



## East Elementary

901 East Harrison Street  
Dillon, South Carolina

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	586 Students	
<b>Principal</b>	Bobbie Walters	843-774-1222
<b>Superintendent</b>	D Ray Rogers	843-774-1200
<b>Board Chair</b>	Fitzgerald Lytch	843-774-5454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>At-Risk</b>
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Excellent
2005	Good	Below Average

## 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**

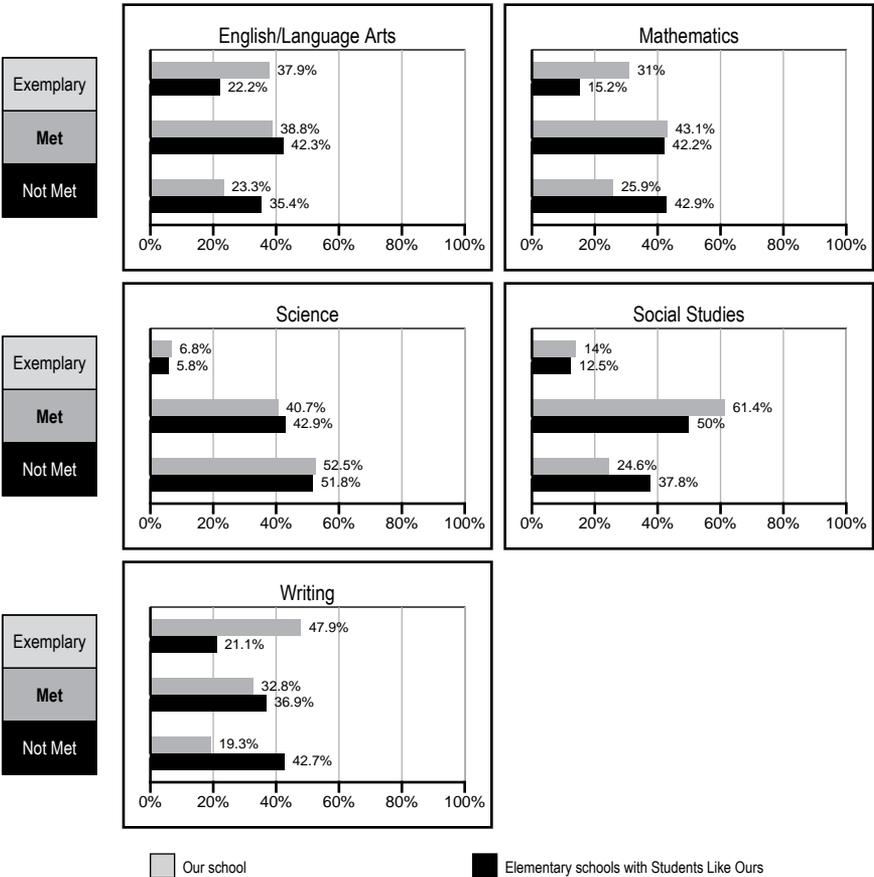
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	3	72	64	32

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

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

**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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=586)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.0%	Down from 5.9%	2.5%	1.9%
Attendance rate	96.1%	Down from 96.2%	96.0%	96.3%
Eligible for gifted and talented	4.0%	Down from 4.3%	3.3%	10.0%
With disabilities other than speech	3.5%	Up from 3.4%	7.6%	7.7%
Older than usual for grade	3.7%	Up from 2.9%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	52.9%	Down from 54.5%	57.1%	59.4%
Continuing contract teachers	70.6%	Down from 75.8%	71.4%	80.0%
Teachers with emergency or provisional certificates	3.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	91.8%	Down from 92.6%	82.1%	85.9%
Teacher attendance rate	95.7%	Up from 95.6%	95.2%	95.1%
Average teacher salary*	\$44,788	Up 1.4%	\$45,725	\$47,149
Professional development days/teacher	14.5 days	Up from 14.4 days	10.8 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Down from 24.7 to 1	16.8 to 1	18.8 to 1
Prime instructional time	91.3%	Up from 90.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$4,812	Up 2.4%	\$8,624	\$7,458
Percent of expenditures for instruction**	75.8%	Up from 74.1%	68.2%	68.8%
Percent of expenditures for teacher salaries**	72.2%	Up from 57.9%	62.0%	63.2%

\* 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

## Report of Principal and School Improvement Council

At East Elementary School, our mission is to develop responsible, life-long learners by providing a nurturing environment where the school and community work together to ensure success. Our mission reflects the high expectations we have for our school.

East Elementary serves approximately 575 students. We are a Title I school-wide project site due to the high number of students on free and reduced-price lunch status. East Elementary is fully accredited by the Southern Association of Colleges and Schools (SACS). We have been recognized and awarded by the state for Closing the Achievement Gap for the past six years (2003-2008).

We believe that early intervention is the key to success for our students. We strive to provide numerous opportunities for those students who struggle in reading and/or math. This past year we implemented the Soliday Reading System, provided tutors and an after school program to reach those who are at risk for failure. We also offer enrichment programs and activities for our students such as Science South, Mad Scientist, Reading Counts, Puppet Love, and Creative Dramatics.

This year we continued our tradition of service within our community and around the world. Our school raised \$341.93 for March of Dimes and \$284.97 for Pennies for Patients. We also participated in several canned food drives, contributed gift boxes to Operation Christmas Child, made cards for our local veterans, and collected ninety pounds of soda pop tabs for the Ronald McDonald House.

Our goal for next year is to implement more technology into the classrooms. We plan to add Promethean Boards, Document Cameras, and to upgrade classroom computers. We would like to thank everyone who made this a wonderful year as we look forward to greater achievements next year.

Bobbie Walters, Principal  
Celeste Gough, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	115	90
Percent satisfied with learning environment	94.4%	95.6%	88.8%
Percent satisfied with social and physical environment	88.9%	82.6%	77.9%
Percent satisfied with school-home relations	80.6%	98.3%	78.2%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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

## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## School Improvement Status

## 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."

## 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	7.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.5%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

## 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	School % Met or 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	121	100	23.3	38.8	37.9	87.1	72.2	82.8	Yes	Yes
<b>Gender</b>										
Male	62	100	27.1	47.5	25.4	88.1	69	79.3	N/A	N/A
Female	59	100	19.3	29.8	50.9	86	75.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	35	100	5.9	29.4	64.7	100	82.2	89.5	I/S	I/S
African American	64	100	32.3	43.5	24.2	77.4	69.1	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	14	100	30.8	46.2	23.1	92.3	73.1	76.5	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	66.7	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	37.9	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	25	50	25	91.7	71.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	103	100	26.5	39.8	33.7	84.7	70.3	75.5	Yes	Yes

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

All Students	121	100	25.9	43.1	31	87.1	68.7	78.9	Yes	Yes
<b>Gender</b>										
Male	62	100	25.4	47.5	27.1	86.4	66.4	77	N/A	N/A
Female	59	100	26.3	38.6	35.1	87.7	71.1	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	35	100	2.9	38.2	58.8	97.1	82.2	87.2	I/S	I/S
African American	64	100	41.9	41.9	16.1	79	63.6	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	14	100	23.1	53.8	23.1	92.3	84.6	76	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	66.7	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	34.1	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	25	58.3	16.7	91.7	83.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	103	100	29.6	45.9	24.5	84.7	66.5	70.2	Yes	Yes

\* 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

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	62	100	52.5	40.7	6.8	47.5	49.9	67.5
<b>Gender</b>								
Male	30	100	58.6	37.9	3.4	41.4	52.8	67
Female	32	100	46.7	43.3	10	53.3	46.9	68
<b>Racial/Ethnic Group</b>								
White	16	100	25	56.3	18.8	75	71.6	79.5
African American	34	100	66.7	30.3	3	33.3	42.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	56.7	60.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	58.1	71.2
<b>Disability Status</b>								
Disabled	2	I/S	I/S	I/S	I/S	I/S	23.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	59.4	59.6
<b>Socio-Economic Status</b>								
Subsized meals	53	100	56	38	6	44	46.3	55.1
<b>Social Studies</b>								
All Students	59	100	24.6	61.4	14	75.4	56.9	72.3
<b>Gender</b>								
Male	32	100	23.3	60	16.7	76.7	55.2	71.5
Female	27	100	25.9	63	11.1	74.1	58.5	73.2
<b>Racial/Ethnic Group</b>								
White	19	100	16.7	50	33.3	83.3	70.3	80.7
African American	30	100	27.6	69	3.4	72.4	52.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	52.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.2	72.2
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	31.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	50	67.9
<b>Socio-Economic Status</b>								
Subsized meals	50	100	27.1	62.5	10.4	72.9	54.4	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	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	121	100	19.3	32.8	47.9	80.7	57.5	70.2	96.1	95.1
<b>Gender</b>										
Male	63	100	24.6	27.9	47.5	75.4	50.7	63.2	96	94.8
Female	58	100	13.8	37.9	48.3	86.2	64.5	77.5	96.1	95.3
<b>Racial/Ethnic Group</b>										
White	37	100	5.6	19.4	75	94.4	69.9	79.1	95.4	94.3
African American	64	100	27	42.9	30.2	73	53.1	57.6	96.6	95.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	95	96
Hispanic	13	100	23.1	30.8	46.2	76.9	64.2	62.6	96.2	96.3
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	57.1	68.7	94.3	91.7
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	16.5	26.1	95.7	94.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
<b>English Proficiency</b>										
Limited English Proficient	12	100	25	25	50	75	62.5	61.2	96.2	96.2
<b>Socio-Economic Status</b>										
Subsidized meals	103	100	22.8	33.7	43.6	77.2	54.9	58.9	96	95.1

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	121	100	23.3	38.8	37.9	76.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	121	100	25.9	43.1	31	74.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	62	100	52.5	40.7	6.8	47.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	59	100	24.6	61.4	14	75.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	121	100	19.3	32.8	47.9	80.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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