



Lexington/Richland 5 School District

1020 Dutch Fork Road
Irmo, SC 29063

Grades	PK-12 District	
Enrollment	16,604 Students	
Superintendent	Dr. Herbert M. Berg	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

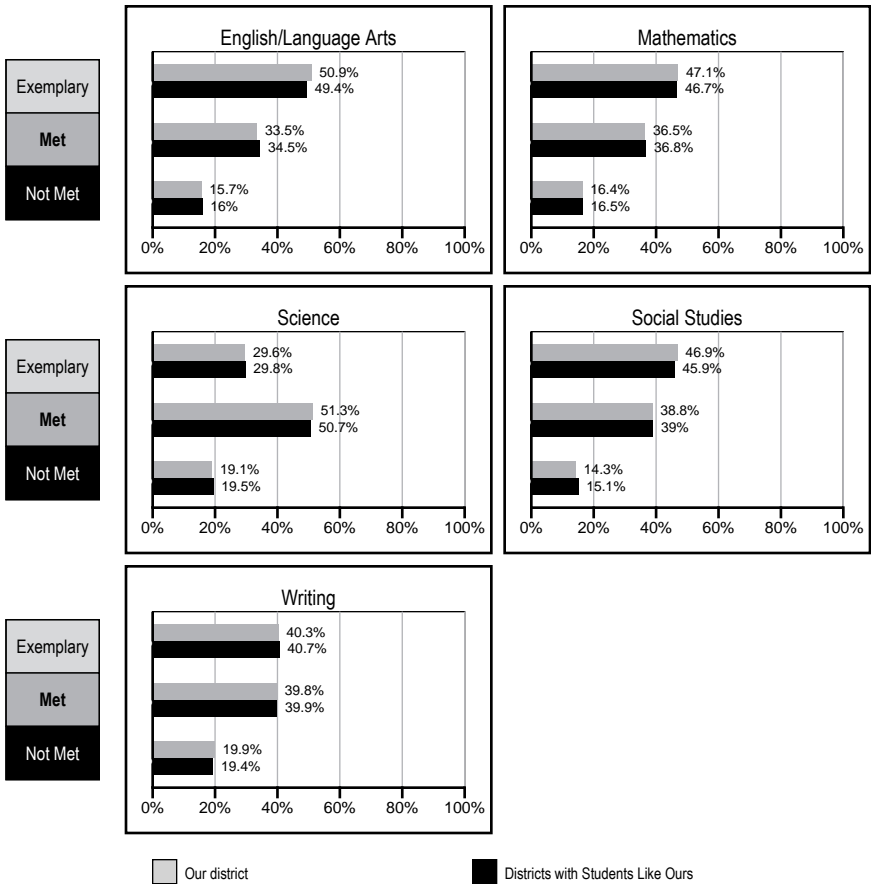
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

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

Percent	Our District			Districts with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed both subtests	88.8%	90.7%	88.8%	88.8%	87.7%	84.6%
Passed one subtest	7.5%	5.5%	6.1%	7.5%	7.3%	9.2%
Passed no subtests	3.8%	3.8%	5.1%	3.8%	5.0%	6.1%

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	89.7%	87.1%
English 1	83.8%	83.4%
Physical Science	65.9%	69.1%
US History and the Constitution	55.5%	57.7%
All Subjects	74.5%	74.9%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=16,604)				
First graders who attended full-day kindergarten	98.4%	Down from 98.9%	98.5%	99.7%
Retention rate	1.8%	Up from 1.7%	2.0%	3.1%
Attendance rate	96.5%	Up from 96.3%	96.3%	95.7%
Eligible for gifted and talented	29.8%	Up from 27.1%	26.6%	11.2%
With disabilities other than speech	8.1%	Up from 7.8%	7.4%	10.6%
Older than usual for grade	1.8%	Down from 2.1%	2.0%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.8%	1.7%	0.5%
Enrolled in AP/IB programs	38.1%	Up from 34.6%	22.5%	10.5%
Successful on AP/IB exams	64.9%	Up from 63.5%	61.8%	51.2%
Eligible for LIFE Scholarship	48.5%	Down from 52.9%	52.8%	30.8%
Enrolled in adult education GED or diploma programs	121	No Change	76	40
Completions in adult education GED or diploma programs	81	Up from 72	56	30
Annual dropout rate	2.3%	Up from 1.9%	3.5%	3.4%
Teachers (n=1322)				
Teachers with advanced degrees	67.3%	Up from 63.5%	63.5%	56.8%
Continuing contract teachers	84.4%	Up from 78.8%	80.2%	76.7%
Teachers with emergency or provisional certificates	3.1%	Up from 3.0%	2.2%	4.6%
Teachers returning from previous year	88.6%	Down from 89.6%	89.3%	88.4%
Teacher attendance rate	94.2%	Down from 94.3%	94.6%	95.0%
Average teacher salary*	\$51,345	Up 3.4%	\$50,915	\$46,992
Vacancies for more than nine weeks	0.0%	Down from 0.1%	0.1%	0.4%
Professional development days/teacher	12.4 days	Down from 12.7 days	13.4 days	13.1 days
District				
Superintendent's years at district	1.0	Down from 2.0	1.5	3.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 19.8 to 1	21.0 to 1	20.5 to 1
Prime instructional time	89.6%	Up from 89.5%	89.5%	89.8%
Dollars spent per pupil**	\$10,061	Up 9.9%	\$9,569	\$9,279
Percent of expenditures for teacher salaries**	55.3%	Up from 54.8%	55.8%	52.7%
Percent of expenditures for instruction**	57.3%	Up from 56.8%	58.1%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	19	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	8.0%	Up from 6.3%	4.0%	3.5%
Average age in years of school facilities	24 Years	Up from 23 Years	24 Years	28 Years
Number of schools with SACS accreditation	19.0	No Change	11.0	8.0
Parents attending conferences	98.9%	Down from 99.8%	99.3%	93.9%
Average administrator salary	\$94,048	Up 3.7%	\$88,242	\$79,261

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	1185	97.8%	5786	74.5%	1398	84.8%	Yes
Gender							
Male	575	97.2%	3028	75.4%	684	81.4%	N/A
Female	610	98.4%	2758	73.5%	714	88.1%	N/A
Racial/Ethnic Group							
White	841	99.3%	3635	83.2%	939	89.2%	N/A
African American	301	94.0%	1822	56.9%	396	74.0%	N/A
Asian/Pacific Islander	23	95.7%	120	82.5%	30	90.0%	N/A
Hispanic	14	92.9%	152	73.0%	24	79.2%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	102	81.4%	509	40.5%	134	58.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	17	88.2%	143	60.1%	27	81.5%	N/A
Socio-Economic Status							
Subsidized meals	218	93.6%	1524	56.2%	301	69.1%	N/A

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

HSAP Passage Rate by Spring 2009

Percent	Our District	Districts with Students Like Ours
	97.8%	96.6%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	1398	932
Number of Diplomas	1186	776
Rate	84.8%	81.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	510	503	531	528	496	488	1537	1519		
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	21.4	20.9	22.6	22.5	22.3	21.7	21.5	21.6	22.0	21.8
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	21.3 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

School District Five of Lexington and Richland Counties continues its tradition of excellence in academics, arts, and athletics. Our district's SAT scores are among the highest in the state and exceed both state and national SAT score averages. In 2009, seven of our students were named finalists in the National Merit Scholarship Program, 211 eighth-graders were named South Carolina Junior Scholars, two students were named National Achievement Scholars, and 212 students earned AP Scholar Awards. In addition, eight of our schools were recognized with Palmetto Gold or Silver Awards for reaching high levels of performance or high rates of improvement. Those schools included Ballentine Elementary, Chapin High, CrossRoads Middle, Dutch Fork High, Harbison West Elementary, Lake Murray Elementary, Irmo High, and Nursery Road Elementary. Student athletes took state championships in cheerleading, golf, track and field, swimming, and tennis, and many of our music, drama, and arts students earned state and national honors.

Thanks to the successful passage of a bond referendum last school year, we were able to begin the process of renovating and updating several of the oldest facilities in our district. As I write this message, renovation projects for Leaphart Elementary, Chapin Elementary, Seven Oaks Elementary, Irmo Elementary, and Chapin High are already underway. We are excited about these projects and the new and exciting learning environments they will provide to our students. The costs of many of these projects have come in under budget, which results in a savings for our taxpayers.

The 2008-09 school year was a challenging one for school districts across the state as we dealt with budget cuts, layoffs, and more. We appreciate the support that our community provided throughout these challenging times.

We are confident that our schools and community will continue to flourish as we work together. Thank you for your continued support.

Herbert M. Berg, Ed.D.
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 31 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-Hold

The district missed adequate yearly progress (AYP) for two years, but made progress for one year in the subject area (in either grade span) that identified the district for district improvement. Sanction: Corrective action continues.

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Leaphart Elementary	NI-DELAY	Harbison West Elementary	CA
Nursery Road Elementary	CSI-DELAY		

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. 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."

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

All Students	7689	99.9	15.5	33.6	50.9	90.7	82.8	Yes	Yes
Gender									
Male	3868	99.8	19.1	33.9	46.9	87.9	79.3	N/A	N/A
Female	3821	100.0	11.7	33.3	54.9	93.5	86.5	N/A	N/A
Racial/Ethnic Group									
White	5012	99.9	9.5	30.7	59.8	94.6	89.5	Yes	Yes
African American	2245	99.9	29.4	40.7	29.8	81.9	73.7	Yes	Yes
Asian/Pacific Islander	221	100.0	11.7	26.3	62.0	90.6	92.3	Yes	Yes
Hispanic	140	100.0	21.1	43.9	35.0	87.0	76.5	Yes	Yes
American Indian/Alaskan	13	100.0	N/AV	N/AV	N/AV	N/AV	82.5	I/S	I/S
Disability Status									
Disabled	950	99.4	48.8	28.0	23.2	64.3	52.0	Yes	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	162	100.0	22.9	39.5	37.6	85.4	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	2115	99.8	31.3	39.0	29.8	80.4	75.5	Yes	Yes

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

All Students	7689	99.9	16.1	36.9	47.0	89.7	78.9	Yes	Yes
Gender									
Male	3868	99.8	17.3	35.4	47.3	88.6	77.0	N/A	N/A
Female	3821	100.0	14.9	38.4	46.8	90.8	80.9	N/A	N/A
Racial/Ethnic Group									
White	5012	99.9	8.8	34.6	56.6	94.5	87.2	Yes	Yes
African American	2245	99.9	33.0	43.5	23.5	78.3	66.7	Yes	Yes
Asian/Pacific Islander	221	100.0	11.3	22.5	66.2	93.9	93.0	Yes	Yes
Hispanic	140	100.0	22.8	40.7	36.6	85.4	76.0	Yes	Yes
American Indian/Alaskan	13	100.0	N/AV	N/AV	N/AV	N/AV	79.5	I/S	I/S
Disability Status									
Disabled	950	99.3	45.9	33.9	20.2	64.7	45.5	Yes	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	162	99.4	22.3	35.0	42.7	88.5	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	2115	99.8	32.3	42.9	24.8	78.0	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science							
All Students	5118	99.8	18.7	51.7	29.6	81.3	67.5
Gender							
Male	2625	99.7	19.5	49.5	31.1	80.5	67.0
Female	2493	100.0	18.0	54.0	28.0	82.0	68.0
Racial/Ethnic Group							
White	3364	99.9	10.8	52.9	36.3	89.2	79.5
African American	1462	99.8	38.1	49.5	12.4	61.9	50.3
Asian/Pacific Islander	151	100.0	10.8	48.0	41.2	89.2	84.3
Hispanic	96	100.0	25.6	52.3	22.1	74.4	60.7
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	621	99.2	46.0	39.8	14.2	54.0	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	109	100.0	27.9	46.8	25.2	72.1	59.6
Socio-Economic Status							
Subsized meals	1392	99.9	36.0	48.6	15.4	64.0	55.1
Social Studies							
All Students	5125	99.8	14.0	39.1	46.9	86.0	72.3
Gender							
Male	2553	99.8	15.1	34.5	50.4	84.9	71.5
Female	2572	99.8	12.8	43.8	43.4	87.2	73.2
Racial/Ethnic Group							
White	3335	100.0	9.4	35.2	55.3	90.6	80.7
African American	1508	99.6	24.6	49.0	26.5	75.4	60.0
Asian/Pacific Islander	142	100.0	9.4	32.4	58.3	90.6	88.5
Hispanic	92	100.0	16.7	44.0	39.3	83.3	68.0
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	635	99.4	37.9	38.3	23.8	62.1	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	103	100.0	20.4	39.8	39.8	79.6	67.9
Socio-Economic Status							
Subsized meals	1418	99.8	27.8	45.9	26.3	72.2	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	7669	98.7	19.6	37.8	42.7	80.4	70.2	96.7	96.1
Gender									
Male	3854	98.2	25.2	40.3	34.5	74.8	63.2	96.6	96.0
Female	3815	99.2	14.0	35.2	50.8	86.0	77.5	96.7	96.3
Racial/Ethnic Group									
White	4995	99.0	13.0	37.4	49.6	87.0	79.1	96.6	95.9
African American	2244	97.9	35.1	39.7	25.3	64.9	57.6	96.8	96.3
Asian/Pacific Islander	222	98.7	13.3	27.1	59.5	86.7	86.2	97.2	97.3
Hispanic	137	99.3	30.6	40.3	29.0	69.4	62.6	96.3	96.5
American Indian/Alaskan	13	100.0	7.7	23.1	69.2	92.3	68.7	94.0	94.9
Disability Status									
Disabled	926	91.6	60.8	26.2	12.9	39.2	26.1	96.2	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	161	98.8	36.3	36.3	27.4	63.7	61.2	96.6	96.8
Socio-Economic Status									
Subsidized meals	2105	97.7	38.9	38.7	22.5	61.1	58.9	95.9	95.6

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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	1262	100.0	13.6	23.2	63.2	86.4
	4	1250	99.8	16.5	32.4	51.1	83.5
	5	1289	99.8	12.9	36.5	50.7	87.1
	6	1271	99.8	13.1	35.6	51.3	86.9
	7	1323	100.0	17.5	38.0	44.6	82.5
	8	1294	99.9	19.0	35.7	45.2	81.0
Mathematics							
2009	3	1262	100.0	17.6	34.0	48.3	82.4
	4	1250	99.8	13.2	38.8	47.9	86.8
	5	1289	99.8	17.7	40.4	41.9	82.3
	6	1271	99.8	13.5	37.7	48.8	86.5
	7	1323	100.0	13.2	37.8	49.0	86.8
	8	1294	99.9	21.2	32.5	46.3	78.8
Science							
2009	3	632	99.7	21.3	46.9	31.8	78.7
	4	1249	99.8	18.0	54.9	27.1	82.0
	5	644	99.8	16.6	59.2	24.2	83.4
	6	635	99.5	20.4	52.8	26.8	79.6
	7	1317	99.9	15.8	52.6	31.6	84.2
	8	641	100.0	24.2	39.6	36.2	75.8
Social Studies							
2009	3	630	100.0	10.2	32.9	56.9	89.8
	4	1249	99.8	10.2	44.4	45.4	89.8
	5	643	100.0	16.4	37.0	46.6	83.6
	6	635	99.7	7.5	47.2	45.3	92.5
	7	1317	99.9	19.0	35.5	45.4	81.0
	8	651	99.7	18.4	36.6	45.0	81.6
Writing							
2009	3	1255	98.9	21.7	30.1	48.3	78.3
	4	1250	98.3	20.2	41.0	38.9	79.8
	5	1284	98.5	20.9	35.4	43.7	79.1
	6	1269	98.5	19.0	33.4	47.7	81.0
	7	1318	98.2	18.3	41.9	39.8	81.7
	8	1293	99.8	17.7	44.4	38.0	82.3

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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	1341	99.6	7.3	23.4	33.2	36.1	78.7	61.8	Yes	Yes
Male	695	99.3	8.6	26.1	32.9	32.3	75.3	57.4	N/A	N/A
Female	646	100.0	5.9	20.4	33.4	40.3	82.4	66.1	N/A	N/A
White	869	99.7	3.4	17.1	35.7	43.8	87.3	74.3	Yes	Yes
African American	393	99.5	15.6	37.4	30.1	16.9	59.7	44.9	No	Yes
Asian/Pacific Islander	31	100.0	3.3	16.7	13.3	66.7	83.3	77.4	I/S	I/S
Hispanic	30	100.0	14.8	40.7	22.2	22.2	66.7	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	142	97.2	38.1	38.8	17.2	6.0	31.3	19.4	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	27	100.0	29.6	29.6	25.9	14.8	48.1	38.5	I/S	I/S
Subsized meals	333	99.4	19.1	42.0	25.2	13.7	53.5	45.6	No	Yes

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

All Students	1337	100.0	8.4	20.8	25.2	45.6	79.4	62.7	Yes	Yes
Male	691	100.0	8.8	19.5	25.8	45.9	79.8	61.8	N/A	N/A
Female	646	100.0	8.0	22.2	24.6	45.2	78.9	63.6	N/A	N/A
White	867	100.0	4.4	16.0	23.8	55.8	87.0	75.1	Yes	Yes
African American	391	100.0	17.5	33.1	30.1	19.4	61.3	45.1	No	Yes
Asian/Pacific Islander	31	100.0	3.3	6.7	3.3	86.7	96.7	83.8	I/S	I/S
Hispanic	30	100.0	14.8	25.9	22.2	37.0	66.7	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	139	100.0	37.8	33.3	23.0	5.9	37.8	21.8	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	27	100.0	22.2	25.9	11.1	40.7	66.7	52.3	I/S	I/S
Subsized meals	332	100.0	20.3	34.0	26.7	19.0	57.1	47.9	No	Yes

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

All Students	1333	96.0	43.6	22.6	15.5	14.4	N/A	N/A	N/A	N/A
Male	689	96.2	42.8	21.9	14.9	16.5	N/A	N/A	N/A	N/A
Female	644	95.8	44.4	23.3	16.0	12.1	N/A	N/A	N/A	N/A
White	864	97.2	35.5	24.0	19.4	18.3	N/A	N/A	N/A	N/A
African American	391	94.1	62.1	21.0	7.2	3.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	31	93.5	12.9	16.1	19.4	45.2	N/A	N/A	N/A	N/A
Hispanic	29	93.1	65.5	10.3	6.9	10.3	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	134	87.3	72.4	10.4	3.0	1.5	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	31	87.1	51.6	19.4	6.5	9.7	N/A	N/A	N/A	N/A
Subsized meals	329	92.7	66.3	17.3	6.1	3.0	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	1372	99.5	5.0	17.1	36.5	41.4	84.7	69.7
	2009	1341	99.6	7.3	23.4	33.2	36.1	78.7	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	1372	99.9	7.4	16.7	33.3	42.7	83.0	67.2
	2009	1337	100.0	8.4	20.8	25.2	45.6	79.4	62.7

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	5.0%	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	5.0%	0.0%	No
Student attendance rate, grades K-8	96.5%	94.0%*	Yes

* Or greater than last year

** 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