

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Tammy Hamlin Day

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name East End Elementary School

(As it should appear in the official records)

School Mailing Address 505 East 2nd Avenue

(If address is P.O. Box, also include street address.)

Easley

City

South Carolina

State

29640-3011

Zip Code+4(9 digits total)

County Pickens County

State School Code Number* 39-01-017

Telephone (864) 855-7860

Fax (864) 855-7862

Web site/URL http://www.pickens.eees.schoolfusion. E-mail TammyDay@pickens.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Dr. Lee M. D'Andrea

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Pickens County

Tel. (864) 855-8150

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Dr. B. J. Skelton

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature) _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 15 Elementary schools
 _____ 5 Middle schools
 _____ 0 Junior High Schools
 _____ 4 High schools
 _____ 3 Other
 _____ 27 TOTAL
2. District Per Pupil Expenditure: _____ 7086
 Average State Per Pupil Expenditure: _____ 8159

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 2 Number of years the principal has been in her/his position at this school.
 _____ 8 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	15	21	36	7			0
K	55	53	108	8			0
1	59	55	114	9			0
2	67	51	118	10			0
3	68	44	112	11			0
4	61	47	108	12			0
5	47	55	102	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							698

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 10 | % Black or African American |
| 5 | % Hispanic or Latino |
| 82 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 9 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	38
(2)	Number of students who transferred from the school after October 1 until the end of the year	22
(3)	Total of all transferred students [sum of rows (1) and (2)]	60
(4)	Total number of students in the school as of October 1	698
(5)	Total transferred students in row (3) divided by total students in row (4)	0.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 4 %
- | | |
|----|---|
| 31 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 5

Specify languages: Korean, Spanish, Gujarati, Russian, Arabic

9. Students eligible for free/reduced-priced meals: 56 %

Total number students who qualify: 390

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{10}{73}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u>	Autism	<u>5</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>2</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>19</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>44</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>1</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>32</u>	<u> </u>
Special resource teachers/specialists	<u>7</u>	<u>13</u>
Paraprofessionals	<u>10</u>	<u> </u>
Support Staff	<u>14</u>	<u>1</u>
Total number	<u>65</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{22}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	96 %
Daily teacher attendance	96 %	94 %	96 %	94 %	95 %
Teacher turnover rate	10 %	6 %	11 %	7 %	5 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

East End Elementary School -what a simple name for such a special place! As we take you through a brief tour of this school so dear to our hearts, we hope you will begin to understand why we love this building, its history, and those who walk the halls with us on a daily basis.

Our mission statement was changed during the 2006-2007 school year. We all realized that as our student demographics changed, we should as well. Change is never undertaken simply for the sake of change. With an increasingly negative view of our national public education system, and South Carolina being recognized as performing below the national average on some measures of academic progress, it is East End's mission to eliminate these misgivings about our public schools' place in today's society. Our mission statement was changed to 'Excelling in Academics, Encouraging Character, Embracing the Community and Seeking Success for All Students.' This mission promotes the foundation and beliefs of our East End family. We feel strongly that we must not only serve our ever increasing and diverse population in a conscientious manner, but we must also reach out to them for advice and support. We strive each day to create a child-centered environment - the student, the parent, the school and the community - all coming together to form a partnership.

East End was founded in 1950 with the stated purpose of creating a true neighborhood school. Our campus is nestled in the heart of historic downtown Easley and resides in an established neighborhood of homes which were built in the 1950's. Even though our attendance area is steadily increasing, we proudly maintain the neighborhood feel that has continued to exist for the past 58 years. Most of our old building is gone now-replaced by a beautiful two-story modern school sitting on the same site that held that small community school so many years ago. Over the years our neighborhood and school have gone through many changes. We recognize these changes and work to preserve the heart and soul of our East End family.

East End serves 698 students. As with many local schools in our area, we have a small transient population. Most of our students have been here since first entering kindergarten. Over the last five years, East End's student population has grown at an astounding rate of 35%. This is due to a dramatic increase in the number of parents seeking permission for their children to attend East End through our district-wide school choice program. To some this growth would be considered taxing on a facility and available staff, but we have warmly welcomed each and every one of these families to their new home! As a matter of fact, we see this data as confirmation that we are moving in the right direction in our mission to 'Embrace the Community.'

The efforts to make our mission statement a reality as we excel in academics has become evident in the prestigious awards we have received. For the past five years, East End has been the proud recipient of the South Carolina Education Oversight Committee's recognition for 'Closing the Achievement Gap' for students in at-risk categories. We have also made Adequate Yearly Progress (AYP) as measured by NCLB. In 2007 we became a South Carolina 'Red Carpet' School, which indicates our desire to be good servants of our wonderful community. It is true that our school's progress is measured by the academic progress of our students. However, the true success of East End is measured in the lives of those who walk our halls each day, especially the students. Each individual is a special, integral part of the school, but it is the child that makes the school. East End is not just a school-it is truly a family!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our instruction is guided by data provided from various assessments given throughout the school year. These assessments enable us to close the gap between where a learner is and the desired goal. An assessment is only effective if used to connect learning and teaching. We believe assessment is an integral part of the instructional process that guides teaching and enhances overall student performance.

The Palmetto Achievement Challenge Test (PACT) is the state-wide assessment that is used to measure academic success in the areas of English/language arts, math, science, and social studies in grades three through five. The four performance levels are Advanced, Proficient, Basic, and Below Basic. South Carolina's rigorous requirements for Basic match most state's levels of Proficient. Meeting standards in South Carolina is noted as being Basic and Above. For the past five years, every student in grades three through five has participated in our state assessment program.

Students who have not met minimum state standards are placed on an individualized Academic Plan for Students to address their areas of deficiency. These students are given remediation above and beyond the regular instructional program. PACT scores are also used as a criterion for the Gifted and Talented Program to meet the needs of the students who have demonstrated a higher level of achievement. With smaller numbers in the African American subgroup as compared to students receiving subsidized meals, East End demonstrates some disparities in scores. However, for the past five years, East End has been recognized by the South Carolina Education Oversight Committee for making significant gains and closing the gap among the subgroups taking the PACT test. From 2002 through 2007 the percentage of students identified at or below the poverty level has risen from 37% to 55.5%. This is a 50% increase in students identified at this level. East End continues to make gains, with 90% of students at every grade level in almost every tested area scoring at or above the state's minimum performance level. East End has also met Adequate Yearly Progress as required by NCLB each year.

East End also uses MAP testing (Measures of Academic Progress) to assess student weaknesses and strengths in reading, language arts, and math. MAP is a state-aligned, computerized, adaptive test that accurately reflects the instructional level of the student and measures growth over time. We utilize MAP test data to diagnose instructional needs of all students in grades two through five.

Ohio Diagnostic, a reading formative assessment, is administered to students in K5, first, and second grades for the purpose of measuring reading process, phonemic awareness, and acquisition of vocabulary. This formative assessment determines if students are on target for their grade level. Appropriate interventions such as Developmental Reading Assessment (DRA) and Dynamic Indicators of Basic Early Literacy (DIBELS) are provided for students who have been identified as 'not on target.'

Further information on the state assessment process may be found at the website <http://ed.sc.gov/agency/offices/assessment/PACT>.

2. Using Assessment Results

The East End faculty works as a team using assessments to improve student learning and performance as well as academic programs within our school. As a child-centered school, we understand the importance of assessment data and its impact upon student academic success. Our school mission statement, 'Seeking Success for All Students,' along with PACT, are the driving forces behind what and how we assess.

It is a priority for our teachers in each grade level to analyze and review schoolwide test data from multiple sources to determine student strengths and weaknesses. School-level progress is then measured against state and national assessment results. Assessments provide East End teachers with data that is used to evaluate instructional strategies and tailor instruction to further meet the needs of each student.

Assessment data collection begins as early as K-4, where DIAL 3 R is used to test cognitive and developmental skills. Kindergarten and first grade teachers use SCRAPI (South Carolina Readiness Assessment Profile Initiative), Ohio Diagnostic test, checklists, anecdotal records, and progress reports to determine academic growth. PACT results for grades three through five are used as the primary source to document school improvement and to identify gaps between our school's performance and AYP/state targets. In addition to PACT assessment results, teachers rely on MAP, benchmark tests (writing, reading, and math), teacher-made assessments, observations, and questioning. Test data identifies students for remediation as well as for service in the Gifted and Talented Program at our school. Third through fifth grade students who fall below grade level standards on the PACT assessment are placed on an Academic Plan for Students for remediation. Second graders are identified using CogAT and ITBS, and third through fifth graders are identified through performance on PACT and MAP tests. MAP tests chart student progress in reading, language usage, and math. Test results provide teachers with diagnostic information to facilitate the planning, differentiating, and implementation of instruction. We realize that assessment is a measure not only of what students know, but what they can do with what they know.

3. Communicating Assessment Results

The East End family knows that the success of our students in school is built upon the foundation that we must create strong, positive, and consistent communication with our families, community members, and business partners. East End provides each student with an agenda to assist them with daily assignments and facilitate communication between parents and teachers. Daily and weekly folders, newsletters, phone calls, notes in student agendas, a school website, a district website, monthly school newsletter, interim reports, report cards, and conferences are part of our communication plan to keep everyone well informed.

Parents receive copies of individual student progress reports, accompanied by parent-friendly explanatory letters for each assessment. This test data is published in area newspapers, on radio and television, as well as the school's and district's websites. Each year parents receive a School Report Card and a School Summary Report which includes PACT performance data and other indicators of both school and student success. First and second grade teachers schedule conferences to discuss SCRAPI results with parents. Parents of second through fifth graders receive MAP results three times a year. Student-teacher conferences are held for the purpose of goal setting and communicating the results of previous assessments. Parent-Teacher conferences are held to develop individualized remedial academic plans for students based on PACT results. Parents are informed of our total instructional program through periodic newsletters, also published online on our website, <http://pickens.schoolfusion.us>. This year we have initiated a Technology Night where our Instructional Coach will hold three sessions to explain the MAP assessment and how the results are used to differentiate instruction for our second through fifth grade students. We believe that our success depends on how well we embrace our community.

4. Sharing Success:

East End is a child-centered school that embraces our school family and the community. As a Red Carpet School, our doors are always open to the community. Visitors from other schools enhance professional collaboration through observation and sharing of best practices. Our teachers attend district-wide curriculum mapping sessions. Central Services curriculum leaders serve as liaisons among area schools.

Recognitions and accolades are published on the school and the district's websites. Names of students who are recognized for displaying exemplary character are listed on our website. Distinctions received by East End, such as South Carolina Red Carpet School and Palmetto Golc

and Silver Awards, are showcased. Our administrator communicates with her administrative peers during area leadership meetings. District-wide professional development days lend themselves as opportunities to share with colleagues across the district. Our Technology Resource Teacher and Instructional Coach participate in district level trainings that enable more sharing of best practices. Faculty members lead district-wide in-services that allow them to highlight their abilities and share strategies. The school has served as host for many district-wide staff development meetings and seminars.

Our district's technology infrastructure allows us to prepare lesson plans and Promethean Board flipcharts for preview and use by every teacher in our school district. 'Technology Buddies,' peers who assist others with technology issues, are featured on the district's website.

As a No Child Left Behind Blue Ribbon School, East End will continue to share with other schools through collaborative peer interaction, sharing of information, and on-going professional development.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At East End, the heart of our mission statement is 'Seeking Success for All Students,' and we realize this success comes through a partnership with home, school, and community. All partners are expected to bring their best, and they do. Their success comes with vision, diligence, accountability, leadership, and high expectations.

Our curriculum, which includes language arts, math, science-health, social studies, art, music, and physical education, is comprehensive, rigorous, and based on the standards mandated by the state of South Carolina. These standards are closely aligned with the No Child Left Behind legislation.

The language arts program focuses on balanced literacy. The core components of reading as defined by our state standards include reading, writing, communicating, and research. Students are immersed in a literature-rich environment that includes both literary and informational texts. Utilizing multiple sources of research based strategies, teachers actively engage students in whole, small, paired, flex, individual, group reading, and writing instruction. Literacy circles encourage higher-order thinking skills that enable students to connect to text, to self, and to their world. They are given opportunities to reflect and conference about their progress and goals.

Our math curriculum includes six major strands: mathematical processes, numbers and operations, algebra, geometry, measurement, and data analysis and probability. Classroom application is based on these strands, their indicators, mathematical goals for the class, and identified needs of individuals. Students are challenged to apply operational skills to solve word problems that relate to their world. Math skills are often tied into school wide activities such as Scarecrow Day, Zest Quest, 'Souper Bowl for Caring,' Clemson versus Carolina Rivalry Week, and field trips.

Students consider themselves geologists, biologists, and anthropologists as they engage in hands on experiments, investigations, and use of science kits to meet the science standards set by our state. Using inquiry skills, they probe life science, physical science, and earth science. Application of the skills are enhanced through field experiences such as the Trash Bash, Mining for Gems, Metric Olympics, the annual egg drop, and the science fair.

Teachers address the social studies standards by incorporating citizenship, history, economics, and geography. Social studies comes alive through role-playing, debates, video-streaming, and class projects. Literature and supporting material on different lexile levels allow mastery for all students. Observation of Red Ribbon Week, Veteran's Day, American Education Week, and Black History Month help link the social studies curriculum to real-life events.

East End's related arts program is an integral part in the development of the whole child. Although their curriculum is based on the South Carolina Physical Education Curriculum Standards and the South Carolina Visual and Performing Arts Curriculum Standards, as team members they enrich the rigorous academic standards set forth by the state of South Carolina. Students are exposed to the music, art, and dance of many cultures and are encouraged to develop an acceptance and appreciation of these cultures.

2a. (Elementary Schools) Reading:

Reading is the foundation for all other learning. Balanced literacy integrates all areas of language arts and is based on research which has identified best practices that consistently foster reading success. Our instruction is planned using English/language arts curriculum standards (reading, writing, and researching) with consideration being given to the five essential components of reading instruction: phonemic awareness, phonics, fluency,

vocabulary, and comprehension.

All East End students are evaluated to determine their reading level. Assessments such as DRA Kits, running records, fluency evaluation, Ohio Formative Assessment, MAP tests, and teacher observations are ongoing in order for teachers to meet students' needs. First graders scoring in the lowest quartile in reading enter the Reading Recovery Program for individualized instruction.

Strategies and skills are explicitly taught while using the following: individualized instruction, Reader's Theater, Accelerated Reader program, leveled libraries, basal series, novels, self-selected texts, literary menus, guided reading groups, teacher read-alouds, literacy circles, and cold passages. Flexible grouping is utilized to meet individual instructional needs. Conferencing allows the teacher to give students feedback about their reading progress as needed.

We recognize that children learn when they are actively engaged. East End students are presented with a multitude of reading adventures. Fifth graders are 'reading buddies' to first graders. Classes visit our up-to-date media center once a week, and students may go throughout the day during their free time to read or exchange books. We sponsor a school-wide book fair and celebration for National Children's Book Week each year. East End students proudly display their written work in the hallways of our school. It is our desire to provide an environment that will nurture students' desire to read.

3. **Additional Curriculum Area:**

Our mission of 'Excelling in Academics,' supports the idea that math is a highly interconnected and cumulative subject. As students build connections and skills, their understanding deepens and expands. Instruction is driven by rigorous state standards (mathematical processes, numbers and operations, algebra, geometry, measurement, and data analysis and probability) and students' needs. Teachers use data from MAP and PACT scores as well as information gained through questioning, observing and conferencing with students in each grade level. Math lessons address standards, and are specific to the strengths and weaknesses of students.

The school-wide math instruction reflects this idea, beginning with our early grades where they use Calendar Math to integrate language arts and math concepts into calendar time. Children are exposed to critical math concepts daily. This, along with our use of other readily available resources and manipulatives, affirms the natural way children learn math. Students are actively involved and move from basic concrete thought to higher-order abstract thinking.

The professional teachers of East End work as teams within each grade level, across grade levels, and along with our school district to develop plans and strategies that will meet the needs of students. Teachers provide our students with connections to other curricular areas by using literature, teachable moments, and Latin vocabulary. East End teachers are currently working with other math teachers within our district to develop a curriculum map. Our teachers know that students learn math best when they understand its relevance to their lives.

4. **Instructional Methods:**

Instruction and delivery is determined by student need and learning style. In order to tailor the instruction and delivery to meet the strengths and weaknesses of each child, a triangulation method of student assessment is used. We realize assessment is ongoing and changing.

Students are engaged in learning through a variety of approaches including whole group, small group, flex group, paired learning, and individual instruction. Our Instructional Coach and Technology Resource Teacher provide model lessons using best practices and the

integration of technology.

Research based best practices, including but not limited to, Thinking Maps, cooperative groups, literature circles, synectics, tiered instruction, anchored activities, simulations, multi-media projects, reading response journals, portfolios, artistic expression, and demonstration are utilized by teachers to empower student learning.

Teachers meet weekly to collaborate with and across grade levels to plan instruction, identify gaps, and target interventions that promote improvement. Classworks is a new program we are currently working with to remediate and accelerate students according to RIT band ranges.

Administrative support allows teachers to explore innovative approaches and strategies. Resources are secured based on documented student needs.

5. **Professional Development:**

Our staff is intrinsically motivated to be active learners; thus, professional development at East End is essential, on-going, and driven by needs of our students. Teacher training is designed, and student goals are set by utilizing data obtained from PACT, MAPs, SCRAPI, Ohio Diagnostic Assessment, DRA, as well as, teacher judgment based on anecdotal records, portfolios, along with the aforementioned assessments. With these goals in mind, professional development is planned and implemented.

Our school district provides bi-monthly professional development addressing current issues defined by East End's strategic plan. Cutting-edge professionals such as Gayle Gregory, Lorin Anderson, Michael Dugan, Susan Udlehofen, Heidi Hayes Jacobs, and Marsha Tate have worked with our leadership teams to utilize best practices within our classrooms.

Our school provides on-site professional development with our primary focus being on literacy, data analysis, and technology. Use of surveys allows us to modify our professional development to meet the specialized needs of our students and faculty. All professional staff members attend training provided by our administrator, Instructional Coach, and Technology Resource Teacher. Our belief in life-long learning is reflected in our commitment to professional growth and development beyond our state and district requirements.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test Palmetto Achievement Challenge Test

Edition/Publication Year _____ Published Year _____ Publisher South Carolina Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic and Above	99	96	95	99	91
% "Exceeding" State Standards					
Proficient and Advanced	79	79	74	79	55
Number of students tested	104	93	87	70	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Basic and Above	92				
% "Exceeding" State Standards					
Proficient and Advanced	67				
Number of students tested	12				
2. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic and Above	97	92	92	100	90
% "Exceeding" State Standards					
Proficient and Advanced	66	76	65	71	45
Number of students tested	31	25	26	14	20
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic and Above	95	96	97	96	94
% "Exceeding" State Standards					
Proficient and Advanced	51	64	46	66	55
Number of students tested	109	98	89	76	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Basic and Above	92				
% "Exceeding" State Standards					
Proficient and Advanced	15				
Number of students tested	13				
2. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic and Above	94	96	93	94	91
% "Exceeding" State Standards					
Proficient and Advanced	31	57	43	45	41
Number of students tested	35	28	28	18	22
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic and Above	94	96	92	83	85
% "Exceeding" State Standards					
Proficient and Advanced	67	51	62	47	42
Number of students tested	90	88	73	76	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic and Above	87	89	79	74	71
% "Exceeding" State Standards					
Proficient and Advanced	47	25	37	44	14
Number of students tested	30	28	19	27	14
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic and Above	91	90	92	85	95
% "Exceeding" State Standards					
Proficient and Advanced	61	48	64	39	43
Number of students tested	98	93	75	79	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic and Above	80	75	84	72	87
% "Exceeding" State Standards					
Proficient and Advanced	41	34	53	31	7
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic and Above	93	96	86	92	82
% "Exceeding" State Standards					
Proficient and Advanced	52	56	44	37	33
Number of students tested	95	75	79	76	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Basic and Above	90				
% "Exceeding" State Standards					
Proficient and Advanced	40				
Number of students tested	10				
2. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic and Above	90	92	81	75	74
% "Exceeding" State Standards					
Proficient and Advanced	46	33	36	6	21
Number of students tested	39	24	31	16	19
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic and Above	85	92	77	94	95
% "Exceeding" State Standards					
Proficient and Advanced	49	48	24	44	53
Number of students tested	100	79	82	80	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Basic and Above	90				
% "Exceeding" State Standards					
Proficient and Advanced	20				
Number of students tested	10				
2. Subsidized Meals					
% "Meeting" plus % "Exceeding" State Standard					
Basic and Above	77	81	67	82	86
% "Exceeding" State Standards					
Proficient and Advanced	37	23	21	12	33
Number of students tested	43	26	33	17	21
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					