



Lennox School District 41-4

Serving the communities of Chancellor, Lennox, & Worthing

Strategic Plan (2019-2024)

What We Want to Be: Our Vision

The Lennox School District seeks to create a challenging learning climate that encourages high expectations for success in a safe, caring, and supportive environment and to actively involve our parents, teachers, and community members in our students' learning.

What We Believe In: Our Core Values

- ◆ Students first
- ◆ Rigorous and relevant curricula
- ◆ Quality instruction
- ◆ Continuous improvement
- ◆ Parent/community partnership
- ◆ Accountability
- ◆ Transparency
- ◆ Effective leadership at all levels

Every School.

Every Student.

Every Day.

What We Do: Our Mission & Why We Do It

To work together to inspire lifelong learners who innovate, persevere, and collaborate to solve the challenges of tomorrow.

Every School. Every Student. Every Day.

What We Want to Accomplish: Our Priorities

Priority Area I. Academic Excellence

- ◆ The Lennox School District will provide students an engaging, rigorous, and relevant curricula, paired with customized instruction to meet each students needs and desired outcomes.

Priority Area II. District Staff

- ◆ The Lennox School District will attract, hire, and retain staff who embrace our beliefs, vision, mission, and goals.

Priority Area III. School Climate

- ◆ The Lennox School District will create and maintain a safe and healthy learning environment in each of the schools.

Priority Area IV. Community Engagement

- ◆ The Lennox School District will enhance communication with all stakeholders to develop a shared responsibility for student success.

Priority Area V. School Governance

- ◆ The Lennox School District will provide governance that will represent all communities and patrons in the school district with a focus in the following areas:
 - i. Policy Management
 - ii. Fiscal Management
 - iii. Facility Management

Priority Area I. Measurable Goals and Strategies

Measurable Goals: Academic Excellence		Metric
1-1	By Spring 2023, 100% of students will show growth from fall to spring on NWEA tests or interim assessments in the areas of reading and math.	NWEA MAP tests or interim assessments
1-2	By Fall 2023, The school performance index of each school will surpass all DAK XII schools.	State Report Card
1-3	By Spring 2023, 100% of seniors will earn a certificate through NCRC (80% Silver or higher).	NCRC Exam
1-4	By Spring 2023, the average ACT composite score will be 23	ACT Exam

Strategies: Academic Excellence			
Strategies		Completion Timeline	Admin Team
1-1a 1-2a	Teachers will link NWEA scores or interim assessment scores to their SLO's	Set in the fall and evaluated in the spring	Building Principals and Directors
1-1b 1-2b	Use personalized goal setting to develop an intrinsic desire to grow academically	Ongoing	Building Principals
1-1c 1-2c	K-2: Utilize skills checklists or Reading fluency checklists within NWEA	Ongoing	Elementary Principals
1-1d 1-2d	Implement flexible groupings with fidelity in grades K-4 (reading and math), tiered instruction	Ongoing	Elementary Principals
1-1e 1-2e	Use Exact Path, Reading Eggs, and Mathseeds for supplemental reading and math personalized learning tool	Ongoing	Elementary and Intermediate Principals
1-1f 1-2f	Use extrinsic motivators to promote and reinforce student effort.	Ongoing	Principals
1-1g 1-2g	Use growth mindset lessons to help students persevere when faced with challenges	Ongoing	Eich
1-1h	Habits of Mind book study and implementation in high school SRB	Ongoing	Allison
1-2h	Weekly interim assessments paired with customized lessons to address student deficiencies	Ongoing	Principals
1-2i 1-4a	Integrate spiraling math curriculum in all schools	Ongoing	Principals
1-3a	Use extrinsic motivation interventions to promote student effort.	Ongoing	Allison
1-3b	Use personalized goal setting to develop an intrinsic desire to grow academically	Ongoing	Allison
1-4b	Free ACT Test prep through Sylvan Learning for Juniors and Seniors	Every Fall	Allison
1-4c	Provide ACT training for ACT prep staff	Ongoing	Allison
1-1i 1-2j 1-3c 1-4d	In accordance with ARSD 24:43:08:03, the Lennox School District will maintain a waiver with the department of education to allow students to earn high school credit for Algebra I in eighth grade for the purpose of allowing students to take more advanced math coursework in high school.	Ongoing through 2024	Allison

Priority Area II. Measurable Goals and Strategies

Measurable Goals: District Staff		Metric
2-1	By Spring 2023, 100% of staff will indicate the evaluation process has improved their professional practice	Survey once per year
2-2	By Spring 2023, 100% of staff will indicate they know the Districts, vision, mission and goals	Survey once per year
2-3	By Spring 2023, 100% of staff will indicate professional development opportunities has enhanced their professional practice	Survey once per year
2-4	By Spring 2023, 100% of staff will indicate communication with their administrator is effective and timely.	Survey once per year
2-5	By Spring 2023, 100% of Lennox School District Employees will report they know how to access information they need to be successful in their position.	Survey once per year

Strategies: District Staff			
Strategies		Completion Timeline	Admin Team
2-1a	Observations/Feedback for certified and classified staff as stated in the Negotiated Agreement and/or Employee Handbook.	Ongoing	Principals and Directors
2-1b	Teacher Effectiveness Rating on Frontline	Ongoing	Principals and Directors
2-1c	Staff will have grade books updated and provide feedback to students in a timely manner.	Ongoing	Principals and Directors
2-2a	Weekly grade level meetings and monthly Sped meetings. Agendas and specific notes will be kept and saved.	Ongoing	Principals and Directors
2-2b	Checklists identifying District's vision/goals will be posted in all classrooms	Ongoing	Principals and Directors
2-3a	Professional development aligned to needs identified in the data analysis process (PLC)	Ongoing	Principals/Curriculum Director
2-4a	Communication with staff will be provided through multiple outlets i.e. collection of emails, notes, etc.	Ongoing	Principals and Directors
2-5a	Provide copy of job duties, review negotiated agreement and staff handbook, review staff resources listed on the district website.	Beginning of School year	Principals and Directors
2-5b	Access teacher manuals for curriculum taught and have staff and administration complete a checklist recognizing knowledge of manuals.	Beginning of the School year	Principals and Directors
2-5c	Up-to-date (live) curriculum maps updated twice a year; access will be in Teams.	Ongoing	Principals
2-5d	Every year, navigate the Lennox Website with staff to show them where they can find critical information pertinent to their job.	Beginning of the School Year	Principals and Directors

Priority Area III. Measurable Goals and Strategies

Measurable Goals: School Climate		Metric
3-1	Staff will be trained or recertified on restraint, seclusion, and prevention and de-escalation strategies annually or as needed (PCM)	Completion certificate
3-2	Annually, 100% of staff will indicate they can successfully execute all parts of the crisis management plan.	Staff surveys
3-3	Annually, 100% of staff will report they feel safe at school	Staff surveys
3-4	Annually, 100% of students will report they feel safe at school	Student surveys
3-5	Annually, 100% of students will report that they have at least one adult at school that cares for them and with whom they can share concerns.	Student surveys
3-6	Annually, 100% of staff will report feeling supported and appreciated at their job.	Staff surveys

Strategies: School Climate			
Strategies		Completion Timeline	Admin Team
3-1a	Annual training and recertification of restraint and seclusion techniques	Annually	Welch, Kuyper, Strobel
3-1b	Continued practice of restraint and seclusion techniques by administrators and teachers.	Randomly throughout the year	Building Principals and Director
3-2a	Use teachers' meetings to review safety procedures and the crisis manual.	2 times each year.	Principals
3-2b	Checklists that all staff know and understand their crisis manual	Annually in the fall	Principals
3-3a	Use teacher meetings to review safety procedures and the crisis manual.	2 times each year.	Principals
3-3b	Save yourself training	Fall in-service	Curriculum director and Russ Nelson
3-4a 3-5a	Contract services with Carroll Institute for SEL/mental health, digital citizenship, bullying, and substance abuse support	2022-2023 school year	Principals
3-4b	Year-long character education discussions.	Weekly throughout the year	Principals and teachers
3-4c	Social skills lessons, Social emotional programming at JH/HS	One time weekly for small groups of students	Teachers and Principals
3-4d	Drills – Fire, severe weather, crisis management	Two times each semester for fire, April for Severe Weather, Periodically at HS level for Crisis Management.	Principals
3-5b	SRB time at high school level	Ongoing	Teachers and Principal
3-5c	Daily classroom meetings	Ongoing	Teachers
3-5d	Social emotional programming at all grade levels	Ongoing	Counselors and Principal
3-5e	Guidance class for all elementary and intermediate classes	1 semester each year	Counselors
3-6a	MVP notes, drive by notes, team building activities, small group meetings, principal advisory, superintendent advisory	On going	Teachers, principals, Conaway

Priority Area IV. Measurable Goals and Strategies

Measurable Goals: Community Engagement		Metric
4-1	Annually, the District website will be up to date with current policies, notices, events, staff, and other pertinent information for successful communication	Checklists
4-2	Annually, 100% of parents will indicate they feel informed about what is happening in their student's school	Surveys
4-3	Annually, all schools in the Lennox School District will secure a community partner	Principal report
4-4	Annually, 100% of parents will understand the goals and plans within each school building	Surveys

Strategies: Community Engagement			
Strategies		Completion Timeline	Admin Team
4-1a	Keeping the website up-to-date and create a checklist of completion	Throughout the school year	Superintendent, Principals, Directors
4-2a	Communication per building principals/directors Tuesday Folders- LE/LI and W, Live feed and News feed on website weekly, Weekly Parent Newsletter, Daily Announcements- JH/HS Do Not Reply Notifications, Website check of Oriole News/Announcements Parent/Community Survey Utilize Live Feed and News Stories website Function and social media	Throughout the school year	Principals, Directors, Superintendent
4-2b	Communication per classrooms- Teacher websites Teacher conferences Website checks Data of conference attendance Parent/Community Survey	Throughout the school year	Principals, Directors
4-3a	Community Partnerships -Business Buddies (JK-4 th) -Lennox Independent -Junior Achievement (3,8,11) -CTE opportunities through partnerships (HS) -Adult Agencies and Resources	Throughout the school year	Principals, Director
4-3b	Semester of work	Spring Semester	Allison/Breske
4-4a	Communication of goals/plans Posted on website Website check Parent/Community Survey	End of 1 st semester	Superintendent, Principals, Directors

Priority Area V. Measurable Goals and Strategies

Measurable Goals: School Governance		Metric
5-1	Update policies annually to reflect changes in state and federal legislation.	Board Communication Report/Policy Manuals
5-2	Base budget decisions on the most efficient and effective allocation and use of our financial, human and physical resources.	Board Communication Report
5-3	Advocate for adequate funding at all levels of government.	Board Communication Report
5-4	Review, evaluate and implement long-range plan for maintenance and improvement of facilities, grounds and other resources.	5 year capital outlay report

Strategies: School Governance			
Strategies		Completion Timeline	Admin Team
5-1a	Work with KSB law to continually evaluate, amend and adopt new policies	Every June-August	Conaway
5-2a	Implement, review, and evaluate five year projections for the general fund	Every November	Arlt
5-2b	Review cash balance adequacy for current and future fiscal years	Every November	Arlt
5-2c	Provide education and training to staff regarding reducing and avoiding workers' compensation costs.	Every November	Arlt
5-2d	Educate and review with staff the true cost of employee benefits and how to contain healthcare costs	Every November	Arlt
5-3a	Increase legislators' awareness of the District's need for equitable funding, extension of sales tax and setting supplemental state aid amount in a timely manner	Meet with legislators in November and December	Conaway and Arlt
5-3b	Increase legislators' awareness of the District's need for adequate funding for high need populations.	Meet with legislators in November and December	Conaway and Arlt
5-4a	Maintain, review and update 5-year capital outlay plan	Every February	Arlt, Conaway, Luden, Nelson, Jorgensen, Eich, and Building Principals
5-4b	Implement strategies/facility improvements that will provide operational efficiencies	Every February	Nelson, Jorgensen, and Conaway
5-4c	Modifying facilities to maximize safety and provide educational space that meets today's educational practices	Every February	Conaway, Jorgensen and Building Principals
5-4d	Use technology to improve efficiencies related to building use and utilities	Every February	Jorgensen and Luden

Executive Summary

Description/History of Institution

Lennox School District (LSD) 41-4 is home to the Orioles and proudly serves approximately 1200 preschool through 12th grade students that live throughout the roughly 190 square mile district. Chancellor, Lennox, and Worthing serve as the anchor communities within our district. In Lennox, there is one high school (9-12), one junior high (7-8), one intermediate school (5-6), and one elementary school (PK-4) that also houses the district offices. In Worthing, there is one elementary school (PK-4). Roughly ten years ago, the elementary school in Chancellor was closed due to aging facilities and budgetary needs. Going back 20 years, Lennox School District also included the community of Tea which housed another elementary school. Around 2002, the community of Tea voted to create their own district and split from LSD.

Since that split, Lennox School District opened a new high school in 2005 and later added a junior high wing in 2015. The intermediate school site was the original high school but has been modified over the years to serve as a middle school and most recently as our intermediate school once the junior high addition was completed. Upon the completion of the junior high wing, both elementary schools also moved their fifth-grade students to the intermediate school location. Lennox Elementary completed a major renovation and addition in 2020 to account for growing enrollment.

The Community we Serve

As noted in the history, Lennox School District 41-4 primarily serves students from the communities of Chancellor, Lennox, and Worthing along with the surrounding rural areas. With district boundaries touching the largest school district in South Dakota (Sioux Falls) and all school campuses only 15 miles away from Sioux Falls, our enrollment continuously trends upwards.

Our 2022-2023 fall enrollment for grades JK-12 was 1,158 students. To meet the needs of our students, LSD employs 76 full-time teachers, 6 administrators, and 76 classified employees. Our teachers carry an average of 12 years of experience and roughly 31% have an advanced degree. Our JK-12 student population is comprised of 15.6% of students with special needs and only 6.5% of students were eligible for free/reduced lunch in 2021-2022. Our district attendance rate was 94.6% with 97% of students completing high school and 94% of students graduating on time.

Institution Governance

Lennox School District (LSD) is governed by a seven-member school board. Board members serve three-year terms and are selected through a school board election or in some cases, they have been initially appointed by the school board in the absence of interested candidates who take out a petition. School board elections are held in April of each year. The president and vice president of the board are nominated by and approved by the board at their annual meeting each July. Our school board maintains membership with the Associated School Boards of South Dakota (ASBSD) and takes advantage of their training opportunities. This school year they received a bronze level "ALL" award in ASBSD's statewide board recognition program. "ALL," which stands for Act, Learn, Lead, is an award school boards can earn for the collective participation in activities and trainings related to school board work.

Our Mission, Vision, and Values

The mission of Lennox School District is: To work together to inspire lifelong learners who innovate, persevere, and collaborate to solve the challenges of tomorrow.

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The vision of Lennox School District is: The Lennox School District seeks to create a challenging learning climate that encourages high expectations for success in a safe, caring, and supportive environment and to actively involve our parents, teachers, and community members in our students' learning.

Lennox School District's core values/beliefs are: students first, rigorous and relevant curricula, quality instruction, continuous improvement, parent/community partnership, accountability, transparency, and effective leadership at all levels

The aforementioned statements serve as the basis for five priority areas:

- Priority Area I. Academic Excellence
- Priority Area II. District Staff
- Priority Area III. School Climate
- Priority Area IV. Community Engagement
- Priority Area V. School Governance

We last made major revisions to our mission, vision, and belief statements in 2018, amending our entire strategic plan to focus on data driven decision making and accountability. Annually we review our goals and strategies within the plan to determine goal progress and strategy effectiveness.

Enrollment Trends

Lennox School District's enrollment continuously trends upward by about 20 students on average annually. During the pandemic school years (2020-21 & 2021-22), we did experience enrollment stagnate. However, we were up 20 students again at the fall 2022 count date. Since the 2018-2019 school year, we are up by 35 students.

Philosophy of Education.

While Lennox School District does not prescribe necessarily to one prescriptive philosophy of education, for the last five years, we have based our educational improvement efforts on Victoria Bernhardt's work, Data Analysis for Continuous School Improvement. This has led to a focus and practice of implementing what John Hattie's work demonstrates to have the greatest impact on learning. Furthermore, we have pursued the creation of professional learning communities in partnership with Solution Tree.

Curriculum

The Lennox School District follows all districts policies, at a minimum, to address the curriculum. The policies regarding curriculum can be found in Board Policy 6004 Curriculum Development. Each subject area goes through a vetting process to select the best resources available. Curriculum mapping is done and revised a minimum of 3 times throughout the year. Student assessment data is analyzed to corroborate our students are learning and growing.

The curriculum review process is on a schedule that ensures we are utilizing the best resources and curriculum to educate our students. The curriculum review cycle has a goal of being studied at least every 7 years. Adjustments have been made to our cycle after analyzing test data showing a need to improve in certain content areas. This process starts with a Curriculum Study Committee that consists of the Curriculum Director, members representing each attendance center, each grade band, and special services- such as SPED and EL. This Curriculum Study Committee meets several times throughout the school year during the "study" year, which is the school year preceding the "new curriculum implementation year." During the study, committee norms are established so that each participant's voice, and the voices of whom they represent, is heard; professional development on best practices is

Executive Summary

conducted; state standards are reviewed; district data is analyzed; attention to vertical alignment is noted; and rubrics are established. Curriculum resource options are vetted using the rubrics, their alignment with our state standards, areas needing improvement as identified during assessment analysis, and feedback from our district educators.

During Professional Learning Community collaborative time, teachers create and review their curriculum maps for their subject areas utilizing the state standards and analyzed student data from both summative and formative assessments. Curriculum maps are evaluated during this collaborative time so that students in multiple attendance centers receive the same quality instruction. Curriculum Maps are uploaded to a district Microsoft Teams folder 3 times throughout the school year so that it is easily accessible for all teachers.

The Lennox School District offers a variety of learning areas for students. All students in grades K-12 learn math, science, language arts, reading, music, computer, physical education, social emotional learning, and are offered STEM opportunities.

Instruction

Traditional curriculum along with newer innovative curriculum are offered to students in our district. We offer math, reading, science, social studies, STEM/technology/CTE, fine arts, and physical education in every grade band. We use evidence driven curriculum resources to guide our teaching in all subject areas. Our curriculum uses explicit teaching techniques blended with balanced techniques, such as traditional lecture and note-taking formats, student collaboration, hands-on exploration, on job site learning, and digital personalized learning. Professional development has been provided to teachers for them to identify strategies and techniques that have the largest effect-size on student learning. Our 7-12 grades are one-to-one in regard to technology. Students in grades K-6 have access to laptops, iPads, and desktop computers.

Personnel Management (hiring practices, evaluation, and supervision).

All teachers are evaluated in accordance with the South Dakota Department of Education's (SD DOE) recommended teacher effectiveness model which is based on the Danielson model. Similarly, principals are evaluated in accordance with the SD DOE recommended principal effectiveness model. Classified staff and directors are evaluated annually utilizing a district created evaluation tool. All evaluation tools are goal and performance driven with our mission, vision, belief statements in mind.

When hiring new staff, we look for folks who will embrace our mission, vision, beliefs, and goals. The evaluation process is an important piece of nurturing our purpose. All our professional development and other training is specific to developing skills that support our strategic plan.

Student Performance

The Smarter Balanced Assessment is the required South Dakota state assessment. This is given to students in grades 3-8 and grade 11. Overall, our students out-perform the state averages in both ELA and Math. We have found the most success in the area of English Language Arts with all our student groups scoring above the state average. The area we are striving to improve is the area of math for all cohorts of students. Currently only 1 group of students is a couple of points below the state average. All other student groups outscore the state math averages. We have addressed this by adopting a more cohesive and rigorous math resources so that skills can be built upon each year. We continue to provide professional development in the area of data analysis for our staff, so they can pinpoint instructional areas that need to be focused on for students.

Executive Summary

Lennox School District continues to trend up in rankings when compared to other schools in our conference and surrounding area. Looking back to 2017-2018 we were ranked 8 of 13 in ELA and 10 of 13 in Math. During 2021-2022, we were ranked 2 of 13 in ELA and 3 of 13 in Math (Comparisons include: Brandon Valley, Dell Rapids, Vermillion, EPJ, Harrisburg, Canton, Dakota Valley Madison Central, Beresford, Lennox, Tri-Valley, Tea, and West Central).

Improvement Initiatives.

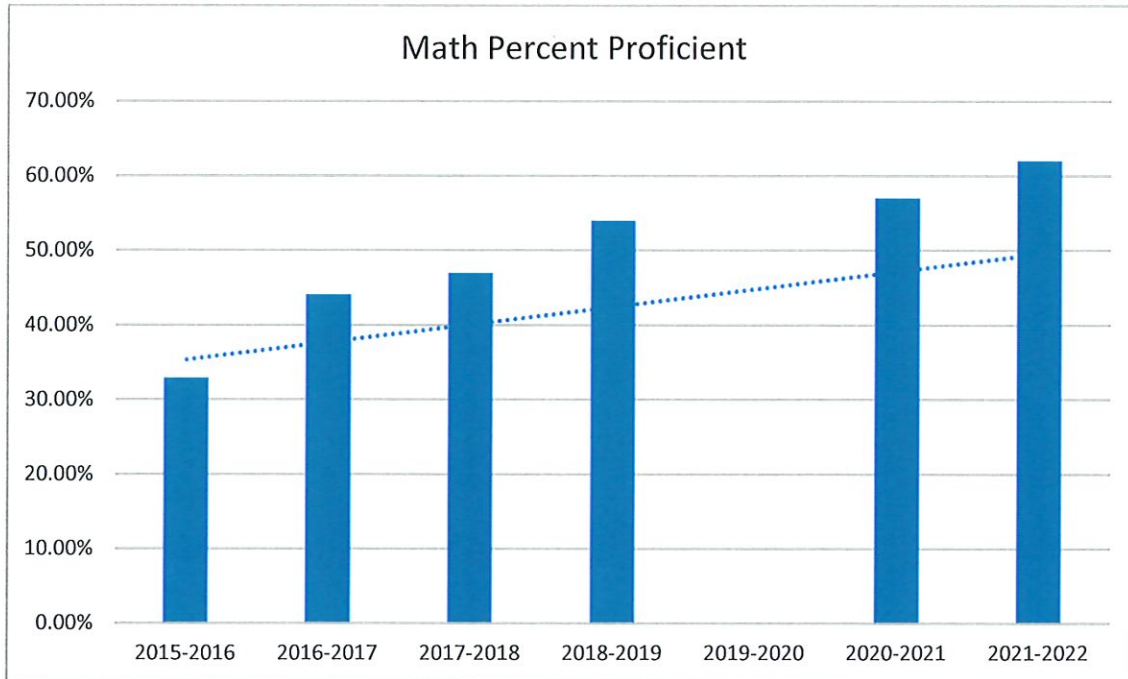
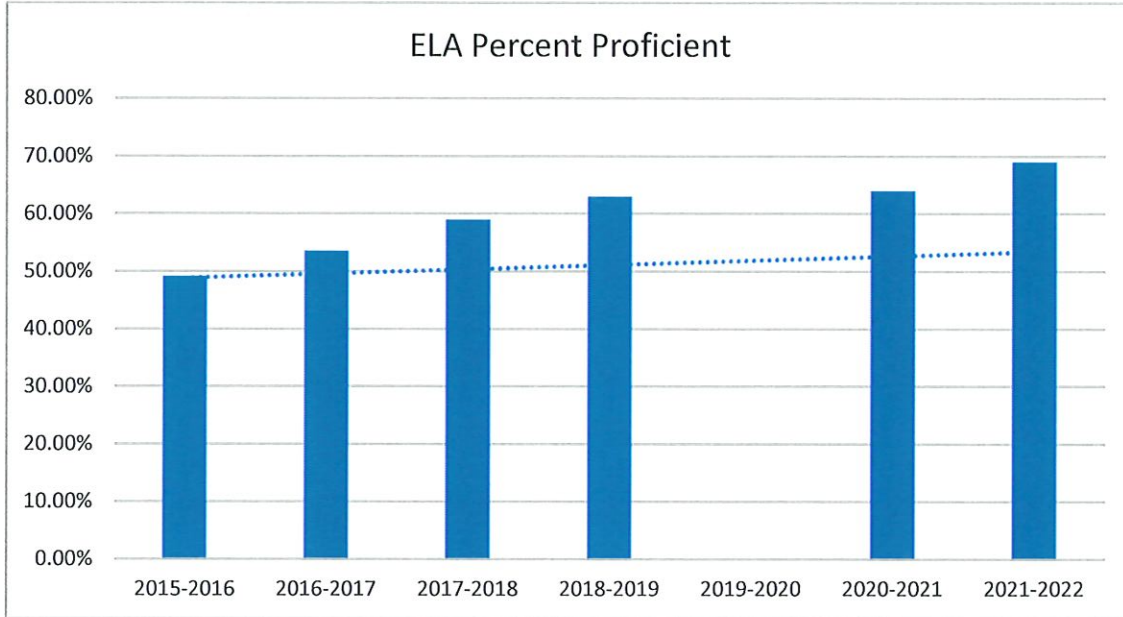
We are in our 2nd year of being a Professional Learning Community. We have had many of the attributes of a PLC, but nothing was intentionally implemented with fidelity. Through working with Solution Tree, we are building our understanding of a PLC and implementing collaborative groups. We are finding success with collaborative teams analyzing student data to inform instruction. Each attendance center is utilizing these findings to implement interventions for all students.

We are in year 1 of implementing a new math curriculum. A study was conducted during the 21-22 school year to address identified areas in our math instruction that needed to be improved. Professional development has been delivered throughout the year as teachers are continuing to implement this new, more rigorous math curriculum. We look forward to seeing our student growth in the area of math as we improve our math instruction.

Currently, we are in an English Language Arts/Reading curriculum study. A curriculum review committee was trained in the Science of Reading, analyzed student data, and identified areas we need more support in for our English Language Arts/Reading program. As we finalize our review, we will be implementing professional development for all staff during the 23-24 school year in the science of reading and best practices of language arts instruction along with adopting a new resource embedded in the science of reading.

Student Performance

	ELA Percent Proficient	Math Percent Proficient
2015-2016	49.09%	32.91%
2016-2017	53.58%	44.09%
2017-2018	59.00%	47.00%
2018-2019	63.00%	54.00%
2019-2020	N/A	N/A
2020-2021	64.00%	57.00%
2021-2022	69.00%	62.00%



LENNOX HIGH SCHOOL

NCRC Results:

	2018	2019	2020	2021	2022	Goals
Platinum	14%	17%	23%	11%	16%	
Gold	20%	24%	15%	27%	26%	80%
Silver	34%	32%	31%	34%	42%	
Bronze	24%	27%	19%	25%	12%	100%
None	6%	0%	10%	1%	3%	

2022 Statewide Results

Platinum	Gold	Silver	Bronze	Incomplete	None	Total
16.5	23.9	32	18.7	0.4	8.4	100

Goals

1. All students (100%) will earn a certificate of any color.
2. 80% of students will earn a Silver, Gold, or Platinum certificate.



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DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

as of 12/27/2022

2021-2022 Profile of Lennox School District 41-4

305 West 5th Ave, Lennox, SD 57039

Home County: Lincoln

Area in Square Miles: 193

Student Data

Fall 2021 PK-12 Enrollment	1,197
Fall 2021 K-12 Fall Enrollment	1,131
Fall 2021 State Aid Fall Enrollment	1,137.84
Open Enrolled Students Rec'd	72
December 2021 Federal Child Count*	187
% Special Needs Students*	15.6%
% Eligible for Free/Reduced Lunch**	6.5%
District Dropout Rate	0.6%
District Attendance Rate	94.6%
Student to Staff Ratio	16.3
Number of Graduates	82

* Child Count data not displayed when student count <10.

** No Free/Red. Lunch Eligible data are displayed when > 90%.

Teaching Staff Data

Average Teacher Salary	\$48,364
Avg Years of Experience	12.1
% with Advanced Degrees	31.6%
Certified Instructional Staff	73.3
Classroom Staff	0.0

American College Test (ACT) *

English	19.5
Math	19.6
Reading	21.3
Science	20.4
Composite Score	20.3
Number Tested	51

*No ACT data displayed when less than ten students are reported.

State Aid Teacher Compensation

Average Teacher Compensation \$60,472

Enrollment Data

	Average Daily Attendance	Average Daily Membership
PK	55.508	64.188
KG-8	735.496	765.966
9-12	331.050	361.815
Total	1,122.054	1,191.969

State Aid Funding

General Aid	\$4,336,202
Special Education	\$440,716
Sparsity	\$0
Extraordinary Cost Fund*	\$0
Total State Aid	\$4,776,918

* Represents approved amount paid to district.

Ending Fund Balance

General	\$2,046,330
Capital Outlay	\$1,519,064
Special Education	\$659,417
Impact Aid	

Cost per ADM*

Educational Funds \$9,056

* Includes selected expenditures from General, Capital Outlay, and Special Education

2021 Payable 2022 Taxable Valuations

Agricultural	\$248,033,222
Owner Occupied	\$390,350,880
Other Non-Ag/Utilities	\$156,968,599
Total	\$795,352,701

2021 Payable 2022 Levy per Thousand

Agricultural	\$1.409
Owner Occupied	\$3.153
Other Non-Ag/Utilities	\$6.525
Special Education	\$1.670
Capital Outlay	\$1.367
Bond Redemption	\$1.414

Lennox School District 41-4

Revenue by Fund

Other Fund Data

	General	Capital Outlay	Special Education		Revenue	Expenditures
Local	\$3,018,187	\$2,341,312	\$1,324,806	Impact Aid	\$0	
County	\$42,949	\$0	\$0	Bond Redemption	\$1,206,222	\$1,202,400
State	\$4,545,567	\$0	\$440,716	Capital Projects	\$343	\$0
Federal	\$304,066	\$73,345	\$341,792	Food Service	\$1,005,401	\$843,849
Total	\$7,910,769	\$2,414,656	\$2,107,314	Other Enterprise	\$357,813	\$401,393

Expenditure by Fund

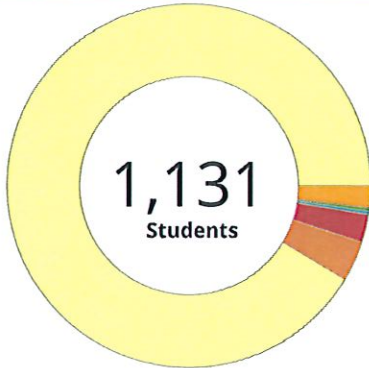
	General	Capital Outlay	Special Education
K-12 Instruction	\$4,256,776	\$629,047	\$1,207,650
PK Instruction	\$0	\$0	\$112,682
Adult Instruction	\$0	\$0	\$0
Student/Staff Services	\$735,504	\$22,229	\$542,276
Administration Services	\$962,388	\$0	\$148,878
Fiscal Services	\$231,588	\$4,199	\$0
Fac./Acquis./Const. Services	\$0	\$32,767	\$0
Operation/Maint. Services	\$1,281,675	\$2,043,438	\$0
Transportation Services	\$394,724	\$200,082	\$47,277
Other Support Services	\$26,261	\$0	\$0
Community Services	\$0	\$0	\$0
Non-Programmed	\$29,593	\$0	\$0
Debt Service	\$0	\$1,188,952	\$0
Co-Curricular	\$412,983	\$489,629	\$0
Total Expenditures	\$8,331,491	\$4,610,343	\$2,058,763

Expenditure by Object Categories*

	Salary	Benefit	Purchased Service	Supply	Property	Other
K-12 Instruction	\$4,124,576	\$1,005,832	\$217,140	\$718,425	\$21,500	\$6,000
PK Instruction	\$162,297	\$37,061	\$638	\$3,568	\$0	\$0
Adult Instruction	\$0	\$0	\$0	\$0	\$0	\$0
Student/Staff Services	\$804,208	\$224,147	\$216,454	\$43,721	\$9,411	\$2,068
Administration Services	\$779,550	\$229,257	\$47,683	\$11,506	\$0	\$43,270
Fiscal Services	\$157,069	\$40,678	\$17,309	\$7,212	\$0	\$13,518
Fac./Acquis./Const. Services	\$0	\$0	\$0	\$0	\$32,767	\$0
Operation/Maint. Services	\$470,793	\$132,097	\$493,986	\$184,562	\$1,970,696	\$72,979
Transportation Services	\$248,421	\$41,093	\$27,166	\$100,968	\$199,014	\$25,421
Other Support Services	\$287,365	\$92,574	\$38,507	\$418,398	\$0	\$33,264
Community Services	\$248,699	\$32,673	\$1,301	\$27,837	\$0	\$0
Non-Programmed	\$0	\$29,547	\$0	\$0	\$0	\$46
Debt Service	\$0	\$0	\$0	\$0	\$0	\$2,391,352
Co-Curricular	\$277,914	\$35,513	\$69,075	\$246,639	\$273,471	\$0
Total Expenditures	\$7,560,893	\$1,900,471	\$1,129,260	\$1,762,838	\$2,506,858	\$2,587,918

*Expenditure category data in the above table includes the sum of ALL K-12 funds operated by the district.

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	2.0%
Asian	0.2%
Black/African American	0.4%
Hispanic/Latino	2.6%
Native Hawaiian/Pacific Islander	0.0%
Two or More Races	3.6%
White/Caucasian	91.3%

Additional Services

Economically Disadvantaged	6.5%
English Learners	0.3%
Foster Care	0.9%
Homeless	0.1%
Migrant	0.0%
Military Connected	1.6%
Students with Disabilities	15.0%

Teachers

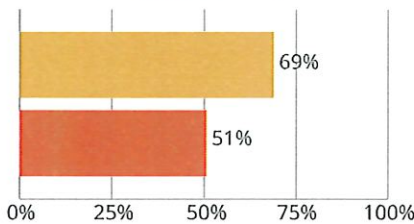
73.26

Administrators

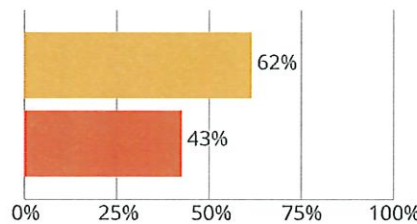
5.50

STUDENT PERFORMANCE

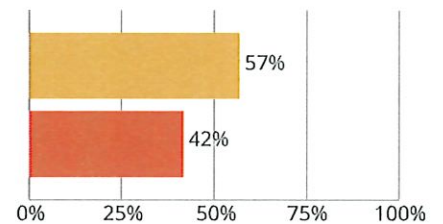
English Language Arts



Mathematics



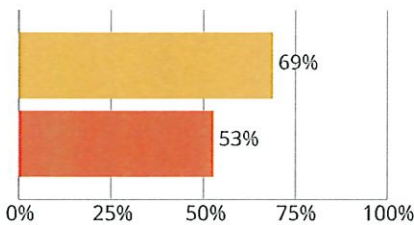
Science



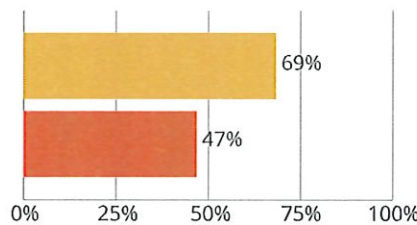
District State

STUDENT PROGRESS

English Language Arts



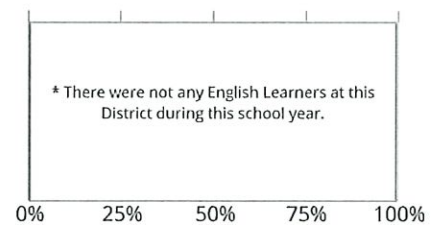
Mathematics



District State

ENGLISH LEARNERS ON TRACK

Access

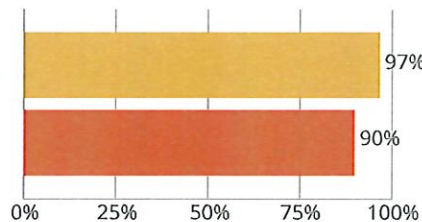


HIGH SCHOOL COMPLETION

COLLEGE AND CAREER READINESS

Attendance Rate

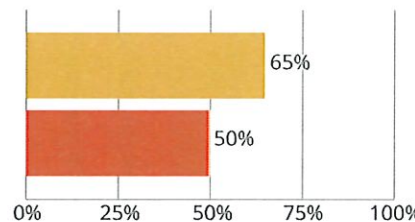
97%



District State

College and Career Readiness

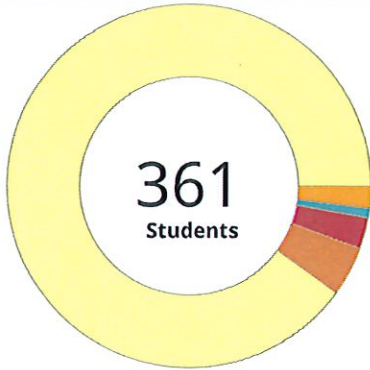
65%



Chronic Absenteeism Rate

13%

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	1.9%
Asian	0.0%
Black/African American	0.8%
Hispanic/Latino	2.8%
Native Hawaiian/Pacific Islander	0.0%
Two or More Races	4.4%
White/Caucasian	90.0%

Additional Services

Economically Disadvantaged	5.8%
English Learners	0.3%
Foster Care	0.8%
Homeless	0.3%
Migrant	0.0%
Military Connected	1.6%
Students with Disabilities	10.8%

Teachers

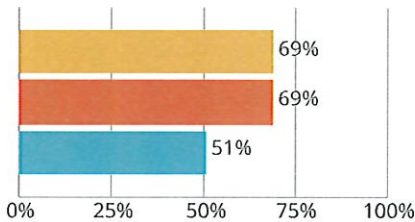
21.58

Administrators

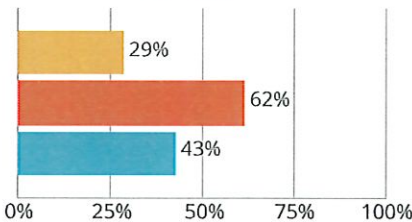
1.32

STUDENT PERFORMANCE

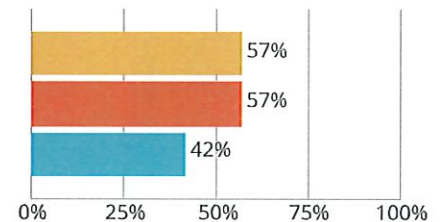
English Language Arts



Mathematics

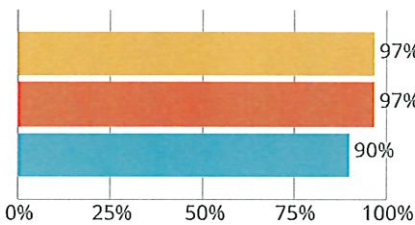


Science

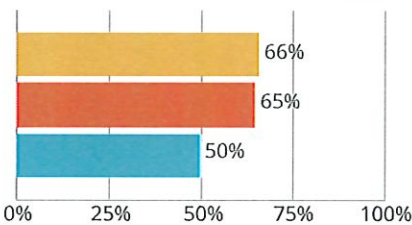


■ School ■ District ■ State

HIGH SCHOOL COMPLETION

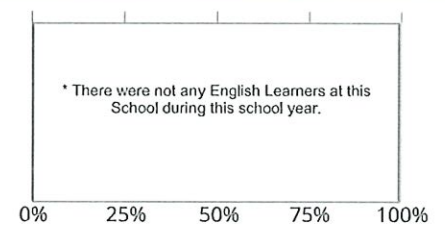


COLLEGE AND CAREER READINESS



■ School ■ District ■ State

ENGLISH LEARNERS ON TRACK



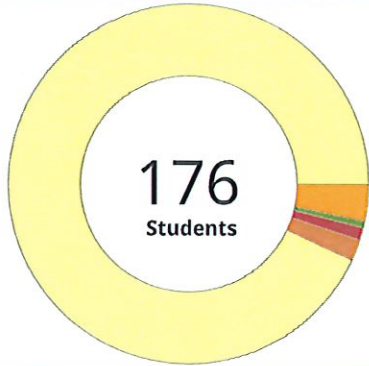
OVERALL SCORE

Chronic Absenteeism Rate

30%

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SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	3.4%	Economically Disadvantaged	10.2%
Asian	0.6%	English Learners	0.6%
Black/African American	0.0%	Foster Care	0.6%
Hispanic/Latino	1.1%	Homeless	0.0%
Native Hawaiian/Pacific Islander	0.0%	Migrant	0.0%
Two or More Races	1.7%	Military Connected	0.0%
White/Caucasian	93.2%	Students with Disabilities	11.4%

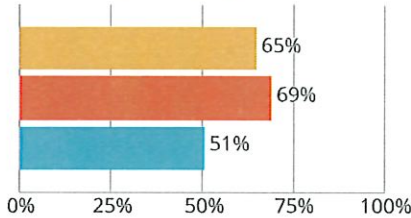
Additional Services

Teachers
11.68

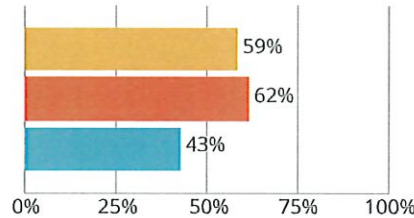
Administrators
0.68

STUDENT PERFORMANCE

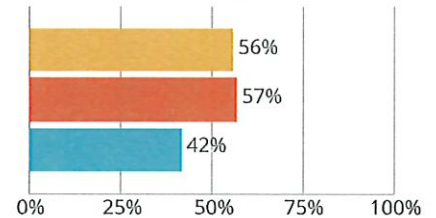
English Language Arts



Mathematics



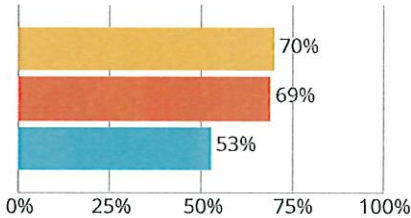
Science



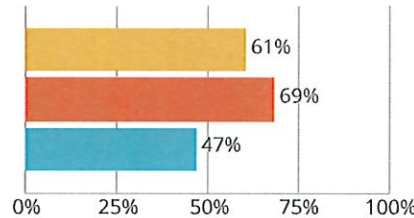
School District State

STUDENT PROGRESS

English Language Arts



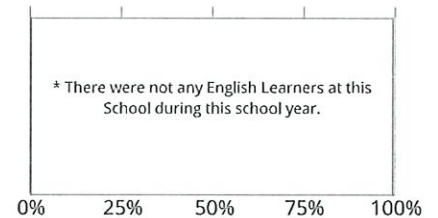
Mathematics



School District State

ENGLISH LEARNERS ON TRACK

Access



OVERALL SCORE

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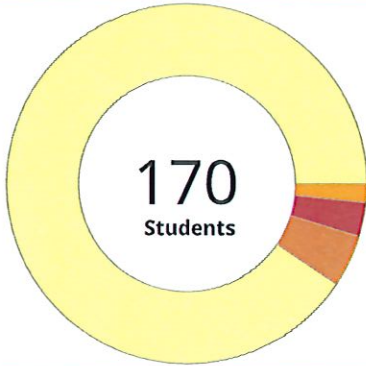
Attendance
Rate

92%

Chronic
Absenteeism
Rate

11%

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	1.8%	Economically Disadvantaged	5.9%
Asian	0.0%	English Learners	0.0%
Black/African American	0.0%	Foster Care	1.1%
Hispanic/Latino	2.9%	Homeless	0.0%
Native Hawaiian/Pacific Islander	0.0%	Migrant	0.0%
Two or More Races	4.7%	Military Connected	2.9%
White/Caucasian	90.6%	Students with Disabilities	17.1%

Additional Services

Teachers

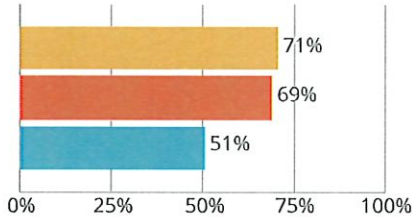
11.95

Administrators

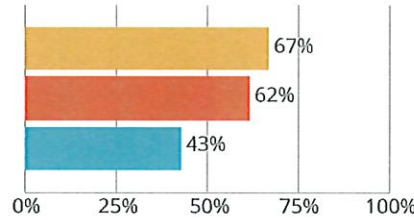
0.56

STUDENT PERFORMANCE

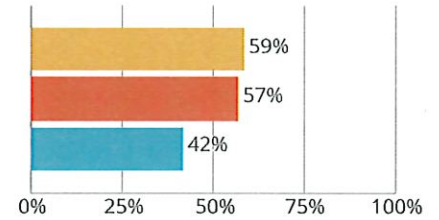
English Language Arts



Mathematics



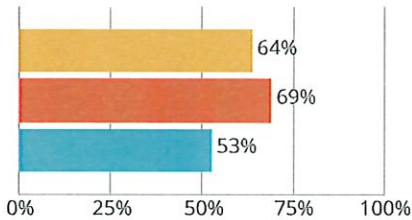
Science



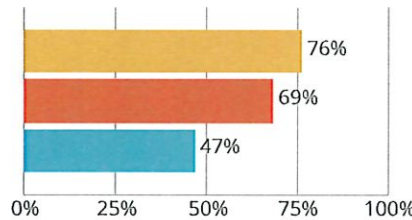
School District State

STUDENT PROGRESS

English Language Arts



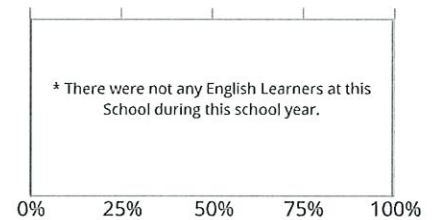
Mathematics



School District State

ENGLISH LEARNERS ON TRACK

Access



OVERALL SCORE

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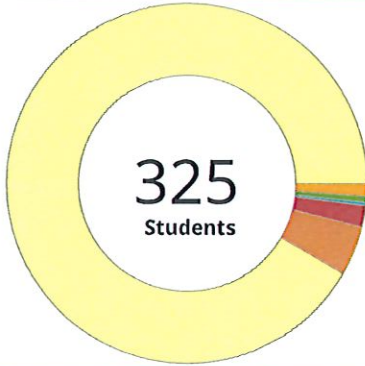
Attendance
Rate

98%

Chronic
Absenteeism
Rate

4%

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	1.2%	Economically Disadvantaged	6.2%
Asian	0.3%	English Learners	0.0%
Black/African American	0.3%	Foster Care	0.6%
Hispanic/Latino	2.2%	Homeless	0.0%
Native Hawaiian/Pacific Islander	0.0%	Migrant	0.0%
Two or More Races	4.3%	Military Connected	1.2%
White/Caucasian	91.7%	Students with Disabilities	18.8%

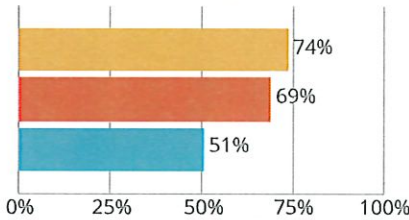
Additional Services

Teachers
21.57

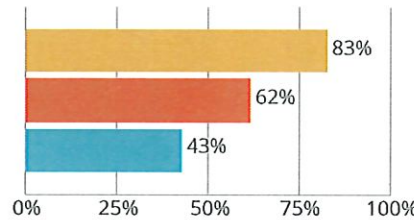
Administrators
1.44

STUDENT PERFORMANCE

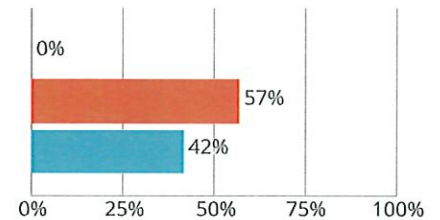
English Language Arts



Mathematics



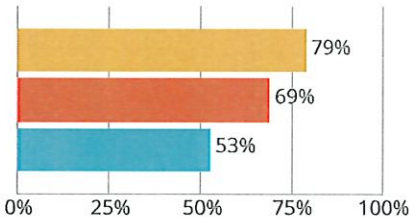
Science



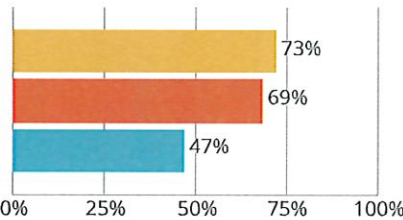
■ School ■ District ■ State

STUDENT PROGRESS

English Language Arts



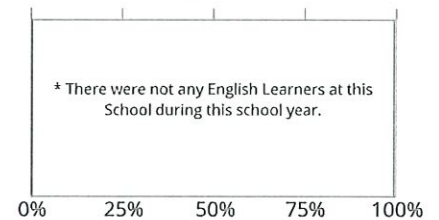
Mathematics



■ School ■ District ■ State

ENGLISH LEARNERS ON TRACK

Access



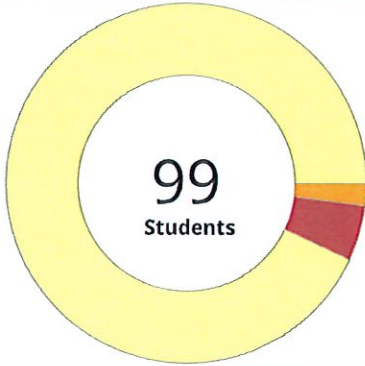
OVERALL SCORE

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Attendance Rate
99%

Chronic Absenteeism Rate
2%

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	2.0%	Economically Disadvantaged	5.1%
Asian	0.0%	English Learners	1.0%
Black/African American	0.0%	Foster Care	1.0%
Hispanic/Latino	5.1%	Homeless	0.0%
Native Hawaiian/Pacific Islander	0.0%	Migrant	0.0%
Two or More Races	0.0%	Military Connected	3.0%
White/Caucasian	92.9%	Students with Disabilities	15.2%

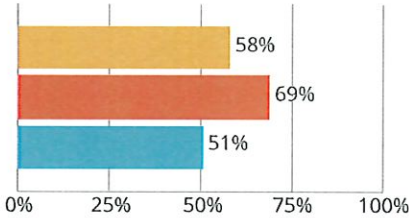
Additional Services

Teachers
6.48

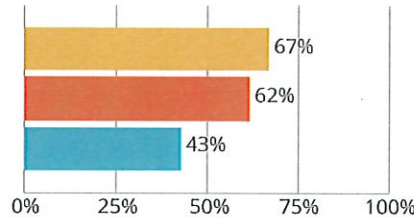
Administrators
0.50

STUDENT PERFORMANCE

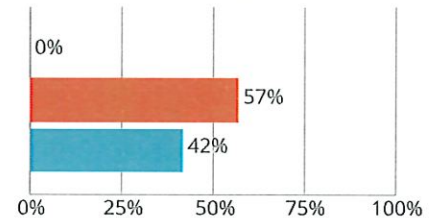
English Language Arts



Mathematics



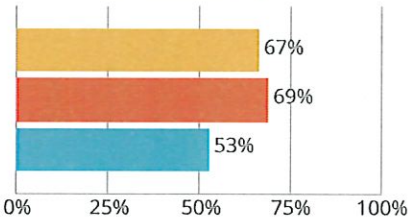
Science



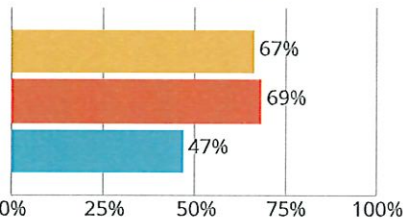
■ School ■ District ■ State

STUDENT PROGRESS

English Language Arts



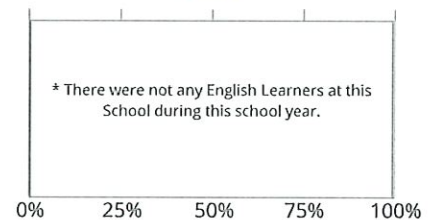
Mathematics



■ School ■ District ■ State

ENGLISH LEARNERS ON TRACK

Access



OVERALL SCORE

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Attendance Rate
96%

Chronic Absenteeism Rate
6%



Lennox School District 41-4

Serving the communities of Chancellor, Lennox, & Worthing

Strategic Plan (2015-2018)

What We Want to Be: Our Vision

The Lennox School District seeks to create a challenging learning climate that encourages high expectations for success in a safe, caring, and supportive environment and to actively involve our parents, teachers, and community members in our students' learning.

What We Believe In: Our Core Values

- ◆ Students first
- ◆ Rigorous and relevant curricula
- ◆ Quality instruction
- ◆ Continuous improvement
- ◆ Parent/community partnership
- ◆ Accountability
- ◆ Transparency
- ◆ Effective leadership at all levels

Every School.

Every Student.

Every Day.

What We Do: Our Mission & Why We Do It

In partnership with parents and our communities, we will foster a creative population of learners who overcome challenges with hard work, innovation, and collaboration to become responsible and contributing members of society.

What We Want to Accomplish: Our Goals

Academic Excellence

- ◆ The Lennox School District will give students the opportunity to engage in a rigorous and relevant curricula that enables them to achieve personal success.
- ◆ The Lennox School District will attract, hire, and retain staff who embrace the accomplishments of our beliefs, mission, and goals.

Safety

- ◆ The Lennox School District will create and maintain a safe and healthy learning environment in each of the schools.

Communication

- ◆ The Lennox School District will improve or enhance the communication with both internal and external stakeholders.

Governance

- ◆ The Lennox School District will be governed in an efficient and effective manner, providing leadership and representation to benefit the students, staff, and patrons of the three communities we serve.

Goal

Strategies

Metrics

The Lennox School District will give students the opportunity to engage in rigorous and relevant curricula that enables them to achieve personal success.

- ◆ The curriculum design process will be based on: best practice, ongoing evaluation of current and new curriculum, and support & coaching for teaching staff in areas of change.
- ◆ Standards, curriculum, instruction, and assessment will be aligned to provide clear and consistent expectations for student learning.
- ◆ Research-based methods of adapting lessons to meet the learning needs of each student and technology integration will be priorities of professional development.
- ◆ Engage students in meaningful learning through real-world application to develop the 21st Century Skills of critical thinking/problem solving, collaboration, creativity, and communication.
- ◆ In accordance with ARSD 24:43:08:01, the Lennox School District will maintain a waiver with the department of education to allow students to earn high school credit for Algebra I in eighth grade for the purpose of allowing students to take more advanced math coursework in high school.

- ◆ Formative Assessments
- ◆ SBAC Results
- ◆ ACT Results
- ◆ Stakeholder Surveys
- ◆ Staff Needs Assessment

Goal

Strategies

Metrics

The Lennox School District will attract, hire, and retain staff who embrace the accomplishments of our beliefs, mission, and goals.

- ◆ Each new employee will receive an orientation regarding the district's beliefs, mission and goals, along with position specific training.
- ◆ New teachers will participate in a mentorship program that will help them successfully transition into teaching by relying on a veteran teacher who will provide clinical, real-world expertise.
- ◆ Each teacher will be provided timely and customized professional development, the resources, and ongoing support necessary to be successful in his or her position.
- ◆ Employ a marketing strategy to attract quality staff.
- ◆ Offer a competitive salary and benefit package based on current market data.

- ◆ Teacher feedback
- ◆ Teacher retention
- ◆ Unfilled teaching

Goal	Strategies	Metrics
------	------------	---------

<p>The Lennox School District will create and maintain a safe and healthy learning environment in each of the schools.</p>	<ul style="list-style-type: none"> ◆ Implement measures to improve student and staff safety through modifications of school buildings and procedures. ◆ Continually evaluate emergency plans and procedures through drill and practice. ◆ Ensure that the district has a comprehensive and effective harassment policy. ◆ Implement programs or interventions designed to prevent or reduce negative behavior. 	<ul style="list-style-type: none"> ◆ Stakeholder feedback ◆ Discipline referrals ◆ Policy ◆ Advisory
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Goal	Strategies	Metrics
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<p>The Lennox School District will improve or enhance the communication with both internal and external stakeholders.</p>	<ul style="list-style-type: none"> ◆ Develop, maintain, and update a comprehensive Lennox School District website. ◆ Manage one centralized district activity calendar on district website. ◆ Continue with electronic communication tools to provide information for all stakeholders. ◆ Utilize print media to inform all patrons of the Lennox School District on vital and timely district information. ◆ Work together to coordinate clear and consistent internal communication. ◆ Continue to work with local media sources to promote the achievements of our students and staff. 	<ul style="list-style-type: none"> ◆ Stakeholder feedback
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Goal	Strategies	Metrics
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<p>The Lennox School District will provide governance that will represent all communities and patrons in the school district.</p>	<ul style="list-style-type: none"> ◆ Review and amend the Lennox School District policy manual to reflect the district's core values and South Dakota Codified Law. ◆ Target specific actions that strengthen the bond between the three communities within the Lennox School District. 	<ul style="list-style-type: none"> ◆ Stakeholder feedback ◆ Policy
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south dakota DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

as of 11/7/2018

2017-2018 Profile of Lennox School District 41-4

305 West 5th Ave, Lennox, SD 57039

Home County: Lincoln

Area in Square Miles: 192

Student Data

Fall 2017 PK-12 Enrollment	1,159
Fall 2017 K-12 Fall Enrollment	1,076
Fall 2017 State Aid Fall Enrollment	1,079.00
Open Enrolled Students Rec'd	75
Home School ADM	35.00
December 2017 Federal Child Count*	183
% Special Needs Students*	15.8%
% Eligible for Free/Reduced Lunch**	16.9%
District Dropout Rate	0.2%
District Attendance Rate	96.1%
Student to Staff Ratio	16.3
Number of Graduates	63

*Child Count data not displayed when student count <10.

**No Free/Red. Lunch Eligible data are displayed when > 90%.

Teaching Staff Data

Average Teacher Salary	\$42,806
Avg Years of Experience	10.5
% with Advanced Degrees	32.8%
Certified Instructional Staff	71.2
Classroom Staff	0.0

American College Test (ACT) *

English	21.0
Math	21.2
Reading	22.6
Science	22.2
Composite Score	21.9
Number Tested	46

*No ACT data displayed when less than ten students are reported.

State Aid Teacher Compensation

Average Teacher Compensation \$54,344

Enrollment Data

	Average Daily Attendance	Average Daily Membership
PK	83.126	83.731
KG-8	763.367	790.362
9-12	263.036	277.690
Total	1,109.529	1,151.782

State Aid Funding

General Aid	\$3,716,107
Special Education	\$270,319
Sparsity	\$0
Extraordinary Cost Fund*	\$0
Total State Aid	\$3,986,426

* Represents approved amount paid to district.

Ending Fund Balance

General	\$1,513,418
Capital Outlay	\$6,698,833
Special Education	\$90,722
Pension	\$0
Impact Aid	\$0

Cost per ADM*

Educational Funds \$7,680

* Includes selected expenditures from General, Capital Outlay, Special Education and Pension Funds

2017 Payable 2018 Taxable Valuations

Agricultural	\$262,132,911
Owner Occupied	\$273,509,381
Other Non-Ag/Utilities	\$130,087,771
Total	\$665,730,063

2017 Payable 2018 Levy per Thousand

Agricultural	\$1.507
Owner Occupied	\$3.372
Other Non-Ag/Utilities	\$6.978
Special Education	\$1.461
Capital Outlay	\$2.426
Bond Redemption	\$1.568

Lennox School District 41-4

Revenue by Fund					Other Fund Data		
	General	Capital Outlay	Special Education	Pension		Revenue	Expenditures
Local	\$2,813,739	\$2,220,899	\$1,003,586	\$0	Impact Aid	\$0	
County	\$41,150	\$0	\$0	\$0	Bond Redemption	\$1,080,774	\$1,059,155
State	\$3,878,620	\$41,323	\$274,369	\$0	Capital Projects	\$0	\$0
Federal	\$145,188	\$58,323	\$224,216	\$0	Food Service	\$566,626	\$583,327
Total	\$6,878,697	\$2,320,545	\$1,502,171	\$0	Other Enterprise	\$268,597	\$267,143

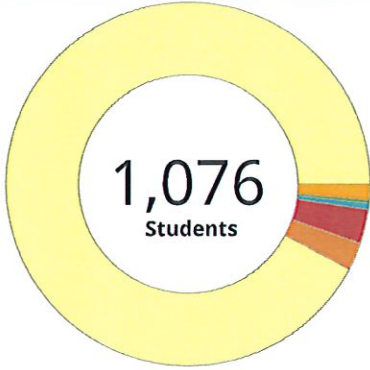
Expenditure by Fund				
	General	Capital Outlay	Special Education	Pension
K-12 Instruction	\$3,579,362	\$314,837	\$904,700	\$0
PK Instruction	\$0	\$0	\$97,753	\$0
Adult Instruction	\$0	\$0	\$0	\$0
Student/Staff Services	\$528,935	\$15,111	\$319,742	\$0
Administration Services	\$735,792	\$0	\$117,909	\$0
Fiscal Services	\$190,589	\$1,832	\$0	\$0
Fac./Acquis./Const. Services	\$0	\$0	\$0	\$0
Operation/Maint. Services	\$1,028,152	\$424,393	\$0	\$0
Transportation Services	\$344,381	\$95,688	\$37,924	\$0
Other Support Services	\$7,675	\$0	\$90,967	\$0
Community Services	\$0	\$0	\$0	\$0
Non-Programmed	\$141,016	\$0	\$0	\$0
Debt Service	\$0	\$1,199,619	\$0	\$0
Co-Curricular	\$294,623	\$43,587	\$0	\$0
Total Expenditures	\$6,850,526	\$2,095,067	\$1,568,996	\$0

Expenditure by Object Categories*						
	Salary	Benefit	Purchased Service	Supply	Property	Other
K-12 Instruction	\$3,343,136	\$917,609	\$180,416	\$276,532	\$77,607	\$3,600
PK Instruction	\$150,487	\$31,687	\$10,431	\$4,387	\$0	\$0
Adult Instruction	\$0	\$0	\$0	\$0	\$0	\$0
Student/Staff Services	\$558,384	\$170,113	\$104,751	\$15,927	\$12,505	\$2,108
Administration Services	\$571,922	\$194,123	\$44,124	\$12,585	\$0	\$30,947
Fiscal Services	\$121,811	\$39,060	\$16,751	\$3,400	\$0	\$11,398
Fac./Acquis./Const. Services	\$0	\$0	\$0	\$0	\$0	\$0
Operation/Maint. Services	\$333,973	\$107,358	\$457,722	\$110,419	\$396,037	\$47,036
Transportation Services	\$188,709	\$49,312	\$38,015	\$91,992	\$94,419	\$15,546
Other Support Services	\$193,381	\$90,142	\$117,596	\$259,077	\$0	\$21,773
Community Services	\$131,171	\$18,547	\$1,461	\$16,726	\$0	\$0
Non-Programmed	\$0	\$141,016	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0	\$2,258,774
Co-Curricular	\$194,603	\$24,999	\$50,272	\$68,336	\$0	\$0
Total Expenditures	\$5,787,577	\$1,783,966	\$1,021,539	\$859,381	\$580,568	\$2,391,182

*Expenditure category data in the above table includes the sum of ALL K-12 funds operated by the district.

Superintendent: Conaway, Chad

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	1.4%
Asian	0.2%
Black/African American	0.7%
Hispanic/Latino	2.9%
Native Hawaiian/Pacific Islander	0.0%
Two or More Races	2.6%
White/Caucasian	92.2%

Additional Services

Economically Disadvantaged	16.0%
English Learners	0.1%
Foster Care	0.8%
Homeless	0.0%
Migrant	0.1%
Military Connected	0.1%
Students with Disabilities	14.4%

Teachers

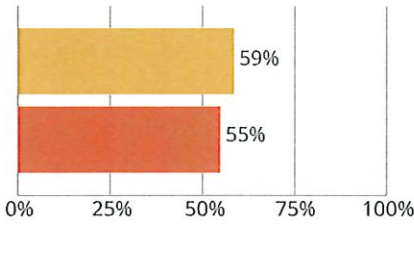
73.80

Administrators

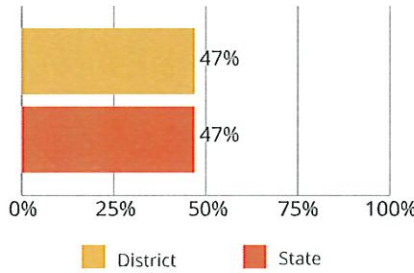
4.50

STUDENT PERFORMANCE

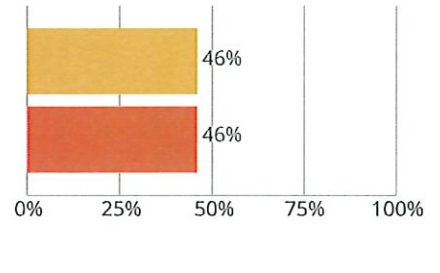
English Language Arts



Mathematics

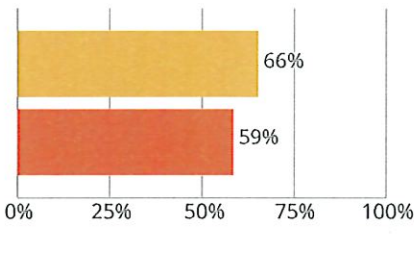


Science

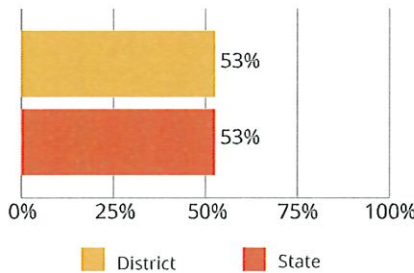


STUDENT PROGRESS

English Language Arts

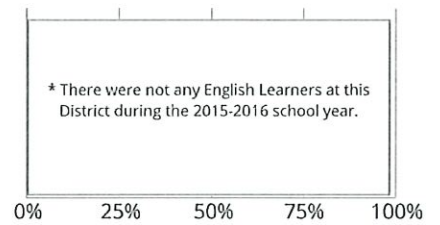


Mathematics



ENGLISH LEARNERS ON TRACK

Access

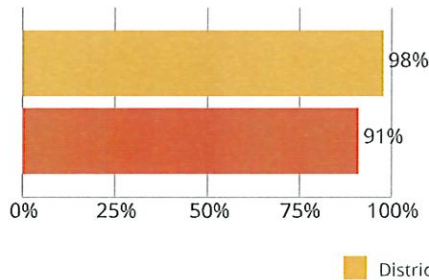


HIGH SCHOOL COMPLETION

COLLEGE AND CAREER READINESS

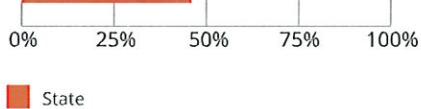
Attendance Rate

98%



College and Career Readiness

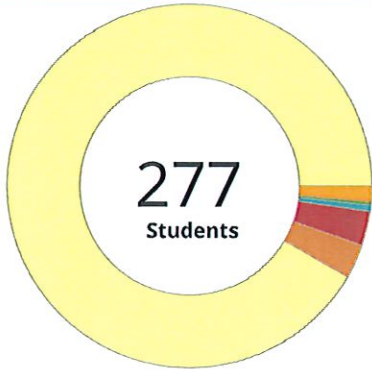
35%



Chronic Absenteeism Rate

6%

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	1.4%
Asian	0.4%
Black/African American	0.4%
Hispanic/Latino	3.3%
Native Hawaiian/Pacific Islander	0.0%
Two or More Races	2.9%
White/Caucasian	91.7%

Additional Services

Economically Disadvantaged	13.0%
English Learners	0.0%
Foster Care	0.4%
Homeless	0.0%
Migrant	0.0%
Military Connected	0.0%
Students with Disabilities	8.3%

Teachers

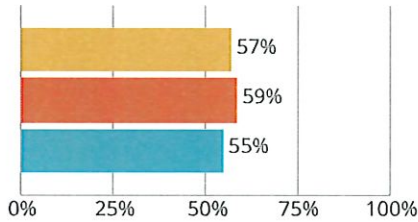
20.09

Administrators

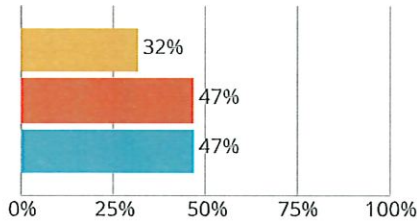
0.66

STUDENT PERFORMANCE

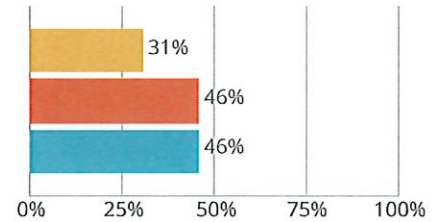
English Language Arts



Mathematics

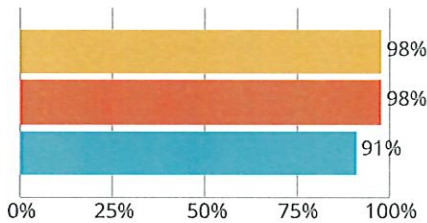


Science

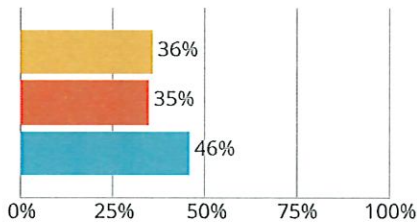


■ School ■ District ■ State

HIGH SCHOOL COMPLETION

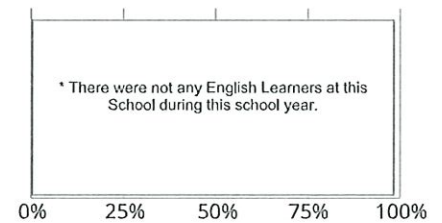


COLLEGE AND CAREER READINESS

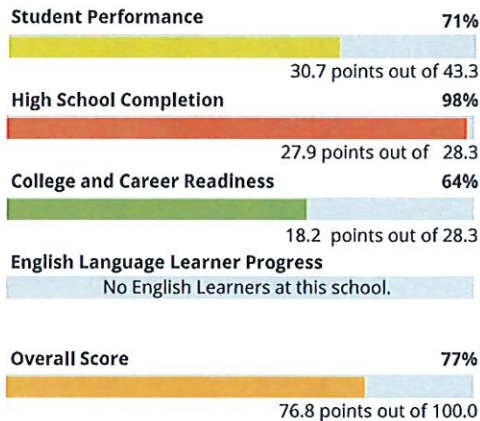
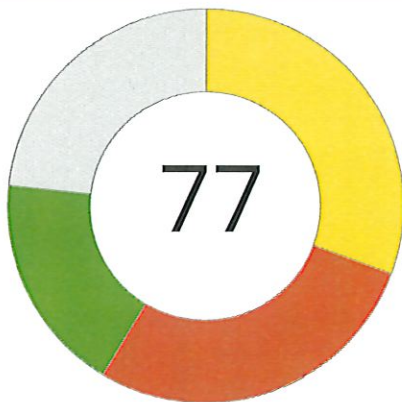


■ School ■ District ■ State

ENGLISH LEARNERS ON TRACK



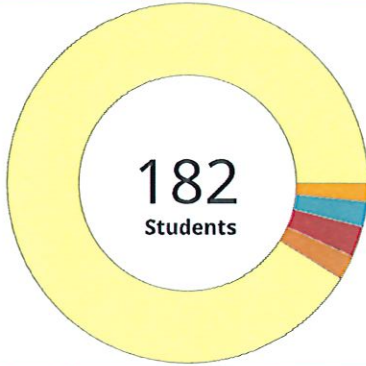
OVERALL SCORE



Chronic Absenteeism Rate

15%

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	1.7%	Economically Disadvantaged	14.8%
Asian	0.0%	English Learners	0.0%
Black/African American	2.2%	Foster Care	1.6%
Hispanic/Latino	2.8%	Homeless	0.0%
Native Hawaiian/Pacific Islander	0.0%	Migrant	0.0%
Two or More Races	2.2%	Military Connected	0.5%
White/Caucasian	91.2%	Students with Disabilities	14.8%

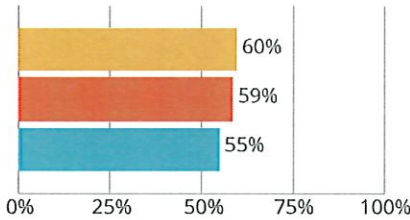
Additional Services

Teachers
11.67

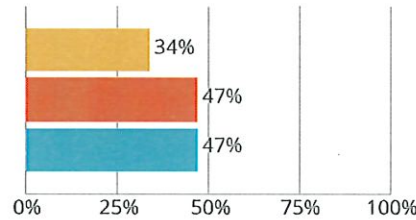
Administrators
0.34

STUDENT PERFORMANCE

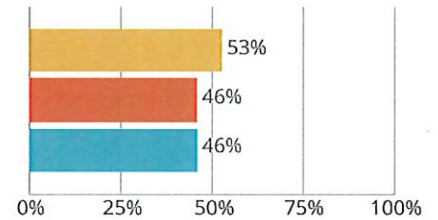
English Language Arts



Mathematics



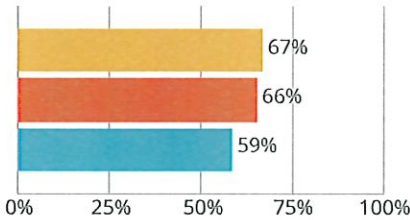
Science



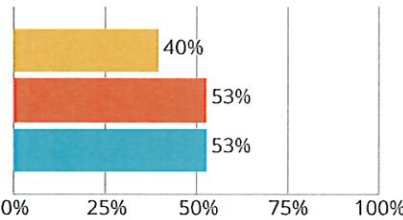
■ School ■ District ■ State

STUDENT PROGRESS

English Language Arts



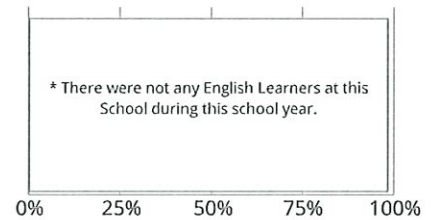
Mathematics



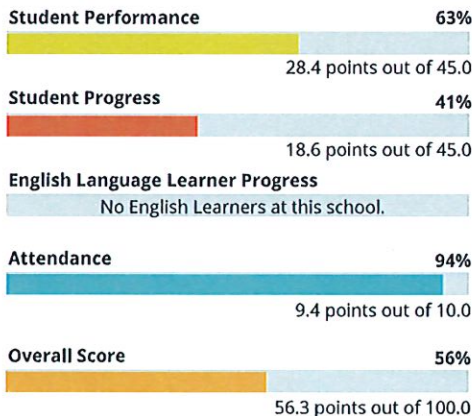
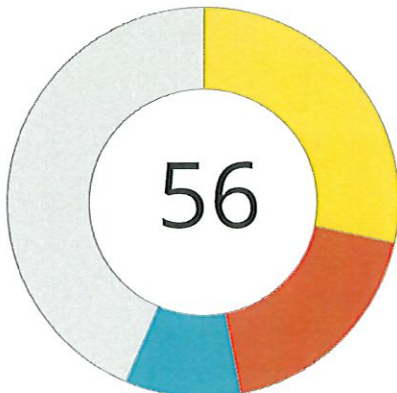
■ School ■ District ■ State

ENGLISH LEARNERS ON TRACK

Access



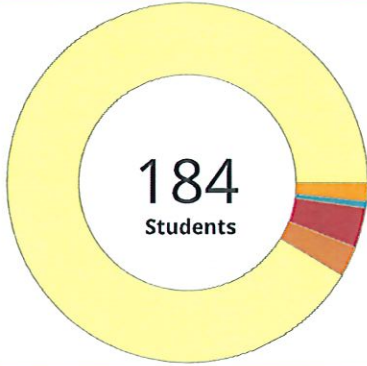
OVERALL SCORE



Attendance Rate
94%

Chronic Absenteeism Rate
7%

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	1.6%
Asian	0.0%
Black/African American	0.5%
Hispanic/Latino	3.8%
Native Hawaiian/Pacific Islander	0.0%
Two or More Races	2.7%
White/Caucasian	91.3%

Additional Services

Economically Disadvantaged	18.5%
English Learners	0.0%
Foster Care	0.5%
Homeless	0.0%
Migrant	0.0%
Military Connected	0.0%
Students with Disabilities	19.0%

Teachers

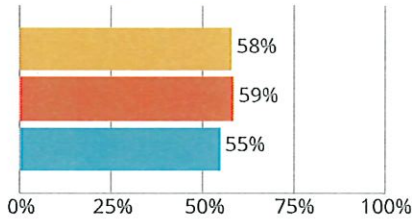
12.29

Administrators

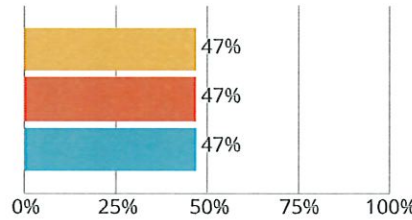
0.56

STUDENT PERFORMANCE

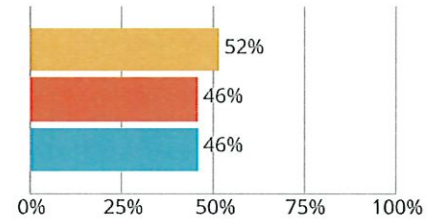
English Language Arts



Mathematics



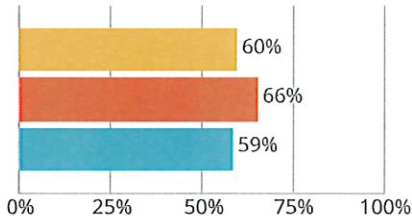
Science



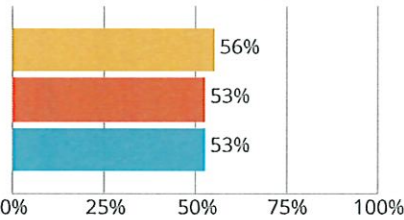
■ School ■ District ■ State

STUDENT PROGRESS

English Language Arts



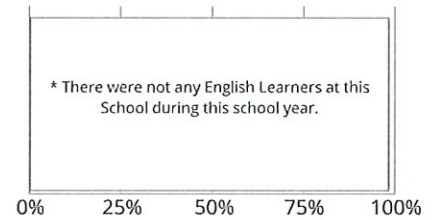
Mathematics



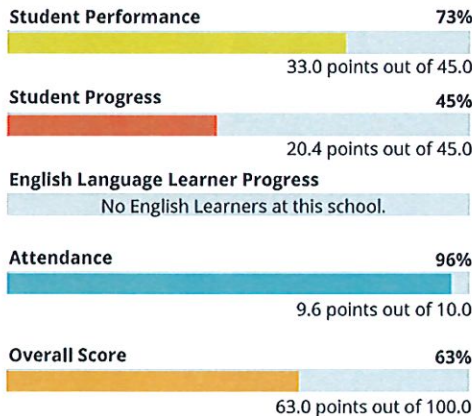
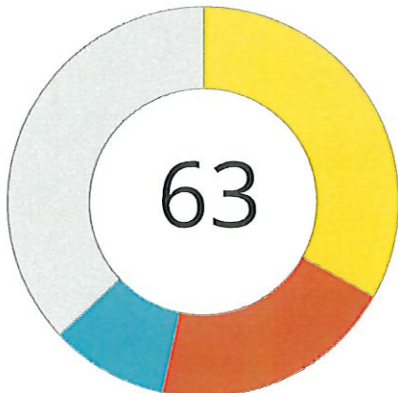
■ School ■ District ■ State

ENGLISH LEARNERS ON TRACK

Access



OVERALL SCORE



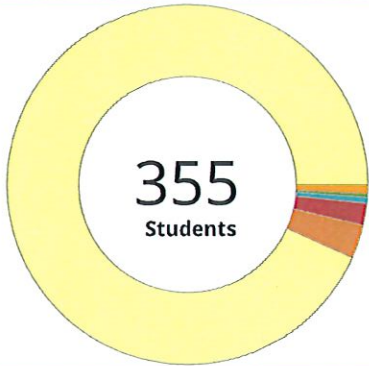
Attendance Rate

96%

Chronic Absenteeism Rate

4%

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	0.9%	Economically Disadvantaged	19.2%
Asian	0.3%	English Learners	0.3%
Black/African American	0.6%	Foster Care	1.1%
Hispanic/Latino	2.0%	Homeless	0.0%
Native Hawaiian/Pacific Islander	0.0%	Migrant	0.3%
Two or More Races	3.1%	Military Connected	0.0%
White/Caucasian	93.2%	Students with Disabilities	16.3%

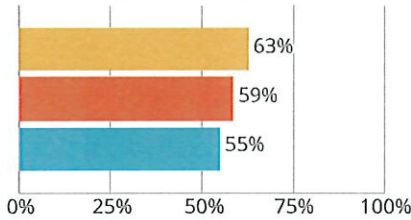
Additional Services

Teachers
23.20

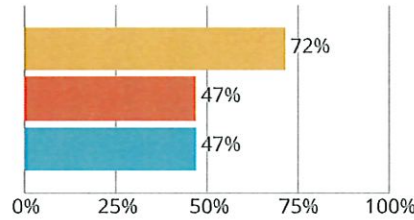
Administrators
1.44

STUDENT PERFORMANCE

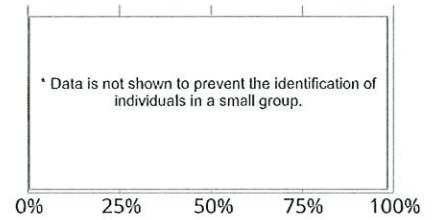
English Language Arts



Mathematics



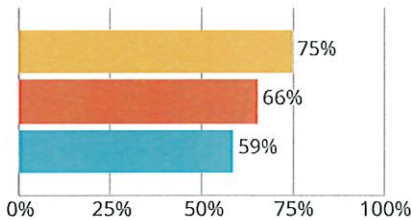
Science



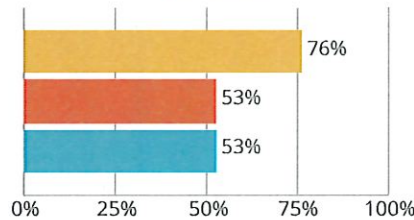
■ School ■ District ■ State

STUDENT PROGRESS

English Language Arts



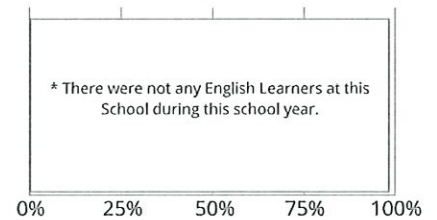
Mathematics



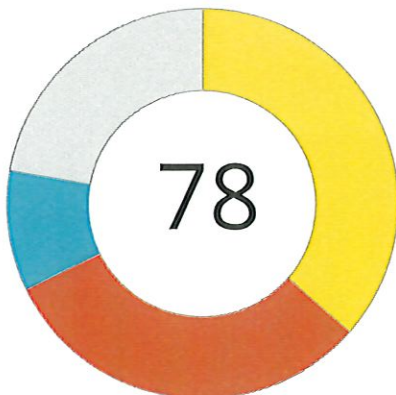
■ School ■ District ■ State

ENGLISH LEARNERS ON TRACK

Access



OVERALL SCORE

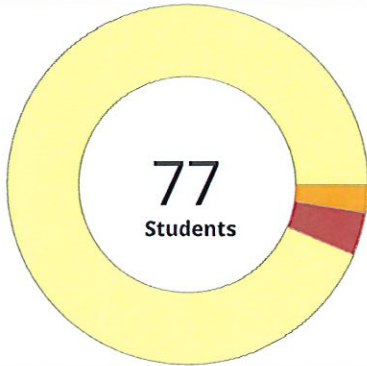


Student Performance	81%
36.3 points out of 45.0	
Student Progress	70%
31.6 points out of 45.0	
English Language Learner Progress	No English Learners at this school.
Attendance	99%
9.9 points out of 10.0	
Overall Score	78%
77.8 points out of 100.0	

Attendance Rate
99%

Chronic Absenteeism Rate
2%

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	2.6%	Economically Disadvantaged	9.1%
Asian	0.0%	English Learners	0.0%
Black/African American	0.0%	Foster Care	0.0%
Hispanic/Latino	3.9%	Homeless	0.0%
Native Hawaiian/Pacific Islander	0.0%	Migrant	0.0%
Two or More Races	0.0%	Military Connected	0.0%
White/Caucasian	93.5%	Students with Disabilities	15.6%

Additional Services

Teachers

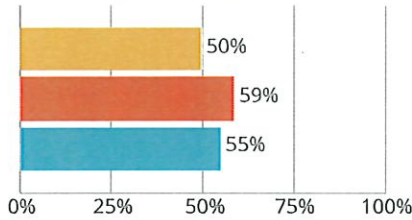
6.55

Administrators

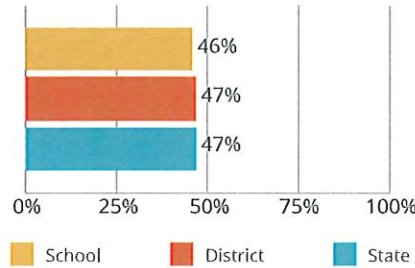
0.50

STUDENT PERFORMANCE

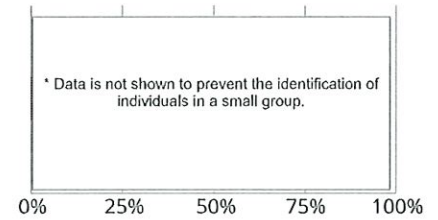
English Language Arts



Mathematics

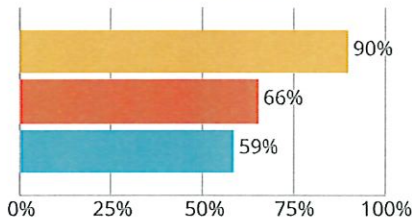


Science

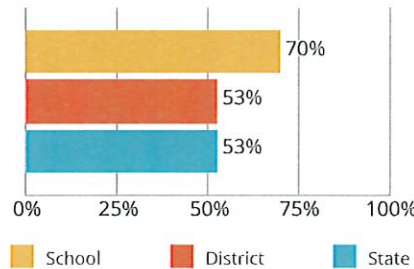


STUDENT PROGRESS

English Language Arts

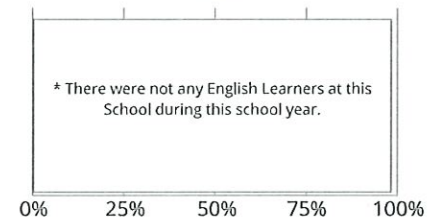


Mathematics

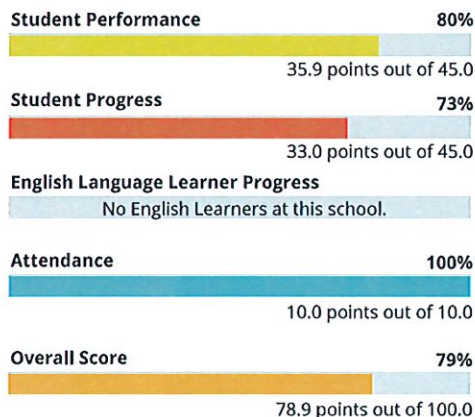
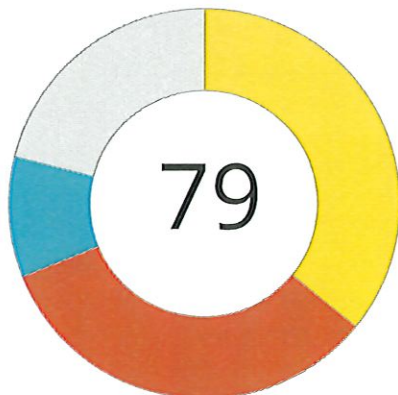


ENGLISH LEARNERS ON TRACK

Access



OVERALL SCORE



Attendance Rate

100%

Chronic Absenteeism Rate

0%