



East End Elementary

1125 East Cambridge Ave
Greenwood, SC 29646

Grades	PK-5 Elementary School	
Enrollment	361 Students	
Principal	Mark Blackwell	864-941-5520
Superintendent	Dr. Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	Below Average	Good
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Average	Below Average

* The School's 2008 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 DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

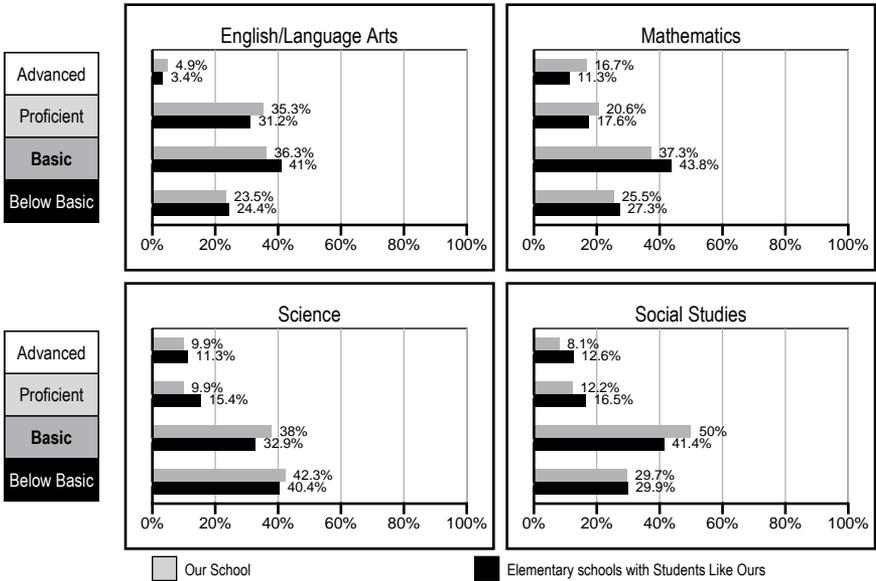
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	30	55	3

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
Students (n=361)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Down from 4.5%	2.8%	2.3%
Attendance rate	96.6%	Up from 96.3%	96.0%	96.3%
Eligible for gifted and talented	9.2%	Down from 9.3%	6.5%	10.4%
With disabilities other than speech	11.1%	Up from 8.9%	9.0%	7.5%
Older than usual for grade	0.5%	Down from 2.1%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	51.3%	Down from 57.5%	54.2%	56.7%
Continuing contract teachers	69.2%	Down from 70.0%	74.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 82.4%	85.5%	86.4%
Teacher attendance rate	89.8%	Down from 95.6%	94.9%	94.9%
Average teacher salary	\$43,609	Up 4.8%	\$44,314	\$45,345
Professional development days/teacher	21.4 days	Down from 23.2 days	13.5 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 15.5 to 1	17.9 to 1	18.5 to 1
Prime instructional time	83.6%	Down from 90.4%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,327	Up 14.7%	\$7,513	\$7,052
Percent of expenditures for instruction*	69.5%	Down from 70.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	62.5%	Down from 63.8%	63.8%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2007-2008 school year was the last for East End Elementary. Next year, the facility will be an Early Childhood Center. The staff, students, and parents created a learning community that felt like a family. Everyone wanted to make our last year our best year. We remained focused on instruction throughout the construction and the movement of classrooms during the year. Everyone met each challenge with a positive attitude, remembering that our students were the most important thing. We also received a Palmetto Silver Award for our improvement on the 2006-2007 PACT test.

East End teachers participated in classes, workshops, and attended conferences to enhance their instructional skills. Additional collegial planning times allowed grade-level teams to plan lessons to assure that the students were receiving consistent standard-based instruction. "Closing the Achievement Gap" (Explorer Time) activities were implemented based on test data to ensure all students' academic needs were met. East End continued to focus on a balanced literacy program, incorporating technology into instruction, and authentically engaging students.

Improving parent involvement continued to be a focus of East End's faculty and staff. We noted an increase in the number of parents/guardians attending family reading nights, All-Stars, Math and Science Night, and PTO meetings. A community volunteer program worked one-on-one and in small groups with students in need of extra assistance. Students were involved in community service projects throughout the year including: a recycling program, the Humane Society, United Way, American Cancer Society, and food drives. Students in the Twenty-First Century Grant program participated in several community service projects. Students also operated the morning WEND news program.

Our faculty and staff were very proud to be at East End for its last year. It truly was a year to remember. We know our students will continue to explore their futures.

Mark Blackwell, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	30	28
Percent satisfied with learning environment	100.0%	96.7%	92.9%
Percent satisfied with social and physical environment	91.9%	100.0%	92.6%
Percent satisfied with school-home relations	80.6%	100.0%	92.9%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 12 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. Sanction: Implement the restructuring plan.
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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	117	100	23.3	36.9	35	4.9	51.5	45	48.2	Yes	Yes
Gender											
Male	62	100	30.9	43.6	21.8	3.6	43.6	40	41.7	N/A	N/A
Female	55	100	14.6	29.2	50	6.3	60.4	49.9	55	N/A	N/A
Racial/Ethnic Group											
White	25	100	15	20	50	15	70	62.2	60	I/S	I/S
African American	70	100	29	43.5	27.4	0	41.9	27.2	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	70.4	I/S	I/S
Hispanic	20	100	15.8	36.8	42.1	5.3	57.9	27.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	19	100	73.3	20	6.7	0	20	14.4	16	I/S	I/S
Migrant Status											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	15.8	36.8	42.1	5.3	57.9	29.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	96	100	24.1	42.2	31.3	2.4	48.2	28.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	117	100	25.2	37.9	20.4	16.5	53.4	45.5	45.8	Yes	Yes
Gender											
Male	62	100	29.1	32.7	20	18.2	52.7	46.7	45.6	N/A	N/A
Female	55	100	20.8	43.8	20.8	14.6	54.2	44.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	25	100	15	15	30	40	85	62.8	59	I/S	I/S
African American	70	100	29	45.2	17.7	8.1	40.3	27.1	26.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.1	71.3	I/S	I/S
Hispanic	20	100	26.3	42.1	15.8	15.8	57.9	30.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	19	100	73.3	20	6.7	0	13.3	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	26.3	42.1	15.8	15.8	57.9	34.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	96	100	27.7	42.2	21.7	8.4	47	29.3	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	80	100	42.3	38	9.9	9.9	19.7	35.7	35.7	96.6	96.3
Gender											
Male	40	100	47.2	33.3	11.1	8.3	19.4	39	37.4	96.8	96.2
Female	40	100	37.1	42.9	8.6	11.4	20	32.4	33.8	96.3	96.5
Racial/Ethnic Group											
White	18	100	12.5	31.3	18.8	37.5	56.3	53.7	49.2	95.5	96.3
African American	48	100	59.5	33.3	7.1	0	7.1	16.6	17	96.9	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	76.7	58	96.5	98
Hispanic	12	100	27.3	72.7	0	0	0	17.1	24.9	96.7	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	14	100	58.3	41.7	0	0	0	11.7	14	94.9	95.2
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	98.7	97.8
English Proficiency											
Limited English Proficient	11	100	27.3	72.7	0	0	0	20.6	24.4	96.7	96.9
Socio-Economic Status											
Subsided meals	64	100	50	41.1	7.1	1.8	8.9	17	21.1	96.5	95.7
Social Studies											
All Students	82	100	30.7	49.3	12	8	20	30.7	34	96.6	96.3
Gender											
Male	44	100	27.5	50	12.5	10	22.5	34.3	36.6	96.8	96.2
Female	38	100	34.3	48.6	11.4	5.7	17.1	27.1	31.3	96.3	96.5
Racial/Ethnic Group											
White	20	100	12.5	50	18.8	18.8	37.5	45.2	44.5	95.5	96.3
African American	49	100	39.1	45.7	8.7	6.5	15.2	15.2	19.1	96.9	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.6	58.9	96.5	98
Hispanic	12	100	25	66.7	8.3	0	8.3	16.9	27.5	96.7	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	15	100	41.7	41.7	8.3	8.3	16.7	13.6	14.4	94.9	95.2
Migrant Status											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	98.7	97.8
English Proficiency											
Limited English Proficient	12	100	25	66.7	8.3	0	8.3	19.2	27.3	96.7	96.9
Socio-Economic Status											
Subsided meals	67	100	34.4	49.2	9.8	6.6	16.4	15.3	21	96.5	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	48	100	24.4	26.8	36.6	12.2	48.8	
	4	33	100	13.8	41.4	41.4	3.4	44.8	
	5	47	100	35	50	15	0	15	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	41	100	21.2	27.3	39.4	12.1	51.5	
	4	45	100	34.9	23.3	39.5	2.3	41.9	
	5	31	100	7.4	70.4	22.2	0	22.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	48	100	36.6	41.5	19.5	2.4	22	
	4	33	100	20.7	37.9	27.6	13.8	41.4	
	5	47	100	37.5	50	5	7.5	12.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	41	100	39.4	36.4	9.1	15.2	24.2	
	4	45	100	25.6	37.2	20.9	16.3	37.2	
	5	31	100	7.4	40.7	33.3	18.5	51.9	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	24	100	52.4	23.8	19	4.8	23.8	
	4	33	100	34.5	48.3	10.3	6.9	17.2	
	5	24	100	52.6	36.8	5.3	5.3	10.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	20	100	53.3	33.3	6.7	6.7	13.3	
	4	45	100	44.2	34.9	9.3	11.6	20.9	
	5	15	100	23.1	53.8	15.4	7.7	23.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	24	100	35	50	10	5	15	
	4	33	100	31	55.2	10.3	3.4	13.8	
	5	24	100	47.4	47.4	5.3	0	5.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	21	100	11.1	66.7	16.7	5.6	22.2	
	4	45	100	41.9	41.9	11.6	4.7	16.3	
	5	16	100	21.4	50	7.1	21.4	28.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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