



Laurens 55 School District

1029 West Main Street

Laurens, South Carolina

Grades	PK-12 District	
Enrollment	6,007 Students	
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average*
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	Below Average

* The District's 2009 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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

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

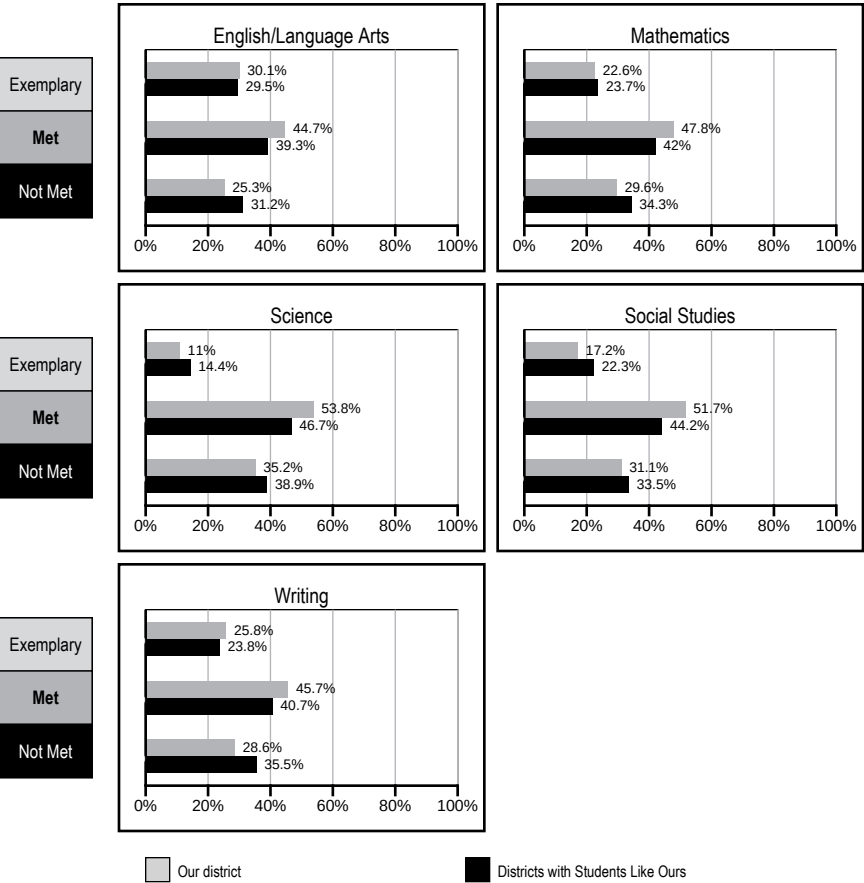
97.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	19	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	73.0%	74.3%	76.7%	75.7%	78.1%	72.9%
Passed one subtest	15.1%	11.6%	12.7%	13.6%	11.3%	14.3%
Passed no subtests	11.9%	14.1%	10.6%	10.7%	10.6%	12.9%

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	74.9%	76.5%
English 1	69.3%	61.8%
Physical Science	55.1%	46.4%
US History and the Constitution	51.0%	35.9%
All Subjects	62.6%	55.8%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=6,007)				
First graders who attended full-day kindergarten	100.0%	Up from 98.6%	100.0%	99.7%
Retention rate	3.0%	Down from 3.4%	3.5%	3.1%
Attendance rate	97.0%	No Change	95.7%	95.7%
Eligible for gifted and talented	6.2%	Up from 5.8%	12.1%	11.2%
With disabilities other than speech	9.8%	Down from 10.2%	10.8%	10.6%
Older than usual for grade	5.0%	Down from 6.2%	4.9%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.2%	0.6%	0.5%
Enrolled in AP/IB programs	11.4%	Down from 11.6%	8.1%	10.5%
Successful on AP/IB exams	34.2%	Down from 36.4%	50.2%	51.2%
Eligible for LIFE Scholarship	25.4%	Down from 26.4%	29.4%	30.8%
Enrolled in adult education GED or diploma programs	93	Up from 75	40	40
Completions in adult education GED or diploma programs	46	Up from 40	23	30
Annual dropout rate	5.4%	Down from 7.5%	4.0%	3.4%
Teachers (n=376)				
Teachers with advanced degrees	52.4%	Up from 47.0%	56.5%	56.8%
Continuing contract teachers	82.7%	Up from 73.2%	79.9%	76.7%
Teachers with emergency or provisional certificates	3.0%	Down from 4.9%	4.3%	4.6%
Teachers returning from previous year	87.7%	Up from 85.5%	88.4%	88.4%
Teacher attendance rate	95.5%	Down from 95.6%	95.0%	95.0%
Average teacher salary*	\$45,806	Up 4.7%	\$46,226	\$46,992
Vacancies for more than nine weeks	0.3%	Up from 0.0%	0.3%	0.4%
Professional development days/teacher	15.0 days	Down from 16.0 days	13.4 days	13.1 days
District				
Superintendent's years at district	1.0	Down from 13.0	3.0	3.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 20.0 to 1	20.0 to 1	20.5 to 1
Prime instructional time	91.7%	Up from 90.8%	89.8%	89.8%
Dollars spent per pupil**	\$8,630	Up 11.2%	\$9,378	\$9,279
Percent of expenditures for teacher salaries**	50.2%	No Change	52.7%	52.7%
Percent of expenditures for instruction**	53.1%	Down from 53.2%	56.4%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	11	No Change	9	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.2%	Down from 1.7%	2.3%	3.5%
Average age in years of school facilities	32 Years	Up from 31 Years	29 Years	28 Years
Number of schools with SACS accreditation	11.0	No Change	9.0	8.0
Parents attending conferences	88.5%	Down from 97.1%	95.2%	93.9%
Average administrator salary	\$83,101	Up 8.1%	\$78,468	\$79,261

* 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	332	91.6%	1516	62.6%	392	68.6%	Yes
Gender							
Male	172	86.6%	740	63.2%	201	63.7%	N/A
Female	160	96.9%	776	62.0%	191	73.8%	N/A
Racial/Ethnic Group							
White	200	94.0%	962	69.5%	232	67.2%	N/A
African American	122	87.7%	483	49.1%	148	70.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	90.0%	62	58.1%	11	81.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	45	51.1%	186	21.5%	50	42.0%	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	56	53.6%	10	80.0%	N/A
Socio-Economic Status							
Subsidized meals	158	89.9%	839	53.6%	187	62.6%	N/A

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

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	91.6%	93.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	392	398
Number of Diplomas	269	300
Rate	68.6%	75.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	458	421	478	458	441	407	1378	1286		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	18.8	16.3	20.0	18.6	18.7	17.8	19.4	18.4	19.3	17.9
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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	12.0 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 online assessment tool known as MAP. All schools had a full-time literacy coach on staff, and many had science and math coaches. Due to severe budget cuts, this level of service has been curtailed at this time. The Montessori program is the largest in the state and one of the largest in the nation. The 2009 graduating class of Laurens District 55 High School earned \$2.8 million in college scholarships. There were 300 students who received a high school diploma or certificate.

Thank you for the role you play in the success of our schools and the local community.

Billy R. Strickland, Ed.D., Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 27 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	Newly Identified
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The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.	0
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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	2668	99.9	24.8	44.9	30.3	85.4	82.8	Yes	Yes
Gender									
Male	1399	99.9	29.1	43.4	27.5	81.5	79.3	N/A	N/A
Female	1269	99.9	20.1	46.6	33.3	89.5	86.5	N/A	N/A
Racial/Ethnic Group									
White	1690	99.9	19.1	42.8	38.1	89.5	89.5	Yes	Yes
African American	784	99.9	35.4	48.6	16.1	77.1	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	166	100.0	34.6	47.4	17.9	80.1	76.5	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	404	99.8	50.3	36.6	13.2	62.4	52.0	Yes	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	155	100.0	35.8	48.0	16.2	79.7	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	1775	100.0	29.5	46.8	23.7	81.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	2668	99.9	29.1	48.1	22.8	81.1	78.9	Yes	Yes
Gender									
Male	1399	99.9	31.2	44.9	23.9	78.5	77.0	N/A	N/A
Female	1269	99.9	26.8	51.5	21.6	84.0	80.9	N/A	N/A
Racial/Ethnic Group									
White	1690	99.9	23.8	47.5	28.8	84.9	87.2	Yes	Yes
African American	784	99.9	40.8	48.3	10.9	72.8	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	166	100.0	30.1	52.6	17.3	80.8	76.0	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	404	99.8	63.7	28.8	7.5	50.8	45.5	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	155	100.0	30.4	50.7	18.9	79.7	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	1775	100.0	35.5	47.7	16.8	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

NAV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	1792	99.9	34.3	54.5	11.1	65.7	67.5
Gender							
Male	943	99.9	34.7	52.0	13.3	65.3	67.0
Female	849	100.0	33.9	57.3	8.8	66.1	68.0
Racial/Ethnic Group							
White	1135	99.9	25.5	59.2	15.3	74.5	79.5
African American	525	100.0	51.5	46.0	2.5	48.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	114	100.0	46.8	45.0	8.3	53.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	283	100.0	61.9	31.9	6.2	38.1	35.6
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	105	100.0	47.1	47.1	5.9	52.9	59.6
Socio-Economic Status							
Subsized meals	1185	100.0	41.8	51.3	6.9	58.2	55.1

Social Studies

All Students	1774	99.9	30.7	51.9	17.4	69.3	72.3
Gender							
Male	919	99.9	33.4	46.5	20.1	66.6	71.5
Female	855	100.0	27.9	57.5	14.6	72.1	73.2
Racial/Ethnic Group							
White	1135	99.9	25.7	52.4	21.9	74.3	80.7
African American	512	100.0	38.5	52.1	9.5	61.5	60.0
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	111	100.0	43.3	47.1	9.6	56.7	68.0
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	254	100.0	57.9	34.0	8.1	42.1	43.5
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	104	100.0	44.4	46.5	9.1	55.6	67.9
Socio-Economic Status							
Subsized meals	1174	100.0	36.4	51.1	12.5	63.6	62.1

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	2650	99.0	27.9	44.2	27.9	72.1	70.2	96.0	96.1
Gender									
Male	1389	98.8	34.6	43.4	22.0	65.4	63.2	95.9	96.0
Female	1261	99.2	20.6	45.1	34.2	79.4	77.5	96.1	96.3
Racial/Ethnic Group									
White	1679	99.1	23.7	43.0	33.3	76.3	79.1	95.6	95.9
African American	777	98.7	35.5	46.7	17.8	64.5	57.6	96.5	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.2	97.5	97.3
Hispanic	165	98.8	34.0	48.1	17.9	66.0	62.6	97.3	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	68.7	93.1	94.9
Disability Status									
Disabled	387	97.4	69.2	25.0	5.8	30.8	26.1	95.1	95.2
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	54.7	94.4	96.5
Limited English Proficient									
Limited English	156	98.7	33.8	48.0	18.2	66.2	61.2	97.5	96.8
Socio-Economic Status									
Subsidized meals	1758	99.0	32.1	45.6	22.3	67.9	58.9	95.7	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	440	100.0	20.5	39.5	40.0	79.5
	4	473	100.0	26.5	44.6	29.0	73.5
	5	479	100.0	17.5	50.8	31.7	82.5
	6	457	99.8	28.5	48.7	22.8	71.5
	7	425	99.8	31.2	40.5	28.4	68.8
	8	394	100.0	25.1	45.0	29.8	74.9
Mathematics							
2009	3	440	100.0	28.6	42.6	28.8	71.4
	4	473	100.0	22.9	52.9	24.2	77.1
	5	479	100.0	26.5	52.8	20.7	73.5
	6	457	99.8	35.5	46.4	18.1	64.5
	7	425	99.8	27.6	48.2	24.1	72.4
	8	394	100.0	34.5	44.8	20.7	65.5
Science							
2009	3	226	100.0	37.4	46.7	15.9	62.6
	4	473	100.0	35.5	54.8	9.7	64.5
	5	239	100.0	35.0	57.3	7.7	65.0
	6	226	100.0	38.2	56.1	5.7	61.8
	7	425	99.8	30.4	58.0	11.6	69.6
	8	203	100.0	31.2	50.5	18.3	68.8
Social Studies							
2009	3	214	100.0	27.2	51.9	20.9	72.8
	4	473	100.0	18.8	62.9	18.3	81.2
	5	240	100.0	28.0	51.1	20.9	72.0
	6	231	100.0	27.6	61.7	10.7	72.4
	7	425	99.8	49.5	35.7	14.8	50.5
	8	191	100.0	29.5	50.0	20.5	70.5
Writing							
2009	3	445	98.7	31.3	32.5	36.2	68.7
	4	472	99.2	28.2	44.1	27.7	71.8
	5	472	98.7	28.0	43.9	28.0	72.0
	6	452	99.1	29.7	47.2	23.1	70.3
	7	422	99.1	26.3	45.6	28.1	73.7
	8	387	99.2	23.1	53.6	23.3	76.9

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 or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	404	99.3	15.4	41.7	29.7	13.3	55.5	61.8	No	Yes
Male	196	100.0	20.1	37.6	31.7	10.6	54.5	57.4	N/A	N/A
Female	208	98.6	10.8	45.6	27.7	15.9	56.4	66.1	N/A	N/A
White	250	98.8	8.8	38.7	33.6	18.9	66.4	74.3	Yes	Yes
African American	138	100.0	28.0	47.0	20.5	4.5	36.4	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	15	100.0	7.7	46.2	46.2	N/A	46.2	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	47	97.9	45.7	45.7	8.7	N/A	21.7	19.4	Yes	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	12	100.0	9.1	54.5	36.4	N/A	36.4	38.5	I/S	I/S
Subsized meals	217	99.5	18.2	52.2	23.0	6.7	45.9	45.6	No	Yes

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

All Students	401	100.0	17.7	33.9	25.8	22.7	60.4	62.7	Yes	Yes
Male	196	100.0	19.6	29.6	27.0	23.8	59.8	61.8	N/A	N/A
Female	205	100.0	15.9	37.9	24.6	21.5	61.0	63.6	N/A	N/A
White	247	100.0	12.6	29.4	28.2	29.8	69.3	75.1	Yes	Yes
African American	138	100.0	28.0	42.4	21.2	8.3	41.7	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	15	100.0	7.7	30.8	23.1	38.5	84.6	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	46	100.0	43.5	50.0	6.5	N/A	21.7	21.8	Yes	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	12	100.0	9.1	36.4	27.3	27.3	81.8	52.3	I/S	I/S
Subsized meals	216	100.0	20.6	40.2	27.8	11.5	53.6	47.9	Yes	Yes

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

All Students	399	92.7	53.1	16.8	9.5	13.3	N/A	N/A	N/A	N/A
Male	191	93.7	48.7	17.8	11.5	15.7	N/A	N/A	N/A	N/A
Female	208	91.8	57.2	15.9	7.7	11.1	N/A	N/A	N/A	N/A
White	247	92.7	42.5	20.2	11.3	18.6	N/A	N/A	N/A	N/A
African American	136	93.4	70.6	11.8	6.6	4.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	15	86.7	73.3	N/A	6.7	6.7	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	42	90.5	83.3	7.1	N/A	N/A	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	12	91.7	83.3	N/A	8.3	N/A	N/A	N/A	N/A	N/A
Subsized meals	213	91.5	62.4	15.5	8.5	5.2	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

Two-Year HSAP Trend Data									
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	363	100.0	18.2	30.4	33.5	17.9	63.1	69.7
	2009	404	99.3	15.4	41.7	29.7	13.3	55.5	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	363	100.0	21.9	32.1	31.0	15.1	59.4	67.2
	2009	401	100.0	17.7	33.9	25.8	22.7	60.4	62.7

Teacher Quality and Student Attendance			
	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate, grades K-8	97.0%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data