



Laurens 55 School District

1029 West Main Street

Laurens, South Carolina

Grades PK-12 District

Enrollment 6,016 Students

Superintendent Dr. Billy R. Strickland 864-984-3568

Board Chair Rev. Charlie Short 864-681-3664

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average*
2009	Below Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk

* The District's 2010 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 2009-10 whose 2008-09 test scores were located

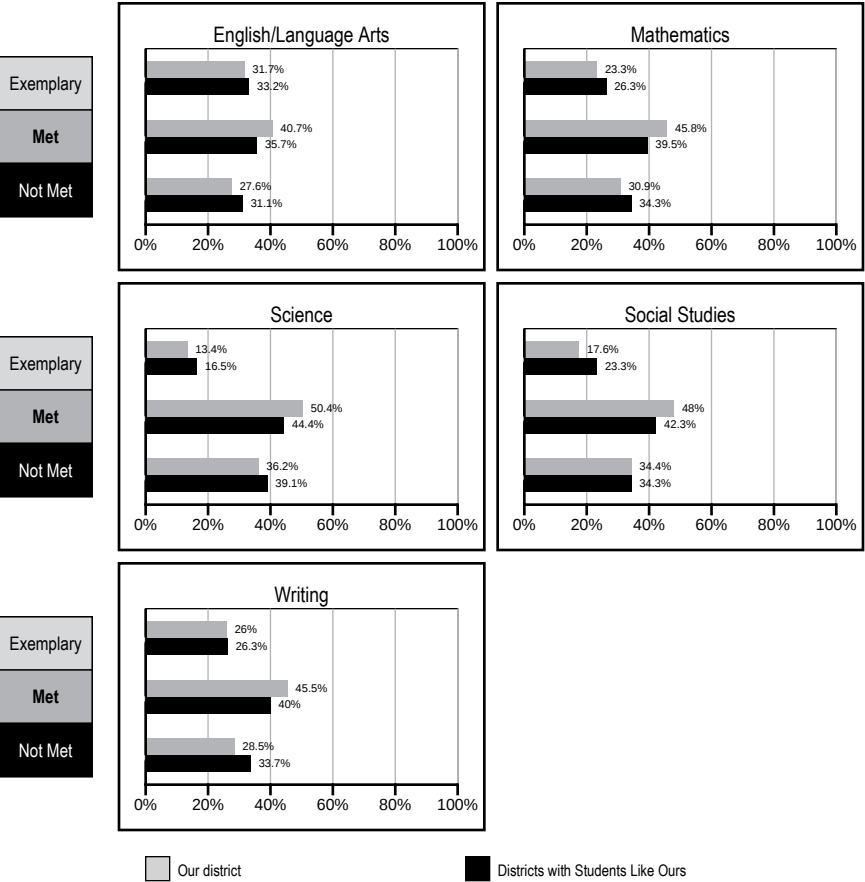
98%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	17	5	0

* Ratings are calculated with data available by 03/24/2011.

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	2008	2009	2010	2008	2009	2010
Passed both subtests	74.3%	76.7%	76.6%	78.1%	72.9%	75.7%
Passed one subtest	11.6%	12.7%	11.7%	11.3%	14.3%	12.2%
Passed no subtests	14.1%	10.6%	11.7%	10.6%	12.9%	12.1%

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	88.3%	81.5%
English 1	75.7%	67.3%
Physical Science	53.6%	51.0%
US History and the Constitution	51.8%	37.9%
All Subjects	68.4%	60.0%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=6,016)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	3.2%	Up from 3.0%	2.9%	2.3%
Attendance rate	95.6%	Down from 97.0%	95.6%	95.8%
Eligible for gifted and talented	9.0%	Up from 6.2%	13.3%	14.3%
With disabilities other than speech	9.7%	Down from 9.8%	11.0%	10.5%
Older than usual for grade	6.1%	Up from 5.0%	5.0%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.7%	0.7%
Enrolled in AP/IB programs	13.2%	Up from 11.4%	8.6%	12.1%
Successful on AP/IB exams	28.8%	Down from 34.2%	47.8%	50.0%
Eligible for LIFE Scholarship	28.2%	Up from 25.4%	31.3%	31.4%
Enrolled in adult education GED or diploma programs	80	Down from 93	47	47
Completions in adult education GED or diploma programs	52	Up from 46	31	29
Annual dropout rate	9.8%	Up from 5.4%	3.3%	3.1%
Teachers (n=360)				
Teachers with advanced degrees	53.6%	Up from 52.4%	58.9%	58.8%
Continuing contract teachers	81.1%	Down from 82.7%	83.5%	81.5%
Teachers with emergency or provisional certificates	2.2%	Down from 3.0%	4.1%	4.0%
Teachers returning from previous year	89.4%	Up from 87.7%	89.4%	89.3%
Teacher attendance rate	95.8%	Up from 95.5%	95.3%	95.3%
Average teacher salary*	\$45,611	Down 0.4%	\$45,687	\$46,618
Vacancies for more than nine weeks	0.0%	Down from 0.3%	0.0%	0.2%
Professional development days/teacher	13.0 days	Down from 15.0 days	12.3 days	12.6 days
District				
Superintendent's years at district	1.0	No Change	2.5	3.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 21.8 to 1	20.6 to 1	20.9 to 1
Prime instructional time	90.7%	Down from 91.7%	89.5%	89.9%
Dollars spent per pupil**	\$8,668	Up 0.4%	\$9,371	\$9,364
Percent of expenditures for teacher salaries**	53.3%	Up from 50.2%	53.2%	53.3%
Percent of expenditures for instruction**	55.7%	Up from 53.1%	56.0%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	11	No Change	8	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.3%	Up from 1.2%	1.5%	2.4%
Average age in years of school facilities	33 Years	Up from 32 Years	29 Years	27 Years
Number of schools with SACS accreditation	11.0	No Change	7.0	8.0
Parents attending conferences	100.0%	Up from 88.5%	97.3%	97.1%
Average administrator salary	\$83,101	No Change	\$78,358	\$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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	326	87.1%	1534	68.4%	409	64.3%	N/A
Gender							
Male	143	81.8%	799	69.0%	194	54.1%	N/A
Female	183	91.3%	734	67.7%	215	73.5%	N/A
Racial/Ethnic Group							
White	219	90.4%	946	75.6%	271	65.3%	N/A
African American	97	78.4%	495	54.5%	122	61.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	83	68.7%	14	71.4%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	37	45.9%	119	28.6%	45	31.1%	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	76	67.1%	12	66.7%	N/A
Socio-Economic Status							
Subsidized meals	171	80.1%	907	61.7%	215	58.6%	N/A

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

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	87.1%	89.3%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	392	409	398	403
Number of Graduates in Cohort	269	263	300	291
Rate	68.6%	64.3%	75.1%	72.6%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	421	464	458	480	407	444	1286	1389		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	16.3	16.8	18.6	18.6	17.8	18.0	18.4	18.3	17.9	18.1
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

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

District Superintendent's Report

The 2009-2010 school year was one of change for Laurens County School District No. 55. The board of trustees selected me as the district superintendent, and I began service on July 1, 2009. Although budget constraints were a major area of concern, District 55 remained committed to making every moment matter by preparing students for the future through a relevant and challenging education.

During this transitional year, our district began the process of pursuing SACS CASI District Accreditation through the AdvancED worldwide organization. This extensive national accreditation process has afforded our district the opportunity to closely examine our policies and practices and to consider how all of these impact student performance. We have already seen the benefits of this process through improved communication and increased involvement among our entire staff and our community. Every department within the district has established goals for their area and has examined strategies for improvements that will benefit our students. District accreditation involves all areas of the school system because ultimately every employee contributes to the success of our students.

A central component of the district accreditation process has been the creation of a district vision statement that will guide our policies and practices over the next five years. After gathering much input from our stakeholders, our vision is that Laurens County School District No. 55 will be a system of excellence and equity in educational practices for each learner. As a district, we have embraced this vision and have used it and will continue to use it as a basis for our decision making.

With our vision in mind, we have confronted our financial challenges and examined the budget line by line to reduce spending without impacting classroom instruction. We have cut operating costs in the district through concerted efforts to reduce energy consumption, consolidate our procurement practices, conserve supplies and materials, and eliminate all but necessary travel. Due to these cost-saving efforts, we did not eliminate any staff during the school year, and we have been able to continue to provide a quality education for our students so that they can succeed and can make a valuable contribution to society.

The success of Laurens County School District No. 55 comes, of course, from the support we receive from all stakeholders, including parents, volunteers, and the business community. Your ongoing support is greatly appreciated.

Billy R. Strickland, Ed.D., Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

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

Continuing District Improvement

The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.

2

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

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	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	2668	99.8	27.7	40.7	31.6	83.5	83.5	Yes	Yes
Gender									
Male	1391	99.9	31	39.3	29.7	80.1	80.1	N/A	N/A
Female	1277	99.8	24	42.2	33.8	87.2	87	N/A	N/A
Racial/Ethnic Group									
White	1651	99.8	20.1	39.4	40.5	88.5	89.6	Yes	Yes
African American	808	100	40.5	43.1	16.5	74.8	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	183	99.5	39.5	41.8	18.6	77.4	79.6	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	407	99.5	56.4	31.5	12.1	62.7	51.7	Yes	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	164	99.4	40.6	41.8	17.6	77	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	1829	99.9	32.8	42.8	24.4	80.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	2668	99.8	30.9	45.9	23.2	80.2	80.4	Yes	Yes
Gender									
Male	1391	99.9	33.2	43	23.8	78.4	78.4	N/A	N/A
Female	1277	99.8	28.4	49.1	22.4	82.2	82.5	N/A	N/A
Racial/Ethnic Group									
White	1651	99.7	23.2	47.5	29.3	85.8	87.8	Yes	Yes
African American	808	100	44.6	43.1	12.3	71.1	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	183	100	38.2	46.6	15.2	70.8	78.3	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	407	99.5	60.9	29.9	9.2	52.2	46.1	No	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	164	100	39.2	45.8	15.1	71.1	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	1829	99.9	36.7	45.8	17.5	76.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	1774	99.7	36.1	50.5	13.4	63.9	67.3
Gender							
Male	919	99.6	36.6	47.7	15.7	63.4	66.9
Female	855	99.8	35.5	53.5	10.9	64.5	67.7
Racial/Ethnic Group							
White	1116	99.6	25.2	56.8	18	74.8	79.6
African American	531	99.6	56.5	38.1	5.3	43.5	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	112	100	49.1	45.4	5.6	50.9	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	265	98.5	56.9	34.6	8.5	43.1	33.8
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	105	100	48.1	47.1	4.8	51.9	58.6
Socio-Economic Status							
Subsidized meals	1211	99.7	42.9	48.5	8.7	57.1	55.4

Social Studies

All Students	1767	99.6	34.2	48.3	17.6	65.8	70.9
Gender							
Male	925	99.7	34.3	44.4	21.3	65.7	70.1
Female	842	99.4	34	52.5	13.5	66	71.7
Racial/Ethnic Group							
White	1093	99.5	27.3	50.1	22.6	72.7	79.2
African American	536	99.8	46.5	44	9.4	53.5	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	120	99.2	43.1	47.4	9.5	56.9	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	275	98.6	57.1	33.9	9.1	42.9	39.3
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	104	99	41.9	50.5	7.6	58.1	68
Socio-Economic Status							
Subsidized meals	1219	99.5	39.2	47.9	12.9	60.8	60.8

Abbreviations for Missing Data

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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	2683	99.1	28.3	45.6	26.1	71.7	72.1	95.5	96.3
Gender									
Male	1398	98.8	35.3	44.7	20	64.7	65.2	95.3	96.2
Female	1285	99.5	20.7	46.7	32.7	79.3	79.2	95.6	96.4
Racial/Ethnic Group									
White	1662	99.2	21.8	45.1	33.1	78.2	80.8	95.2	96.1
African American	807	99	39.2	47	13.8	60.8	59.7	95.8	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87	94.7	97.5
Hispanic	183	98.9	38.6	43.8	17.6	61.4	64.6	97	96.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	87.8	95
Disability Status									
Disabled	398	96.2	64.2	30	5.8	35.8	27.7	94.8	95.4
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	63.5	91.5	96
Limited English Proficient									
Limited English	165	98.8	39	44.5	16.5	61	63.7	97.3	97
Socio-Economic Status									
Subsidized meals	1844	99	33.8	46.1	20.1	66.2	61.9	95.1	95.8

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	20.5	39.5	40	79.5
	4	473	100	26.5	44.6	29	73.5
	5	479	100	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	25.1	45	29.8	74.9
2010	3	437	100	25.5	35.2	39.3	74.5
	4	435	100	23.2	42.3	34.5	76.8
	5	462	99.8	20.3	51.6	28.2	79.7
	6	476	100	26.9	42.1	31	73.1
	7	446	99.3	33.4	38.8	27.8	66.6
	8	412	99.8	37.8	32.9	29.3	62.2
Mathematics							
2009	3	440	100	28.6	42.6	28.8	71.4
	4	473	100	22.9	52.9	24.2	77.1
	5	479	100	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	34.5	44.8	20.7	65.5
2010	3	437	100	38.1	35.7	26.3	61.9
	4	435	100	21.3	48.2	30.5	78.7
	5	462	100	24	49.7	26.3	76
	6	476	100	31.7	50.5	17.8	68.3
	7	446	99.1	36.1	44.1	19.8	63.9
	8	412	99.8	34.9	46.7	18.4	65.1
Science							
2009	3	226	100	37.4	46.7	15.9	62.6
	4	473	100	35.5	54.8	9.7	64.5
	5	239	100	35	57.3	7.7	65
	6	226	100	38.2	56.1	5.7	61.8
	7	425	99.8	30.4	58	11.6	69.6
	8	203	100	31.2	50.5	18.3	68.8
2010	3	219	100	51.4	36.2	12.4	48.6
	4	433	100	27.3	59.6	13.1	72.7
	5	235	99.6	33	58	8.9	67
	6	238	99.2	44.7	46.5	8.8	55.3
	7	444	99.3	35.2	54.1	10.6	64.8
	8	205	100	33.7	34.7	31.6	66.3

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
Social Studies							
2009	3	214	100	27.2	51.9	20.9	72.8
	4	473	100	18.8	62.9	18.3	81.2
	5	240	100	28	51.1	20.9	72
	6	231	100	27.6	61.7	10.7	72.4
	7	425	99.8	49.5	35.7	14.8	50.5
	8	191	100	29.5	50	20.5	70.5
2010	3	219	99.1	39	45.4	15.6	61
	4	434	99.8	24.9	57	18.1	75.1
	5	227	99.6	42.5	43.8	13.7	57.5
	6	238	99.6	19.8	64.7	15.5	80.2
	7	443	99.6	45.4	35.9	18.7	54.6
	8	206	99.5	32.3	44.6	23.1	67.7
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	43.9	28	72
	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
2010	3	437	99.8	37.2	38.4	24.4	62.8
	4	436	98.6	25.8	41.8	32.5	74.2
	5	468	99.4	19.2	50.6	30.2	80.8
	6	484	99	26.6	48.3	25.1	73.4
	7	443	98.9	33.9	47.5	18.6	66.1
	8	415	99.3	27.7	46.7	25.6	72.3

Abbreviations for Missing Data

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	372	99.2	16.2	33.6	30.3	19.9	63.9	65.9	No	Yes
Male	195	100	19.4	36.6	29	15.1	59.7	60.8	N/A	N/A
Female	177	98.3	12.9	30.4	31.6	25.1	68.4	71	N/A	N/A
White	234	99.1	13.7	31.4	30.1	24.8	67.7	77.5	No	Yes
African American	116	99.1	22.5	38.7	27	11.7	54.1	49.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	18	100	11.8	29.4	47.1	11.8	70.6	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	45	100	58.1	34.9	2.3	4.7	14	21.3	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	13	100	21.4	42.9	28.6	7.1	64.3	47.3	I/S	I/S
Subsidized meals	204	98.5	23.1	39	26.2	11.8	53.3	51.5	Yes	Yes

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

All Students	372	99.2	18.2	33.1	28.6	20.2	59.1	62.3	No	Yes
Male	195	100	19.4	34.4	24.7	21.5	55.9	61.7	N/A	N/A
Female	177	98.3	17	31.6	32.7	18.7	62.6	63	N/A	N/A
White	234	99.1	15.9	33.2	26.5	24.3	61.5	75	No	Yes
African American	116	99.1	24.3	33.3	30.6	11.7	53.2	44	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	18	100	5.9	35.3	41.2	17.6	64.7	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	45	100	65.1	27.9	4.7	2.3	9.3	22.1	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	13	100	7.1	42.9	21.4	28.6	50	52.6	I/S	I/S
Subsidized meals	204	98.5	23.6	36.9	27.7	11.8	49.7	48.1	No	Yes

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

All Students	371	90.3	60.3	17.3	9.6	12.8	N/A	N/A	N/A	N/A
Male	194	90.7	61.9	15.9	6.8	15.3	N/A	N/A	N/A	N/A
Female	177	89.8	58.5	18.9	12.6	10.1	N/A	N/A	N/A	N/A
White	234	88.9	53.4	19.7	11.5	15.4	N/A	N/A	N/A	N/A
African American	115	93.9	72.2	12.0	7.4	8.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	18	88.9	68.8	18.8	N/A	12.5	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	43	95.3	95.1	4.9	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	15	86.7	76.9	15.4	N/A	7.7	N/A	N/A	N/A	N/A
Subsidized meals	204	88.7	73.5	13.3	5.5	7.7	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	2009	404	99.3	15.4	41.7	29.7	13.3	55.5	61.8
	2010	372	99.2	16.2	33.6	30.3	19.9	63.9	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	401	100	17.7	33.9	25.8	22.7	60.4	62.7
	2010	372	99.2	18.2	33.1	28.6	20.2	59.1	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate, grades K-8	95.6%	94.0%*	Yes

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

Abbreviations for Missing Data