



## East End Elementary

505 East Second Ave  
Easley, SC 29640

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	702 Students	
<b>Principal</b>	Tammy Day	864-855-7860
<b>Superintendent</b>	Lee D'Andrea, Ph.D.	864-855-8150
<b>Board Chair</b>	Dr. B. J. Skelton	864-868-9691



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Below Average</b>
2007	Good	Average
2006	Good	Average
2005	Good	At-Risk
2004	Excellent	Good

## 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**

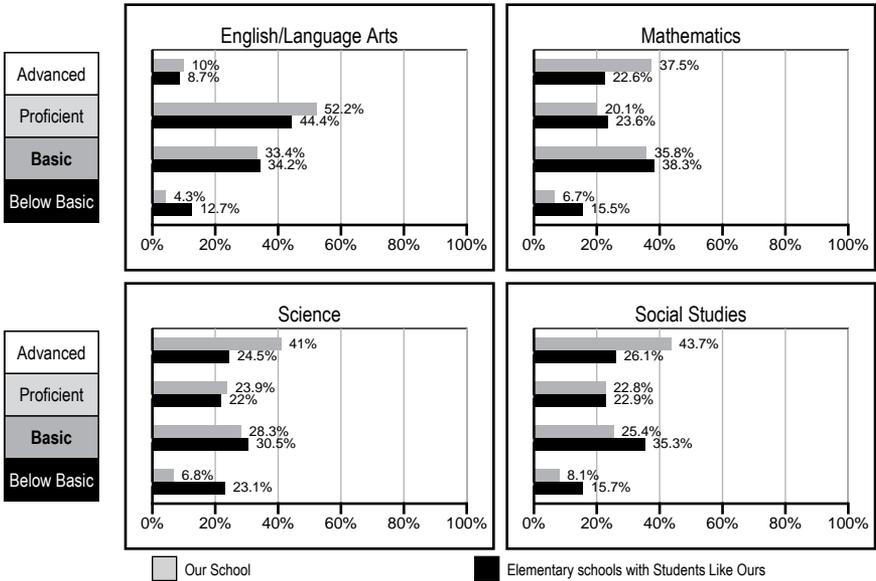
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

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

Excellent	Good	Average	Below Average	At-Risk
4	26	40	0	0

\* 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
<b>Students (n=702)</b>				
First graders who attended full-day kindergarten	84.1%	Down from 93.3%	100.0%	100.0%
Retention rate	3.4%	Up from 2.9%	1.7%	2.3%
Attendance rate	96.7%	Up from 96.5%	96.7%	96.3%
Eligible for gifted and talented	22.1%	Up from 17.6%	18.3%	10.4%
With disabilities other than speech	3.6%	Up from 3.2%	6.4%	7.5%
Older than usual for grade	0.4%	Down from 0.8%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	32.5%	Up from 28.2%	60.7%	56.7%
Continuing contract teachers	80.0%	Down from 84.6%	79.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.2%	Up from 89.6%	87.6%	86.4%
Teacher attendance rate	96.7%	Up from 96.1%	95.0%	94.9%
Average teacher salary	\$42,266	Up 2.0%	\$46,861	\$45,345
Professional development days/teacher	15.3 days	Down from 17.1 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 22.4 to 1	19.8 to 1	18.5 to 1
Prime instructional time	92.7%	Up from 91.3%	90.3%	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 97.5%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$5,319	Up 3.7%	\$6,549	\$7,052
Percent of expenditures for instruction*	61.7%	Up from 61.5%	70.7%	69.1%
Percent of expenditures for teacher salaries*	57.1%	Down from 58.9%	66.9%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

What began as a one-story school in the 1950's is now a two-story modern structure nestled in the heart of downtown Easley. The East End Elementary family completed a very successful 2007-2008 school year. East End's dedicated faculty had the privilege of loving and caring for over 700 4K – 5th grade students each and every school day. It was our honor to serve as a partner with the children and their families. Two strong and vital forces in this effort were our School Improvement Council and the PTO. East End is one of the five schools South Carolina Schools nominated to compete in the National Blue Ribbon Schools Program by the South Carolina Department of Education. The National Blue Ribbon Schools Program, run by the U.S. Department of Education, honors public and private K-12 schools that are either academically superior or that demonstrate dramatic gains in student achievement. In a news release by State Superintendent Jim Rex, he stated, "I couldn't be more proud of these wonderful schools. Their mission is for each and every student to succeed, and they are led by outstanding principals, creative teachers, and dedicated staff." This recognition was certainly a high point in the school year. In addition, East End is noted as a Red Carpet School as awarded by the State Department of Education as a result of providing excellent customer service. East End was also recognized by the Education Oversight Committee (EOC) for Closing the Achievement Gap. East End is one of 19 schools in the state of South Carolina to receive this honor for six consecutive years. The Absolute Index Score for East End's PACT results as reported in the fall of 2007-2008 school year was the highest ever for the school. East End also achieved Adequate Yearly Progress (AYP) as measured by NCLB (No Child Left Behind). AYP results indicate the percentage of each student group within the school scoring at the two highest levels, which are Proficient and Advanced.

The Mission of East End Elementary is: "Excelling in Academics, Encouraging Character, Embracing the Community and Seeking Success for All Students." This focus of providing a child-centered, parent-friendly environment is a guiding force of the East End faculty. We strive to provide parents, students, family members and visitors a welcoming environment and involvement in the school through Back-to-School Night, PTO programs, Munchies for Moms, Dad's Day, Grandparents' Night, Family Fun Night, Awards Days, weekly Principal's Good Book recognitions, field trips, and other special celebrations. Embracing the community was evident in events such as the Souper Bowl of Caring, which resulted in our school being noted as a National School of Caring, along with other special events such as our Zest Quest partnership to promote healthy lifestyles with our students. East End was recognized as a Safe Kids School by Safe Kids Upstate for providing a safe environment for our students. East End faculty was noted as the United Way School of the Year for having the greatest outreach and giving to United Way. Our school is also in the top 15 schools in the state for Jump Rope for Heart, raising over \$15,000.00 by our students to support the American Heart Association. We have returned to our original heritage of the bulldog as the mascot and red and white as school colors, which embraces our original roots. In addition, the five founding families who were instrumental in East End's beginnings in 1950 were also honored. We remain grateful for a wonderful year in partnering with all members of the school community.

Tammy Day, Principal

Griffin Hill, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	97	64
Percent satisfied with learning environment	100.0%	90.7%	96.9%
Percent satisfied with social and physical environment	100.0%	93.8%	98.4%
Percent satisfied with school-home relations	100.0%	96.9%	96.9%

\* 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

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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	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	96.7%	94.0%	Yes

\* Or greater than last year

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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	319	100	4.3	33.4	52.2	10	76.6	55.9	48.2	Yes	Yes
<b>Gender</b>											
Male	175	100	7.3	37.2	48.8	6.7	68.9	49.1	41.7	N/A	N/A
Female	144	100	0.7	28.9	56.3	14.1	85.9	63	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	261	100	4	29.2	55.2	11.6	80	58.4	60	Yes	Yes
African American	34	100	6.9	55.2	37.9	0	62.1	36.2	31.7	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	14	100	8.3	58.3	25	8.3	58.3	41.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	19	38.1	42.9	0	52.4	17.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	15	100	8.3	58.3	25	8.3	50	46	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	114	100	6.1	52.5	36.4	5.1	62.6	41	34	Yes	Yes

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

All Students	319	100	6.7	35.8	20.1	37.5	70.2	52.3	45.8	Yes	Yes
<b>Gender</b>											
Male	175	100	7.9	36	17.7	38.4	70.1	52.2	45.6	N/A	N/A
Female	144	100	5.2	35.6	23	36.3	70.4	52.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	261	100	4	35.6	20	40.4	73.6	55	59	Yes	Yes
African American	34	100	17.2	41.4	13.8	27.6	55.2	28.8	26.9	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	14	100	33.3	33.3	25	8.3	41.7	42.8	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	38.1	33.3	14.3	14.3	38.1	18.4	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	15	100	25	25	41.7	8.3	58.3	51.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	114	100	12.1	52.5	12.1	23.2	48.5	37.2	31.4	Yes	Yes

\* Adj - 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

**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
<b>Science</b>											
All Students	213	100	6.8	28.3	23.9	41	64.9	43.9	35.7	96.7	96.2
<b>Gender</b>											
Male	124	100	5.8	25.8	26.7	41.7	68.3	46.3	37.4	96.8	96.2
Female	89	100	8.2	31.8	20	40	60	41.4	33.8	96.6	96.3
<b>Racial/Ethnic Group</b>											
White	177	100	5.2	27.2	23.1	44.5	67.6	46.9	49.2	96.6	96.2
African American	22	100	23.8	28.6	28.6	19	47.6	19.4	17	97.4	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	98.2	98
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	27.9	24.9	96.9	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.5	94.9
<b>Disability Status</b>											
Disabled	14	100	30.8	46.2	7.7	15.4	23.1	15.7	14	96	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	39	24.4	97.8	97.3
<b>Socio-Economic Status</b>											
Subsided meals	77	100	11.3	36.6	21.1	31	52.1	30.4	21.1	95.7	95.3
<b>Social Studies</b>											
All Students	214	100	8.1	25.4	22.8	43.7	66.5	43.8	34	96.7	96.2
<b>Gender</b>											
Male	108	100	6	27	24	43	67	46.1	36.6	96.8	96.2
Female	106	100	10.3	23.7	21.6	44.3	66	41.3	31.3	96.6	96.3
<b>Racial/Ethnic Group</b>											
White	176	100	9	23.5	21.1	46.4	67.5	45.8	44.5	96.6	96.2
African American	22	100	0	29.4	41.2	29.4	70.6	24.6	19.1	97.4	96.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	98.2	98
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	96.9	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.5	94.9
<b>Disability Status</b>											
Disabled	17	100	33.3	40	6.7	20	26.7	16.3	14.4	96	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	43.8	27.3	97.8	97.3
<b>Socio-Economic Status</b>											
Subsided meals	71	100	8.6	41.4	27.6	22.4	50	29.6	21	95.7	95.3

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	109	100	1	20.2	61.5	17.3	78.8
	4	98	100	9.3	28.9	51.5	10.3	61.9
	5	100	100	6.4	41.5	47.9	4.3	52.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	114	100	4.8	31.4	51.4	12.4	63.8
	4	108	100	1.9	31.1	54.4	12.6	67
	5	97	100	6.6	38.5	50.5	4.4	54.9
	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
<b>Mathematics</b>								
<b>2007</b>	3	109	100	3.8	43.3	27.9	25	52.9
	4	98	100	8.2	29.9	23.7	38.1	61.9
	5	100	100	11.7	36.2	25.5	26.6	52.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	114	100	8.6	34.3	16.2	41	57.1
	4	108	100	5.8	40.8	17.5	35.9	53.4
	5	97	100	5.5	31.9	27.5	35.2	62.6
	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
<b>Science</b>								
<b>2007</b>	3	55	100	7.8	43.1	27.5	21.6	49
	4	98	100	18.6	24.7	33	23.7	56.7
	5	50	100	13	39.1	19.6	28.3	47.8
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	58	100	8.9	21.4	28.6	41.1	69.6
	4	108	100	3.9	37.9	23.3	35	58.3
	5	47	100	10.9	15.2	19.6	54.3	73.9
	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
<b>Social Studies</b>								
<b>2007</b>	3	54	100	0	30.2	24.5	45.3	69.8
	4	98	100	13.4	27.8	22.7	36.1	58.8
	5	50	100	33.3	39.6	10.4	16.7	27.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	56	100	2	32.7	20.4	44.9	65.3
	4	108	100	8.7	23.3	22.3	45.6	68
	5	50	100	13.3	22.2	26.7	37.8	64.4
	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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