70.8	16.7	8.3	4.2	12.5	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	137	98.5	25.2	45.8	26.0	3.1	38.2	45.6	No	Yes

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

All Students	176	98.3	37.5	38.1	19.6	4.8	41.7	62.7	No	Yes
Male	91	97.8	44.2	36.0	16.3	3.5	34.9	61.8	N/A	N/A
Female	85	98.8	30.5	40.2	23.2	6.1	48.8	63.6	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
African American	169	98.2	38.3	36.4	20.4	4.9	42.6	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	26	96.2	84.0	16.0	N/A	N/A	8.0	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	137	98.5	36.4	39.4	21.2	3.0	42.4	47.9	No	Yes

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

All Students	164	86.0	68.3	15.2	1.8	0.6	N/A	N/A	N/A	N/A
Male	83	83.1	68.7	14.5	N/A	N/A	N/A	N/A	N/A	N/A
Female	81	88.9	67.9	16.0	3.7	1.2	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	159	86.8	68.6	15.7	1.9	0.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	23	47.8	47.8	N/A	N/A	N/A	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	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	126	86.5	68.3	16.7	0.8	0.8	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	2008	187	97.3	22.5	38.5	31.9	7.1	55.5	69.7
	2009	176	98.3	25.1	43.1	27.5	4.2	40.7	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	187	96.8	27.1	38.1	28.7	6.1	51.4	67.2
	2009	176	98.3	37.5	38.1	19.6	4.8	41.7	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.9%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data