



Laurens 55 School District

1029 West Main Street

Laurens, South Carolina

Grades	PK-12 District	
Enrollment	6,068 Students	
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Good	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

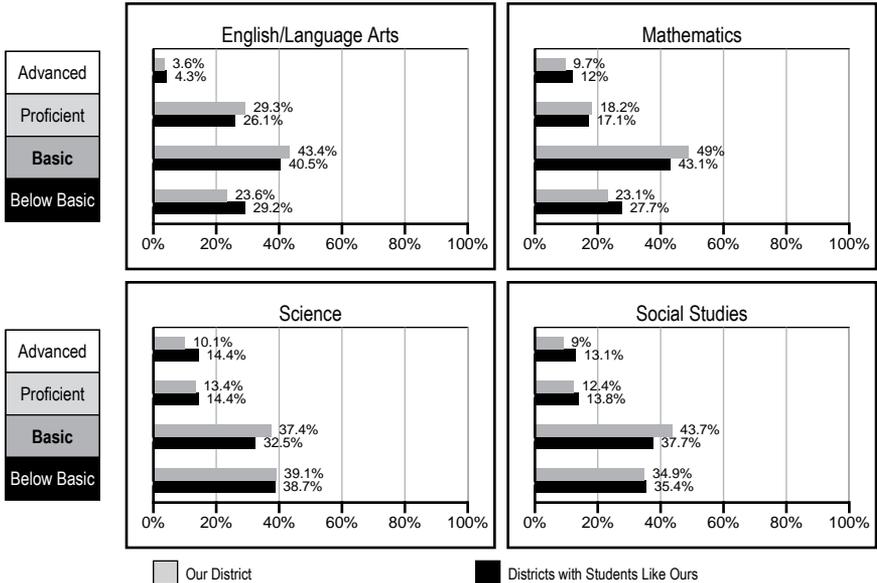
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	19	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

Percent	Our District			Districts with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed both subtests	74.1	73.0	74.3	73.8	75.7	78.1
Passed 1 subtest	8.9	15.1	11.6	12.0	13.6	11.3
Passed no subtests	17.0	11.9	14.1	14.2	10.7	10.6

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	77.2	73.5
English 1	70.0	58.9
Physical Science	65.8	47.8
All Subjects	73.4	60.7

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=6,068)				
First graders who attended full-day kindergarten	98.6%	Down from 100.0%	99.2%	98.9%
Retention rate	3.4%	Down from 5.0%	4.5%	4.0%
Attendance rate	97.0%	Up from 96.8%	95.6%	95.6%
Eligible for gifted and talented	5.8%	Down from 6.4%	11.7%	11.4%
With disabilities other than speech	10.2%	Up from 8.9%	11.4%	10.5%
Older than usual for grade	6.2%	Up from 4.1%	4.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No Change	0.8%	0.8%
Enrolled in AP/IB programs	11.6%	Down from 12.3%	9.5%	10.3%
Successful on AP/IB exams	36.4%	N/A	50.0%	56.0%
Eligible for LIFE Scholarship	26.4%	Down from 29.3%	30.0%	31.1%
Enrolled in adult education GED or diploma programs	75	Down from 82	46	48
Completions in adult education GED or diploma programs	40	Down from 54	27	27
Annual dropout rate	7.5%	Up from 6.6%	3.2%	3.8%
Teachers (n=381)				
Teachers with advanced degrees	47.0%	Up from 43.9%	54.8%	54.8%
Continuing contract teachers	73.2%	Up from 70.3%	77.4%	73.9%
Teachers with emergency or provisional certificates	4.9%	Down from 5.5%	3.8%	5.0%
Teachers returning from previous year	85.5%	Down from 85.6%	88.8%	88.8%
Teacher attendance rate	95.6%	Up from 94.9%	94.7%	94.9%
Average teacher salary	\$43,736	Up 5.6%	\$44,798	\$45,107
Vacancies for more than nine weeks	0.0%	Down from 0.8%	0.8%	0.5%
Professional development days/teacher	16.0 days	Down from 19.8 days	15.0 days	15.2 days
District				
Superintendent's years at district	13.0	Up from 12.0	5.0	3.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.4 to 1	19.4 to 1	20.2 to 1
Prime instructional time	90.8%	Up from 90.3%	88.7%	89.1%
Dollars spent per pupil*	\$7,764	Up 3.0%	\$8,635	\$8,666
Percent of expenditures for teacher salaries*	50.2%	Down from 50.6%	53.7%	53.1%
Percent of expenditures for instruction*	53.2%	Down from 54.3%	57.2%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	97.1%	Down from 97.8%	99.0%	98.2%
Number of schools	11	No Change	10	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.7%	Down from 3.2%	2.3%	4.3%
Average age in years of school facilities	30 Years	Down from 31 Years	27 Years	26 Years
Number of schools with SACS accreditation	11.0	No Change	9.0	8.0
Average administrator salary	\$76,841	Up 2.7%	\$75,712	\$76,032

* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	308	89.9%	1240	73.1%	367	67.0%	Yes
Gender							
Male	147	87.1%	558	74.4%	181	59.1%	N/A
Female	152	92.1%	682	72.0%	173	72.8%	N/A
Racial/Ethnic Group							
White	185	93.5%	805	80.2%	215	66.5%	N/A
African American	108	82.4%	390	59.0%	129	65.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	43	65.1%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	32	31.3%	108	45.4%	37	24.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	39	61.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	148	86.5%	614	65.5%	180	54.4%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

Percent	Our District	Districts with Students Like Ours
	89.9%	93.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	367	352
Number of Diplomas	246	269
Rate	67.0%	78.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	465	458	483	478	446	441	948	936		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	17.7	18.8	19.9	20.0	18.6	18.7	19.0	19.4	18.9	19.3
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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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	17.9 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

With an ever-increasing level of achievement, a commitment to improving facilities, an emphasis on literacy, and a focus on improved health, Laurens County School District No. 55 positively impacts the lives of students and the surrounding community. Students, parents, school leaders, teachers, and support staff work together daily to reach higher levels.

The district obtains valuable, up-to-date information on student achievement through an on-line assessment tool known as MAP. All schools have a full-time literacy coach on staff, with many having science and math coaches working closely with teachers to improve standards-based instruction. The Montessori program is the largest in the state and one of the largest in the nation. The 2008 graduating class of Laurens District 55 High School earned \$2.8 million in college scholarships. There were 262 students who received a high school diploma or certificate.

PACT results for spring 2007 show that the percentage of students meeting standard exceeded the state's average in 7 out of 12 areas in English Language Arts and Mathematics. Results of the 2007 HSAP show that 73.1% of students passed both sections of the test on the first attempt. Results show that of the students participating in the End of Course Test for Algebra 1/Math for the Technologies 2, 85.5% scored 70 or above, compared to the state average of 82.8%. 64.4% of District 55 students taking the same test for English 1 scored 70 or above, while 64.8% was the state average. Seven schools met the stringent No Child Left Behind measures of Adequate Yearly Progress, while the remaining schools met 85.7% to 94.7% of the goals. 59.5% of District 55's students who took the end of course test for Physical Science scored 70 or above, thus exceeding the state average of 49.7%.

A new academic wing and auxiliary gymnasium were added at LDHS. Recent additions and renovations have provided space for all students, grades K-8, in the Gray Court attendance area. A new gymnasium was added at Hickory Tavern Elementary and Middle Schools. Laurens Middle School received renovations to the auditorium and restrooms. Thank you for the role that you play in the success of our schools and the local community.

Edgar C. Taylor, Ed.D., Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 21 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

N/A

Title I Schools' School Improvement Status

The Laurens 55 School District consists of 11 public schools with 0 of these schools, or 0%, 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. Sanction: Implement the restructuring plan.
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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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	2591	99.7	23.3	43.6	29.4	3.7	46.0	48.2	Yes	Yes
Gender										
Male	1353	99.5	30.4	43.3	24.1	2.2	38.2	41.7	N/A	N/A
Female	1238	99.8	15.5	43.9	35.3	5.2	54.5	55.0	N/A	N/A
Racial/Ethnic Group										
White	1634	99.7	18.8	42.0	34.4	4.8	52.6	60.0	Yes	Yes
African American	776	99.6	32.5	45.8	20.1	1.6	33.6	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	155	99.4	25.7	49.3	23.6	1.4	37.5	38.4	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	394	98.2	65.2	26.8	7.2	0.8	13.3	16.0	No	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	146	99.3	27.9	50.0	20.6	1.5	35.3	36.6	No	Yes
Socio-Economic Status										
Subsided meals	1686	99.7	28.2	45.9	24.1	1.8	38.4	34.0	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	2591	99.7	22.9	49.1	18.3	9.8	41.6	45.8	Yes	Yes
Gender										
Male	1353	99.6	25.3	45.8	17.8	11.1	42.1	45.6	N/A	N/A
Female	1238	99.9	20.2	52.7	18.8	8.3	40.9	45.9	N/A	N/A
Racial/Ethnic Group										
White	1634	99.7	18.2	48.7	20.6	12.6	48.1	59.0	Yes	Yes
African American	776	99.7	32.4	50.7	12.5	4.4	26.8	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	155	100.0	26.2	44.1	24.1	5.5	44.8	38.1	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	394	98.5	55.9	34.2	6.6	3.3	14.6	17.1	No	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	146	100.0	27.0	41.6	25.5	5.8	46.0	38.1	Yes	Yes
Socio-Economic Status										
Subsided meals	1686	99.8	27.9	49.9	14.8	7.4	34.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	1726	99.8	39.0	37.4	13.4	10.2	23.6	35.7	96.0	96.1
Gender										
Male	914	99.8	39.4	36.0	12.8	11.8	24.6	37.4	96.0	96.0
Female	812	99.9	38.5	39.0	14.1	8.4	22.5	33.8	96.0	96.3
Racial/Ethnic Group										
White	1072	99.8	29.2	39.9	16.7	14.2	30.9	49.2	95.8	96.0
African American	539	99.8	56.7	32.7	7.5	3.1	10.6	17.0	96.2	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	58.0	96.9	97.3
Hispanic	97	100.0	50.6	38.2	9.0	2.2	11.2	24.9	97.0	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.6	94.6
Disability Status										
Disabled	264	99.6	65.2	25.1	5.3	4.5	9.7	14.0	95.2	95.1
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	21.9	93.1	96.4
Limited English Proficient										
Limited English	94	100.0	51.2	36.0	9.3	3.5	12.8	23.9	97.1	96.8
Socio-Economic Status										
Subsided meals	1141	99.9	46.3	36.3	11.9	5.5	17.4	21.1	95.6	95.6
Social Studies										
All Students	1729	99.8	34.8	43.8	12.4	9.0	21.4	34.0	96.0	96.1
Gender										
Male	905	99.8	34.0	40.5	13.6	12.0	25.6	36.6	96.0	96.0
Female	824	99.9	35.8	47.4	11.1	5.7	16.8	31.3	96.0	96.3
Racial/Ethnic Group										
White	1086	99.9	30.5	43.6	14.3	11.5	25.9	44.5	95.8	96.0
African American	512	99.6	42.8	45.3	8.4	3.5	11.9	19.1	96.2	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.9	97.3
Hispanic	113	100.0	41.7	40.7	9.3	8.3	17.6	27.5	97.0	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.6	94.6
Disability Status										
Disabled	260	98.9	58.9	28.0	8.5	4.5	13.0	14.4	95.2	95.1
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	22.6	93.1	96.4
Limited English Proficient										
Limited English	104	100.0	44.0	38.0	11.0	7.0	18.0	26.8	97.1	96.8
Socio-Economic Status										
Subsided meals	1114	99.9	41.6	42.0	9.7	6.7	16.4	21.0	95.6	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	481	99.6	16.8	37.8	39.6	5.8	45.4
	4	462	99.8	19.5	41.9	35.7	3.0	38.7
	5	424	100.0	23.9	47.3	26.4	2.5	28.8
	6	391	99.7	23.3	46.9	25.3	4.4	29.7
	7	404	99.8	25.7	41.5	29.5	3.3	32.8
2008	8	452	99.8	26.9	50.1	19.9	3.1	23.0
	3	476	99.8	18.4	32.3	43.7	5.6	49.3
	4	489	99.8	21.7	39.5	36.9	2.0	38.8
	5	447	99.8	30.9	49.9	18.5	0.7	19.2
	6	417	100.0	26.1	43.2	24.0	6.7	30.7
	7	381	99.7	19.4	52.2	25.8	2.5	28.3
8	381	98.7	23.4	47.2	24.6	4.8	29.4	
Mathematics								
2007	3	481	99.6	24.6	48.3	17.0	10.1	27.1
	4	462	100.0	24.7	38.4	24.7	12.3	37.0
	5	424	100.0	18.5	52.7	17.7	11.1	28.8
	6	391	100.0	18.3	46.0	24.1	11.6	35.7
	7	404	99.8	15.7	49.1	17.1	18.2	35.2
2008	8	452	99.8	26.1	55.6	12.0	6.2	18.2
	3	476	100.0	24.4	51.5	13.4	10.7	24.2
	4	489	99.8	17.8	50.5	21.3	10.4	31.7
	5	447	100.0	26.6	45.1	20.8	7.5	28.3
	6	417	100.0	27.6	38.2	18.9	15.2	34.1
	7	381	99.7	16.7	53.6	18.3	11.4	29.7
8	381	98.7	24.0	56.5	16.7	2.8	19.5	
Science								
2007	3	239	100.0	35.8	38.1	18.8	7.3	26.1
	4	462	100.0	44.1	31.1	15.3	9.6	24.9
	5	216	100.0	41.3	28.9	14.4	15.4	29.9
	6	195	100.0	42.0	35.4	12.7	9.9	22.7
	7	404	99.5	34.1	43.3	17.2	5.4	22.6
2008	8	228	100.0	35.4	43.2	14.1	7.3	21.4
	3	239	100.0	33.6	37.2	19.5	9.7	29.2
	4	489	99.8	37.7	38.0	15.6	8.7	24.3
	5	216	99.5	50.5	29.3	7.7	12.5	20.2
	6	212	99.5	52.6	25.5	10.4	11.5	21.9
	7	380	100.0	28.9	50.0	11.1	10.0	21.1
8	190	100.0	41.2	33.3	14.7	10.7	25.4	
Social Studies								
2007	3	241	99.2	17.6	53.3	18.5	10.6	29.1
	4	462	100.0	33.3	44.5	14.2	8.0	22.1
	5	211	100.0	37.9	44.3	8.9	8.9	17.7
	6	197	100.0	23.5	54.7	16.8	5.0	21.8
	7	404	99.5	46.0	35.1	10.4	8.4	18.8
2008	8	227	99.6	38.9	50.7	8.5	1.9	10.4
	3	237	100.0	26.2	45.7	14.5	13.6	28.1
	4	489	99.8	25.2	48.6	15.6	10.6	26.2
	5	231	100.0	46.4	34.5	11.8	7.3	19.1
	6	205	100.0	30.4	43.3	15.5	10.8	26.3
	7	381	99.7	46.3	38.5	7.5	7.8	15.2
8	186	99.5	37.9	51.4	9.0	1.7	10.7	

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	363	100.0	18.2	30.4	33.5	17.9	63.1	69.7	Yes	Yes
Male	156	100.0	23.7	38.2	25.0	13.2	50.0	64.6	N/A	N/A
Female	207	100.0	14.0	24.5	40.0	21.5	73.0	74.8	N/A	N/A
White	245	100.0	12.2	24.5	39.2	24.1	73.0	81.7	Yes	Yes
African American	106	100.0	31.1	41.7	21.4	5.8	41.7	53.6	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.0	I/S	I/S
Hispanic	11	100.0	27.3	45.5	27.3	N/A	54.5	59.6	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	47	100.0	76.6	19.1	4.3	N/A	10.6	25.1	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	11	100.0	27.3	45.5	27.3	N/A	54.5	47.3	I/S	I/S
Subsized meals	182	100.0	26.3	38.5	27.4	7.8	49.2	55.1	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	363	100.0	21.9	32.1	31.0	15.1	59.4	67.2	Yes	Yes
Male	156	100.0	24.3	32.2	28.9	14.5	53.9	66.3	N/A	N/A
Female	207	100.0	20.0	32.0	32.5	15.5	63.5	68.0	N/A	N/A
White	245	100.0	15.2	30.8	34.6	19.4	68.4	79.6	Yes	Yes
African American	106	100.0	36.9	32.0	24.3	6.8	38.8	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	11	100.0	27.3	54.5	18.2	N/A	54.5	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	47	100.0	74.5	19.1	6.4	N/A	8.5	23.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	11	100.0	27.3	54.5	18.2	N/A	54.5	54.9	I/S	I/S
Subsized meals	182	100.0	30.7	37.4	24.6	7.3	44.1	53.1	No	Yes

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

All Students	363	94.2	49.6	18.7	12.7	13.2	N/A	N/A	N/A	N/A
Male	155	92.3	47.1	17.4	14.2	13.5	N/A	N/A	N/A	N/A
Female	208	95.7	51.4	19.7	11.5	13.0	N/A	N/A	N/A	N/A
White	247	92.7	38.5	21.5	16.2	16.6	N/A	N/A	N/A	N/A
African American	105	97.1	74.3	11.4	5.7	5.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	10	100.0	60.0	30.0	N/A	10.0	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	27	92.6	74.1	7.4	7.4	3.7	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	10	100.0	60.0	30.0	N/A	10.0	N/A	N/A	N/A	N/A
Subsized meals	170	94.7	62.9	17.1	8.2	6.5	N/A	N/A	N/A	N/A

* Adj - 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 and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	385	98.7	14.3	38.5	29.2	18.0	60.7	70.7
	2008	363	100.0	18.2	30.4	33.5	17.9	63.1	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	385	98.2	23.7	30.5	29.4	16.4	55.6	62.2
	2008	363	100.0	21.9	32.1	31.0	15.1	59.4	67.2

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	3.6%	6.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate, grades K-8	97.0%	94.0%	Yes

* 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