



Laurens County School District 56 School District

211 North Broad Street,
Clinton, SC 29325.00

Grades	PK-12 District	
Enrollment	3,050 Students	
Superintendent	David C. O'Shields	864-833-0800
Board Chair	Jim Barton	864-833-4877

THE STATE OF SOUTH CAROLINA 2012 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Excellent*
2011	Below Average	Below Average
2010	Below Average	Good
2009	At-Risk	At-Risk
2008	Below Average	Good

* The District's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF 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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

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

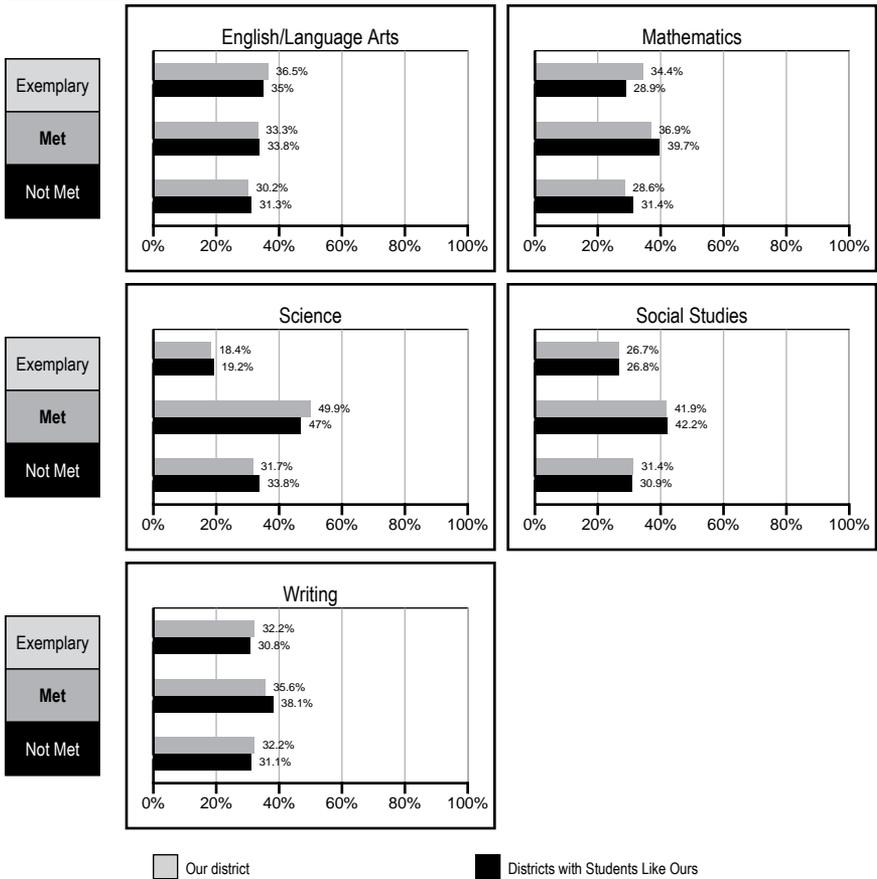
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	2	13	1	1

* Ratings are calculated with data available by 11/07/2012.

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		
	2010	2011	2012	2010	2011	2012
Passed both subtests	70.6%	72.2%	74.0%	74.5%	74.8%	76.8%
Passed one subtest	13.6%	11.7%	15.2%	13.1%	13.6%	13.3%
Passed no subtests	15.8%	16.1%	10.8%	12.5%	11.6%	9.9%

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	82.1%	80.4%
English 1	65.9%	65.3%
Biology 1/Applied Biology 2	70.5%	70.0%
US History and the Constitution	46.1%	43.3%
All Subjects	66.6%	65.4%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	287	245	422	404
Number of Graduates in Cohort	187	172	313	304
Rate	65.2%	70.2%	74.8%	75.5%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	250	287	421	429
Number of Graduates in Cohort	170	193	305	331
Rate	68.0%	67.2%	72.9%	77.3%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,050)				
First graders who attended full-day kindergarten	100.0%	No Change	99.3%	99.3%
Retention rate	2.2%	Down from 3.4%	2.2%	2.0%
Attendance rate	96.3%	Up from 94.9%	95.9%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 2.9%	0.4%	0.6%
Enrolled in AP/IB programs	13.1%	Down from 19.0%	7.9%	13.5%
Successful on AP/IB exams	25.0%	Up from 18.4%	34.5%	49.9%
Eligible for LIFE Scholarship	44.0%	Up from 33.7%	28.7%	30.3%
Enrolled in adult education GED or diploma programs	42	Down from 64	42	59
Completions in adult education GED or diploma programs	18	Down from 22	22	31
Annual dropout rate	3.1%	Up from 2.9%	3.1%	2.7%
Teachers (n=184)				
Teachers with advanced degrees	58.2%	Down from 58.3%	61.9%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.0%	Up from 89.6%	91.2%	91.1%
Teacher attendance rate	95.4%	No Change	95.1%	95.1%
Average teacher salary*	\$46,943	Up 1.6%	\$45,953	\$46,595
Vacancies for more than nine weeks	0.5%	Up from 0.0%	0.0%	0.1%
Professional development days/teacher	6.1 days	Down from 8.7 days	11.5 days	12.4 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.0 to 1	22.8 to 1	21.7 to 1
Prime instructional time	90.7%	Up from 89.4%	89.7%	89.9%
Dollars spent per pupil**	\$9,083	Down 41.1%	\$8,557	\$8,866
Percent of expenditures for teacher salaries**	50.0%	Down from 55.0%	52.5%	53.1%
Percent of expenditures for instruction**	52.5%	Down from 57.2%	54.4%	55.9%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	5	No Change	7	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.0%	Down from 1.6%	1.0%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	5.0	No Change	7.0	8.0
Parents attending conferences	99.8%	Up from 90.5%	99.8%	99.5%
Average administrator salary	\$74,655	Up 3.5%	\$78,061	\$77,744

* 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 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	212	84.4%	883	66.6%	245	70.2%
Gender						
Male	99	78.8%	423	61.9%	122	62.3%
Female	113	89.4%	460	70.9%	123	78.0%
Racial/Ethnic Group						
White	104	86.5%	484	76.7%	119	69.7%
African American	102	81.4%	362	52.5%	119	68.9%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	31	74.2%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	33	36.4%	107	29.0%	41	31.7%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	25	80.0%	N/A	N/A
Socio-Economic Status						
Subsidized meals	147	80.3%	614	59.3%	157	72.6%

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

HSAP Passage Rate by Spring 2012

	Our District	Districts with Students Like Ours
Percent	84.4%	89.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2011	2012	2011	2012	2011	2012	2011	2012		
District	432	434	462	444	428	423	1323	1301		
State	479	477	489	487	459	458	1427	1422		
Nation	493	491	506	505	482	481	1481	1477		
ACT	English		Math		Reading		Science		Total	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
District	18.4	16.7	20.2	18.5	19.3	17.9	20.0	18.8	19.6	18.2
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	20.9	21.1	21.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	20.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

During the 2011-2012 school year, Laurens County School District 56 achieved excellence, embraced innovation, and forged new traditions. Our mission is to provide the highest quality of education and be an advocate for all students by preparing them for future learning. The district will achieve this mission by supporting a culture of continuous improvement driven by integrity, teamwork, and perseverance.

Throughout my first year as Laurens District 56's Superintendent, the district has focused on four targeted goals: elevate the academic performance of every student at each level; promote and develop an environment of learning, collaboration, and growth; improve stakeholder communication and support of public education; and integrate resources and technology tools to support learning.

Our schools and students achieved excellence. Bell Street Middle School's Science Olympiad Team won the state tournament for the tenth consecutive year; Clinton High School's Science Olympiad Team won the state tournament for the fourth consecutive year. Clinton Elementary, Joanna Woodson Elementary, and Bell Street Middle received a Silver Award for General Performance, and Eastside Elementary received a Gold Award for General Performance and a Silver Award for Closing the Achievement Gap. Under No Child Left Behind, Eastside Elementary and Joanna Woodson Elementary met Adequate Yearly Progress (AYP).

Laurens District 56 embraced innovation this year by adding Clinton High School to the list of TAP schools in the district. During the 2012 – 2013 school year, MS Bailey Child Development Center will become a TAP school thereby making Laurens District 56 a TAP district. TAP is a comprehensive school reform system designed to increase teacher effectiveness and student achievement.

New traditions are being established in Laurens District 56. Our new high school has allowed our teachers and students to take advantage of state of the art technology in every classroom along with access to an auditorium. Clinton High School has expanded career exploration opportunities by implementing mechatronics and welding CATE programs, as well as, the addition of a greenhouse for the agriculture program.

The goal for all students in Laurens District 56 is to graduate from high school. With continued support from all stakeholders - whether they are students, teachers, administrators, staff, parents, businesses, or residents - we will ensure the best education possible for our children, thereby ensuring a future for our community.

David C. O'Shields, Superintendent

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	82.9
Overall Grade Conversion	B
Points Total - Elementary Grades	88.7
Points Total - Middle Grades	86.5
Points Total - High School Grades	53.4

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

The Laurens County School District 56 School District consists of 5 public schools with 2 of these schools, or 40%, in improvement status.

School	Status
Joanna-Woodson Elementary	Reward-Performance
Eastside Elementary	Focus

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	655.9	654.4	630.4	642.6	99.8	99.7
Male	649.6	652.0	631.5	642.0	99.7	99.6
Female	662.6	656.9	629.2	643.3	99.8	99.8
White	667.6	664.7	638.8	653.0	99.8	99.6
African American	636.9	636.0	616.8	627.4	99.8	99.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	606.8	602.7	591.5	610.1	99.1	98.7
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	645.6	643.9	622.5	635.1	99.8	99.7
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	640.5	644.4	616.7	616.4	99.8	99.7
Male	637.0	644.8	618.9	618.2	99.7	99.6
Female	644.6	643.9	614.4	614.4	99.8	99.8
White	650.8	654.7	627.2	622.5	99.8	99.6
African American	622.8	627.4	598.1	606.3	99.8	99.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	589.8	594.5	573.9	581.0	99.1	98.7
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	627.3	631.8	607.0	605.8	99.8	99.7
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
Grades 9-12						
All Students	228	226	75	69	100.0	100.0
Male	226	227	76	70	100.0	100.0
Female	230	225	75	68	100.0	100.0
White	234	233	79	71	100.0	100.0
African American	220	216	70	67	100.0	100.0
Asian/Pacific Islander	N/A	N/A	85	N/A	N/A	N/A
Hispanic	225	224	74	68	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	207	197	57	58	100.0	100.0
Limited English Proficient	225	224	79	64	100.0	100.0
Subsidized meals	223	217	71	67	100.0	100.0
Annual Measurable Objective (AMO)	223	220	76	71	95	95

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	209	100	24.2	31.8	43.9	75.8
	4	215	100	24.8	42.4	32.9	75.2
	5	229	100	25.2	45.9	28.9	74.8
	6	234	100	34.2	32.4	33.3	65.8
	7	244	100	37.7	34.7	27.5	62.3
	8	211	100	45.6	31.4	23	54.4
2012	3	213	100	24.5	24	51.4	75.5
	4	214	100	26.3	38.9	34.8	73.7
	5	217	100	24.3	43.8	31.9	75.7
	6	229	99.6	37.6	26.1	36.2	62.4
	7	236	99.2	26.4	36.4	37.2	73.6
	8	239	100	41.9	30.6	27.5	58.1
Mathematics							
2011	3	209	100	32.8	27.8	39.4	67.2
	4	215	100	17.6	41.9	40.5	82.4
	5	229	100	19.7	35.3	45	80.3
	6	234	100	25.8	39.1	35.1	74.2
	7	244	100	41.5	30.1	28.4	58.5
	8	211	100	42.6	41.2	16.2	57.4
2012	3	213	100	30.3	33.2	36.5	69.7
	4	214	99.5	23.4	37.6	39.1	76.6
	5	217	100	18.6	42.9	38.6	81.4
	6	228	99.6	30.4	30.4	39.2	69.6
	7	236	99.2	27.7	40.7	31.6	72.3
	8	239	100	40.2	38	21.8	59.8
Science							
2011	3	100	100	45.3	41.1	13.7	54.7
	4	215	100	21	58.6	20.5	79
	5	116	100	34.2	44.1	21.6	65.8
	6	117	100	41.1	49.1	9.8	58.9
	7	244	100	41.1	43.2	15.7	58.9
	8	105	100	47.5	34.7	17.8	52.5
2012	3	107	100	38.7	40.6	20.8	61.3
	4	214	100	21.7	65.7	12.6	78.3
	5	109	100	24	44.2	31.7	76
	6	116	100	40.4	45.9	13.8	59.6
	7	236	99.2	31.2	54.5	14.3	68.8
	8	121	100	41.4	33.6	25	58.6

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	109	100	19.4	47.6	33	80.6
	4	214	100	19.1	50.7	30.1	80.9
	5	113	100	31.8	39.3	29	68.2
	6	117	100	40.7	41.6	17.7	59.3
	7	244	100	58.1	22.9	19.1	41.9
	8	106	100	43.7	32	24.3	56.3
2012	3	106	100	26.5	39.2	34.3	73.5
	4	214	100	15.7	51.5	32.8	84.3
	5	108	100	25.5	40.6	34	74.5
	6	112	99.1	32.1	42.2	25.7	67.9
	7	236	99.2	39.8	42	18.2	60.2
	8	118	100	50.4	31	18.6	49.6
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	228	99.6	23.4	38.5	38.1	76.6
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	214	100	42.5	40.1	17.4	57.5
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	218	99.1	28.6	34.8	36.7	71.4
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	240	99.6	35.8	36.2	27.9	64.2

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	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	99.4	17.6	33.3	22.9	26.2	59.5
	2012	145	95.2	33.6	37.4	22.9	6.1	38.9
Mathematics								
All Students	2011	N/A	98.7	24.8	28.1	27.6	19.5	58.1
	2012	145	94.5	50.8	32.6	9.8	6.8	22.0

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate, grades K-8	96.3%	94.0%*	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample