

EAST ELEMENTARY

901 East Harrison Street
Dillon, South Carolina

Grades	PK-3 Elementary School	
Enrollment	596 Students	
Principal	Bobbie Walters	843-774-1222
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Below Average
2009	Average	At-Risk
2008	Average	Below Average
2007	Average	At-Risk

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

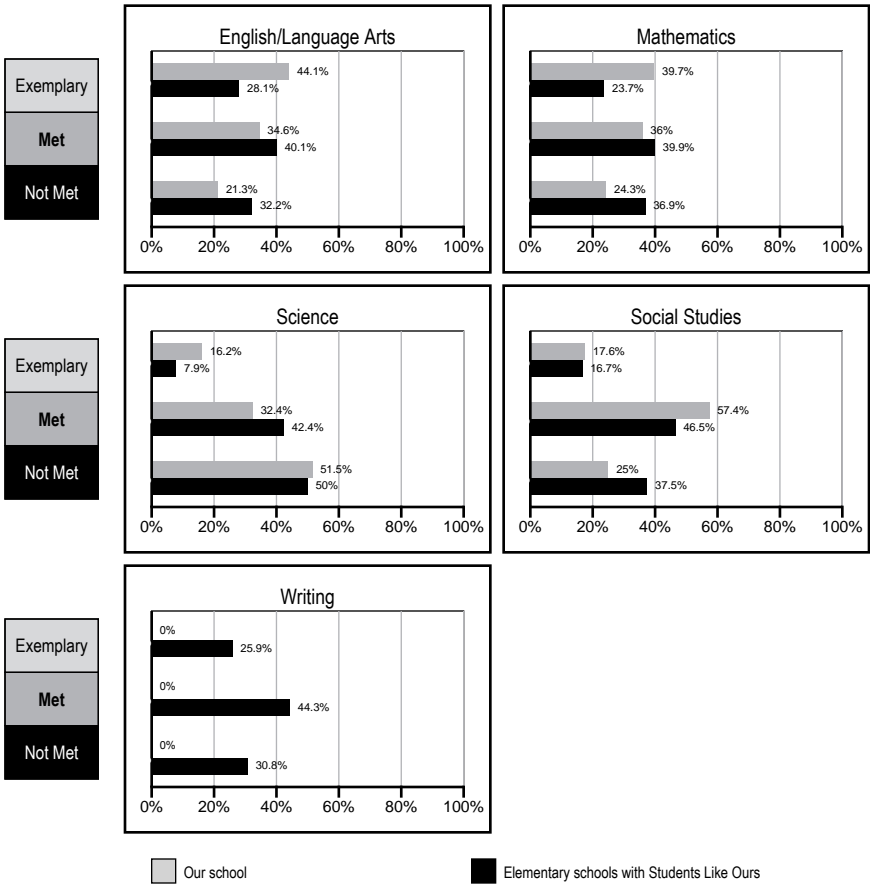
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	108	47	17

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=596)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.0%	Up from 4.1%	1.5%	1.1%
Attendance rate	96.7%	Down from 97.4%	95.9%	96.2%
Served by gifted and talented program	2.8%	Up from 1.3%	6.2%	13.4%
With disabilities other than speech	1.3%	Down from 4.5%	4.3%	4.1%
Older than usual for grade	2.0%	Down from 3.4%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	68.6%	Up from 64.7%	61.5%	62.5%
Continuing contract teachers	74.3%	Down from 76.5%	83.3%	88.2%
Teachers returning from previous year	93.0%	Up from 89.8%	85.1%	87.8%
Teacher attendance rate	96.5%	No Change	95.1%	95.2%
Average teacher salary*	\$43,244	Down 5.6%	\$45,319	\$46,773
Professional development days/teacher	6.7 days	Down from 14.7 days	10.5 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 22.8 to 1	18.1 to 1	19.9 to 1
Prime instructional time	93.2%	Down from 93.8%	90.0%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,176	Down 0.9%	\$8,159	\$7,447
Percent of expenditures for instruction**	77.6%	Down from 77.8%	68.0%	68.4%
Percent of expenditures for teacher salaries**	74.6%	Up from 72.8%	64.6%	65.8%

* 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 and community.

East Elementary serves approximately 600 students from pre-kindergarten through third grade. We are a Title I Schoolwide 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 feel that student achievement is the heart of our purpose each year. We strive to provide various educational opportunities for those students who struggle as well as those who excel. This year, we utilized the following resources to meet the academic needs of our students: small group tutoring sessions, Reading Counts, Saxon Math and Phonics, Math 4 Today, Studies Weekly Newspapers, ESOL instruction, the Sunday Reading Program, and the Four Block Writing Method. We provided the following programs to enhance academic achievement and citizenship: MADD Science, Operation Get Smart, Puppet Love, Litter Trashes Everyone, and a visit from author, David Sargent. We held a quarterly Awards Day Program where students were recognized in the following areas: Honor Roll, Perfect Attendance, MAP Improvement Award, Terrific Kids, and excellence in each of the four core subjects.

This year, we continued our tradition of service within our community and around the world. Our school raised \$372.50 for Pennies for Patients and \$314.12 for the Dillon County Chapter of the American Red Cross. We also participated in a canned food drive for the Helping Hands Food Bank, contributed gift boxes to Operation Christmas Child, made cards for soldiers, and collected soda pop tabs for the Ronald McDonald House.

Our professional development this year focused on the use of technology in the classroom. Teachers received numerous professional development trainings to sharpen their proficiency in the use of portable laptop carts, Promethean Boards, document cameras, and Activotes. They were also provided with training on using our school and district resources to integrate this technology into successful classroom instruction.

Our parents are vital to our success. Parents were offered multiple opportunities to visit the school and to be involved in their child's education. Title One and school parent activities provided many avenues for involvement and input. Quarterly sessions offered instruction on various topics of interest to keep parents abreast of school initiatives. Our web-based parent portal provides them timely information on student grades, attendance and behavior.

Bobbie Walters, Principal
Celeste Gough, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	140	110
Percent satisfied with learning environment	93.8%	92.8%	88.8%
Percent satisfied with social and physical environment	96.9%	92.1%	90.7%
Percent satisfied with school-home relations	87.5%	95.7%	86.4%

* 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	1.6%	4.4%

	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

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 = 79.4% (Met or Exemplary)										
All Students	144	100	21.3	34.6	44.1	89	71.8	82.4	Yes	Yes
Gender										
Male	72	100	23.9	35.8	40.3	88.1	67.1	78.7	N/A	N/A
Female	72	100	18.8	33.3	47.8	89.9	76.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	38	100	10.8	29.7	59.5	94.6	85	88.9	I/S	I/S
African American	83	100	26.9	38.5	34.6	84.6	67	72.9	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	16.7	25	58.3	100	80.6	79.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	71.7	83	I/S	I/S
Disability Status										
Disabled	16	100	62.5	18.8	18.8	50	34.9	48.1	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	63.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	136	100	21.9	36.7	41.4	88.3	70.1	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	144	100	24.3	36	39.7	88.2	76.1	81.9	Yes	Yes
Gender										
Male	72	100	22.4	41.8	35.8	91	73.5	79.9	N/A	N/A
Female	72	100	26.1	30.4	43.5	85.5	78.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	38	100	16.2	29.7	54.1	86.5	85.6	88.9	I/S	I/S
African American	83	100	32.1	37.2	30.8	87.2	72.3	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	14	100	8.3	50	41.7	100	85.1	81.1	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	80	84.4	I/S	I/S
Disability Status										
Disabled	16	100	56.3	25	18.8	62.5	41.4	47.3	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	62.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	136	100	25.8	37.5	36.7	87.5	74.7	74.9	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
Science								
All Students	71	100	51.5	32.4	16.2	48.5	44.5	68.6
Gender								
Male	39	100	47.4	36.8	15.8	52.6	46	68.3
Female	32	100	56.7	26.7	16.7	43.3	42.8	68.9
Racial/Ethnic Group								
White	19	100	26.3	26.3	47.4	73.7	65.8	80.7
African American	42	100	66.7	28.2	5.1	33.3	37	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	43.6	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	47.8	70.8
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	9.9	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	26.6	60.7
Socio-Economic Status								
Subsidized meals	66	100	54	31.7	14.3	46	41.8	57.3
Social Studies								
All Students	73	100	25	57.4	17.6	75	45.9	72.5
Gender								
Male	33	100	13.8	62.1	24.1	86.2	45.6	72
Female	40	100	33.3	53.8	12.8	66.7	46.2	73.1
Racial/Ethnic Group								
White	19	100	11.1	61.1	27.8	88.9	60.3	81
African American	41	100	35.9	53.8	10.3	64.1	39.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	66.7	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	50	73.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	19.1	40.5
Migrant Status								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	45.8	69.7
Socio-Economic Status								
Subsidized meals	70	100	26.2	56.9	16.9	73.8	43.3	62.9

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
Writing										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	55.4	73.2	96.7	96
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	49.2	67.2	96.7	96
Female	N/A	N/AV	N/A	N/A	N/A	N/A	61.9	79.4	96.6	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	76.1	81.5	95.9	95.2
African American	N/A	N/AV	N/A	N/A	N/A	N/A	48.5	61.3	97.2	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.7	94.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	66.7	96.6	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	72.2	97.3	94
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	7.4	26	96.3	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	98.5	96.9
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.7	65.7	97	97.3
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	52.4	63.2	96.5	96

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							
2010	3	153	100	21.6	30.9	47.5	78.4
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	144	100	21.3	34.6	44.1	78.7
	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
2011	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
Mathematics							
2010	3	153	100	29.5	30.9	39.6	70.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	144	100	24.3	36	39.7	75.7
	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
2011	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
Science							
2010	3	77	100	57.4	30.9	11.8	42.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	71	100	51.5	32.4	16.2	48.5
	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
2011	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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	76	98.7	38	45.1	16.9	62
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	73	100	25	57.4	17.6	75
	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
Writing							
2010	3	152	98.7	25.7	35	39.3	74.3
	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
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	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