



Lexington 4 School District

607 East Fifth Street

Swansea, South Carolina

Grades	PK-12 District	
Enrollment	3,476 Students	
Superintendent	Dr. Linda G. Lavender	803-568-1000
Board Chair	Mrs. Shelia Parkman	803-568-2786

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

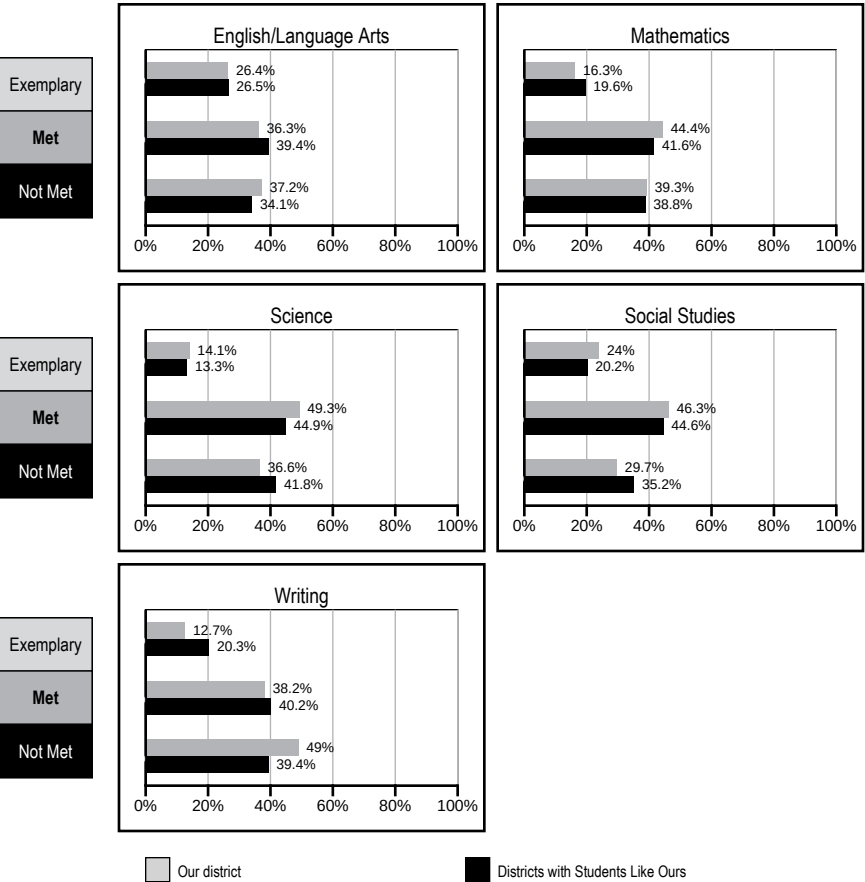
98.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	7	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	70.0%	73.8%	66.2%	74.4%	75.5%	70.0%
Passed one subtest	1.6%	11.7%	13.4%	14.0%	12.8%	15.0%
Passed no subtests	1.4%	14.5%	20.4%	11.6%	11.7%	15.0%

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	81.9%	68.7%
English 1	67.5%	57.7%
Physical Science	43.6%	41.6%
US History and the Constitution	34.1%	30.7%
All Subjects	56.0%	50.3%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,476)				
First graders who attended full-day kindergarten	95.4%	Up from 87.3%	100.0%	99.7%
Retention rate	3.4%	Down from 3.8%	3.4%	3.1%
Attendance rate	93.6%	Down from 94.2%	95.4%	95.7%
Eligible for gifted and talented	7.0%	Down from 7.8%	8.5%	11.2%
With disabilities other than speech	12.8%	Down from 13.2%	10.6%	10.6%
Older than usual for grade	3.5%	Down from 4.2%	5.0%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.0%	0.6%	0.5%
Enrolled in AP/IB programs	26.7%	Up from 16.1%	6.9%	10.5%
Successful on AP/IB exams	21.1%	Up from 16.7%	50.0%	51.2%
Eligible for LIFE Scholarship	28.8%	Up from 24.7%	29.7%	30.8%
Enrolled in adult education GED or diploma programs	25	Up from 22	25	40
Completions in adult education GED or diploma programs	22	Up from 18	14	30
Annual dropout rate	8.2%	Down from 9.2%	3.8%	3.4%
Teachers (n=223)				
Teachers with advanced degrees	52.5%	Down from 53.9%	54.9%	56.8%
Continuing contract teachers	70.9%	Up from 53.9%	72.4%	76.7%
Teachers with emergency or provisional certificates	7.6%	Down from 10.2%	7.5%	4.6%
Teachers returning from previous year	81.0%	Down from 81.1%	86.2%	88.4%
Teacher attendance rate	93.8%	Down from 94.5%	94.7%	95.0%
Average teacher salary*	\$43,101	Up 5.4%	\$45,105	\$46,992
Vacancies for more than nine weeks	1.3%	Up from 0.8%	0.5%	0.4%
Professional development days/teacher	16.3 days	Down from 18.4 days	14.1 days	13.1 days
District				
Superintendent's years at district	1.0	Up from 0.0	6.0	3.0
Student-teacher ratio in core subjects	20.9 to 1	No Change	20.9 to 1	20.5 to 1
Prime instructional time	85.5%	Down from 86.1%	88.8%	89.8%
Dollars spent per pupil**	\$9,279	Up 10.0%	\$9,279	\$9,279
Percent of expenditures for teacher salaries**	46.7%	Up from 46.4%	50.2%	52.7%
Percent of expenditures for instruction**	49.9%	Down from 50.5%	53.5%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	6	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	7.5%	Down from 7.8%	3.3%	3.5%
Average age in years of school facilities	24 Years	Up from 23 Years	32 Years	28 Years
Number of schools with SACS accreditation	6.0	No Change	5.0	8.0
Parents attending conferences	93.2%	Up from 91.6%	93.2%	93.9%
Average administrator salary	\$86,172	Up 4.0%	\$80,660	\$79,261

* 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	203	90.1%	897	56.0%	242	66.1%	Yes
Gender							
Male	93	88.2%	406	54.9%	114	65.8%	N/A
Female	110	91.8%	491	56.8%	128	66.4%	N/A
Racial/Ethnic Group							
White	155	94.2%	689	58.8%	190	65.8%	N/A
African American	39	76.9%	169	43.8%	43	67.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	34	52.9%	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	27	55.6%	81	19.8%	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	17	23.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	118	86.4%	564	52.1%	140	61.4%	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	90.1%	92.0%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	242	409
Number of Diplomas	160	299
Rate	66.1%	73.6%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	461	453	463	476	450	446	1374	1375		
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	17.5	17.3	18.7	19.1	18.3	18.4	19.5	19.5	18.6	18.7
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

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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	27.0 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 three overall goals for the district: improving student achievement, building teacher/ administrator capacity, and improving school climate.

To achieve these goals, 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 and the principal in each school who provides the instructional leadership to meet our goals. Therefore, we are committed to building and sustaining professional learning teams throughout the schools and district. We are committed to hiring, developing, and retaining the very best teachers and administration to serve students in Lexington School District Four. Shaping a culture of learning that supports teachers and students drives our commitment to promote employee quality and improve student performance.

Dr. Linda G. Lavender, Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 21 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	Continuing District Improvement
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The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status	School	Status
Frances F Mack Primary	R	Swansea Primary	R-DELAY

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. 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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1494	99.6	36.9	36.9	26.2	74.6	82.8	Yes	Yes
Gender									
Male	797	99.8	42.3	35.6	22.1	69.9	79.3	N/A	N/A
Female	697	99.4	30.7	38.4	31.0	79.8	86.5	N/A	N/A
Racial/Ethnic Group									
White	1067	99.5	33.3	36.0	30.7	76.5	89.5	Yes	Yes
African American	332	99.7	46.1	39.6	14.3	69.5	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	85	100.0	43.8	38.4	17.8	69.9	76.5	Yes	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	275	99.3	76.0	19.2	4.8	33.2	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	62	100.0	51.8	28.6	19.6	64.3	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	1084	99.5	42.8	36.2	21.0	69.2	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1494	99.5	38.9	44.9	16.2	72.2	78.9	Yes	Yes
Gender									
Male	797	99.6	41.0	43.7	15.2	70.9	77.0	N/A	N/A
Female	697	99.4	36.5	46.2	17.3	73.8	80.9	N/A	N/A
Racial/Ethnic Group									
White	1067	99.4	34.9	45.5	19.5	73.7	87.2	Yes	Yes
African American	332	99.7	52.6	41.2	6.2	66.2	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	85	100.0	37.0	49.3	13.7	75.3	76.0	Yes	Yes
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	275	98.9	73.9	23.3	2.8	36.5	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	62	100.0	44.6	42.9	12.5	69.6	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	1084	99.5	44.1	43.3	12.7	68.3	70.2	Yes	Yes

* 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

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	985	98.8	35.2	50.7	14.1	64.8	67.5
Gender							
Male	527	98.7	35.0	51.2	13.8	65.0	67.0
Female	458	98.9	35.4	50.1	14.5	64.6	68.0
Racial/Ethnic Group							
White	711	98.5	31.3	51.5	17.3	68.7	79.5
African American	208	99.5	48.5	46.4	5.2	51.5	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	61	100.0	35.8	56.6	7.5	64.2	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	163	94.5	65.0	31.4	3.6	35.0	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	45	100.0	39.0	58.5	2.4	61.0	59.6
Socio-Economic Status							
Subsided meals	725	98.8	41.3	48.6	10.1	58.7	55.1

Social Studies

All Students	989	99.0	28.3	47.6	24.1	71.7	72.3
Gender							
Male	532	99.1	29.5	48.1	22.4	70.5	71.5
Female	457	98.9	26.8	47.0	26.1	73.2	73.2
Racial/Ethnic Group							
White	701	99.1	26.2	46.2	27.6	73.8	80.7
African American	226	99.1	31.6	54.5	13.9	68.4	60.0
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	55	98.2	43.8	35.4	20.8	56.3	68.0
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	204	96.1	55.0	37.8	7.2	45.0	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	40	97.5	45.9	32.4	21.6	54.1	67.9
Socio-Economic Status							
Subsided meals	718	98.9	33.2	48.3	18.5	66.8	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	1504	98.4	48.8	36.8	14.4	51.2	70.2	95.0	96.1
Gender									
Male	799	98.1	58.1	33.7	8.2	41.9	63.2	94.9	96.0
Female	705	98.7	38.4	40.2	21.4	61.6	77.5	95.0	96.3
Racial/Ethnic Group									
White	1085	98.3	46.4	37.3	16.3	53.6	79.1	94.6	95.9
African American	327	98.8	54.5	35.5	10.0	45.5	57.6	96.1	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.2	93.8	97.3
Hispanic	82	98.8	56.8	35.1	8.1	43.2	62.6	95.5	96.5
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	68.7	91.8	94.9
Disability Status									
Disabled	282	95.0	86.5	12.3	1.2	13.5	26.1	94.2	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	60	98.3	56.4	34.5	9.1	43.6	61.2	95.8	96.8
Socio-Economic Status									
Subsidized meals	1104	98.5	55.0	32.9	12.0	45.0	58.9	94.7	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	282	99.7	34.0	32.1	34.0	66.0
	4	224	99.6	45.1	34.8	20.1	54.9
	5	244	100.0	35.8	42.8	21.4	64.2
	6	244	99.6	34.5	38.0	27.5	65.5
	7	259	99.6	33.1	37.7	29.3	66.9
	8	241	99.2	40.4	36.4	23.2	59.6
Mathematics							
2009	3	282	99.7	46.2	35.5	18.3	53.8
	4	224	99.6	35.3	45.1	19.6	64.7
	5	244	100.0	34.9	50.7	14.4	65.1
	6	244	99.2	36.8	45.6	17.5	63.2
	7	259	99.6	34.3	51.5	14.2	65.7
	8	241	99.2	44.7	42.1	13.2	55.3
Science							
2009	3	140	94.3	51.2	42.1	6.6	48.8
	4	224	99.6	43.6	50.5	5.9	56.4
	5	122	99.2	38.6	53.5	7.9	61.4
	6	122	99.2	44.8	50.0	5.2	55.2
	7	259	99.6	18.8	55.2	25.9	81.2
	8	118	100.0	23.9	48.7	27.4	76.1
Social Studies							
2009	3	142	96.5	32.3	44.6	23.1	67.7
	4	224	99.6	18.6	62.3	19.1	81.4
	5	122	100.0	33.3	40.4	26.3	66.7
	6	121	98.4	27.0	62.2	10.8	73.0
	7	259	99.6	32.6	37.7	29.7	67.4
	8	121	99.2	28.1	38.6	33.3	71.9
Writing							
2009	3	281	99.3	52.2	27.2	20.5	47.8
	4	227	99.6	46.4	39.6	14.0	53.6
	5	241	97.1	50.4	37.1	12.5	49.6
	6	249	98.0	45.7	38.8	15.5	54.3
	7	263	98.1	46.9	40.2	12.9	53.1
	8	243	98.4	50.7	39.3	10.0	49.3

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 or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	243	95.9	24.9	38.2	26.7	10.2	48.0	61.8	No	Yes
Male	118	94.9	30.5	40.0	21.9	7.6	40.0	57.4	N/A	N/A
Female	125	96.8	20.0	36.7	30.8	12.5	55.0	66.1	N/A	N/A
White	177	96.0	23.6	35.8	27.9	12.7	49.7	74.3	No	Yes
African American	52	96.2	22.9	47.9	25.0	4.2	47.9	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	11	90.9	60.0	30.0	10.0	N/A	10.0	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	43	95.3	59.0	28.2	7.7	5.1	25.6	19.4	I/S	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	6	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	151	97.4	30.1	39.9	23.8	6.3	40.6	45.6	No	Yes

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

All Students	241	95.9	26.8	38.4	17.4	17.4	47.8	62.7	No	Yes
Male	118	94.1	29.8	37.5	14.4	18.3	47.1	61.8	N/A	N/A
Female	123	97.6	24.2	39.2	20.0	16.7	48.3	63.6	N/A	N/A
White	176	96.6	26.7	36.4	17.0	20.0	49.7	75.1	No	Yes
African American	51	98.0	25.0	43.8	22.9	8.3	41.7	45.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	11	81.8	44.4	44.4	N/A	11.1	33.3	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	43	95.3	61.5	28.2	7.7	2.6	15.4	21.8	I/S	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	6	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	150	97.3	29.6	39.4	17.6	13.4	43.7	47.9	No	Yes

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

All Students	241	84.2	66.8	10.0	4.1	3.3	N/A	N/A	N/A	N/A
Male	117	77.8	58.1	12.0	2.6	5.1	N/A	N/A	N/A	N/A
Female	124	90.3	75.0	8.1	5.6	1.6	N/A	N/A	N/A	N/A
White	175	84.0	64.6	11.4	4.6	3.4	N/A	N/A	N/A	N/A
African American	52	86.5	75.0	5.8	1.9	3.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	11	81.8	72.7	9.1	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	41	56.1	51.2	2.4	N/A	2.4	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	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	149	83.9	70.5	8.7	4.0	0.7	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	2008	254	97.6	20.2	31.8	31.8	16.1	60.3	69.7
	2009	243	95.9	24.9	38.2	26.7	10.2	48.0	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	254	96.9	18.3	27.8	32.4	21.6	68.9	67.2
	2009	241	95.9	26.8	38.4	17.4	17.4	47.8	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	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.3%	0.0%	No
Student attendance rate, grades K-8	93.6%	94.0%*	No

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