



Laurens District 55 High

5058 Hwy. 76 West

Laurens, South Carolina

Grades	9-12 High School	
Enrollment	1,558 Students	
Principal	Wayne McIntosh	864-682-3151
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	7	23	2	0

* Ratings are calculated with data available by September 30.

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

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	74.1	73.1	74.3	74.7	76.7	78.8
Passed 1 subtest (%)	8.9	14.9	11.6	11.9	13.1	11.4
Passed no subtests (%)	17.0	12.0	14.1	13.4	10.5	9.8

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	89.9%	93.7%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	367	217
Number of Diplomas	246	161
Rate	67.0%	74.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	77.2	71.0
English 1	69.8	57.5
Physical Science	66.7	49.0
All Tests	71.3	59.2

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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 Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,558)				
Retention rate	5.2%	Down from 9.6%	6.3%	6.1%
Attendance rate	99.7%	Down from 99.9%	95.0%	95.0%
Eligible for gifted and talented	0.0%	No Change	9.0%	8.3%
With disabilities other than speech	14.0%	Up from 13.9%	13.6%	13.0%
Older than usual for grade	10.8%	Up from 5.7%	8.2%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	No Change	1.5%	1.5%
Enrolled in AP/IB programs	11.6%	Down from 12.3%	8.8%	11.4%
Successful on AP/IB exams	36.4%	N/A	51.0%	54.3%
Eligible for LIFE Scholarship	26.4%	Down from 29.3%	30.8%	30.5%
Annual dropout rate	7.5%	Up from 6.6%	3.0%	3.5%
Career/technology students in co-curricular organizations	5.5%	Up from 2.2%	5.1%	3.1%
Enrollment in career/technology courses	1073	Down from 1074	515	559
Students participating in work-based experiences	9.6%	Down from 98.4%	22.9%	10.6%
Career/technology students attaining technical skills	74.1%	Down from 76.2%	77.5%	79.6%
Career/technology completers placed	98.1%	Up from 96.4%	98.1%	98.5%
Teachers (n=96)				
Teachers with advanced degrees	53.1%	Up from 51.1%	50.0%	57.4%
Continuing contract teachers	77.1%	Up from 76.1%	73.6%	69.6%
Teachers with emergency or provisional certificates	14.3%	Up from 12.5%	8.3%	8.7%
Teachers returning from previous year	80.4%	Down from 82.2%	86.5%	85.0%
Teacher attendance rate	96.1%	Down from 96.4%	95.3%	95.4%
Average teacher salary	\$44,873	Up 5.3%	\$45,868	\$46,061
Professional development days/teacher	18.5 days	Up from 17.9 days	11.9 days	11.4 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	29.3 to 1	Down from 31.0 to 1	25.7 to 1	25.4 to 1
Prime instructional time	93.8%	Down from 94.8%	88.3%	89.1%
Dollars spent per pupil*	\$6,292	Up 2.4%	\$7,042	\$7,279
Percent of expenditures for teacher salaries*	57.7%	Down from 59.0%	55.0%	55.3%
Percent of expenditures for instruction*	61.2%	Down from 64.7%	60.9%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	74.4%	Down from 93.5%	94.4%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

* 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%	1166	71.3%	367	67.0%	No
Gender							
Male	147	87.1%	523	72.5%	181	59.1%	N/A
Female	152	92.1%	643	70.3%	173	72.8%	N/A
Racial/Ethnic Group							
White	185	93.5%	746	79.2%	215	66.5%	N/A
African American	108	82.4%	369	56.6%	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	42	64.3%	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	38	60.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	148	86.5%	588	64.1%	180	54.4%	N/A

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

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

The 2007-2008 school year at Laurens District 55 High School (LDHS) was filled with tears, challenges, and excitement. On February 10, 2008, we lost our beloved principal, Mr. John Hendricks, due to unexpected heart complications. Both students and staff were deeply saddened by this loss; however, with the support of our district office staff, the school became a family with a focus on improving student achievement.

All LDHS teachers focused on professional growth this year. Core curriculum teachers attended South Carolina Standards Support Institutes and then provided staff development for their respective departments. Several teachers were involved in technology training to operate Promethean Boards, utilize Streamline, or build websites from which students could glean information. Other teachers attended Thinking Maps training to help students organize content material. Twelve staff members participated in a voluntary South Carolina Reading Initiative study group, and several faculty members attended "Best Practice" sessions through various institutions. Two math teachers entered the SC Algebra Project program, and two more will participate in June 2008 in an effort to improve test scores. All at LDHS were involved in a study of the novel Tending to Grace by Kimberly Newton Fusco, who also spoke to the entire student body and visited selected classrooms. Another guest to LDHS was Dr. Bill Daggett, who provided encouragement for our district through a comparison of standards and expectations with other school systems while sharing his vision for focusing on reading and responsibility. In addition, noted literacy specialist Dr. Richard Allington inspired staff and validated current literacy practices during an April visit.

LDHS is dedicated to providing opportunities and training to students who plan to seek employment after high school. The Work-Based Learning program (formerly "School-to-Work") remains exceptionally strong here as 140 of our students participated in internships. Mr. Thomas Chandler, automotive technology teacher from the Career and Technology Education (CATE) department, was the Teacher of the Year for the district as well as for the school.

LDHS students have been very successful this year, with our senior class reporting a total of \$4,031,602 in scholarship monies. Seniors completed senior projects, which included research, product development and presentations before community judges. Thirty-one out of 55 senior CATE completers received the Award of Educational Achievement due to high scores on the National Assessment of Educational Progress (NAEP). The NAEP assesses what students can do in Math, Reading, and Science.

Major barriers for LDHS include the restructuring of credit and attendance recovery programs in order to meet the intended purposes. Another is acquiring adequate technology for student use on a daily basis.

We welcome Mr. Wayne McIntosh as our new principal, as we grow professionally, change accordingly, and strive to create productive citizens for our society. We also thank Dr. Billy Strickland for his guidance following Mr. Hendricks's death.

Wayne McIntosh, Principal
Karon Noble, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	90	256	30
Percent satisfied with learning environment	87.8%	75.8%	89.7%
Percent satisfied with social and physical environment	90.0%	83.9%	86.2%
Percent satisfied with school-home relations	72.2%	85.4%	75.9%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

NO

This school met 15 out of 21 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.

School Improvement Status

N/A

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."

Teacher Quality Data

	Our School	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 School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.5%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and 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 = 52.3% (Proficient and Advanced)

All Students	363	100	18.1	30.2	33.6	18.1	63.5	63.1	69.7	Yes	Yes
Male	156	100	23.6	37.8	25	13.5	50.7	50	64.6	N/A	N/A
Female	207	100	14	24.5	40	21.5	73	73	74.8	N/A	N/A
White	245	100	12	24.4	39.3	24.4	73.5	73	81.7	Yes	Yes
African American	106	100	31.4	41.2	21.6	5.9	42.2	41.7	53.6	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	11	100	27.3	45.5	27.3	0	54.5	54.5	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	47	100	76.1	19.6	4.3	0	10.9	10.6	25.2	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	11	100	27.3	45.5	27.3	0	54.5	54.5	47.3	I/S	I/S
Subsized meals	182	100	26.3	38.3	27.4	8	49.7	49.2	55.1	No	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	363	100	21.8	32.2	30.7	15.2	59.2	59.4	67.2	Yes	Yes
Male	156	100	24.3	32.4	28.4	14.9	53.4	53.9	66.3	N/A	N/A
Female	207	100	20	32	32.5	15.5	63.5	63.5	68	N/A	N/A
White	245	100	15	30.8	34.6	19.7	68.4	68.4	79.6	Yes	Yes
African American	106	100	37.3	32.4	23.5	6.9	38.2	38.8	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
Hispanic	11	100	27.3	54.5	18.2	0	54.5	54.5	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	47	100	73.9	19.6	6.5	0	8.7	8.5	23.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	11	100	27.3	54.5	18.2	0	54.5	54.5	54.9	I/S	I/S
Subsized meals	182	100	30.9	37.7	24	7.4	43.4	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	25.9	N/A	N/A	N/A	N/A
Male	155	92.3	47.1	17.4	14.2	13.5	27.7	N/A	N/A	N/A	N/A
Female	208	95.7	51.4	19.7	11.5	13.0	24.5	N/A	N/A	N/A	N/A
White	247	92.7	38.5	21.5	16.2	16.6	32.8	N/A	N/A	N/A	N/A
African American	105	97.1	74.3	11.4	5.7	5.7	11.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	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	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	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	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	10	100.0	60.0	30.0	N/A	10.0	I/S	N/A	N/A	N/A	N/A
Subsized meals	170	94.7	62.9	17.1	8.2	6.5	14.7	N/A	N/A	N/A	N/A

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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	385	98.7	14.3	38.5	29.2	18.0	60.7	60.7	70.7
	2008	363	100	18.1	30.2	33.6	18.1	63.5	63.1	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	385	98.2	23.7	30.5	29.4	16.4	55.6	55.6	62.2
	2008	363	100	21.8	32.2	30.7	15.2	59.2	59.4	67.2

Abbreviations for Missing Data