



Laurens 56 School District

211 North Broad Street,
Clinton, SC 29325

Grades	PK-12 District	
Enrollment	3,166 Students	
Superintendent	Dr. David C. O'Shields	864-833-0800
Board Chair	Linda Darby	864-833-5773

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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

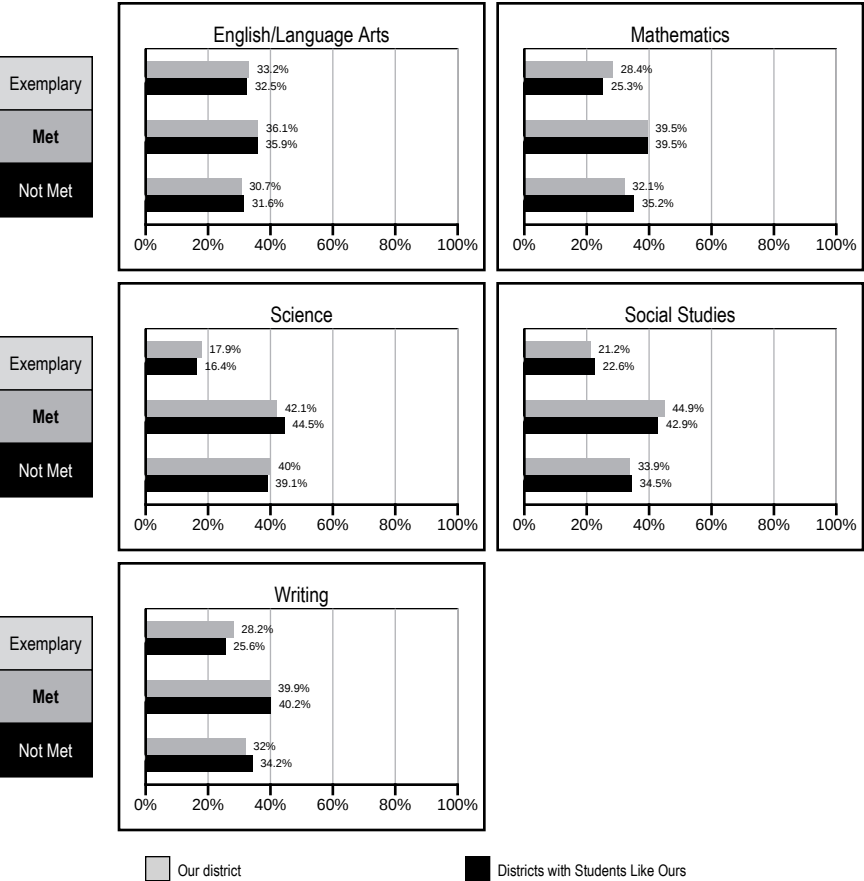
98.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	14	6	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	76.7%	68.6%	70.6%	76.7%	73.1%	74.5%
Passed one subtest	9.1%	15.7%	13.6%	12.0%	14.0%	13.1%
Passed no subtests	14.2%	15.7%	15.8%	11.3%	12.9%	12.5%

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	77.6%	78.6%
English 1	66.0%	67.2%
Physical Science	52.8%	49.2%
US History and the Constitution	38.3%	38.8%
All Subjects	60.7%	59.3%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,166)				
First graders who attended full-day kindergarten	99.1%	Up from 98.3%	99.9%	99.5%
Retention rate	3.1%	Down from 4.2%	2.9%	2.3%
Attendance rate	96.2%	Down from 96.7%	95.7%	95.8%
Eligible for gifted and talented	12.5%	Down from 13.1%	11.6%	14.3%
With disabilities other than speech	12.1%	Up from 11.9%	11.3%	10.5%
Older than usual for grade	3.6%	No Change	4.8%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.1%	0.8%	0.7%
Enrolled in AP/IB programs	35.0%	Up from 19.1%	7.6%	12.1%
Successful on AP/IB exams	13.3%	Down from 30.4%	48.1%	50.0%
Eligible for LIFE Scholarship	52.1%	Up from 30.5%	30.4%	31.4%
Enrolled in adult education GED or diploma programs	43	Up from 22	41	47
Completions in adult education GED or diploma programs	19	Up from 9	24	29
Annual dropout rate	3.7%	Down from 4.1%	3.5%	3.1%
Teachers (n=205)				
Teachers with advanced degrees	57.1%	Up from 55.9%	58.5%	58.8%
Continuing contract teachers	89.3%	Up from 85.4%	82.1%	81.5%
Teachers with emergency or provisional certificates	2.2%	Down from 3.5%	4.1%	4.0%
Teachers returning from previous year	89.3%	Up from 86.2%	89.1%	89.3%
Teacher attendance rate	95.8%	Up from 95.7%	95.3%	95.3%
Average teacher salary*	\$46,643	Down 1.7%	\$45,518	\$46,618
Vacancies for more than nine weeks	0.0%	Down from 0.5%	0.1%	0.2%
Professional development days/teacher	8.2 days	Down from 10.2 days	12.9 days	12.6 days
District				
Superintendent's years at district	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 23.7 to 1	20.8 to 1	20.9 to 1
Prime instructional time	91.0%	Down from 91.1%	89.8%	89.9%
Dollars spent per pupil**	\$10,265	Up 7.3%	\$9,114	\$9,364
Percent of expenditures for teacher salaries**	49.7%	Up from 48.8%	53.0%	53.3%
Percent of expenditures for instruction**	53.2%	Up from 52.6%	55.5%	56.3%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	5	No Change	8	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	4.8%	Up from 4.2%	1.4%	2.4%
Average age in years of school facilities	38 Years	Down from 39 Years	28 Years	27 Years
Number of schools with SACS accreditation	5.0	No Change	8.0	8.0
Parents attending conferences	91.3%	Down from 92.4%	96.9%	97.1%
Average administrator salary	\$75,946	No Change	\$78,916	\$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	205	86.8%	945	60.7%	250	66.0%	N/A
Gender							
Male	116	87.1%	457	58.6%	139	64.7%	N/A
Female	89	86.5%	488	62.7%	111	67.6%	N/A
Racial/Ethnic Group							
White	116	89.7%	508	69.7%	144	66.0%	N/A
African American	81	84.0%	407	48.4%	95	67.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	25	72.0%	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	17	47.1%	85	24.7%	22	31.8%	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	16	68.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	120	89.2%	642	52.8%	149	66.4%	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	86.8%	88.5%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	283	250	384	419
Number of Graduates in Cohort	190	165	288	299
Rate	67.1%	66.0%	74.9%	71.9%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	453	427	459	462	432	428	1344	1317		
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	18.1	16.6	19.5	19.1	19.8	17.7	19.9	18.5	19.5	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	94.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The vision for Laurens County School District 56 is a place where learners achieve excellence, embrace change, and forge new traditions. The administrators, faculty, and staff provide a safe and nurturing environment for our students to grow and be successful. We have achieved excellence and succeeded academically. All of our schools received improved ratings on the 2009 state's Report Card. Under No Child Left Behind, Joanna-Woodson Elementary and Clinton Elementary met Adequate Yearly Progress. Clinton High and Joanna-Woodson both received the Palmetto Silver Award for student achievement. Bell Street Middle School's Science Olympiad Team won the state tournament for the eighth consecutive year, and Clinton High School's Science Olympiad Team won the state tournament for the second consecutive year. We have achieved excellence in athletic competitions as well. Our high school football team won the Division 3-A state championship. Also, both our boys' and girls' tennis teams were upper-state finalists.

Our district has embraced change. Financially, our district has had to manage an ever-changing budget because of numerous reductions in funding. Even though it has been challenging, we have maintained our services and programs for our students. The district has been awarded over one million dollars in competitive grants, allowing us to implement new technology in most of our classrooms. Our beautiful, new high school will open its doors to students in August of 2010.

We know we need to do better in meeting the needs of all our students. We need to hold our administrators, our teachers, and our students accountable. We will strive to create new traditions. With continued support from all of our stakeholders—whether they are students, teachers, administrators, staff, parents, businesses, or residents—we are creating a school district worthy our future—worthy of our children. This commitment will ensure they have the best education possible.

David C. O'Shields, Interim Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 26 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 56 School District consists of 5 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."

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

All Students	1383	99.9	30.8	36.2	33	79.9	83.5	Yes	Yes
Gender									
Male	705	99.9	35.7	32.1	32.2	75.4	80.1	N/A	N/A
Female	678	100	25.8	40.5	33.8	84.5	87	N/A	N/A
Racial/Ethnic Group									
White	807	99.9	22.6	35.4	42	85.9	89.6	Yes	Yes
African American	520	100	43.4	38.4	18.3	70.3	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	51	100	31.3	31.3	37.5	85.4	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	236	100	62.7	27.6	9.6	50.9	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	44	100	34.9	32.6	32.6	83.7	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	1000	100	37	39	24	75.6	76.9	Yes	Yes

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

All Students	1383	99.9	32.2	39.6	28.2	78.3	80.4	Yes	Yes
Gender									
Male	705	99.9	32.8	37.8	29.4	75.5	78.4	N/A	N/A
Female	678	100	31.5	41.5	27	81.2	82.5	N/A	N/A
Racial/Ethnic Group									
White	807	99.9	24.1	39.7	36.2	85.2	87.8	Yes	Yes
African American	520	100	44.8	40	15.3	68.3	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	51	100	35.4	33.3	31.3	68.8	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	236	100	64.5	25.4	10.1	43.4	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	44	100	32.6	39.5	27.9	69.8	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	1000	100	38.9	40.7	20.4	73.8	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	919	100	40	42.4	17.6	60	67.3
Gender							
Male	472	100	41.7	38.9	19.4	58.3	66.9
Female	447	100	38.2	46.1	15.7	61.8	67.7
Racial/Ethnic Group							
White	536	100	30.2	45.2	24.6	69.8	79.6
African American	345	100	53.9	39.2	6.9	46.1	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	34	100	54.5	30.3	15.2	45.5	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	168	100	67.5	27	5.5	32.5	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	29	100	55.2	31	13.8	44.8	58.6
Socio-Economic Status							
Subsidized meals	668	100	48	41.6	10.5	52	55.4

Social Studies

All Students	914	99.8	33.8	45.2	21	66.2	70.9
Gender							
Male	452	99.8	31.7	45.5	22.8	68.3	70.1
Female	462	99.8	35.8	44.9	19.2	64.2	71.7
Racial/Ethnic Group							
White	523	99.8	27.9	44.4	27.7	72.1	79.2
African American	352	99.7	43.2	47.4	9.4	56.8	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	36	100	31.4	40	28.6	68.6	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	143	98.6	61	34.6	4.4	39	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	31	100	32.3	41.9	25.8	67.7	68
Socio-Economic Status							
Subsidized meals	658	99.7	40.3	46.8	12.9	59.7	60.8

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	1383	99.6	31.8	40	28.2	68.2	72.1	96.7	96.3
Gender									
Male	705	99.6	40.1	35.1	24.8	59.9	65.2	96.5	96.2
Female	678	99.6	23.5	44.8	31.7	76.5	79.2	96.8	96.4
Racial/Ethnic Group									
White	808	99.6	25.2	38.2	36.6	74.8	80.8	96.5	96.1
African American	519	99.4	42.8	41.4	15.9	57.2	59.7	96.9	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87	97.5	97.5
Hispanic	51	100	29.2	52.1	18.8	70.8	64.6	96.9	96.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	N/A	95
Disability Status									
Disabled	231	98.7	73.4	19.8	6.8	26.6	27.7	96.2	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	44	100	30.2	51.2	18.6	69.8	63.7	97.5	97
Socio-Economic Status									
Subsidized meals	994	99.5	38.8	42.2	19	61.2	61.9	96.3	95.8

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							
2009	3	239	100	25.5	35.9	38.5	74.5
	4	233	99.6	30.5	35.9	33.6	69.5
	5	240	100	22.9	44.9	32.2	77.1
	6	206	99	28.3	40.4	31.3	71.7
	7	224	100	32.7	36	31.3	67.3
	8	240	100	36.3	36.3	27.4	63.7
2010	3	230	100	18.5	28.8	52.7	81.5
	4	231	99.6	29.6	40.4	30	70.4
	5	231	100	22.3	48.2	29.5	77.7
	6	246	100	37.1	32.5	30.4	62.9
	7	220	100	35.1	39.4	25.5	64.9
	8	225	100	42.1	28.2	29.6	57.9
Mathematics							
2009	3	239	100	43.3	33.8	22.9	56.7
	4	233	99.6	29.1	40.8	30	70.9
	5	240	100	31.7	41.9	26.4	68.3
	6	206	99	23.2	46.5	30.3	76.8
	7	224	100	29.4	47.7	22.9	70.6
	8	240	100	38.5	37.2	24.4	61.5
2010	3	230	100	31.1	33.3	35.6	68.9
	4	231	99.6	23.3	39	37.7	76.7
	5	231	100	25.9	44.6	29.5	74.1
	6	246	100	34.2	35	30.8	65.8
	7	220	100	38	44.2	17.8	62
	8	225	100	41.2	42.1	16.7	58.8
Science							
2009	3	120	99.2	40.5	42.2	17.2	59.5
	4	233	99.6	40.8	44.4	14.8	59.2
	5	116	100	44.4	43.5	12	55.6
	6	100	99	43.3	44.3	12.4	56.7
	7	224	100	27.1	51.9	21	72.9
	8	121	100	35.9	46.2	17.9	64.1
2010	3	117	100	56.1	26.3	17.5	43.9
	4	230	100	32.7	50.2	17	67.3
	5	117	100	43.9	42.1	14	56.1
	6	122	100	59	31.6	9.4	41
	7	220	100	26.9	51.4	21.6	73.1
	8	113	100	38.5	37.6	23.9	61.5

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	119	100	39.1	40.9	20	60.9
	4	233	99.6	20.2	59.2	20.6	79.8
	5	124	100	40.3	41.2	18.5	59.7
	6	104	100	24	55	21	76
	7	224	100	49.5	33.6	16.8	50.5
2010	8	119	100	46.2	34.2	19.7	53.8
	3	114	100	21.1	50.5	28.4	78.9
	4	230	100	24.7	46.2	29.1	75.3
	5	114	100	35.1	50.5	14.4	64.9
	6	124	98.4	21	59.7	19.3	79
2010	7	220	100	51.4	33.7	14.9	48.6
	8	112	100	44.4	38.9	16.7	55.6
Writing							
2009	3	240	100	36.2	26.3	37.5	63.8
	4	233	99.1	34.1	39.4	26.5	65.9
	5	241	99.6	27.2	38.2	34.6	72.8
	6	208	99.5	39.4	37.9	22.7	60.6
	7	219	100	35.2	45.1	19.7	64.8
2010	8	242	99.6	33.5	39.5	27	66.5
	3	231	99.1	31.7	31.7	36.7	68.3
	4	231	99.6	27.4	39	33.6	72.6
	5	230	100	28.4	38.7	32.9	71.6
	6	244	99.6	33.9	41.9	24.2	66.1
2010	7	221	99.6	36.2	41.4	22.4	63.8
	8	226	99.6	33.6	47.2	19.2	66.4

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	228	100	19.5	36.4	26.8	17.3	54.1	65.9	No	Yes
Male	109	100	23.4	38.3	24.3	14	47.7	60.8	N/A	N/A
Female	119	100	15.9	34.5	29.2	20.4	60.2	71	N/A	N/A
White	113	100	14	31.8	32.7	21.5	60.7	77.5	No	Yes
African American	109	100	25.2	40.2	22.4	12.1	46.7	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	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	36	100	66.7	25	8.3	0	8.3	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	160	100	23.9	41.3	25.8	9	44.5	51.5	No	Yes

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

All Students	228	100	27.3	28.2	27.3	17.3	55.5	62.3	No	Yes
Male	109	100	29.9	29	25.2	15.9	50.5	61.7	N/A	N/A
Female	119	100	24.8	27.4	29.2	18.6	60.2	63	N/A	N/A
White	113	100	20.6	26.2	30.8	22.4	64.5	75	No	Yes
African American	109	100	34.6	30.8	24.3	10.3	45.8	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	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	36	100	72.2	19.4	8.3	0	11.1	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	160	100	32.3	31	28.4	8.4	47.7	48.1	No	Yes

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

All Students	227	83.7	65.3	22.1	7.9	4.7	N/A	N/A	N/A	N/A
Male	109	78.9	59.3	25.6	9.3	5.8	N/A	N/A	N/A	N/A
Female	118	88.1	70.2	19.2	6.7	3.8	N/A	N/A	N/A	N/A
White	113	82.3	53.8	30.1	8.6	7.5	N/A	N/A	N/A	N/A
African American	108	84.3	76.9	14.3	6.6	2.2	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	5	I/S	I/S	I/S	I/S	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	N/A	N/A	N/A	N/A
Disabled	35	57.1	90.0	10.0	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	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	160	81.3	73.8	20.0	5.4	0.8	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	256	98.4	19.7	34.4	27	18.9	56.1	61.8
	2010	228	100	19.5	36.4	26.8	17.3	54.1	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	255	98.8	25.8	30.3	21.7	22.1	55.3	62.7
	2010	228	100	27.3	28.2	27.3	17.3	55.5	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	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate, grades K-8	96.2%	94.0%*	Yes

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

Abbreviations for Missing Data