Pursuant to Court's Instructions the Record on Appeal in this matter was condensed. Pages were not renumbered, therefore it appears there are missing pages, however, counsel has confirmed all pertinent information is included in the condensed record.

THE STATE OF SOUTH CAROLINA
In The Supreme Court

APPEAL FROM LEE COUNTY
Court of Common Pleas

Thomas W. Cooper, Jr., Circuit Court Judge

Case No. 93-CP-31-169

Abbeville County School District, Allendale County School District, Bamberg County School District 1, Bamberg County School District 2, Barnwell County School District 19, Barnwell County School District 29, Barnwell County School District 45, Berkeley County School District, Chesterfield County School District, Clarendon County School District 1, Clarendon County School District 2, Clarendon County School District 3, Dillon County School District 1, Dillon County School District 2, Dillon County School District 3, Florence County School District 1, Florence County School District 2, Florence County School District 3, Florence County School District 4, Florence County School District 5, Hampton County School District 1, Hampton County School District 2, Jasper County School District, Laurens County School District 55, Laurens County School District 56, Lee County School District, Lexington County School District 4, Marion County School District 1, Marion County School District 2, Marion County School District 7, Marlboro County School District, McCormick County School District, Orangeburg Consolidated School District 3, Orangeburg Consolidated School District 5, Saluda County School District and Williamsburg County School District; *(caption continued on second page)*

RECORD ON APPEAL (CONDENSED),
VOL. XVII OF XXVIII

Lena Manning, individually, and as a taxpayer residing in Allendale County and as Guardian ad Litem of
Courtney V.; Courtney V., a minor, by and through Lena Manning, as Guardian ad Litem; William L. Mills, individually, and as a Taxpayer residing in Allendale County and as Guardian ad Litem of Waylon P.; Waylon P., a minor, by and through William Mills,
as Guardian ad Litem; Betty Bagley, individually, and as a taxpayer residing in Bamberg County and as a parent and Guardian ad Litem of Tyler B.; Tyler B., a minor, by and through Betty Bagley, as Guardian ad Litem, Evert Comer, Jr., individually, and as a taxpayer residing in Bamberg County and as parent and Guardian ad Litem of Kimberly C.; Kimberly C., a minor, by and through Evert Comer, Jr., as Guardian ad Litem; Marla Q. Jameson, individually, and as a taxpayer residing in Barnwell County, and as a parent and Guardian ad Litem of Eleanor J.; Eleanor J., a minor, by and through Marla Q. Jameson, as Guardian ad Litem; Victor M. Lancaster, Sr., individually, and as a taxpayer residing in Barnwell County, and as parent and Guardian ad Litem of Christie L.; Christie L., a minor, by and through Victor M. Lancaster, Sr., as Guardian ad Litem; Dr. Charles Clark, individually, and as a taxpayer residing in Chesterfield County, and as parent and Guardian ad Litem of Candace C., a minor, by and through Dr. Charles Clark, as Guardian
ad Litem; Colonel Larry Coker, individually, and as a taxpayer residing in Clarendon County, and as a parent and Guardian ad Litem of Corrie C.; Corrie C., a minor, by and through Colonel Larry Coker, as Guardian ad Litem; Pamela Williams, individually, and as a taxpayer residing in Dillon County, and as parent and Guardian ad Litem of Katisha W.; Kathisha W., a minor, by and through Pamela Williams as Guardian ad Litem; Eddie Wright, individually, and as a taxpayer residing in Florence County, and as parent and Guardian ad Litem of Brandon F.; Brandon F., a minor, by and through Eddie Wright as Guardian ad Litem; John Whiteside, individually, and as a

taxpayer residing in Florence County and as Parent and Guardian ad Litem of Joel W.; Joel W., a minor, by and through John Whiteside as Guardian ad Litem; Dr. Francis Mills, individually, and as a taxpayer residing in Hampton County and as a parent and Guardian ad Litem of Amy M.; Amy M., a minor, by and through Dr. Francis Mills, as Guardian ad Litem; Brenda Brooks, individually, and as a taxpayer residing in Hampton County, and as parent and Guardian ad Litem of Tyrin B.; Tyrin B., a minor, by and through Brenda Brooks as Guardian ad Litem; Marva Tigner, individually, and as a taxpayer residing in Jasper County, and as parent and Guardian ad Litem of Bryan T. and Bradley T.; Bryan T., a minor, by and through Marva Tigner as Guardian ad Litem; Bradley T., a minor, by and through Marva Tigner as Guardian ad Litem; Robert Elisha Short, individually, and as a taxpayer residing in Laurens County and as parent and Guardian ad Litem of Robert B. S.; Robert B. S., a minor, by and through Robert Elisha Short, as Guardian ad Litem; Dr. Keith A. Bridges, individually, and as a taxpayer residing in Laurens County and as parent and Guardian ad Litem of Jorgana Ranson B.; Jorgana Ranson B., a minor, by and through Dr. Keith A. Bridges, as Guardian ad Litem; Gail Y. Harriott, individually, and as a taxpayer residing in Lee County and as parent and Guardian ad Litem of Rashade H.; Rashade H., a minor, by and through Gail Y. Harriott, as Guardian ad Litem; Linda Carraway, individually, and as a taxpayer residing in Marion County, and as parent and Guardian ad Litem of Kimberly W.; Kimberly W., a minor, by and through Linda Carraway as Guardian ad Litem; Dr. John Nobles, individually, and as a taxpayer residing in Marlboro County and as parent and Guardian ad Litem of Erin N.; Erin N., a minor, by and through Dr. John Nobles, as Guardian ad Litem; Patricia Hampton, individually, and as a taxpayer residing in McCormick County and as parent and Guardian ad Litem of Krystle H.;

Krystle H., a minor, by and through Patricia Hampton, as Guardian ad Litem; Bernice Profit, individually, as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Russell H.; Russell H., a minor, by and through Bernice Profit, as Guardian ad Litem; Matlin P. Brown, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Tanisha P. B.; Tanisha P. B., a minor, by and through Matlin P. Brown, as Guardian ad Litem; James Berry, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Dondrea B.; Dondrea B., a minor, by and through James Berry, as Guardian ad Litem; Gerald Smith, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Brenda S.; Brenda S., a minor, by and through Gerald Smith, as Guardian ad Litem; Thomas Shealy, individually, and as a taxpayer residing in Saluda County and as parent and Guardian ad Litem of Thomas S., Jr.; Thomas S., Jr., a minor, by and through Thomas Shealy, as Guardian ad Litem,

Of whom:

Allendale County School District,
Dillon County School District 2,
Florence County School District 4,
Hampton County School District 2,
Jasper County School District,
Lee County School District,
Marion County School District 7,
Orangeburg School District 3,
Lena Manning, individually, and as a taxpayer residing in Allendale County and as Guardian ad Litem of Courtney V.; Courtney V., a minor, by and through Lena Manning, as Guardian ad Litem; Pamela Williams, individually, and as a taxpayer residing in Dillon County, and as parent and Guardian ad Litem of Katisha W.; Katisha W., a minor, by and through Pamela Williams as

Plaintiffs,

Guardian ad Litem; Eddie Wright, individually, and as a taxpayer residing in Florence County, and as parent and Guardian ad Litem of Brandon F.; Brandon F., a minor, by and through Eddie Wright as Guardian ad Litem; Brenda Brooks, individually, and as a taxpayer residing in Hampton County, and as parent and Guardian ad Litem of Tyrin B.; Tyrin B., a minor, by and through Brenda Brooks as Guardian ad Litem; Marva Tigner, individually, and as a taxpayer residing in Jasper County, and as parent and Guardian ad Litem of Bryan T. and Bradley T.; Bryan T., a minor, by and through Marva Tigner as Guardian ad Litem; Bradley T., a minor, by and through Marva Tigner as Guardian ad Litem; Gail Y. Harriott, individually, and as a taxpayer residing in Lee County and as parent and Guardian ad Litem of Rashade H.; Rashade H., a minor, by and through Gail Y. Harriott, as Guardian ad Litem; Linda Carraway, individually, and as a taxpayer residing in Marion County, and as parent and Guardian ad Litem of Kimberly W.; Kimberly W., a minor, by and through Linda Carraway as Guardian ad Litem; Bernice Profit, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Russell H.; Russell H., a minor, by and through Bernice Profit, as Guardian ad Litem, are .....

Appellants-Respondents,

v.

Glenn F. McConnell, as President *Pro Tempore* of the Senate and as a representative of the South Carolina Senate; Robert W. Harrell, Jr., as Speaker of the House of Representatives and as a representative of the South Carolina House of Representatives,.....

Respondents-Appellants,

and

The State of South Carolina; Mark C. Sanford, as Governor of the State of South Carolina, ...

Respondents.

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Laura Callaway Hart
Shelby K. Leonardi
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Attorney for the Governor

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Table display • Percentage of students from school scoring Below Basic, Basic, Proficient, or Advanced by content area (PACT) in grade 3 • Disaggregated student performance in the following categories: All, Gender, Racial/Ethnic. Disability Status, Migrant Status, English Proficiency, and Socio-Economic Status		•	•	•												As applicable to the program			
Table display • Percentage of students scoring Below Basic, Basic, Proficient, or Advanced by grade level and content area for the current year and previous year (grade 3). • Number tested • Percent not tested		•	•	•												As applicable to the program			
Career/Technology																			
• 1. Percentage of career/technology students mastering core competencies															•				
• 2. Percentage of career/technology students receiving diploma															•				
• 3. Percentage of career/technology completers placed															•				
• Table display • Core competencies, graduated, placement • Disaggregated student performance in the following categories: All, Gender, Racial/Ethnic. Disability Status, Migrant Status, English Proficiency, and Socio-Economic Status															•				
Descriptions of Career/Technology Terms											•	•	•	•	•	•	•	•	
Display of Performance • *SAT and ACT* by verbal, math and composite scores detailing district, state and national performance for two years																			•
Profile Page (s)	NOTE: These data are displayed for our school, schools with students like ours, and the state median for schools at the same level. The change from the previous year is shown as well.																		

REC032486

PLT_6362-0170

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Students	Percentage AP/IB success										•	•	•	•		As applicable to program			•
	Percentage AP/IB participation										•	•	•	•					•
	Percentage Average daily attendance	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•
	Percentage With non-speech disabilities taking PACT *off* grade level by content area (ELA & Math)				•	•	•	•	•	•									•
	Percentage Attended full day kindergarten		•	•	•	•	•												•
	Percentage Percent retained	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•
	Percentage Annual Dropout Rate								•	•	•	•	•	•		As appropriate to grade levels		•	•
	Percentage On academic plans					•	•	•	•	•									•
	Percentage On academic probation						•	•	•	•									•
	Percentage Older than usual for grade		•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	
	Number Adult education diploma or GED preparation programs enrollment																		•
	Number Adult education diploma or GED preparation program completions																		•
	Percentage Out-of school suspensions or expulsions for violent &/or criminal offenses	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•
	Percentage Enrolled in high school credit courses (grades 7 & 8)								•	•									
	Percentage State eligible gifted and talented services				•	•	•	•	•	•	•	•				•	•	• (Not GSAH)	•

REC032487

PLT_6362-0171

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
	Percentage With non-speech disabilities	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Teachers	Percentage Average daily attendance	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Percent with advanced degrees	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Continuing contract status	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Highly Qualified Teachers	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage On Emergency or Out of Field Permits	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Teachers returning from previous school year	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Number Average teacher salary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Vacancies for more than nine weeks																		•
School/ District	School/district name	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Number Dollars spent per student	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Prime instructional time	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•
	Ratio Student teacher ratio in core subjects	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•
	Number Professional development days per teacher	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Spent on teacher salaries	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Number Supts/principal's years at district/school	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Parent conferences	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

REC032488

PLT_6362-0172

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
	Rating Opportunities in the arts	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	• (Not GSAH)	•
	Yes/No SACS Accreditation	•	•	•	•	•	•	•	•	•	•	•	•	•	As applicable to program				
	Rating Character Education Program (2004)	•	•	•	•	•	•	•	•	•	•	•	•	•					•
AYP Indicators	Student attendance • State objective • Met State objective	•	•	•	•	•	•	•	•	•					As applicable to program				•
	Highly qualified teachers • State objective • Met State objective	•	•	•	•	•	•	•	•	•	•	•	•	•	As applicable to program				•
	Highly Qualified Teachers in Low Poverty Schools	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Highly Qualified Teachers in High Poverty Schools	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
District	Number Total schools in the district																		o
	Number Alternative schools																		•
	Number Charter schools																		•
	Number Magnet schools																		•
	Number Average age of school facilities																		•
	Percentage Portable classrooms																		•
	Dollars Average administrative salary																		•
Career/ Technology	Percentage Student participation in career technology /co-curricular clubs/organizations										•	•	•	•	•				
	Number Enrollment career/technology center/courses										•	•	•	•	•				

REC032489

PLT_6362-0173

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
	Percentage Students participating in work-based experiences										•	•	•	•	•				
	Percentage Career/technology students mastering core competencies										•	•	•	•	•				
	Percentage Career/technology completers placed										•	•	•	•	•				
Back Cover	Principal's/SIC, director's, Report	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
	Student, teacher, parent survey results	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
	Critical definitions • School rating terms • Adequate Yearly Progress	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Schools in improvement status																		•
	District Superintendent's Report																		•
	Board membership elections																		•
	Average hours Board training																		•
	New Board member orientation training																		•

REC032490

PLT_6362-0174

Total Printing Costs	$10,340.00
Units Printed	2000
Cost Per Unit	$5.17

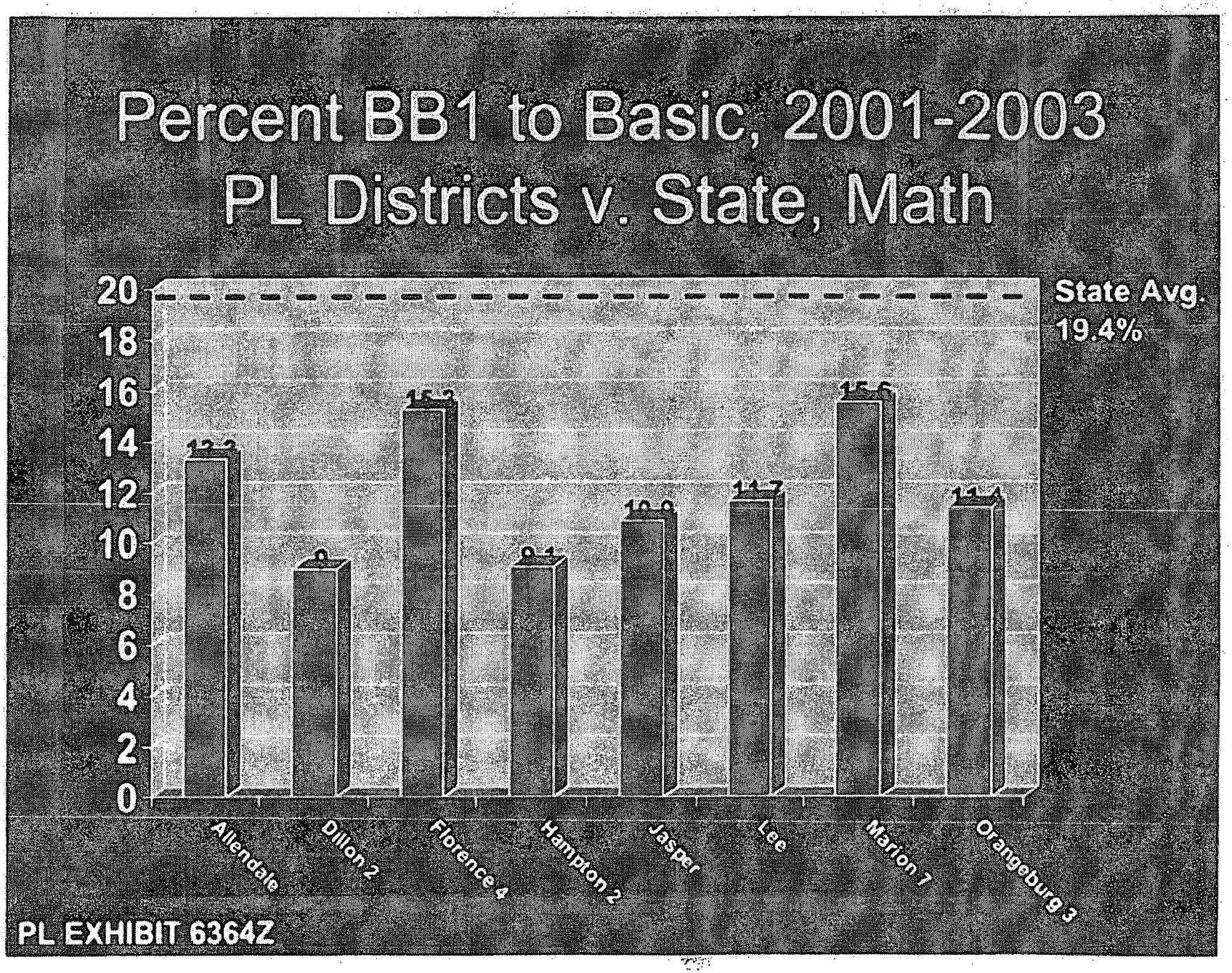
The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director (803) 734-6148.

Percent BB1 to Basic 2001-2003
PL Districts v. State, ELA

PL EXHIBIT 6364Y

REC032508

PLT_6364-00Y

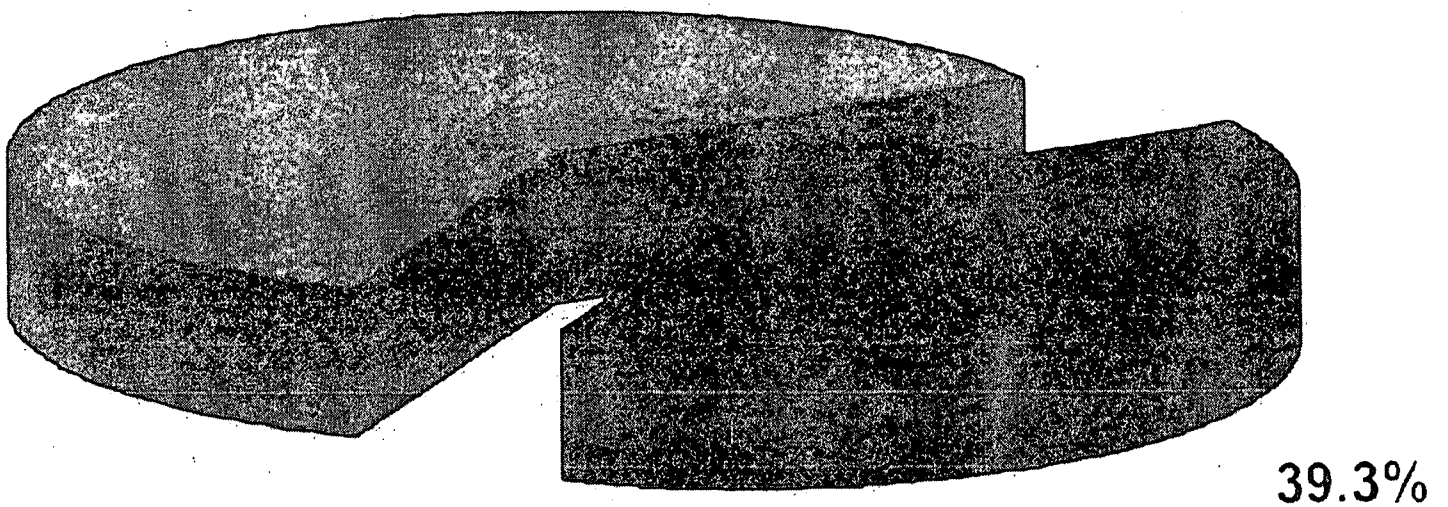


REC032509

PLT_6364-002

PLT_6374-00A

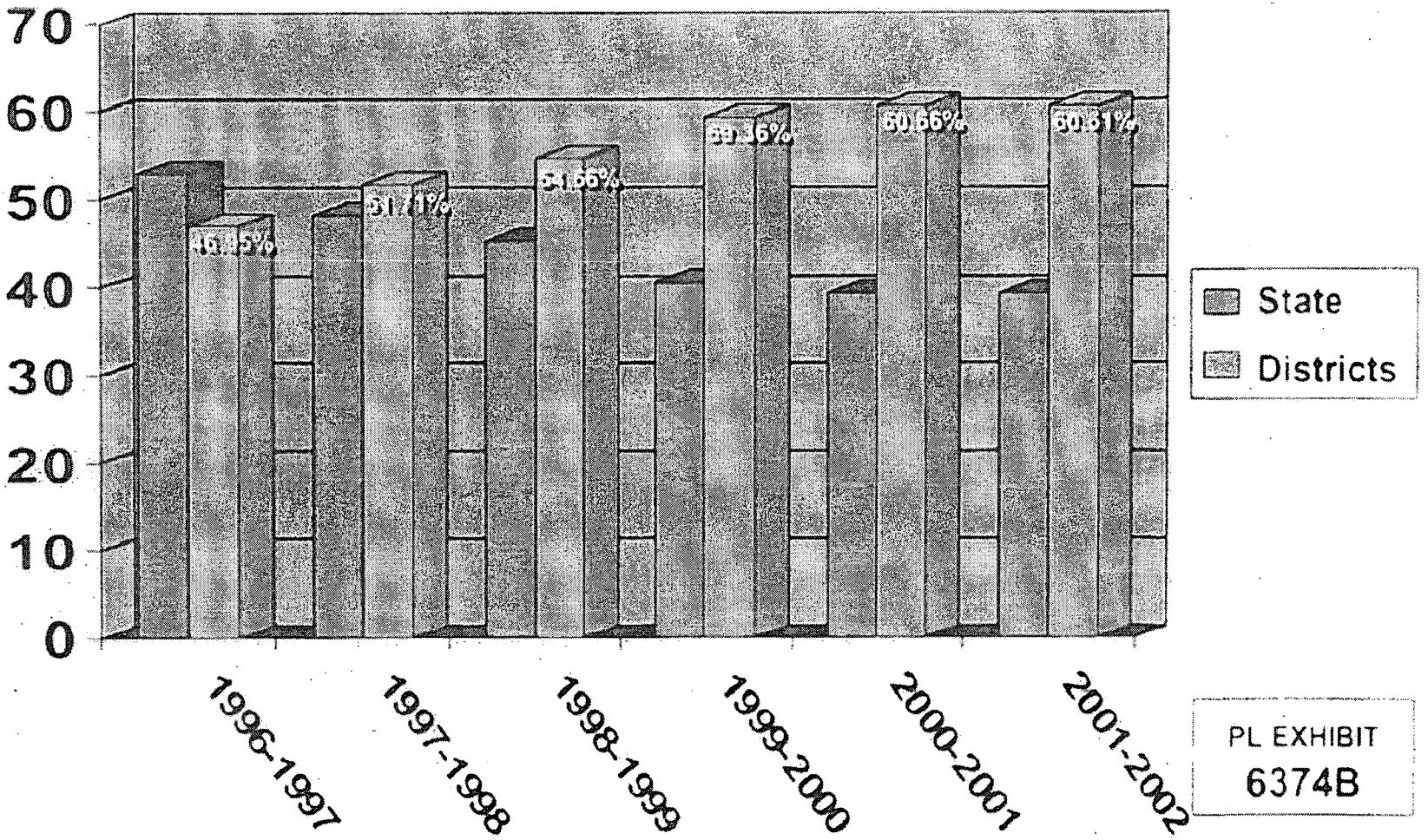
State Reimbursement of Total District Transportation Expenditures 2001-2002



PL EXHIBIT
6374A

REC032561

Percentage of District Transportation Expenditures Borne by Districts 1996/97-2001/02

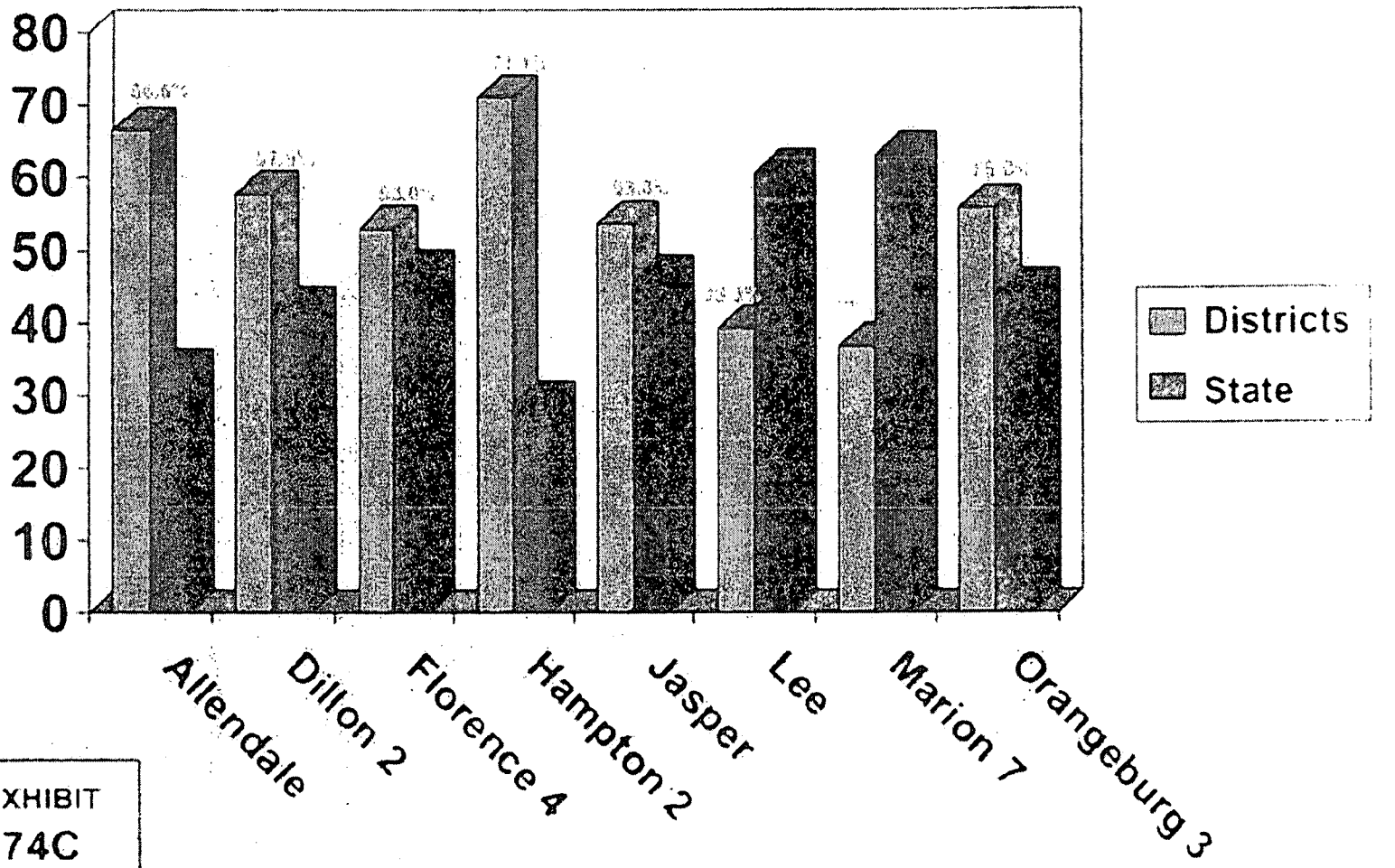


PL EXHIBIT
6374B

PLT_6374-00B

REC032562

Percentage of Transportation Expenditures Paid by Plaintiff Districts FY 2002



PL EXHIBIT
6374C

PLT_6374-00C
REC032563

DISTRICT TRANSPORTATION EXPENDITURE REPORT

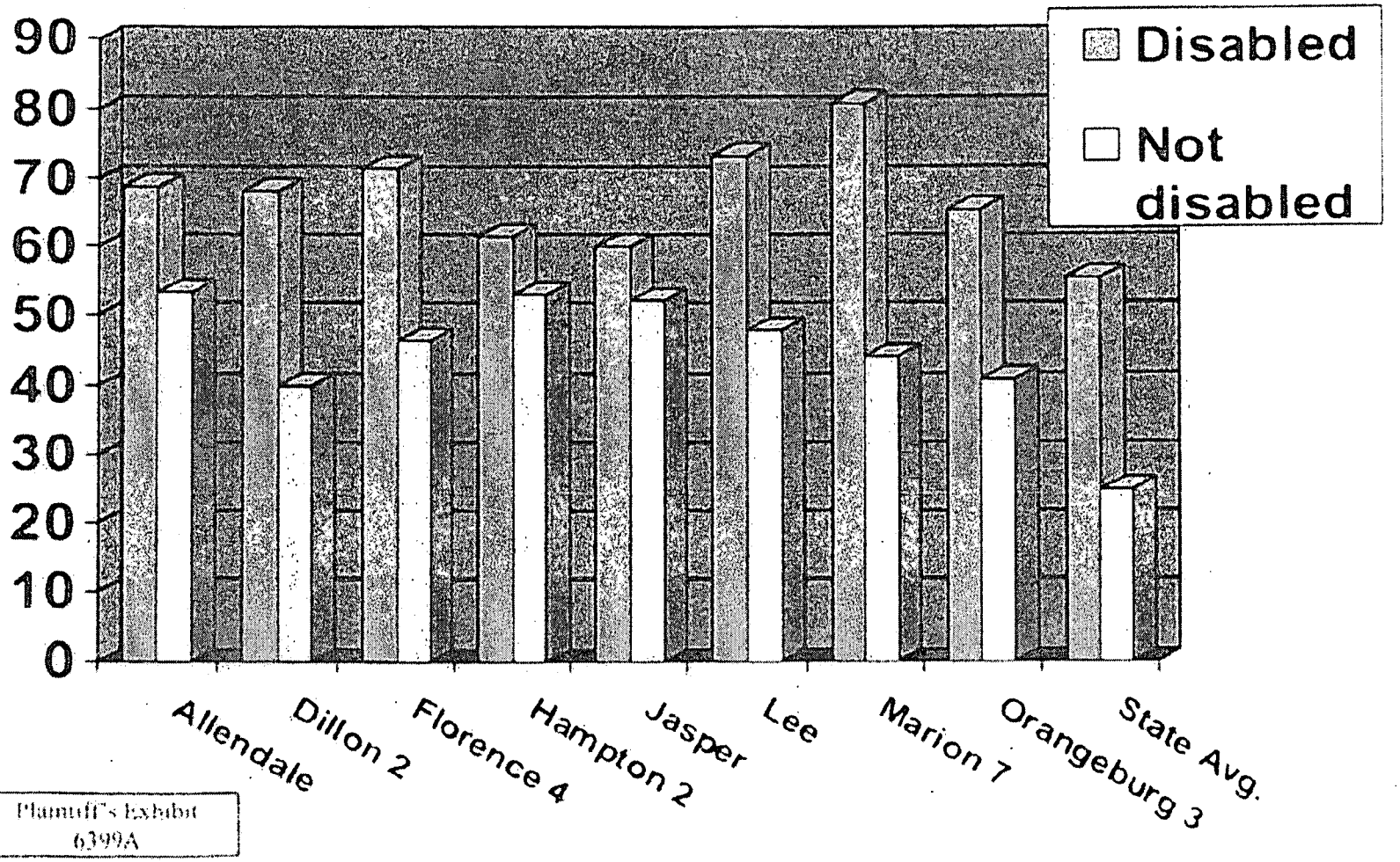
FISCAL YEAR	STATE TRANS FUNDING	DISTRICT TRANSPORTATION EXPENDITURES	DISTRICT % OF COST	SOURCE
1996-1997	$36,793,244.00	$69,360,049.00	46.95%	KPMG PREFORMANCE AUDIT
1997-1998	$35,874,853.00	$74,292,809.00	51.71%	INSIGHT AUDITED DATA
1998-1999	$36,636,237.00	$80,801,782.00	54.66%	INSIGHT AUDITED DATA
1999-2000	$38,273,623.00	$94,161,047.00	59.36%	INSIGHT AUDITED DATA
2000-2001	$39,877,655.00	$101,376,249.00	60.66%	INSIGHT AUDITED DATA
2001-2002	$43,042,491.00	$109,264,021.00	60.61%	INSIGHT AUDITED DATA

PLAINTIFF'S EXHIBIT 6375

REC032579

PLT_6375

2003 PACT ELA Below Basic: Disabled v. Not Disabled

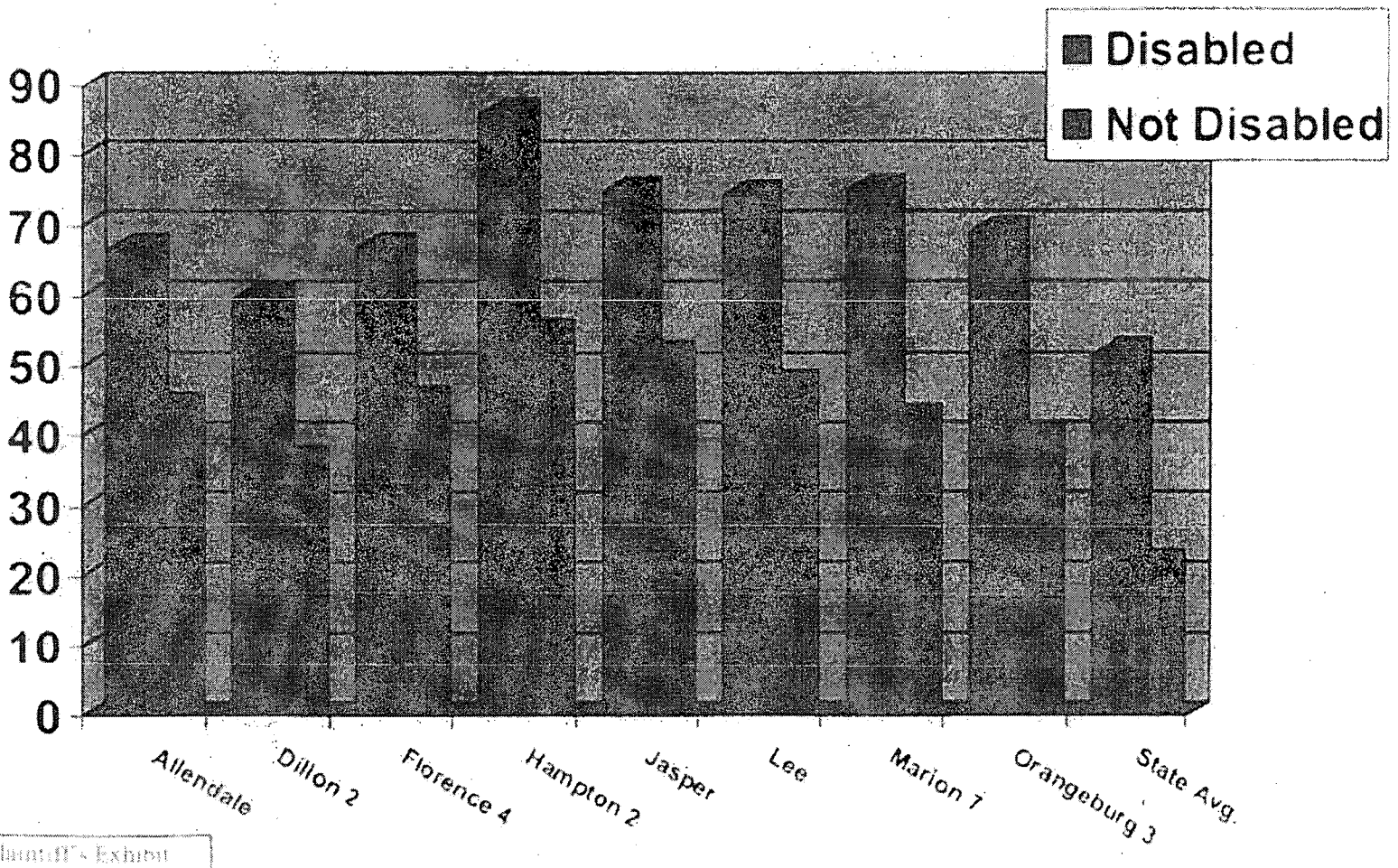


Plaintiff's Exhibit 6399A

PLT_6399-00A

REC032785

2003 PACT Math Below Basic: Disabled v. Not Disabled

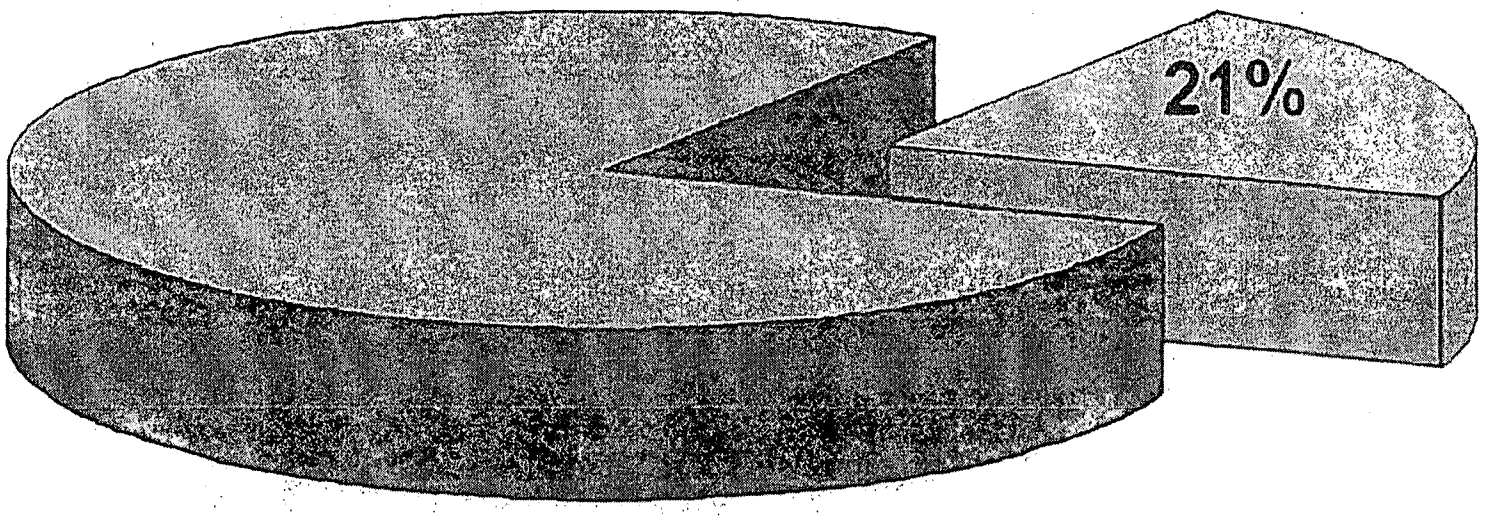


Plaintiff's Exhibit
#5998

PLT_6399-00B

REC032786

Special Education Teachers: Substandard v. Standard in South Carolina

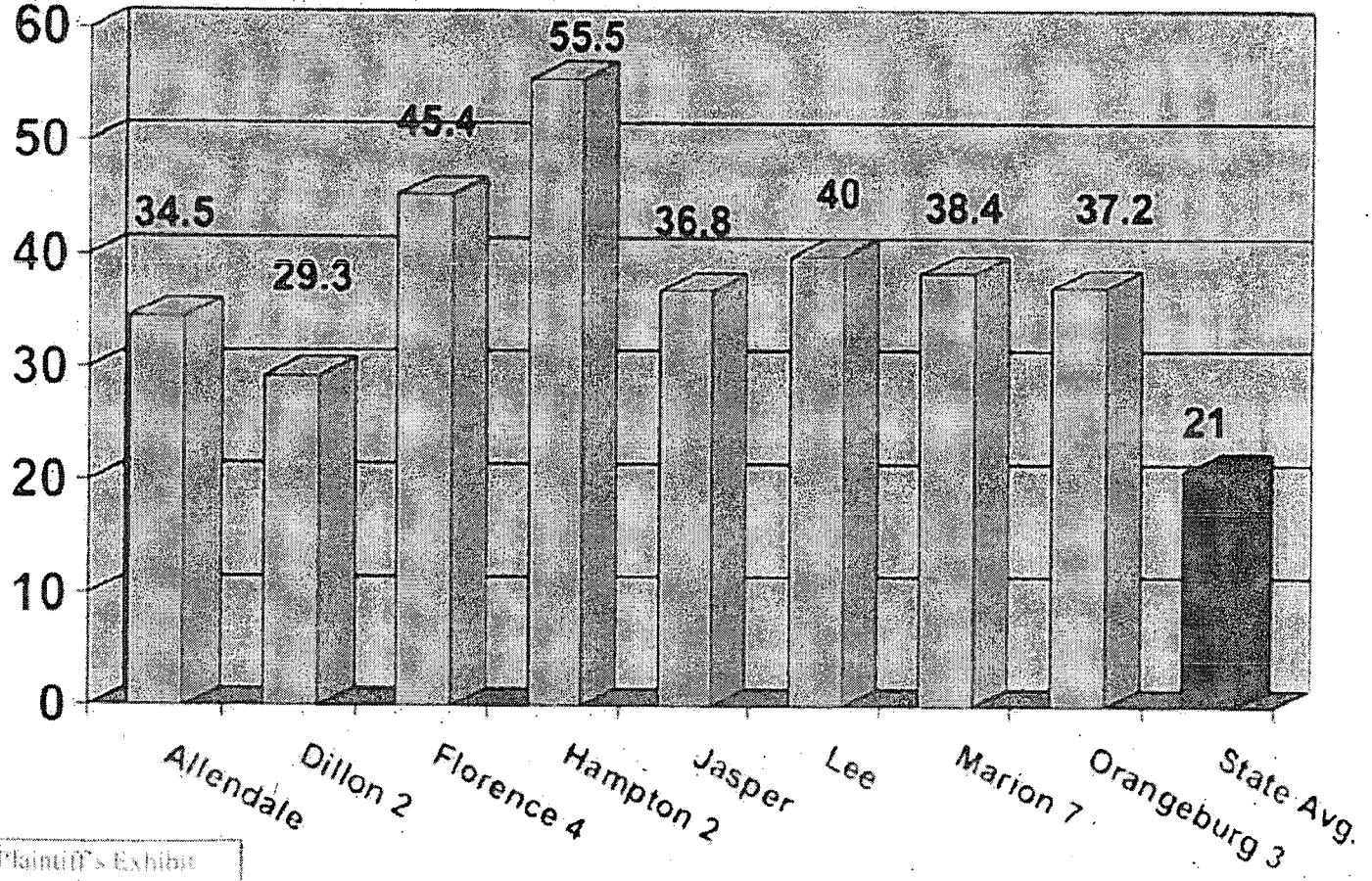


Plaintiff's Exhibit
6399C

Figures from SDE, Division of Teacher Quality

PLT_6399-00C
REC032787

Percentage of Substandard Special Education Teachers in Plaintiff Districts

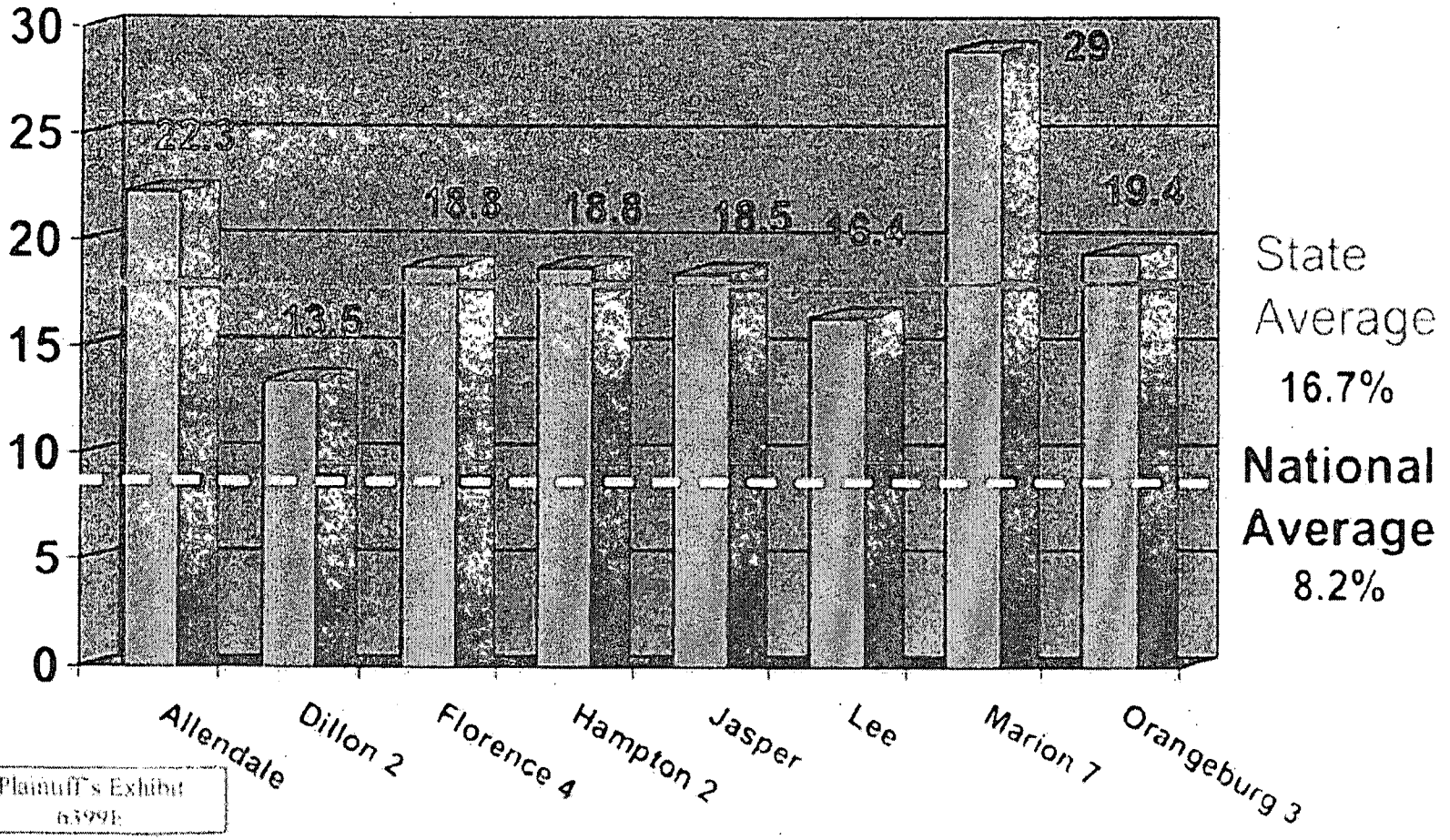


Plaintiff's Exhibit
6399D

PLT_6399-00D

REC032788

Percentage of students enrolled in Special Education in Plaintiff Districts

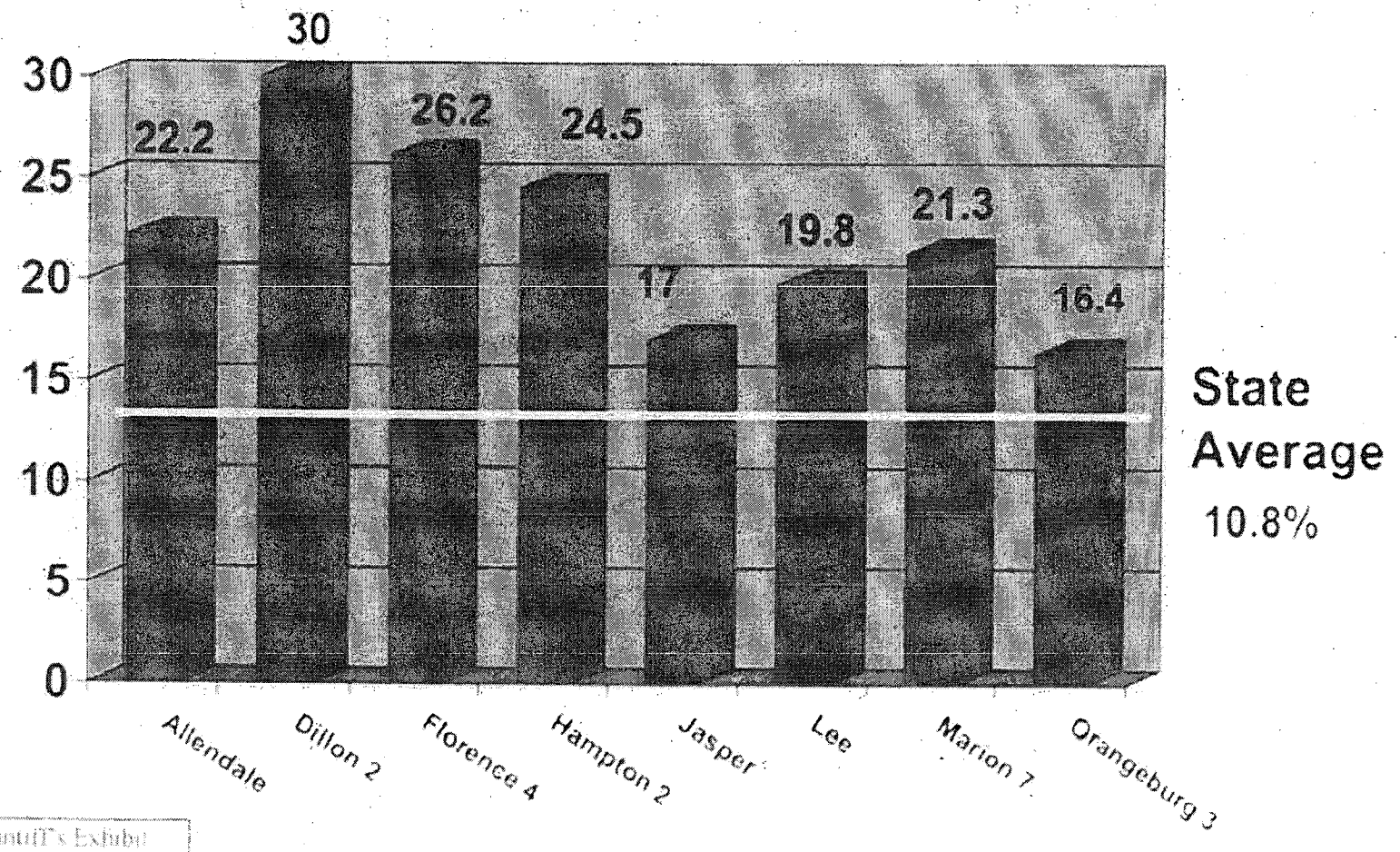


Plaintiff's Exhibit 6399E

PLT_6399-00E

REC032789

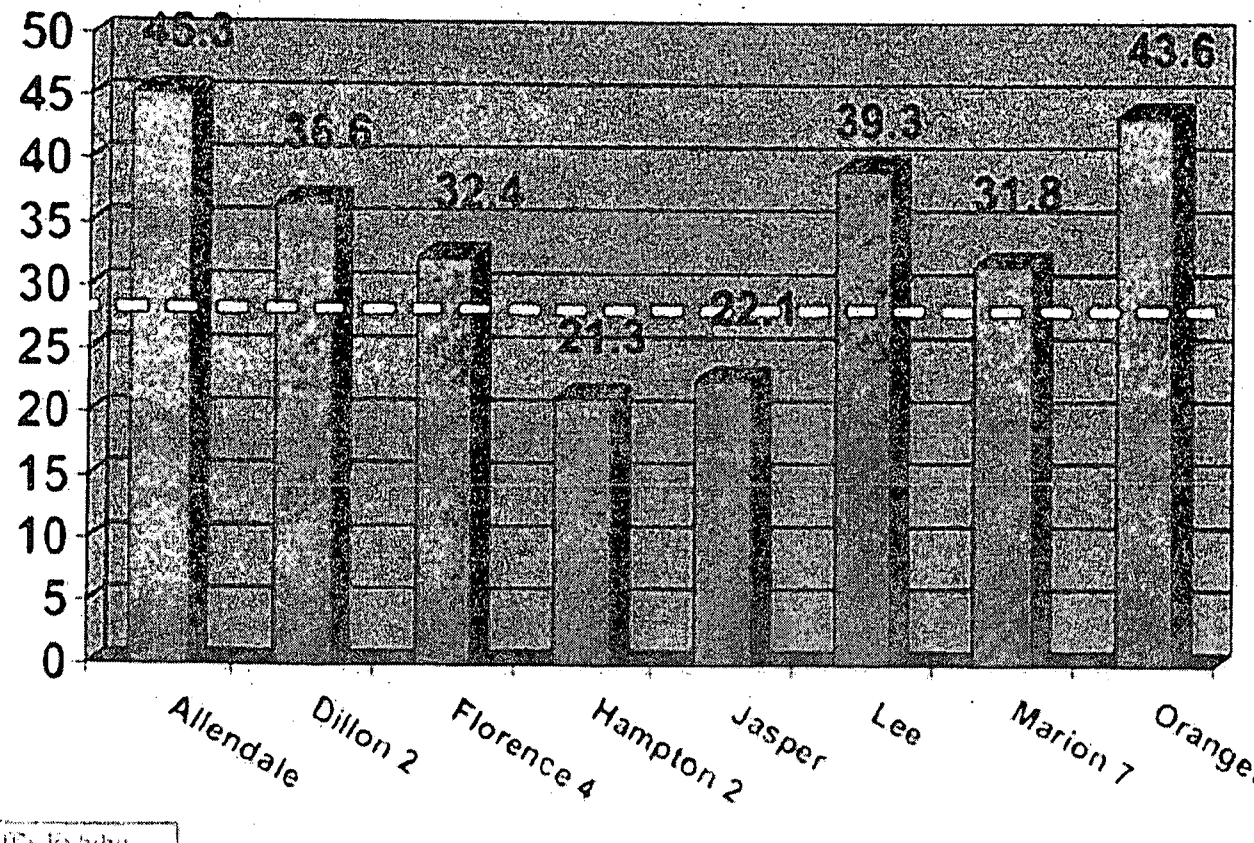
Percent of SWDs in Educable Mentally Disabled: Plaintiff Districts v. State



Plaintiff's Exhibit 6399G

PLT_6399-00G
REC032791

Percentage of SWDs in Speech/Language Impairment: Plaintiff Districts v. State



State Average

26.9%

Plaintiff's Exhibit 6399

PLT_6399-001

REC032793

SubStand	Standard	DIST CD	DISTRICT NAME
3	31	0160	Abbeville 60
42	156	0201	Aiken 01
10	19	0301	Allendale 01
7	49	0401	Anderson 01
5	28	0402	Anderson 02
2	18	0403	Anderson 03
2	14	0404	Anderson 04
28	92	0405	Anderson 05
	2	470	Anderson Alternative School
	1	480	Anderson District 1 and 2 AVC
2	10	0501	Bamberg 01
7	11	0502	Bamberg 02
4	7	0619	Barnwell 19
4	7	0629	Barnwell 29
3	15	0645	Barnwell 45
	1	680	Barnwell AVC
21	94	0701	Beaufort 01
1	3	0780	Beaufort-Jasper Career Center
48	223	0801	Berkeley 01
1	13	0901	Calhoun 01
86	406	1001	Charleston 01
12	61	1101	Cherokee 01
7	45	1201	Chester 01
18	59	1301	Chesterfield 01
2	10	1401	Clarendon 01
6	15	1402	Clarendon 02
	3	1403	Clarendon 03
	1	1480	F. E. Dubose AVC
13	49	1501	Colleton 01
33	90	1601	Darlington 01
2	1	1701	Dillon 01
12	29	1702	Dillon 02
1	6	1703	Dillon 03
	1	1780	Dillon AVC
27	116	1802	Dorchester 02
7	19	1804	Dorchester 04
	2	1880	Dorchester AVC
5	40	1901	Edgefield 01
17	32	2001	Fairfield 01
33	107	2101	Florence 01
2	10	2102	Florence 02
17	32	2103	Florence 03
5	6	2104	Florence 04
2	12	2105	Florence 05
22	86	2201	Georgetown 01
165	488	2301	Greenville 01
24	68	2450	Greenwood 50
7	12	2451	Greenwood 51
2	9	2452	Greenwood 52
1	1	2480	Greenwood AVC
5	20	2501	Hampton 01



10	8	2502 Hampton 02
68	223	2601 Horry 01
7	12	2701 Jasper 01
20	65	2801 Kershaw 01
22	66	2901 Lancaster 01
11	38	3055 Laurens 55
3	30	3056 Laurens 56
14	21	3101 Lee 01
19	122	3201 Lexington 01
14	68	3202 Lexington 02
6	23	3203 Lexington 03
4	16	3204 Lexington 04
9	83	3205 Lexington 05
5	5	3301 McCormick 01
4	27	3401 Marion 01
10	15	3402 Marion 02
5	8	3407 Marion 07
3	20	3501 Marlboro 01
19	56	3601 Newberry 01
20	114	3701 Oconee 01
16	27	3803 Orangeburg 03
4	33	3804 Orangeburg 04
15	48	3805 Orangeburg 05
13	122	3901 Pickens 01
76	210	4001 Richland 01
19	136	4002 Richland 02
7	20	4101 Saluda 01
2	45	4201 Spartanburg 01
3	37	4202 Spartanburg 02
1	22	4203 Spartanburg 03
1	14	4204 Spartanburg 04
6	46	4205 Spartanburg 05
4	61	4206 Spartanburg 06
14	93	4207 Spartanburg 07
	1	4280 Daniel Morgan AVC
1	2	4281 R. D. Anderson AVC
	2	4282 H. B. Swofford AVC
36	67	4302 Sumter 02
27	50	4317 Sumter 17
5	39	4401 Union 01
36	57	4501 Williamsburg 01
5	32	4601 York 01
2	29	4602 York 02
14	78	4603 York 03
5	24	4604 York 04
2	22	5207 S. C. School for Deaf and Blind
4	14	5208 Youth Services
3	5	5209 Palmetto Unified School District

DISTRICT PROFILE
INDICATORS OF DISTRICT PERFORMANCE

	This District	Change from Last Year	Districts With Students Like Ours	Median District
• Dollars per student	$6,922	N/A	$7,279	$6,464
• Prime instructional time	88.9%	Up from 88.3%	88.7%	89.4%
• Student-teacher ratio	12.8 to 1	N/A	18.3 to 1	20.2 to 1
• Vacancies for more than nine weeks	3.4%	N/A	3.6%	0.8%
• Advanced placement/ int'l baccalaureate program exam success ratio	0%	N/A	0%	43.6%
• Attendance Rate	95.3%	Down from 95.7%	95.7%	95.7%
• Taking PACT (ELA) off grade level	6.9%	N/A	8.5%	5.8%
• Taking PACT (Math) off grade level	5.9%	N/A	5.9%	4.5%
• Retention rate	7.5%	Up from 7.4%	7.5%	6.0%
• Professional development days per teacher	6.8 Days	Down from 8.0	8 Days	7.8 Days
• Attendance rate	95.2%	Up from 94.5%	94.5%	95.2%
• Advanced Degrees	33.9%	Up from 33.3%	34.3%	44.4%
• Continuing contracts	64.8%	Down from 77.2%	71.1%	81.4%
• Out-of-field permits	4.7%	Up from 2.2%	5%	2.2%
• Teachers returning from the previous year	78.5%	Down from 82.3%	79.5%	89.5%
• Average salary	$34,172	Up 0.5%	$34,044	$37,143

DISTRICT FACTS

• Annual dropout rate	4.1%	Up from 3.2%	4.1%	2.9%
• Percentage spent on teacher salaries	47.5%	N/A	47.5%	50.9%
• Superintendent's years in the district	5.5	N/A	5.5	3.5
• Parent conferences	86.1%	N/A	65.2%	81.0%
• Opportunities in the arts	Excellent	N/A	Good	Excellent
• Number of schools	8	No change	4	8
• Number of alternative schools	0	No change	0	0
• Number of charter schools	0	No change	0	0
• Number of magnet schools	0	N/A	0	0
• Portable classrooms	7.2%	N/A	7.2%	6.5%
• Attendance rate of district office staff	N/A	N/A	95.5%	97.5%
• Average administrative salary	$57,380	Up 0.2%	$62,979	$64,098
• Enrollment in adult education GED or diploma programs	N/A	N/A	N/A	N/A
• Percent of completions in adult education GED or diploma programs	N/A	N/A	N/A	N/A
• Suspensions and expulsions	40	N/A	41	100
• Percent eligible for state gifted and talented programs	2.5%	Down from 2.8%	4.6%	10.5%
• Percentage with disabilities other than speech	7.4%	No change	9.1%	10.5%



Lee School District
521 Park Street
Bishopville, SC 29010

PLAINTIFF'S EXHIBIT 6434

Grades K-12
Enrollment: 2,998 Students
Superintendent Dr. Willie Townes 803-484-5327
Board Chair Mrs. Deloris Wright 803 437 2089

THE STATE OF SOUTH CAROLINA

Annual District Report Card	2001

DISTRICT SUPERINTENDENT'S REPORT

It is with great pride that we present the Annual Report Card to the people of Lee County. We believe school term 2000-2001 was a very good year for the Lee County Schools. We also feel good about the future of public education in our community. We have benefited significantly from the technical assistance we have been receiving for the past three years from the State Department of Education. This technical assistance has been provided due to student performance on standardized assessment.

Implementing the district strategic plan and the school renewal plans will ensure that improving instruction is the focal point of our district's educational programs. The eight strategies contained in the District Strategic Plan impact upon curriculum and instruction.

Student performance in the areas of academics, athletics, and the arts has been exceptional during the past year. Among our many accomplishments are the following:

- Lee Central High School opened its doors in August 2000 with all of the technological amenities that will provide our students with a challenging and demanding curriculum.
- Exemplary student performance in areas of occupational education, fine arts and athletics as exemplified by the winning of statewide awards, acceptance to the Governor's School for the Arts, and winning the state championship in girls' basketball.
- A State Department of Education External Review Team Report indicated that the school district made progress on 63 of 64 recommendations made by the review team the previous year.
- The opening of Mount Pleasant Middle School for 7th and 8th graders enabled the district to close a school that served students in grades four through eight.
- Increased community and business involvement as evidenced by the participation we have had on school improvement councils, action teams, public forums, and other school-related activities. In addition, business partnerships are in effect at all district schools.
- Lower Lee Primary, West Lee Elementary, and Bishopville Primary Schools successfully completed the five-year renewal of Southern Association of Colleges and Schools (SAS) accreditation.

While the Lee County Board of Education is involved in all aspects of governance, improving student achievement is priory number one. We believe with the involvement of everyone, we will be successful in implementing the district strategic plan and raising the bar of student achievement in all district schools. The school board will continue to explore all options to secure the resources our children deserve.

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 five fastest improving systems in the country.

For more information, visit our website at
www.myscschools.com

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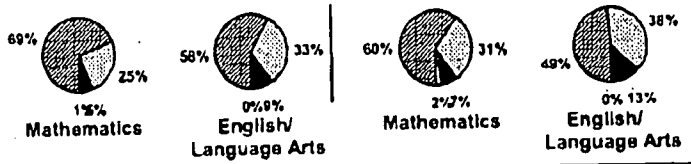
ABSOLUTE RATING: Unsatisfactory
IMPROVEMENT RATING: Below Average
Number of districts with students like ours: 9.
The absolute ratings for those districts ranged from unsatisfactory to below average.
For improvement ratings, the range was from below average to good.

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.
Unsatisfactory- District performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our District | Districts With Students Like Ours



DEFINITIONS OF CRITICAL TERMS:

- Advanced – Student performance exceeded expectations.
- Proficient – Student performance met expectations.
- Basic – Student performance met minimum performance expectations.
- Below Basic – Student performance did not meet minimum performance expectations.

PERFORMANCE BY STUDENT GROUPS

Student Group	Percent of Seniors Passing the Exit Exam	Percent of Seniors Qualifying for LIFE Scholarships	Percent of Students Scoring Basic or Above on the PACT ELA	Math
All Students	80.2%	0.0%	42.2%	31.2%
Students with disabilities other than Speech	100.0%	0.0%	35.4%	22%
Students without disabilities	63.5%	0.0%	44.2%	32.5%
Gender				
Male	67.6%	0.0%	35.3%	26.2%
Female	61.2%	0.0%	52.4%	37.5%
Ethnic Group				
African-American	62.8%	0.0%	42.1%	30.2%
Hispanic	N/A	N/A	N/A	N/A
White	87.5%	0.0%	68.3%	57.8%
Other	N/A	N/A	N/A	N/A
Lunch Status				
Free/ Reduced-Price Lunch	60.3%	0.0%	40.7%	29.8%
Pay for Lunch	72.5%	0.0%	61.8%	43.6%

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	First-time Examinees 1999	2000	2001
Our district			
Passed all 3 subtests	40.3%	30.1%	46.8%
Passed 2 subtests	26.0%	27.3%	23.4%
Passed 1 subtest	19.4%	23.3%	15.8%
Passed no subtest	14.3%	19.3%	13.9%
Districts with students like ours			
Passed all 3 subtests	40.1%	39.3%	60.8%
Passed 2 subtests	25.8%	23.9%	20.1%
Passed 1 subtest	18.0%	18.3%	16.1%
Passed no subtest	16.1%	17.5%	13.3%

LIFE scholarships at four-year institutions

	Eligible	Percent of Seniors Meeting Grade Point Average Requirement	Meeting SAT/ACT Requirement
Our District	0.0%	11.4%	0.0%
Districts Like Ours	3.8%	26.1%	4.0%

College Admissions Tests: Tests that are frequently used in the college admissions process.

	SAT Verbal		SAT Math		SAT Total		ACT English		ACT Math		ACT Reading		ACT Science		ACT Total	
	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001
District	391	391	382	392	773	783	12.9	13.7	14.8	16.4	14.5	15.6	14.9	15.9	14.5	15.6
State	484	486	482	488	966	974	18.7	18.8	19.2	19.3	19.5	19.5	19.2	19.2	19.3	19.3
Nation	505	508	514	514	1019	1020	20.5	20.5	20.7	20.7	21.4	21.3	21.0	21.0	21.0	21.0

These tests were administered to samples of students:

Terra Nova Test: A national, norm-referenced achievement test.

Percent scoring in upper half

	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
Grade 4	47.8	50.0	43.1	50.0	58.4	50.0	50.5	50.0
Grade 7	45.8	50.0	59.4	50.0	54.7	50.0	53.9	50.0
Grade 10	59.8	50.0	50.5	50.0	62.4	50.0	59.1	50.0

National Assessment of Education Progress : A national, criterion-referenced achievement test.

Percents of Students

Test	Grade	Year	Advanced State	Advanced Nation	Proficient State	Proficient Nation	Basic State	Basic Nation	Below Basic State	Below Basic Nation
Reading	4	1998	4	6	16	25	33	32	48	38
Writing	8	1998	0	1	15	23	64	59	21	17
Mathematics	4	2000	2	3	16	23	42	43	40	31

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PLT_6434-0002

SECTION 12-37-251. Homestead exemption from property taxes levied for school operations other than those levied for bonded indebtedness and lease purchase payments for capital construction.

(A)(1) The Trust Fund for Tax Relief must contain an amount equal to the revenue necessary to fund a property tax exemption of one hundred thousand dollars based on the fair market value of property classified pursuant to Section 12-43-220(c) calculated on the school operating millage imposed for tax year 1995 or the current school operating millage, whichever is lower, excluding taxes levied for bonded indebtedness and payments pursuant to lease purchase agreements for capital construction. The 1995 tax year school operating millage or the current school operating millage, whichever is lower, is the base year millage for purposes of calculating the amount necessary to fund the Trust Fund for Tax Relief in accordance with this section. However, in years in which the values resulting from a countywide reassessment and equalization program are implemented, the base year millage must be adjusted to an equivalent millage rate in the manner that the Department of Revenue shall prescribe. Funds distributed to a taxing district as provided in subsection (B) of this section must be used to provide a uniform property tax exemption for all property in the taxing district which is classified pursuant to Section 12-43-220(c), excluding taxes levied for bonded indebtedness and payments pursuant to lease purchase agreements for capital construction.

(2) Notwithstanding the provisions of this subsection, a school district whose operating millage falls below the 1995 school year operating millage may request to receive tax relief based on the 1995 operating millage, or equivalent millage rate, if one of the following conditions are met:

(a) the current operating millage per pupil plus the current debt service millage is equal to or less than the total millage per pupil for 1995;

(b) the operating millage per pupil for the 1995 tax year reduced by the amount by which the total millage per pupil for all purposes in the current year exceeds the total millage per pupil for the 1995 tax year but not below the actual operating millage per pupil for the current year.

The Department of Revenue is responsible for certifying that the conditions are met based on the latest completed fiscal year data of the requesting district.

Any funds received by an eligible school district in excess of its current millage under this subsection may be used by the district to pay bonded indebtedness.

(B)(1) School districts must be reimbursed from revenues credited to the Trust Fund for Tax Relief for a fiscal year, in the manner provided in Section 12-37-270, for the revenue lost as a result of the homestead exemption provided in this section. Ninety percent of the reimbursement must be paid in the last quarter of the calendar year on December first. From funds appropriated to the Office of the Comptroller General in the annual general appropriations act, the Comptroller shall make the calculations and distributions required pursuant to this subsection. If amounts received by a school district pursuant to this subsection are insufficient to reimburse fully for the base year operating millage, the local school board, within its authority, shall decide how to make up the shortfall, if necessary. Amounts received by a district in excess of the amount necessary to reimburse the district for the base year operating millage must first be used to reduce any operating millage imposed since the 1995 base year, must next be used for school debt service purposes, and any funds remaining may then be retained by the district.

(2) School districts must be reimbursed on a per capita basis, but a district may not receive as a reimbursement for a fiscal year an amount less than the actual reimbursement amount it received in fiscal year 1998-99. If amounts credited to the Trust Fund for Tax Relief for a fiscal year pursuant to item (1) of this subsection are insufficient to pay the full amount of the reimbursements provided by this item, then all amounts credited to the trust fund for a fiscal year for this reimbursement in excess of the amount of the reimbursements paid pursuant to this section in fiscal year 1998-99 must be allocated only to those districts receiving less than the full per capita reimbursement, and this allocation must be on a per capita basis among only those counties receiving some part of this allocation.

(C) Notwithstanding any other provision of law, property exempted from property taxation in the manner provided in this section is considered taxable property for purposes of bonded indebtedness pursuant to Sections 14 and 15 of Article X of the Constitution of this State, and for purposes of computing the "index of taxpaying ability" pursuant to Section 59-20-20(3).

(D) [Blank]

(E) Rollback millage is calculated by dividing the prior year property tax revenues by the adjusted total assessed value applicable in the year the values derived from a countywide equalization and reassessment program are implemented. This amount of assessed value must be adjusted by deducting assessments added for property or improvements not previously taxed, for new construction, and for renovation of existing structures.

(F) The exemption allowed by this section is conditional on full funding of the Education Finance Act and on an appropriation by the General Assembly each year reimbursing school districts an amount equal to the Economic Research Section of the Budget and Control Board estimate of total school tax revenue loss resulting from the exemption in the next fiscal year.



General to the appropriate county treasurer, and shall be used as a salary supplement for registers of deeds. The amount appropriated in Part IA, Section 69A, for Aid Cnty-Auditors and Aid Cnty-Treasurers, shall be equally distributed to each county auditor and county treasurer as a salary supplement in addition to any amounts presently being provided by the county for these positions. It is the intent of the General Assembly that the amount appropriated by the county as salaries for these positions shall not be reduced as a result of the appropriation and that such appropriation shall not disqualify each county auditor and each county treasurer for salary increases that they might otherwise receive from county funds in the future. The salary supplement for each county auditor and county treasurer shall be paid in accordance with the schedule and method of payment established for state employees.

69A.2. (AS-CG: Property Tax Relief Reimbursement) Notwithstanding any other provision of law, state reimbursements for the Property Tax Relief fund shall be funded in the same amount as in the prior fiscal year, except for the estimated growth in the seniors' homestead exemption and manufacturer's depreciation.

69A.3. (AS-CG: Legislative Delegations) In the current fiscal year, a county government must fund its legislative delegation budget as approved by the delegation for FY 2002-2003, as authorized by law. If a county council does not meet that funding level, the amount of the shortfall must be deducted from the responsible county's Aid to Subdivisions allocation and forwarded to the legislation delegation of the county. Additionally, the responsible county's remaining Aid to Subdivisions allotment must be reduced by twenty-five percent of the shortfall amount, which sum must be forwarded to the legislative delegation to be used for its administrative costs.

SECTION 72 - X90 - GENERAL PROVISIONS

72.1. (GP: Revenues, Deposits Credited to General Fund) For the current fiscal year, except as hereinafter specifically provided, all general state revenues derived from taxation, licenses, fees, or from any other source whatsoever, and all institutional and departmental revenues or collections, including income from taxes, licenses, fees, the sale of commodities and services, and income derived from any other [illegible] source of activity, must be remitted to the

State. Each institution, department or agency, in remitting such incor to the State Treasurer, shall attach with each such remittance a report statement, showing in detail the sources itemized according to standa budget classification from which such income was derived, and sha at the same time, forward a copy of such report or statement to t Comptroller General and the State Budget and Control Board. In orc to facilitate the immediate deposit of collections, refunds of su collections by state institutions where properly approved by t authorities of same, may be made in accordance with directions fr the State Comptroller General and State Treasurer. General fu appropriations herein made for the support of the public school syst of the State must be greater than or equal to the revenues derived fr the General Retail Sales Tax, the Soft Drinks Tax, and the stat portion of the Alcoholic Liquors Tax and Cable Television Fees forecasted in the general fund revenue estimate of the Board Economic Advisors as accounted for in Section 71 of this a Appropriations in this act for the support of the public school syst shall include the following:

Department of Education;
State Board for Technical and Comprehensive Education;
Educational Television Commission;
Wil Lou Gray Opportunity School;
School for the Deaf and the Blind;
John de la Howe School;
Debt Service on Capital Improvement Bonds Applicable to Above Agencies;
Debt Service on School Bonds;
Other School Purposes.

Nothing contained herein shall be construed as diminishing educational funding requirements of this section.

72.2. DELETED

72.3. (GP: Appropriations From Funds) Subject to the terms a conditions of this act, the sums of money set forth in this part, if much is necessary, are appropriated from the General Fund of State, the Education Improvement Act Fund, the Highways and Put Transportation Fund, and other applicable funds, to meet the ordin expenses of the state government for Fiscal other purposes specifically designated.

72.4. (GP: Fiscal Year Definitions) appropriations made by this part, "current fisc [illegible]

PLAINTIFF'S EXHIBIT 6462

REC033923
PLT_6462

Ford	Glover	Gregory
Holland	Hutto	Jackson
Land	Leventis	Malloy
Matthews	McGill	Moore
Patterson	Pinckney	Rankin
Reese	Richardson	Setzler
Short		

Total--22

The amendment was laid on the table.

Statement by Senators MOORE, SETZLER, HUTTO, DRUMMOND and LAND

We have voted for Amendment No. 268 that increases funding for EFA by $210,000,000 for a base student cost of $2,000 inspite of the fact that it does not fund education at the level necessary to provide for the basic education of our children. A failure to provide an increase in EFA funding would result in the funding of EFA at the 1994-95 level which would result in a tax increase at the local level. We previously voted for an amendment that fully funded EFA and will continue to support any amendments that will increase EFA funding to a total of $329,000,000. At that specific level the base student cost will be funded at the required amount of $2,201.

Statement by Senators McCONNELL, LEATHERMAN, PEELER, COURSON, MARTIN, RYBERG, BRANTON, GROOMS, HAWKINS, RITCHIE, VERDIN, KNOTTS, CROMER

We were forced to table this amendment that sought to raise spending for education by $210 million. We did so for three reasons. First, the amendment did not provide any funding mechanism that would raise $210 million. This would create a hole in the budget that would require substantial draconian acts to other areas of government, including law enforcement, health care, and corrections. Second, passing this unfunded mandate would jeopardize the homestead exemption that provides at least some relief for the hardworking families of South Carolina. Finally, we have to live within our means. We want to do as much as we can for education, but only so much as we can afford. Unfortunately, at this time we do not have the money to support this proposal, and we are unwilling to risk not providing the tax

PLT_6464-0015

REC033939

relief that we promised to the people of South Carolina and on which they depend.

Amendment No. 292

Senators SETZLER and MOORE proposed the following Amendment No. 292 (3749B003.TLM.DOC), which was adopted (#23):

Amend the bill, as and if amended, Part IA, Section 1, DEPARTMENT OF EDUCATION, page 11, line 15, by:

	COLUMN 7	COLUMN 8
/ STRIKING:	12,967,859	12,967,859
and		
INSERTING:	13,967,859	12,967,859/

Renumber sections to conform.

Amend sections, totals and title to conform.

Senator SETZLER moved that the amendment be adopted.

The amendment was adopted.

Amendment No. 336

Senator KNOTTS proposed the following Amendment No. 336 (DC SFAA SALARY FUNDING TO EFA-3.DOC), which was adopted (#24):

Amend the bill, as and if amended, Part IA, Section 1, DEPARTMENT OF EDUCATION, page 11, line 14, by:

	COLUMN 7	COLUMN 8
/ STRIKING:	963,740,766	963,740,766
and		
INSERTING:	963,743,544	963,740,766 /

Renumber sections to conform.

Amend sections, totals and title to conform.

Senator KNOTTS explained the amendment.

The amendment was adopted.

ACTING PRESIDENT PRESIDES

At 7:31 P.M., Senator McCONNELL assumed the Chair.

PLT_6464-0016

REC033940

functions upon which the three groups agreed were suggesting additions to the curriculum, recommending standards of behavior for pupils, recommending instructional priorities and recommending emphasis within the existing curriculum.

There was serious disagreement among school administrators and advisory council members on several other questions. First, the general trend is that advisory councils wish a stronger role in hiring policy and practices than school administrators are willing to grant them. Responses suggest that council members believe that they should be allowed to recommend characteristics of applicants being considered for new positions and hiring procedures. Council members feel strongly that they should have input into setting standards of conduct for professional staff members. Administrators appear unwilling to relinquish control of any of these decisions or policies to council members.

Advisory council members also indicated the desire to have a stronger voice in establishing rules for students' behavior. With regard to discipline, administrators are willing to allow advisory councils to set standards for pupil conduct but not to approve rules and regulations. There is a greater difference of opinion with regard to setting standards of behavior for professional staff members. Advisory council members feel strongly that they should have a voice in setting these standards while superintendents and principals believe that this would be inappropriate.

While all groups of respondents agree that advisory councils should study instructional and curriculum priorities and help to determine causes of low achievement, they disagree over allowing the members access to hard data pertaining to these questions. When asked whether advisory council members should study test data and other information, about two-thirds of the superintendents believed that they should not, while three-fourths of the council members believed that they should receive this type of information.

With regard to annual reports, several problems were apparent during the first year. Advisory councils and principals did not have adequate lead time for preparing the annual school reports. A further problem was that under the present schedule the annual report is completed several months after the annual school budget must be prepared. Therefore, recommendations made by the school advisory council could not possibly be incorporated into the next year's budget. There was uncertainty over the type of information that would be useful in the report. Respondents agreed that deficiencies in a program should be cited, but the particular method of reporting deficiencies or even the types of deficiencies (instructional, curriculum, facilities) were not specified.

REC034086

in the number of days that programs operated. The average for length of program was 18.9 days, but the range was 10 to 31 days. There were a variety of consequences for students following participation in summer school. After review of the student's summer school performance, the student was either promoted with an academic plan (92% of districts), put on probation with an academic plan (43%), promoted with no academic plan (57%), or retained (72%).

Program Costs for 2000

Of the 74 school districts operating summer school programs in 2000, 69 reported a total cost figure for the instructional program and 62 reported transportation costs. The FY 2000 state allocation for both summer school and comprehension was $18 million, or $69.25 for each student scoring below basic on the 1999 PACT. With respect to instructional costs, the 69 districts spent $16,151,100. The average district cost per student was $306.41. This figure varied considerably from district to district; however, given the range in the numbers of days and hours of operation, the variation in cost per student is not unexpected. Costs of transportation for summer school averaged $39.46 per student for the 62 districts reporting transportation costs. All together, these 62 districts spent an average of $29,285 each, or $1,815,693 for summer school transportation. The average district cost per student for instruction and transportation in grades K-8 was $345.87. Based on the reported average expenses of the districts, the total summer school expenditure if all 86 districts had conducted summer school programs is projected to be approximately 21.3 million dollars. The figure varies slightly depending on whether the calculation is based on the average number of students served by each district or the number of students scoring below basic on the 1999 PACT.

Districts were requested to indicate the sources of their summer school funding for instructional costs and these data are presented in Figure 1. Figure 1 shows the sources of funding and the percentage of expenditure from each fund. The FY 2000 allocation for EAA summer school and comprehensive remediation funded only about one-third of the districts' summer school costs. The district general fund (16.4%), Title 1 (11.6%), Academic Assistance K-3 (10.8%), Academic Assistance 4-12 (8.7%) and EAA Comprehensive Remediation (6.4%) were major sources. The "other" category included 12 additional funding sources; Reading Recovery, School-to-Work, Three Faces of Need, Communities in Schools, modified school year grant, local industry grant, Before- and After-School Daycare, Vision for Youth, McKinney Homeless Assistance Act, Medicaid, "EAA proviso", and gifted and talented. Most districts tapped multiple funding sources.

Projected Summer School Costs for 2001

Based on the year 2000 summer school cost data, we estimate that the 2001 projected summer school cost for a 4-week (5 days per week) program of 5 hours per day similar to the average program provided in 2000 would be $21.5 million for students in grades 3-8. This estimate assumes that 36% of the 140,550 students in grades 3-8 who failed one or more portions of the PACT in 2000

PLT_6601-0005

REC034174

Plaintiff Exhibit No.
6612X

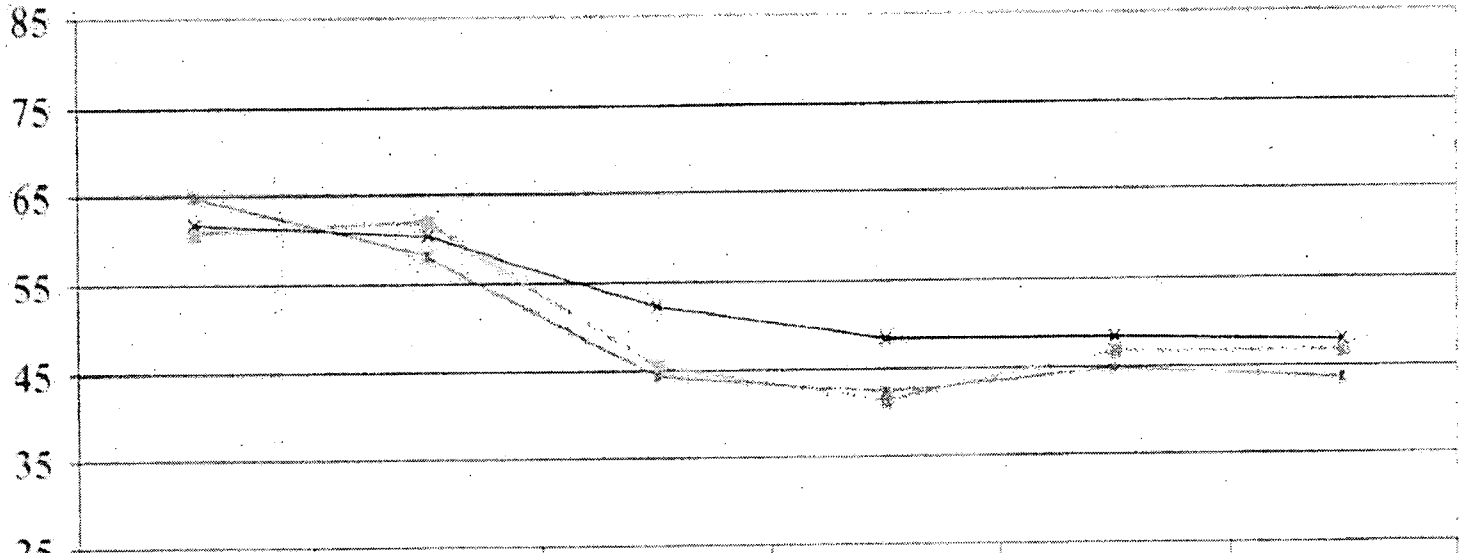
PLT_6612-00X

REC034201

8 Plaintiff Districts

PACT English Language Arts 2001-2003

Percentage of Students Scoring Basic and Above



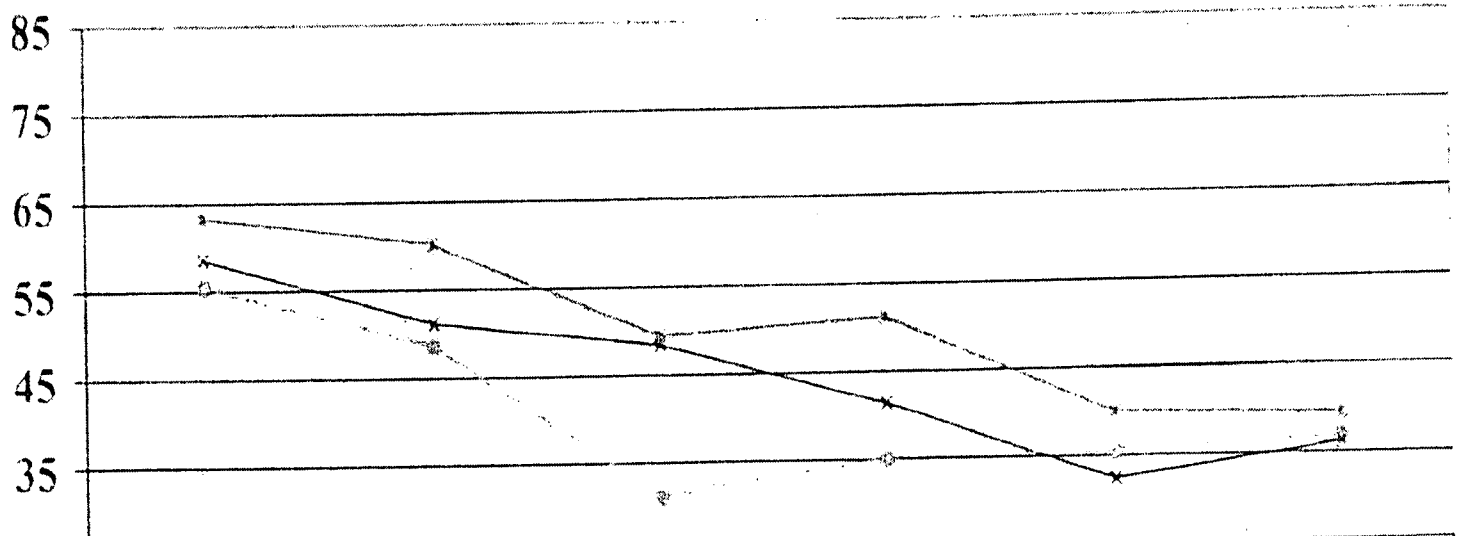
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
2001	60.8	62.1	45.5	41.3	46.8	46.8
2002	61.7	60.3	52.3	48.5	48.5	47.9
2003	64.9	58.0	44.3	42.4	44.6	43.6

8 Plaintiff Districts

PACT Mathematics 2001-2003

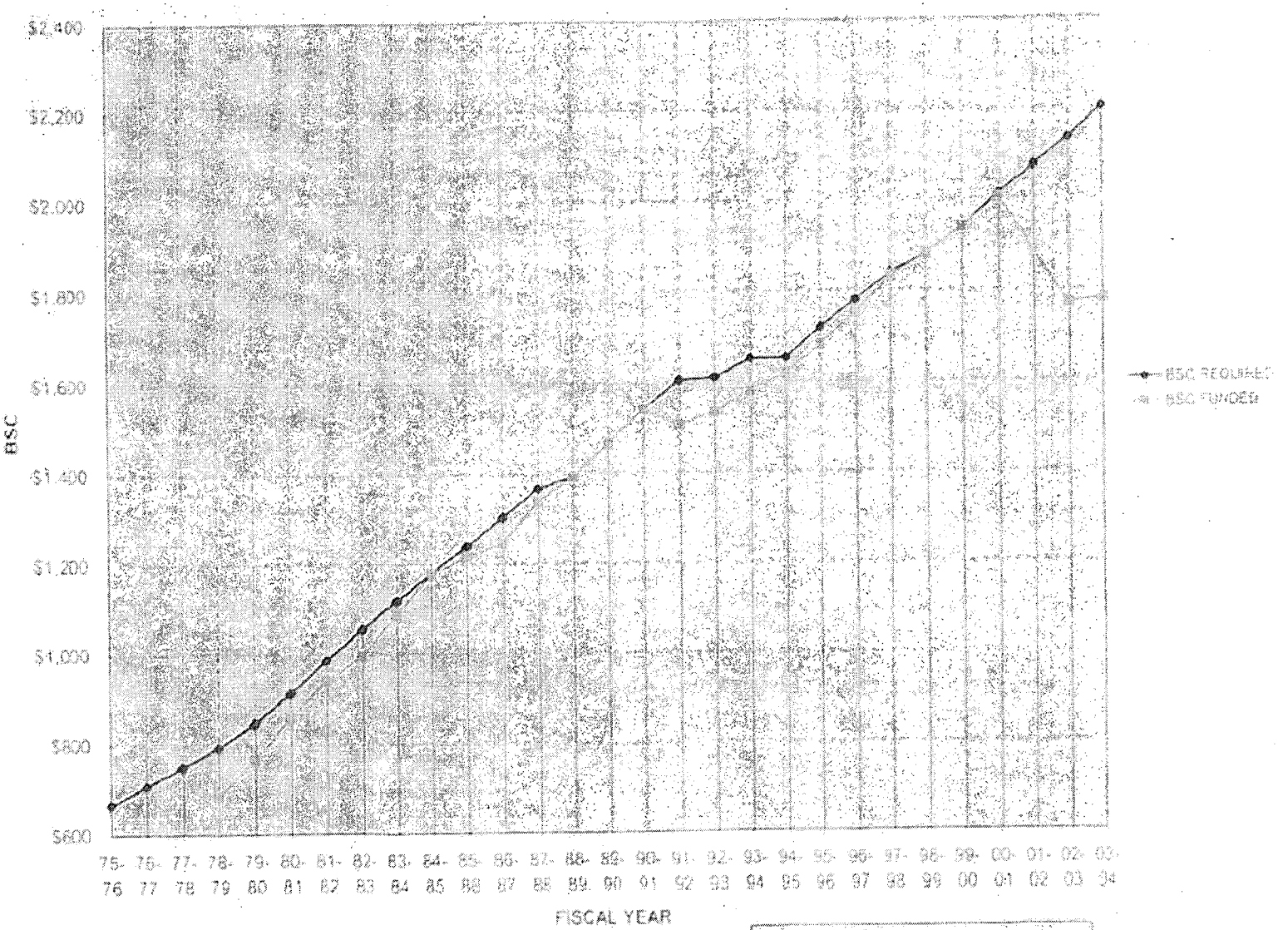
Percentage of Students Scoring Basic

Plaintiff Exhibit No. 6612Z



	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
2001	55.5	48.7	31.2	35.3	35.5	37
2002	58.6	51.1	48.4	41.3	32.4	36.2
2003	63.4	60.2	49.5	51.1	40	39.3

PLT_6612-002
REC034203



Plaintiff Exhibit No. 6612QQ

PLT_6612-QQQ

REC034209

PLT_6613

MATRIX

DISTRICT COMPARISON - ALL PLAINTIFF DISTRICTS TO STATE OF SOUTH CAROLINA

	State Average / Median	Abbeville - District	Dillon 2 - District	Florence 4 - District	Hampton 2 - District	Jasper - District	Lee - District	Marion 7 - District	Orangeburg 3 - District
2001 Absolute Rating		Below Average	Above Average	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	N/A	Below Average
2002 Absolute Rating		Below Average	Below Average	Below Average	Unsatisfactory	Unsatisfactory	Below Average	Below Average	Below Average
2003 Absolute Rating		Unsatisfactory	Below Average	Below Average	Unsatisfactory	Unsatisfactory	Unsatisfactory	Below Average	Unsatisfactory
2001 Improvement Rating		Average	Below Average	Average	Average	Below Average	Below Average	N/A	Good
2002 Improvement Rating		Unsatisfactory	Below Average	Below Average	Below Average	Below Average	Average	N/A	Unsatisfactory
2003 Improvement Rating		Below Average	Unsatisfactory	Below Average	Below Average	Unsatisfactory	Unsatisfactory	Unsatisfactory	Average
Passed Exit Exam 2001 10th grade passage of all 3 subtests		56.7%	74.30%	69.70%	45.50%	46.10%	46.80%	N/A	50.00%
Passed Exit Exam 2002 10th grade passage of all 3 subtests	55%	37.1%	66.20%	49.20%	39.70%	41.30%	41.80%	50.00%	49.60%
Passed Exit Exam 2003 10th grade passage of all 3 subtests	67.60%	39.0%	56.00%	32.60%	29.30%	38.30%	32.90%	57.90%	51.20%
SAT 2001	486V / 468M	419V / 411M	412V/457M	401V / 405M	459V / 459M	386V / 383M	391V / 392M	N/A	394V / 400M
SAT 2002	488V / 493M	424V / 432M	425V/483M	412V / 428M	457V / 453M	379V / 392M	396V / 392M	435V/435M	383V / 401M
SAT 2003	493V / 496M	397V / 401M	432V / 454M	387V / 422M	409V / 400M	398V / 390M	431V / 448M	448V / 425M	421V / 414M
AP 2001 Take/Pass	40.00%	N/A / N/A	N/A	N/A / N/A	N/A / N/A	N/A / N/A	N/A / N/A	N/A / N/A	N/A / N/A
AP 2002 Take/Pass	50.30%	7.7% / 5.9%	63.0%	7.1% / 0.0%	8.4% / 0.0%	32.3% / 2.9%	5.2% / 0.0%	1.6%/50.0%	5.2% / 0.0%
AP 2003 Take/Pass	56.60%	0.0%/0.0%	3.7%/0.0%	11.5% / 0.0%	2.0%	17.5% / N/A	8.8% / N/A	11.4%/0.0%	9.1% / N/A
Gifted & Talented 2001***		N/A	6.0%	5.5%	1.6%	4.40%	2.50%	N/A	4.50%
Gifted & Talented 2002***		6.6%	5.3%	5.9%	N/A	4.30%	1.7%	4.0%	6.3%
Gifted & Talented 2003		3.8%	5.4%	5.0%	N/A	3.50%	2.3%	5.2%	6.9%
% Academic Plans 2001		N/A	N/A	N/A	68.0%	N/A	N/A	N/A	N/A
% Academic Plans 2002		N/A	N/A	N/A	70.0%	N/A	N/A	N/A	N/A
% Academic Plans 2003		N/A	N/A	N/A	59.4%	N/A	N/A	N/A	N/A
PACT Math Below Basic 2001		55%	53.0%	63.0%	55.0%	68.0%	69.0%	N/A	53.0%
PACT Math Below Basic 2002	31.80%	60%	46.0%	51.0%	57.0%	65.0%	61.0%	50.0%	52.0%
PACT Math Below Basic 2003	26.20%	49.5%	38.3%	48.5%	54.3%	54.5%	51.0%	52.3%	44.5%
PACT ELA Below Basic 2001		52%	44.0%	51.0%	55.0%	55.0%	58.0%	N/A	43.0%
PACT ELA Below Basic 2002	25.30%	50%	41.0%	54.0%	57.0%	53.0%	52.0%	44.0%	40.0%
PACT ELA Below Basic 2003	29.50%	57.1%	42.3%	50.4%	54.3%	53.2%	51.5%	54.7%	44.7%

*** Gifted & Talented 2001 / 2002 / 2003
Median Elem School 11.5% / 12.6% / 13.2%
Median Middle School 12.1% / 12.8% / 13.0%
Median High School 7.4% / 8.9% / 9.1%

PLAINTIFF'S EXHIBIT 6613

REC034221

County -
District: Allendale 03101 | Total Allendale County Schools | Location Code: 0301

# Of Students	1,822	District Total	$19,884,726			
ESE Payment Limit	$19,884,726	Capital & Debt Service Obligations	$918,830			
Function	Sub-Function	Dollar Function		LEA Expenditures	Per Pupil	% Of Total
				$18,966,696	$10,404	100.00%
INSTRUCTION				$10,047,435	$5,511	52.97%
	Face to Face Teaching			$9,110,135	$4,997	48.03%
		Instructional Teachers		$7,969,260	$4,371	42.02%
		Substitutes		$952,729	$523	5.02%
		Extracurricular Participation-Direct		$917,299	$503	4.84%
	Instructional Materials			$937,300	$514	4.94%
		Pupil Use Technology & Software		$276,780	$152	1.46%
		Instructional Materials & Supplies		$637,520	$350	3.36%
INSTRUCTIONAL SUPPORT				$2,563,739	$1,406	13.52%
	Pupil Support			$1,736,472	$953	9.16%
		Guidance & Counseling		$618,384	$339	3.26%
		Library & Media		$344,448	$189	1.82%
		Extracurricular		$270,561	$148	1.43%
		Support Health & Services		$503,080	$276	2.65%
	Teaching Support			$681,632	$374	3.59%
		Curriculum Development		$344,611	$189	1.82%
		In-Service & Staff Training		$336,991	$185	1.78%
	Program Support			$145,635	$80	0.77%
		Program Development		$79,161	$43	0.42%
		Newspaper, Psychological, Evaluation Personnel Attendance, & Social Services		$66,474	$36	0.35%
OPERATIONS				$4,272,294	$2,344	22.53%
	Non-Instructional Pupil Services			$1,818,378	$1,000	10.32%
		Transportation		$468,382	$257	2.66%
		Food Services		$1,290,114	$708	7.32%
		Safety		$159,882	$88	0.91%
	Facilities	Building Upkeep & Maintenance		$1,621,138	$890	9.20%
	Business Services			$832,778	$456	4.72%
		Data Processing		$268,535	$147	1.52%
		Business Operations		$470,073	$258	2.66%
OTHER COMMITMENTS				$0	$0	0.00%
	Contingencies	Budgetary Contingencies		$0	$0	0.00%
	Capital			$1,693,726	$929	9.61%
		Debt Service		$275,879	$151	1.56%
		Capital Projects		$917,830	$503	5.20%
	Out Of District Obligations			$458,391	$252	2.60%
		Payments Health, Charter, & Public School		$458,391	$252	2.60%
		Debt Payments		$0	$0	0.00%
		Bridge Payments & Other		$0	$0	0.00%
	Legal Obligations	Claims & Settlements		$0	$0	0.00%
LEADERSHIP				$2,083,178	$1,143	10.98%
	School Management			$866,384	$475	4.57%
		Principals & Assistant Principals		$421,369	$231	2.22%
		Other Office		$186,036	$102	0.98%
	Program Management			$729,441	$400	3.85%
		Directors, Supervisors, Coordinators, Researchers & Education Evaluators		$729,441	$400	3.85%
	District Management			$487,353	$267	2.57%
		Superintendent & School Board		$453,716	$249	2.39%
		Legal		$33,637	$18	0.18%

Fiscal Year 2007-2008
Per Pupil Expenditure = Total District Expenditures, Capital and Other District Obligations/# of Students Per Enrollment

PLT_6622-00A

REC034256

County
District: Dillon 1 1 0 J | Total Dillon School District #3 | Location Code: 1702

[illegible]	3 636	District Total	$25,371,675			
[illegible]	$25,371,675	Capital & Debt Service / Capital Outlay	$1,499,968	LEA Expenditure	Per Pupil	% of Total
[illegible]	Sub Function	Dollar Function		$23,871,707	$6,473	100.00%
INSTRUCTION				$13,401,571	$3,634	56.14%
	[illegible]			$12,715,291	$3,448	53.26%
		Instructional Teachers		$11,838,291	$3,210	49.59%
		Substitutes		$309,120	$100	1.29%
		Instructional Paraprofessionals		$446,840	$121	1.87%
	[illegible]			$686,280	$186	2.88%
		P&E Dist Technology, & Software		$293,472	$80	1.23%
		Instructional Materials & Supplies		$392,808	$106	1.65%
INSTRUCTIONAL SUPPORT				$2,824,520	$766	11.83%
	Pupil Support			$2,216,991	$601	9.29%
		Guidance & Counseling		$619,357	$168	2.59%
		Health & Medical		$212,202	$58	0.89%
		Extracurricular		$841,834	$228	3.53%
		Student Health & Services		$223,487	$61	0.94%
	Teacher Support			$554,468	$150	2.32%
		Curriculum Development		$333,284	$90	1.40%
		In-Service & Staff Training		$221,184	$60	0.93%
	Program Support			$52,898	$14	0.22%
		Program Development		$11,837	$3	0.05%
		Principals, Psychologists, Evaluation Personnel, Attendance, & School Librarians		$40,921	$11	0.17%
OPERATIONS				$5,536,441	$1,501	23.19%
	Non-Instructional Pupil Services			$2,312,258	$627	9.69%
		Transportation		$478,228	$130	2.00%
		Food Services		$1,741,911	$472	7.30%
		Safety		$91,920	$25	0.38%
	Facilities	Building Upkeep & Maintenance		$2,650,293	$719	11.10%
	Business Services			$1,173,382	$318	4.92%
		Data Processing		$732,741	$199	3.07%
		Business Operations		$440,641	$119	1.84%
OTHER COMMITMENTS				$0	$0	0.00%
	Expenditures	Supporting Colleges (US)		$0	$0	0.00%
	Capital			$1,499,968	$407	6.28%
		Debt Service		$0	$0	0.00%
		Capital Projects		$1,499,968	$407	6.28%
	[illegible]			$0	$0	0.00%
		[illegible]		$0	$0	0.00%
		Fringe Benefits & Other		$0	$0	0.00%
	Legal Obligations	Claims & Settlements		$0	$0	0.00%
LEADERSHIP				$2,109,175	$572	8.84%
	School Management			$1,411,046	$383	5.91%
		Principals & Assistant Principals		$1,011,746	$274	4.24%
		School Clerks		$399,300	$108	1.67%
	System Management			$698,129	$189	2.93%
		Superintendent, Treasurer, & Business Manager & Support Staff		$698,129	$189	2.93%
	Boards Management			$0	$0	0.00%
		Superintendent & School Board		$0	$0	0.00%
		Legal		$0	$0	0.00%

[illegible]
Per Pupil Expenditure = Total District Expenditures / [illegible] Students = $6,473.08

PLT_6622-00B

REC034257

County -
District: Florence 29-04 | Total Florence School District #4 | Location Code: 2104

# Of Students	1,973	District Total	$12,017,146			
Per Expenditure	$12,017,146	General & Out of District Obligations	$1,514,473			
Function	Sub-Function	Detail Function		LEA Expenditures	Per Pupil	% Per Dollar
				$10,502,667	$5,788	100.00%
INSTRUCTION				$6,263,024	$3,837	59.63%
	Basic Tax Funds Funding			$5,797,342	$3,316	54.37%
		Instructional Tax Funds		$5,309,580	$2,925	49.65%
		Substitutes		$82,107	$45	0.78%
		Instructors of Non-Graded Units		$456,302	$246	4.35%
	Alternative Materials			$465,682	$218	4.43%
		Pupil Aide Technology & Software		$116,813	$123	1.11%
		Instructional Materials & Supplies		$348,869	$345	3.32%
INSTRUCTIONAL SUPPORT				$1,167,914	$1,197	11.11%
	Pupil Support			$700,565	$353	6.67%
		Counselors & Counselors		$244,853	$191	2.33%
		Library & Media		$197,465	$108	1.88%
		Attendance		$230,426	$50	2.19%
		Student Health & Services		$87,888	$91	0.83%
	Instruction Support			$310,884	$290	2.96%
		Curriculum Development		$169,396	$108	1.61%
		In-Service & Staff Training		$140,978	$181	1.34%
	Program Support			$156,465	$547	1.49%
		Program Development		$113,113	$187	1.08%
		Therapists, Psychologists, Evaluation Personnel, Interpreters, & School Workers		$43,352	$360	0.41%
OPERATIONS				$1,711,207	$1,595	16.29%
	Non Instructional Pupil Services			$258,328	$797	2.46%
		Transportation		$180,847	$169	1.72%
		Food Service		$52,481	$628	0.50%
		Escorts		$25,000	$601	0.24%
	Facilities	Building Upkeep & Maintenance		$784,178	$731	7.47%
	Operation Services			$468,187	$151	4.46%
		Data Processing		$84,854	$43	0.81%
		Business Operations		$103,309	$124	0.98%
OTHER COMMITMENTS				$0	$0	0.00%
	Contingencies	Budgeted Contingencies		$0	$0	0.00%
	Capital			$1,450,093	$1,353	13.82%
		Debt Service		$1,008,580	$1,132	9.61%
		Transfer Principal		$441,513	$219	4.21%
	Out of District Obligations			$63,452	$44	0.60%
		Foreign Pupil Costs		$0	$0	0.00%
		Dues Payments		$63,452	$44	0.60%
		Reserve Balance & Other		$0	$0	0.00%
	Legal Obligations	Claims & Settlements		$0	$0	0.00%
LEADERSHIP				$1,340,572	$1,249	12.76%
	School Management			$523,808	$498	4.99%
		Principals & Assistant Principals		$383,161	$361	3.65%
		Secretaries		$140,647	$137	1.34%
	Program Management			$503,621	$387	4.80%
		Department Chairpersons, Resource Teachers & Directors		$367,747	$441	3.50%
	District Management			$313,143	$274	2.98%
		Superintendent & Assistants		$275,167	$251	2.62%
		Legal		$37,976	$23	0.36%

Fiscal Year 2001-2002
Per Pupil Expenditure = Total District Expenditures - Capital and Out of District Obligations / # of Students @ 1st Report

PLT_6622-00C

REC034258

County / District: Hampton 25 - 02 | Total Hampton School District #2 | Location Code 7502

# of Students	1,444	District Data	$13,092,266
Prior Expenditures	$13,662,286	District Reductions	($570,020)
Funding	State Formula	Total Funding	

	LEA Expenditures	Per Pupil	% of Total
	$12,483,201	$8,645	100.00%
INSTRUCTION	$5,611,362	$4,579	52.96%
Regular Instruction	$3,411,334	$2,363	31.75%
Regular Instruction (Self-Contained)	$0,913,335	$1,172	18.31%
Substitutes	$[illegible]	$[illegible]	[illegible]%
Instructional Supplies (Regular)	$[illegible]	$[illegible]	[illegible]%
Occupational Instruction	$[illegible]	$[illegible]	[illegible]%
Business, Technology & Software	$[illegible]	$[illegible]	[illegible]%
Instructional Materials & Supplies	$[illegible]	$[illegible]	[illegible]%
INSTRUCTIONAL SUPPORT	$1,615,301	$1,119	12.94%
Pupil Support	$1,028,337	$712	8.23%
[illegible]	$[illegible]	$[illegible]	[illegible]%
Library & Media	$[illegible]	$[illegible]	[illegible]%
School Counselor	$213,558	$148	1.71%
Student Health & Services	$[illegible]	$[illegible]	[illegible]%
Teacher Support	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
Professional Development & Staff Training	$[illegible]	$[illegible]	[illegible]%
Program Support	$[illegible]	$[illegible]	[illegible]%
Program Development	$[illegible]	$[illegible]	[illegible]%
Technology, Technology Literacy, Training, Assistance, & Software Purchase	$8,[illegible]	$57	0.06%
OPERATIONS	$2,735,999	$1,891	21.91%
Operations/Maintenance of Plant	$1,[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
Utilities	$[illegible]	$[illegible]	[illegible]%
Pupil Activity	Custody, Security & Vehicle Maintenance	$[illegible]	$[illegible]	[illegible]%
Business Services	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
OTHER COMMITMENTS	$0	$0	0.00%
Contingencies	Support Contingencies	$0	$0	0.00%
Charter	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
Legal Obligations	Leases & Settlements	$0	$0	0.00%
LEADERSHIP	$1,540,538	$1,067	12.34%
School Management	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
School Office	$[illegible]	$[illegible]	[illegible]%
Program Management	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
District Management	$[illegible]	$[illegible]	[illegible]%
[illegible]	$[illegible]	$[illegible]	[illegible]%
[illegible]	$0	$0	[illegible]%

[illegible]
Per Pupil Expenditure for District Expenditures [illegible] Total Obligations [illegible]

PLT_6622-00D

REC034259

County:

District: Jasper - 27-101 | Total Jasper County Schools | Location Code: 2701

# Of Students	2,839	Budget Total	$24,347,161
Total Expenditures	$24,347,161	Capital & Other Debt Payments	$3,140,439

Function	Sub-Function	LEA Expenditures	Per Pupil	% Of Total
		$22,306,475	$7,822	100.00%
INSTRUCTION		$12,863,586	$4,511	57.66%
	Total Purpose Teaching	$9,[illegible]	$4,2[illegible]	[illegible]%
	Regular Basic Teachers	$11,[illegible]	$3,[illegible]	[illegible]%
	Substitutes	$[illegible]	$[illegible]	[illegible]%
	Professional Paraprofessionals	$[illegible]	$[illegible]	[illegible]%
	Purchased Instruction	$[illegible]	$[illegible]	[illegible]%
	Purchased Technology & Software	$[illegible]	$[illegible]	[illegible]%
	Purchased Student Assessment & Services	$[illegible]	$[illegible]	[illegible]%
INSTRUCTIONAL SUPPORT		$2,836,993	$1,000	12.71%
	Pupil Services	$1,[illegible]	$[illegible]	[illegible]%
	Attendance & Social Services	$[illegible]	$[illegible]	[illegible]%
	Library & Media	$[illegible]	$[illegible]	[illegible]%
	Extracurricular	$[illegible]	$[illegible]	[illegible]%
	Student Health & Services	$[illegible]	$[illegible]	[illegible]%
	Instruction Services	$[illegible]	$[illegible]	[illegible]%
	Curriculum Development	$[illegible]	$[illegible]	[illegible]%
	In-Service & Staff Training	$[illegible]	$[illegible]	[illegible]%
	Other Instruction Support	$[illegible]	$[illegible]	[illegible]%
	Program Development	$[illegible]	$[illegible]	[illegible]%
	Research, Professional Evaluation Personnel			
	Attendance & Social Workers	$[illegible]	$[illegible]	[illegible]%
OPERATIONS		$4,370,579	$1,541	19.59%
	Non-Instructional Pupil Services	$1,[illegible]	$[illegible]	[illegible]%
	Transportation	$[illegible]	$[illegible]	[illegible]%
	Food Service	$1,[illegible]	$[illegible]	[illegible]%
	Other	$[illegible]	$[illegible]	[illegible]%
	Facilities	$1,[illegible]	$[illegible]	[illegible]%
	Building Upkeep & Maintenance	$1,[illegible]	$[illegible]	[illegible]%
	Non-Instructional Support	$[illegible]	$[illegible]	[illegible]%
	Data Processing	$[illegible]	$[illegible]	[illegible]%
	Business Operations	$[illegible]	$[illegible]	[illegible]%
OTHER COMMITMENTS		$0	$0	0.00%
	Contingencies	Budgeted Contingencies	$0	$0	0.00%
	Debt Service		$[illegible]	$[illegible]	[illegible]%
		Debt Service	$[illegible]	$[illegible]	[illegible]%
		Capital Projects	$[illegible]	$[illegible]	[illegible]%
	Out Of District Obligations		$[illegible]	$[illegible]	[illegible]%
		Payments to Other Public Schools			
		Tuition Payments	$[illegible]	$[illegible]	[illegible]%
		Payments to Others	$0	$0	0.00%
	Legal Obligations	Claims & Settlements	$0	$0	0.00%
LEADERSHIP		$2,131,821	$751	9.60%
	School Management	$1,[illegible]	$[illegible]	[illegible]%
	Principals & Assistant Principals	$[illegible]	$[illegible]	[illegible]%
	Clerical Office	$[illegible]	$[illegible]	[illegible]%
	Program Management	$[illegible]	$[illegible]	[illegible]%
	Program Supervisors, Directors & Coordinators			
	Program Evaluation	$[illegible]	$[illegible]	[illegible]%
	District Management	$[illegible]	$[illegible]	[illegible]%
	Management and School Board	$[illegible]	$[illegible]	[illegible]%
	Central	$[illegible]	$[illegible]	[illegible]%

Fiscal Year 2011-2012

Per Pupil Expenditure = Total District Expenditures - Capital and Out of District Obligations ÷ # of Students Per Ed. Plan

PLT_6622-00E

REC034260

County

District: Lee 36101 | Total Lee County Schools | Location Code: 3101

FTE Projection	2,870	District Total	$27,676,015			
Tax Roll	$27,676,318	Capital & Debt Service: District Obligations	$2,124,997	COA Expenditures	Per Pupil	% To Total
Function	Cost Function	Total Functions		$25,551,129	$8,903	100.00%
INSTRUCTION				$14,050,821	$5,209	58.91%
	Basic Instructional Programs			$13,944,671	$4,976	54.27%
		Regular Classroom Instruction		$13,138,864	$4,630	51.44%
		Substitutes		$84,305	$29	0.33%
		Instructional Para-Professionals		$721,344	$276	2.79%
	Instructional Materials			$106,150	$833	3.74%
		Regular Instructional Technology & Software		$452,227	$158	1.77%
		Instructional Materials & Supplies		$461,074	$161	1.80%
INSTRUCTIONAL SUPPORT				$2,327,091	$1,139	13.07%
	Pupil Support			$2,006,287	$721	8.56%
		Guidance & Counseling		$821,792	$287	3.22%
		Library & Media		$456,585	$160	1.80%
		Extracurricular		$477,247	$166	1.87%
		Student Health & Services		$526,662	$177	1.99%
	Improvement of Instruction			$242,503	$126	1.78%
		Curriculum Development		$593,915	$207	2.32%
		In-Service & Staff Training		$371,919	$130	1.46%
	Program Support			$343,287	$67	0.36%
		Program Evaluation		$3,484	$1	0.01%
		Homework, Tutoring, Graduation Requirements, Attendance, & Special Programs		$91,643	$32	0.36%
OPERATIONS				$4,447,214	$1,550	17.41%
	Non-Instructional Support Functions			$2,382,707	$726	8.59%
		Transportation		$744,813	$260	2.94%
		Food Service		$1,518,562	$529	5.94%
		Safety		$14,273	$5	0.06%
	Facilities	Building Upkeep & Maintenance		$1,850,040	$644	7.24%
	Accounting Services			$513,831	$179	2.01%
		Data Processing		$161,741	$56	0.63%
		Business Operations		$352,090	$123	1.38%
OTHER COMMITMENTS				$0	$0	0.00%
	Contributions	Budgeted Tax Obligations		$0	$0	0.00%
	Facilities			$2,380,250	$731	9.31%
		Debt Service		$1,147,241	$399	4.49%
		Capital Projects		$1,232,910	$429	4.82%
	Other Mandated Obligations			$844,530	$294	3.30%
		Retirement, Annuity, Pension, & Social Security		$844,530	$294	3.30%
		Other Payments		$0	$0	0.00%
		Retired Benefits & Other		$0	$0	0.00%
	Local Obligations	Charter & Scholarships		$0	$0	0.00%
LEADERSHIP				$2,829,997	$985	11.06%
	Administration			$1,597,303	$556	6.25%
		Principals & Assistant Principals		$1,219,067	$424	4.77%
		Supervisors & Other		$378,236	$132	1.48%
	Program Management			$1,232,694	$429	4.82%
		Curriculum, Program Administration, Directors & Coordinators		$1,232,694	$429	4.82%
	Non-Administrative			$1,232,694	$429	4.82%
		Instructional Staff & Technology		$1,138,110	$396	4.45%
		Clerical		$94,584	$33	0.37%

Per Pupil Expenditures = Total District Expenditures / Total Number of District Unweighted FTE Students (K-12)

PLT_6622-00F

REC034261

County
District Marion, IA 0077 Total Marion School District #7 Location Code 3407

# Of Students	999	District Total	$10,817,671			
Total Expenditures	$10,817,671	Capital & Out of District Obligations	$1,478,834	LEA Expenditures	Per Pupil	% Of Total
Function	Sub Function	Detail Function		$9,338,837	$9,348	100.00%
INSTRUCTION				$5,306,875	$5,313	56.82%
	Basic Instruction			$4,907,286	$4,912	52.55%
		Instructional Teachers		$4,593,731	$4,599	49.19%
		Substitutes		$313,555	$314	3.36%
		Instructional Paraprofessionals		$373,555	$374	4.00%
	Curriculum Materials			$399,589	$400	4.28%
		Pupil-Use Technology & Software		$74,907	$75	0.80%
		Instructional Materials & Supplies		$324,682	$325	3.48%
INSTRUCTIONAL SUPPORT				$1,210,616	$1,212	12.96%
	Pupil Support			$795,906	$797	8.52%
		Guidance & Counseling		$270,300	$271	2.89%
		Library & Media		$336,658	$337	3.61%
		Co-Curricular		$187,229	$187	2.00%
		Student Health & Services		$40,507	$41	0.43%
	Teacher Support			$384,432	$385	4.12%
		Curriculum Development		$200,504	$201	2.15%
		In-Service & Staff Training		$183,928	$184	1.97%
	Program Support			$31,278	$31	0.33%
		Program Development		$4,054	$4	0.04%
		Therapists, Psychologists, Extension, Regional Attendants, & Social Workers		$13,226	$13	0.14%
OPERATIONS				$1,729,804	$1,731	18.52%
	Food, Items, Used, Pupil Services			$901,408	$902	9.65%
		Transportation		$206,674	$207	2.21%
		Food Service		$561,494	$562	6.01%
		Safety		$41,241	$41	0.44%
	Facilities	Building Upkeep & Maintenance		$693,344	$694	7.42%
	Business Services			$134,053	$134	1.44%
		Data Processing		$13,262	$13	0.14%
		Business Operations		$134,789	$135	1.44%
OTHER COMMITMENTS				$0	$0	0.00%
	Corporations	Budgeted Contingencies		$0	$0	0.00%
	Capital			$1,068,358	$1,069	11.44%
		Debt Service		$1,151,243	$1,152	12.33%
		Capital Projects		$1,217,591	$1,218	13.04%
	Other Debt Obligations			$61,476	$61	0.66%
		Purchase Pension Bonds & Pension Liability		$61,476	$61	0.66%
		Pass Through		$0	$0	0.00%
		Refund Receipts & Other		$0	$0	0.00%
	Legal Obligations	Claims & Settlements		$0	$0	0.00%
LEADERSHIP				$1,099,442	$1,100	11.77%
	School Management			$991,085	$991	10.61%
		Principals & Assistant Principals		$343,419	$343	3.68%
		School Office		$647,666	$648	6.93%
	Program Management			$239,582	$240	2.57%
		Legislative, School Administrators Association Dues & Premium Expenses		$239,582	$240	2.57%
	District Management			$228,196	$228	2.44%
		Superintendent & Board		$228,196	$228	2.44%
		Legal		$0	$0	0.00%

Fiscal Year 2021-2022
Per Pupil Expenditure = Total District Expenditures - Capital and Out of District Obligations / # of Students PK thru 6622

PLT_6622-00G

REC034262

County:
Orangeburg 38 / 03 — Total Orangeburg School District #3 — Location Code 3801

# Of Students	3,659	District Total	$33,393,157		
Per Pupil Expenditure	$33,393,157	Current $ Mill Levy Current Obligations	$2.4 mill $	Per Pupil	Percent Total
Function	Sub Function	Detail Function			
INSTRUCTION			$17,794,172	$4,863	57.65%
	Regular Programs		$16,195,869	$4,427	52.48%
		Kindergarten Programs	$2,219,482	$607	7.19%
		Gifted/Talented	$958,181	$262	3.11%
		Instructional Pupil Personnel	$1,831,385	$501	5.93%
	Instructional Technology		$674,306	$184	2.18%
		Regular Term Technology & Software	$232,481	$64	0.75%
		Regular Term Materials & Supplies	$418,209	$114	1.35%
INSTRUCTIONAL SUPPORT			$3,744,575	$1,023	12.13%
	Pupil Support		$2,951,991	$807	9.56%
		Guidance & Counseling	$768,463	$210	2.49%
		Health & Medical	$375,317	$103	1.22%
		Extracurricular	$934,791	$255	3.03%
		Student Health & Services	$681,687	$186	2.21%
	Instruction Support		$634,484	$174	2.06%
		Curriculum Development	$334,634	$91	1.08%
		In-Service & Staff Training	$449,516	$123	1.46%
	Program Support		$158,100	$43	0.51%
		Program Management	$1,760	$0	0.01%
		Principals, Technologists, Librarians, Research Assistants, & Secretaries	$784,131	$214	2.54%
OPERATIONS			$6,508,108	$1,779	21.08%
	Non-Instructional Pupil Services		$2,616,736	$715	8.47%
		Food Service	$1,912,740	$523	6.19%
		Food Service	$1,688,247	$461	5.47%
		Laundry	$61,746	$17	0.20%
	Facilities	Operation, Maintenance & Custodial	$2,357,812	$644	7.63%
	Business Services		$1,534,561	$419	4.97%
		Data Processing	$611,241	$167	1.98%
		Business Operations	$588,365	$161	1.90%
OTHER COMMITMENTS			$0	$0	0.00%
	Contingencies	Budgeted Contingencies	$0	$0	0.00%
	Debt Service		$2,471,451	$675	7.99%
		Debt Service	$1,242,417	$340	4.02%
		Capital Projects	$1,229,034	$336	3.98%
	Other Financial Obligations		$5,918	$2	0.02%
		Fiscal Agent Fees & Other	$1,918	$1	0.01%
		Retiree Benefits & Other	$0	$0	0.00%
	Fund Obligations	Transfers & Settlements	$0	$0	0.00%
LEADERSHIP			$2,870,464	$784	9.28%
	School Management		$2,078,809	$568	6.72%
		Principals & Assistant Principals	$1,218,315	$333	3.94%
		School Office	$860,494	$235	2.78%
	Program Management		$447,648	$122	1.45%
		Curriculum Specialists & Other Program Supervisors	$447,648	$122	1.45%
	Fiscal Management		$344,007	$94	1.11%
		Internal Auditors & Controller	$37,194	$10	0.12%
		Legal	$37,194	$10	0.12%

Per Pupil Expenditure — Total Dist. — Regular Prgm. — Exceptional Child — Vocational — Adult Ed. — Other Programs — Pupil Support — Instructional Support — Operations — Leadership

PLT_6622-00H

REC034263

2001 IN$ITE			
STATE		PLAINTIFF DISTRICTS	
Total Expenditures	$5,781,318,235	Total Expenditures	$163,092,145
# Of Students	648,051	# Of Students	18,621
Per Pupil Spending	$8,921	Per Pupil Spending	$8,759

Difference	$162

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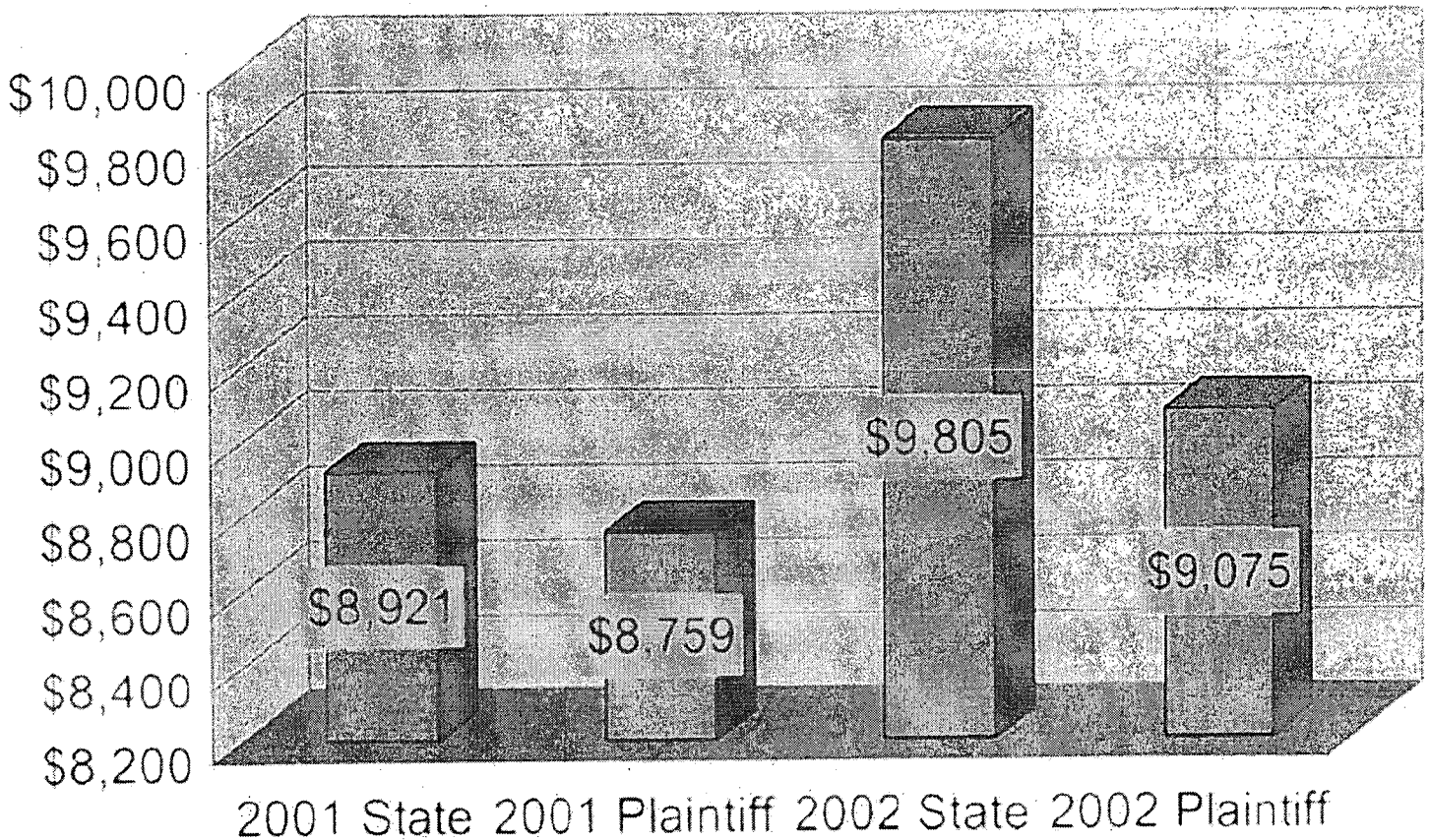
2002 INSITE			
STATE		PLAINTIFF DISTRICTS	
Total Expenditures	$6,396,806,532	Total Expenditures	$166,574,815
# Of Students	652,430	# Of Students	18,355
Per Pupil Spending	$9,805	Per Pupil Spending	$9,075

Difference	$730

REC034336

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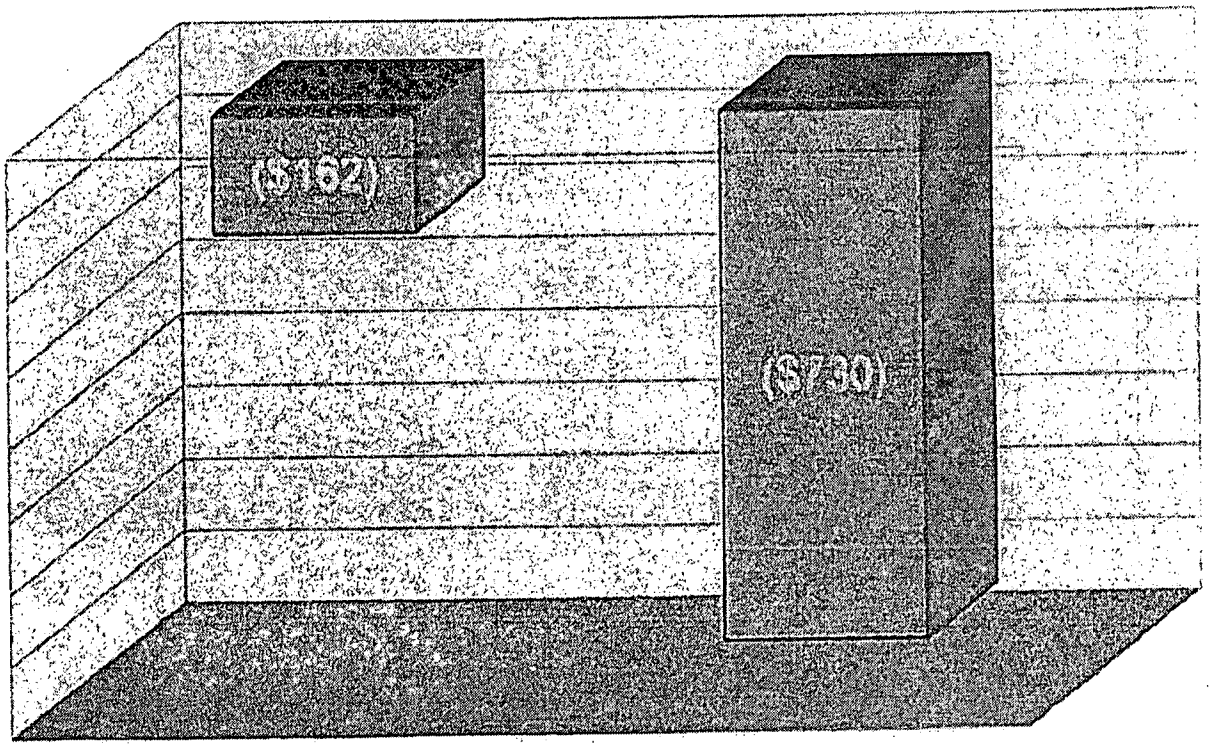
Per Pupil Total Spending



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GAP in Per Pupil Spending State to Plaintiffs



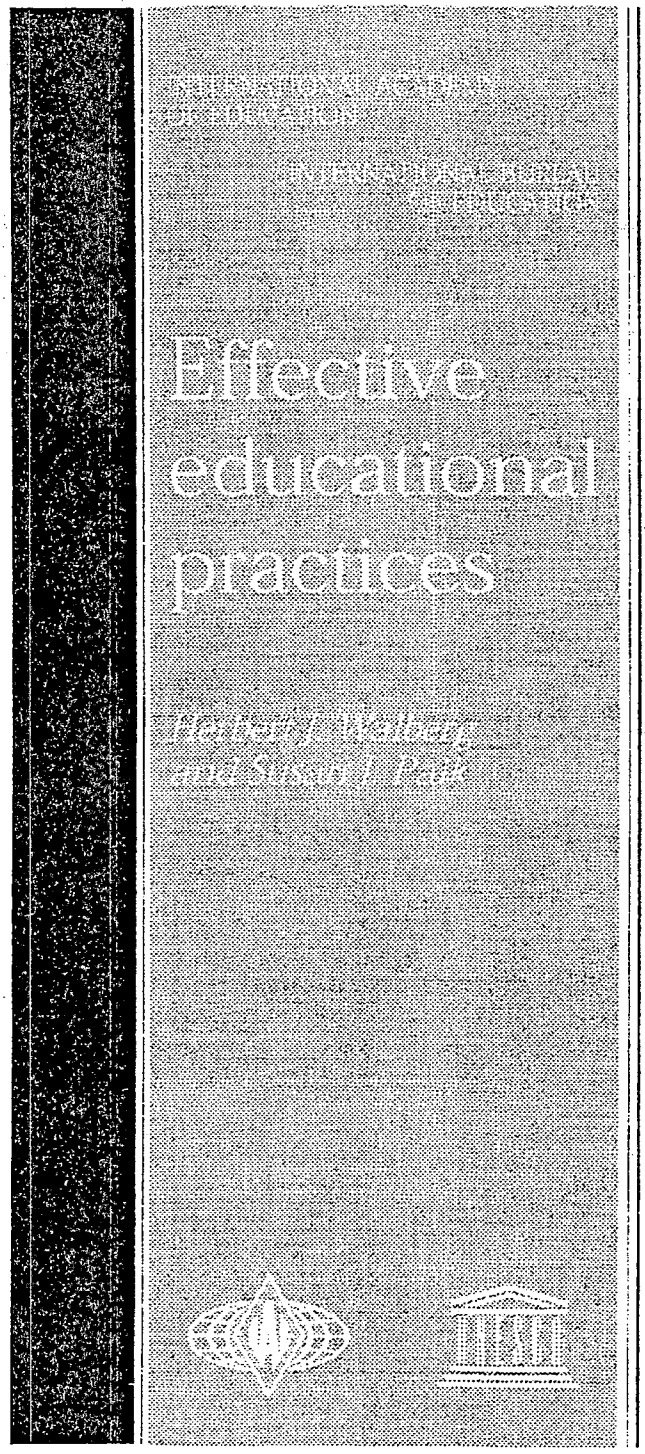
GAP IN 2001
State - $8921

GAP IN 2002
State - $9805

REC034609

PEX 6731

PLAINTIFF'S EXHIBIT 6813



EDUCATIONAL PRACTICES SERIES- 3

The International Academy of Education

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Preface

This booklet on effective educational practices has been adapted for inclusion in the Educational Practices Series developed by the International Academy of Education and distributed by the International Bureau of Education and the Academy. As part of its mission, the Academy provides timely syntheses of research on educational topics of international importance. This booklet is the third in the series on educational practices that generally improve learning.

I originally prepared the material in this booklet for the generic section of the *Handbook of research on improving student achievement*, edited by Gordon Cawelti, and published in a second edition in 1999 by the Educational Research Service (ERS). The *Handbook*, which also includes chapters on subjects such as mathematics and science, is available from ERS (2000 Clarendon Boulevard, Arlington, VA 22201-2908, United States of America; telephone: (1) 800-791-9308; fax: (1) 800-791-9309; e-mail: msic@ers.org; and web site: www.ers.org).

ERS is a not-for-profit research foundation serving the research and information needs of educational leaders and the public. Established in 1973, ERS is sponsored by seven organizations: the American Association of School Administrators; the American Association of School Personnel Administrators; the Association of School Business Officials; the Council of Chief State School Officers; the National Association of Elementary School Principals; the National Association of Secondary School Principals; and the National School Public Relations Association. As Vice-President of the IAE and Series Editor, I express the gratitude of the Academy's officers to ERS officials who have allowed us to make the material adapted from the *Handbook* available to educators in many countries.

For their review of the material in this booklet, I thank Professors Lorin Anderson, Jere Brophy and Margaret Wang, and fourteen of my doctoral students. Any shortcomings of this booklet are attributable to me.

I also thank my co-author, Susan Paik, for helping to adapt the material in my *Handbook* chapter for this booklet intended for educators in various parts of the world. Susan is a doctoral candidate at the University of Illinois at Chicago, where she has taught. As a volunteer, she has participated in projects in Africa, Asia, Central America, Europe and the United States. She has presented her research at Oxford University in the

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United Kingdom, the University of Cape Town in South Africa, and at professional meetings in Australia, South America and the United States. In Chicago, she founded and directed a character-development programme for inner-city youth.

The officers of the International Academy of Education are aware that this booklet is based on research carried out primarily in economically advanced countries. The booklet, however, focuses on aspects of learning that appear to be universal in much formal schooling. The practices presented here seem likely to be generally applicable throughout the world. Even so, the principles should be assessed with reference to local conditions, and adapted accordingly. In any educational setting, suggestions or guidelines for practice require sensitive and sensible application, and continuing evaluation.

HERBERT J. WALBERG,
Editor, IAE Educational Practices Series,
University of Illinois at Chicago.

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REC035490

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Introduction

The practices described in this booklet can generally be applied to classroom subjects in primary and secondary schools. They show large, positive learning effects for students in widely varying conditions. Educators may find the many references valuable in investigating the applicability of the practices in their particular circumstances. As with all educational practices, of course, they can be effectively or ineffectively planned and conducted, and the results may vary accordingly.

The research on these practices has accumulated over half a century. Several of the major references used are studies conducted by my colleagues and myself. These studies compiled the results of research summaries and synthesized several hundred investigations of educational practices by many scholars. The practices were further investigated by analysing large national and international achievement surveys. Much of the research employed examinations covering the facts and principles of the usual or predominant academic subjects. The research is less pertinent to art, music and athletics, subjects that may have a more behavioural and less academic emphasis. Nor did the research concentrate on such aspects of learning as writing, problem-solving and completing laboratory projects. Research on these subjects and skills may be found in the references and elsewhere, and the Academy may sponsor booklets on these matters.

As mentioned above, the practices in this booklet are generally powerful and consistent in promoting important aspects of academic learning. Some other practices are nearly as good. For further reading on many effective practices, the following works may be consulted: Husén & Postlethwaite, 1994; Lipsey & Wilson, 1993; Walberg, 1984; Walberg & Haertel, 1997; Wang, Haertel & Walberg, 1993b; and Waxman & Walberg, 1999.

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1. Parent involvement

Learning is enhanced when schools encourage parents to stimulate their children's intellectual development

Research findings

Dozens of studies have shown that the home environment has a powerful effect on what children and youth learn within and outside school. This environment is considerably more powerful than the parents' income and education in influencing what children learn in the first six years of life and during the twelve years of primary and secondary education. One major reason that parental influence is so strong is that, from infancy until the age of 18, children spend approximately 92% of their time outside school under the influence of their parents.

Co-operative efforts by parents and educators to modify these alterable academic conditions in the home have strong, beneficial effects on learning. In twenty-nine controlled studies, 91% of the comparisons favoured children in such programmes over non-participant control groups.

In the classroom

Sometimes called 'the curriculum of the home', the home environment refers to informed parent/child conversations about school and everyday events; encouragement and discussion of leisure reading; monitoring and critical review of television viewing and peer activities; deferral of immediate gratification to accomplish long-term goals; expressions of affection and interest in the child's academic and other progress as a person; and perhaps, among such unremitting efforts, laughter and caprice. Reading to children and discussing everyday events prepare them for academic activities before attending school.

Co-operation between educators and parents can support these approaches. Educators can suggest specific activities likely to promote children's learning at home and in school. They can also develop and organize large-scale teacher/parent programmes to promote academically stimulating conditions and activities outside the school in a systematic manner.

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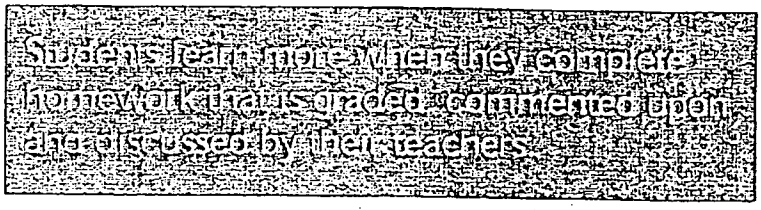
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References: Graue, Weinstein & Walberg, 1983; Iverson & Walberg, 1982; Peng & Wright, 1994; Stevenson, Lee & Stigler, 1986; Walberg, 1984; Walberg & Paik, 1997. Also, see the second booklet in the present series- *Parents and learning* by Sam Redding- which is devoted to this same subject.

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REC035494

2. Graded homework



Research findings

A synthesis of more than a dozen studies of the effects of homework in various subjects showed that the assignment and completion of homework yield positive effects on academic achievement. The effects are almost tripled when teachers take time to grade the work, make corrections and specific comments on improvements that can be made, and discuss problems and solutions with individual students or the whole class. Homework also seems particularly effective in secondary school.

In the classroom

Among developed countries, the United States has the least number of school days because of the long summer vacation. Students also spend less time, on average, doing homework. Extending homework time is a proven way to lengthen study time and increase achievement, although the quality of the assignments and of the completed work are also important.

Like a three-legged stool, homework requires a teacher to assign it and provide feedback, a parent to monitor it and a student to do it. If one leg is weak, the stool may fall down. The role of the teacher in providing feedback- in reinforcing what has been done correctly and in re-teaching what has not- is the key to maximizing the positive impact of homework.

Districts and schools that have well-known homework policies for daily minutes of required work are likely to reap benefits. Homework 'hotlines' in which students may call in for help have proved useful. To relieve some of the workload of grading, teachers can employ procedures in which students grade their own and other students' work. In this way, they can learn co-operative social skills and how to evaluate their own and others' efforts.

The quality of homework is as important as the amount. Effective homework is relevant to the lessons to be learned and in keeping with students' abilities.

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References: Paschal, Weinstein & Walberg, 1984; Stevenson, Lee & Stigler, 1986; Walberg, 1984, 1994; Walberg & Haertel, 1997.

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REC035496

3. Aligned time on task

Students who are actively focused on educational goals do best in mastering the subject matter.

Research findings

More than 130 studies support the obvious idea that the more students study, the more they learn. It is one of the most consistent findings in all educational research. Time alone, however, does not suffice. Learning activities should reflect educational goals. This alignment or co-ordination of means with goals can be called 'curricular focus'. A similar reform term is 'systemic reform', which means that the three components of the curriculum- (1) goals, (2) textbooks, materials and learning activities, and (3) tests and other outcome assessments- are well matched in content and emphasis.

In the classroom

The amount learned reflects both study time and curricular focus. Curricular focus represents efforts to decide what should be learned by a given age or grade level, and then concentrating attention, time and energy on these elements. Consequently, students at a given grade level should have greater degrees of shared knowledge and skills as prerequisites for further learning; teachers may then avoid excessive review; and progress can be better assessed.

Teachers have the most direct role in ensuring that this emphasis is carried into the classroom. The teacher's skilful classroom management, by taking into account what is to be learned and identifying the most efficient ways to present it, increases effective study time. Students who are actively engaged in activities focused on specific instructional goals make more progress towards these goals.

References: Anderson & Walberg, 1994; Fredrick, 1980; Fredrick & Walberg, 1980; Stigler, Lee & Stevenson, 1987; Walberg & Fredrick, 1991; Walberg & Haertel, 1997; Walberg & Paik, 1997; Waxman & Walberg, 1999.

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4. Direct teaching

Direct teaching is most effective when lessons' key features are followed systematic steps.

Research findings

Many studies show that direct teaching can be effective in promoting student learning. The process emphasizes systematic sequencing of lessons, a presentation of new content and skills, guided student practice, the use of feedback and independent practice by students. The traits of teachers employing effective direct instruction include clarity, task orientation, enthusiasm and flexibility. Effective direct teachers also clearly organize their presentations and occasionally use student ideas.

In the classroom

The use of direct teaching can be traced to the turn of the last century; it is what many citizens and parents expect to see in classrooms. Done well, it can yield consistent and substantial results. Whole-class teaching of diverse groups may mean that lessons are too advanced for slower students and too repetitive for the quick. In the last decade or two, moreover, theorists have tried to transfer more control of lesson planning and completion to students themselves so that they 'learn to learn', as several subsequent practices exemplify.

Six phased functions of direct teaching work well:

1. Daily review, homework check and, if necessary, reteaching;
2. Presentation of new content and skills in small steps;
3. Guided student practice with close teacher monitoring;
4. Corrective feedback and instructional reinforcement;
5. Independent practice in work at the desk and in homework with a high (more than 90%) success rate; and
6. Weekly and monthly reviews.

References: Brophy & Good, 1986; Gage & Needles, 1989; Walberg & Haertel, 1997; Wang, Haertel & Walberg, 1993*a*, 1993*b*; Waxman & Walberg, 1999.

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5. Advance organizers



Research findings

More than a dozen studies have shown that, when teachers explain how new ideas in the current lesson relate to ideas in previous lessons and other prior learning, students can connect the old with the new, which helps them to better remember and understand. Similarly, alerting them to the learning of key-points allows them to concentrate on the most crucial parts of the lessons.

In the classroom

Advance organizers help students focus on key ideas by enabling them to anticipate which points are important to learn. Understanding the sequence or continuity of subject-matter development, moreover, can be motivating. If students simply learn one isolated idea after another, the subject-matter may appear arbitrary. Given a 'mental road map' of what they have accomplished, where they are presently, and where they are going can avoid unpleasant surprises and help them to set realistic goals. Similar effects can be accomplished by goal-setting, overviewing and pre-testing before lessons that sensitize students to important points and questions that they will encounter in textbooks and will be presented by teachers.

It may also be useful to show how what is being learned solves problems that exist in the world outside school and that students are likely to meet in life. For example, human biology that features nutrition and its implications for food choices is likely to be more interesting than abstract biology.

Teachers and textbooks can sometimes make effective use of graphic advance organizers. Maps, timetables, flow charts depicting the sequence of activities, and other such devices may be worth hundreds of words. They may also be easier to remember.

References: Ausubel, 1968; Walberg & Haertel, 1997; Walker, 1987; Weinert, 1989.

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6. The teaching of learning strategies

Giving students some choice in their learning goals and teaching them to be attentive to their progress yield learning gains.

Research findings

In the 1980s, cognitive research on teaching sought ways to encourage self-monitoring, self-teaching or 'meta-cognition' to foster achievement and independence. Skills are important, but the learner's monitoring and management of his or her own learning have primacy. This approach transfers part of the direct teaching functions of planning, allocating time and review to learners. Being aware of what goes on in one's mind during learning is a critical first step to effective independent learning.

Some students have been found to lack this self-awareness and must be taught the skills necessary to monitor and regulate their own learning. Many studies have demonstrated that positive effects can accrue from developed skills.

In the classroom

Students with a repertoire of learning strategies can measure their own progress towards explicit goals. When students use these strategies to strengthen their opportunities for learning, they simultaneously increase their skills of self-awareness, personal control and positive self-evaluation.

Three possible phases of teaching about learning strategies include:

1. Modelling, in which the teacher exhibits the desired behaviour;
2. Guided practice, in which students perform with help from the teacher; and
3. Application, during which students act independently of the teacher.

As an example, a successful programme of 'reciprocal teaching' fosters reading comprehension by having students take turns in leading dialogues on pertinent features of texts. By as-

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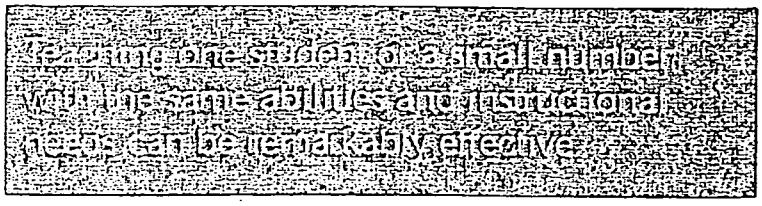
suming the roles of planning and monitoring ordinarily exercised by teachers, students learn self-management. Perhaps that is why tutors learn from tutoring, and why it is said: 'To learn something well, teach it.'

References: Haller, Child & Walberg, 1988; Palincsar & Brown, 1984; Pearson, 1985; Walberg & Haertel, 1997.

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7. Tutoring



Research findings

Tutoring gears learning to student needs. It has yielded large learning effects in several dozen studies. It yields particularly large effects in mathematics- perhaps because of the subject's well-defined sequence and organization. If students fall behind in a fast-paced mathematics class, they may never catch up unless their particular problems are identified and remedied. This individualized assessment and follow-up process is the virtue of tutoring and other means of adaptive instruction.

In the classroom

Peer tutoring (tutoring of slower or younger students by more advanced students) appears to work nearly as well as teacher tutoring; with sustained student practice it might be equal to teacher tutoring in some cases. Significantly, peer tutoring promotes effective learning in tutors as well as tutees. The need to organize one's thoughts in order to impart them intelligibly to others, the need to become conscious of the value of time, and the need to learn managerial and social skills are probably the main reasons for benefits to the tutor.

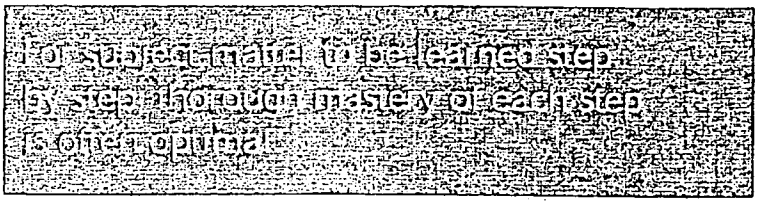
Even slower-learning students and those with disabilities can be in the position of teaching to others if they are given the extra time and practice that may be required to master a skill. This can give them a positive experience and increase their feelings of self-esteem. The success of two other practices in this booklet- the teaching of learning strategies and cooperative learning- is attributable to instructional features similar to those of tutoring.

References: Cohen, Kulik & Kulik, 1982; Ehly, 1980; Medway, 1991; Walberg & Haertel, 1997.

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8. Mastery learning



Research findings

More than fifty studies show that careful sequencing, monitoring and control of the learning process raise the learning rate. Pre-testing helps determine what should be studied; this allows the teacher to avoid assigning material that has already been mastered or for which the student does not yet have the prerequisite skills. Ensuring that students achieve mastery of initial steps in the sequence helps ensure that they will make satisfactory progress in subsequent, more advanced steps. Frequent assessment of progress informs teachers and students when additional time and corrective remedies are needed. Mastery learning appears to work best when the subject-matter is well organized.

In the classroom

Because of its emphasis on outcomes and careful monitoring of progress, mastery learning can save learners' time. It allows more time and remediation for students who need it. It also enables faster learners to skip material they already know. Since mastery learning suits instruction to the needs of each student, it can work better than giving the whole class the same lesson at the same time. Such whole-class teaching may be too hard for some learners and too easy for others.

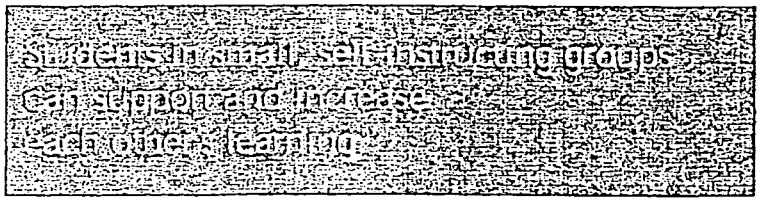
Mastery learning programmes require special planning, materials and procedures. Teachers must be prepared to identify the components of instruction, develop assessment strategies so that individual students are appropriately placed in the instructional continuum, and provide reinforcement and corrective feedback- while continuously engaging students in lessons.

References: Bloom, 1988; Guskey, 1990; Kulik, Kulik & Bangert-Drowns, 1990; Walberg & Haertel, 1997; Waxman & Walberg, 1999.

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9. Co-operative learning



Research findings

As shown by more than fifty studies, learning proceeds more effectively than usual when exchanges among teachers and learners are frequent and specifically directed towards students' problems and interests. In whole-class instruction, only one person can speak at a time, and shy or slow-learning students may be reluctant to speak at all. When students work in groups of two to four, however, each group member can participate extensively, individual problems are more likely to become clear and to be remedied (sometimes with the teacher's assistance), and learning can accelerate.

In the classroom

With justification, co-operative learning has become widespread. Not only can it increase academic achievement, but also it has other virtues. By working in small groups, students learn teamwork, how to give and receive criticism, and how to plan, monitor and evaluate their individual and joint activities with others.

It appears that modern workplaces increasingly require such partial delegation of authority, group management and co-operative skills. Like modern managers, teachers may need to become more like facilitators, consultants and evaluators, rather than supervisors. Nonetheless, researchers do not recommend that co-operative learning take up the whole school day; the use of a variety of procedures, rather than co-operative learning alone, is considered to be most productive.

In addition, co-operative learning means more than merely assigning children to small groups. Teachers must also carefully design and prepare for the small-group setting. Students need instruction in skills necessary to operate successfully in small groups. Decisions must be made about the use of individual or group accountability. Care must be taken in establishing the mix of strengths and needs represented by students in

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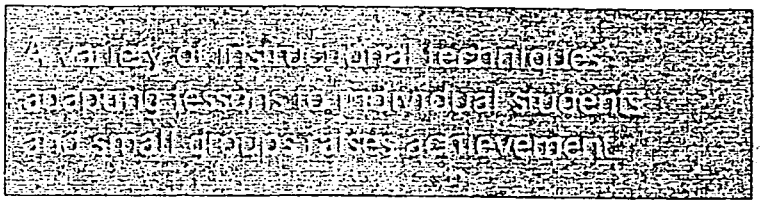
the groups. Attention to these details will increase the likelihood that the co-operative groups will produce increased learning.

References: Hertz-Lazarowitz & Miller, 1992; Johnson & Johnson, 1989; Walberg & Haertel, 1997; Waxman & Walberg, 1999.

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10. Adaptive education



Research findings

Adaptive instruction is an integrated diagnostic-prescriptive process that combines several of the preceding practices- tutoring, mastery and co-operative learning, and instruction in learning strategies- into a classroom management system to tailor instruction to individual and small-group needs. The achievement effects of adaptive programmes have been demonstrated. The broader effects of adaptive instruction are probably underestimated, since it aims at diverse ends that are difficult to measure, including student autonomy, intrinsic motivation, teacher and student choice and parental involvement.

In the classroom

Adaptive education requires implementation steps executed by a master teacher, including planning, time allocation, task delegation to aides and students, and quality control. Unlike most other practices, it is a comprehensive programme for the whole school day, rather than a single method that requires simple integration into one subject or into a single teacher's repertoire. Its focus on the individual student requires that barriers to learning are first diagnosed and then a plan developed to address those needs.

A student with special needs or experiencing academic difficulties becomes the shared responsibility of a team of teachers and specialists. Such an approach to education calls for teachers to develop a broad spectrum of teaching approaches, along with knowledge of when to use each of them most productively, and to co-ordinate their efforts with those of other professionals providing support to a student. Time and opportunity to do this are crucial for implementation of adaptive education.

Skilful professional management is required to integrate all aspects of the programme. For example, curricular co-ordina-

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tion means more than a plan for the teaching of subject-matter skills and knowledge across grade levels as it applies to *all* students. Instead, it encompasses the relationship of that curriculum to the abilities and needs of *each* student. Consequently, central-office staff, principals and teachers need more than usual training to install and maintain adaptive programmes.

As goals for school become more clear and uniform, it should be increasingly possible to develop and employ systemic approaches, such as adaptive education.

References: Walberg & Haertel, 1997; Wang 1992; Wang, Haertel & Walberg, 1998; Wang, Oates & Whiteshew, 1995; Wang & Zollers, 1990; Waxman & Walberg, 1999.

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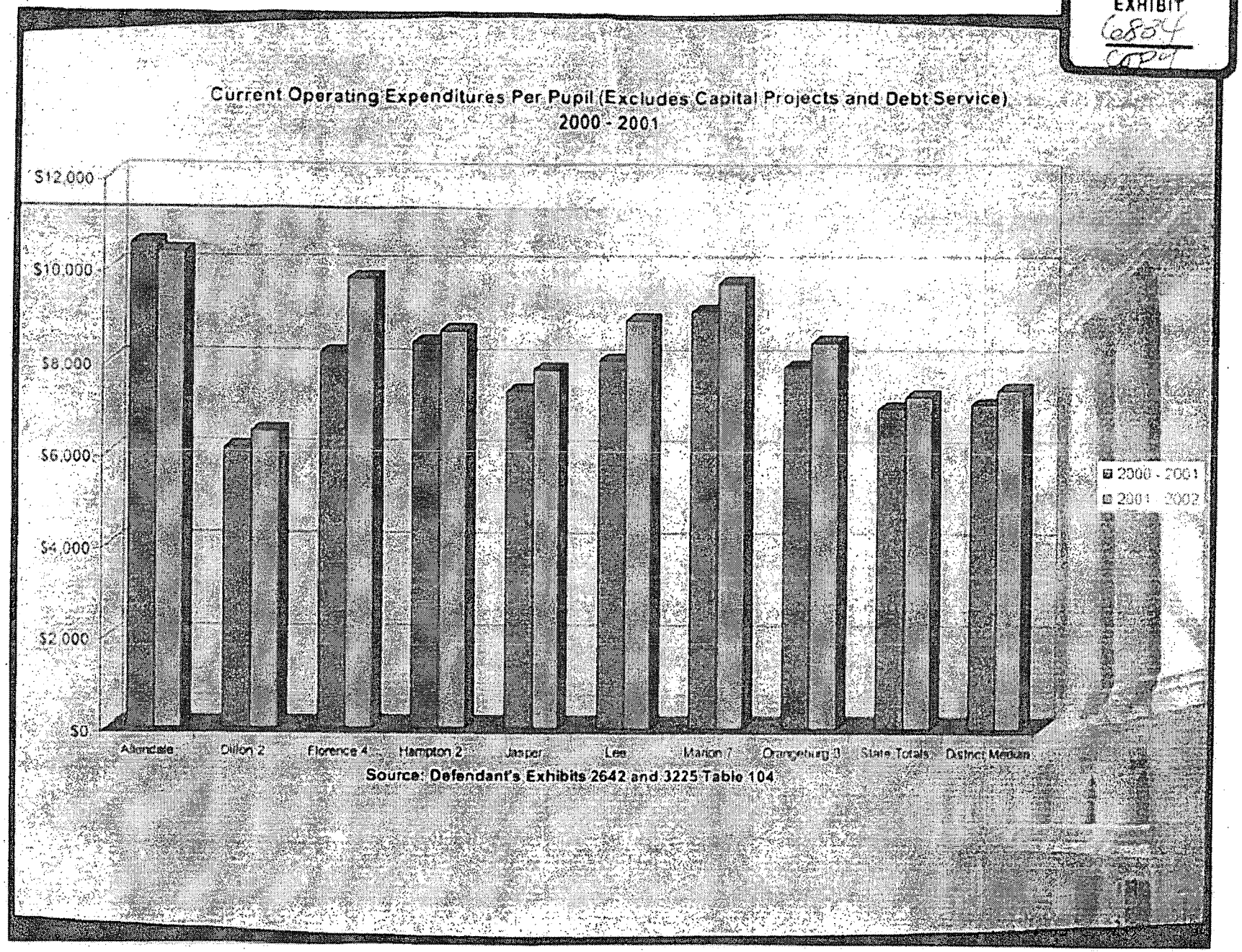
EDUCATIONAL PRACTICES SERIES- 3

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County / District: Marion 34 / 07 — Total Marion School District #7 — Location Code 3407

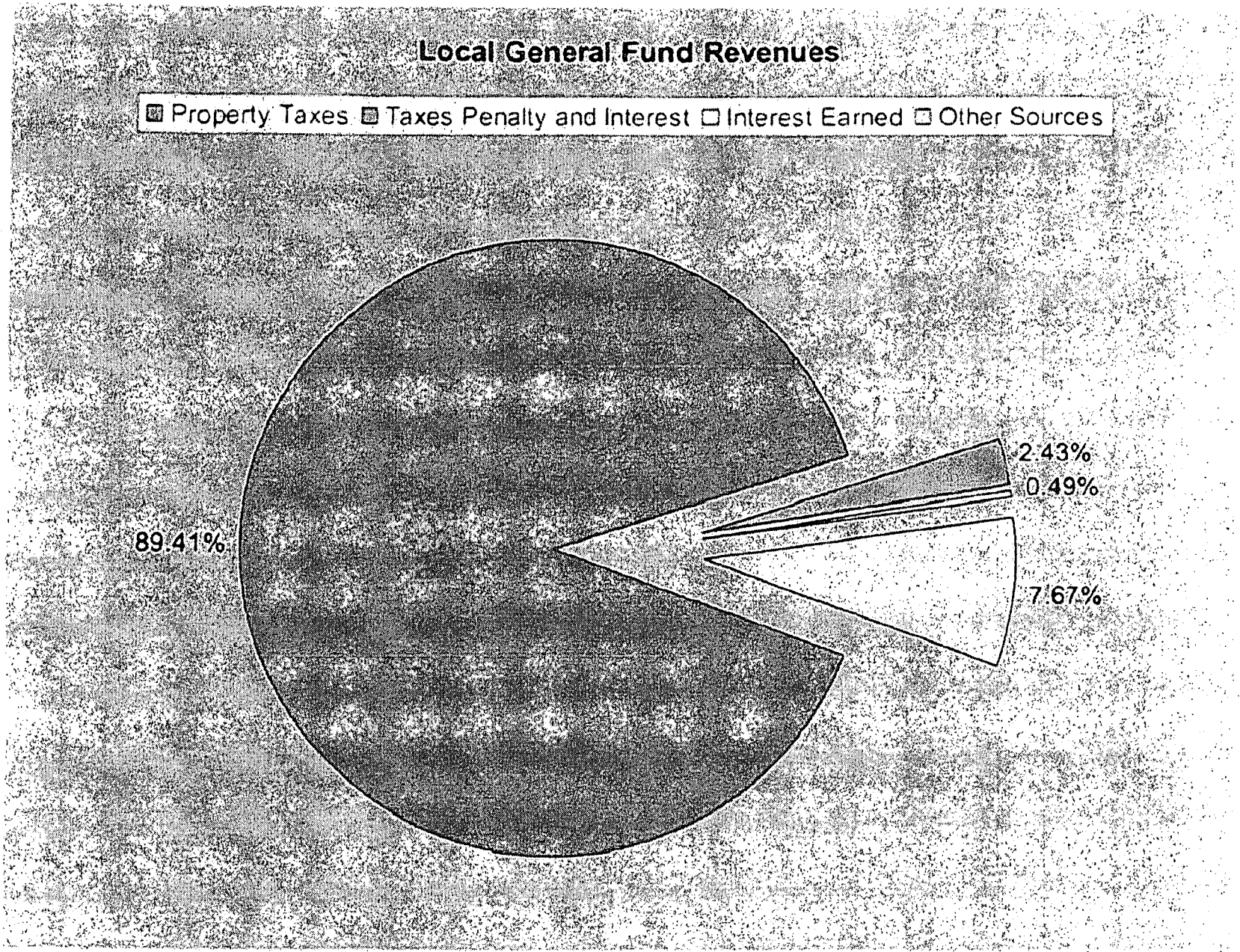
# Of Students	959	Owner Value	$10,817,671		
Total Expenditures	$10,817,671	Owner & Out of District Expenditures			
Function	Sub Function				
		Total Function		$9,738,837	$9,738	100.00%
INSTRUCTION				$5,100,475	$5,320	52.39%
	Direct Instruction Teaching			$4,401,398	$4,590	45.22%
		Instructional Salaries		$4,053,775	$4,227	41.63%
		Substitutes		$95,748	$100	0.98%
		Extra/Co-Curricular Programs/Awards		$251,874	$263	2.59%
	Instructional Materials			$153,077	$160	1.57%
		Digital Learning Technology & Software		$73,811	$77	0.76%
		Instructional Materials & Supplies		$79,266	$83	0.81%
INSTRUCTIONAL SUPPORT				$1,210,616	$1,262	12.43%
	Pupil Support			$706,606	$737	7.26%
		Guidance & Counseling		$287,843	$300	2.96%
		Library & Media		$290,078	$302	2.98%
		Transportation		$307,220	$320	3.17%
		Student Health & Services		$40,907	$43	0.42%
	Learning Support			$368,436	$384	3.78%
		Curriculum Development		$225,592	$235	2.32%
		In-Service & Staff Training		$168,931	$176	1.74%
	Program Support			$17,376	$18	0.18%
		Program Development		$1,597	$2	0.02%
		Principals, Assistant Principals, Operations Personnel & Secretarial Salaries		$15,778	$16	0.16%
OPERATIONS				$1,729,804	$1,804	17.77%
	Non-Instructional Pupil Services			$597,476	$623	6.14%
		Food Service		$581,494	$606	5.97%
		Safety		$15,982	$17	0.16%
	Facilities	Existing Leases & Maintenance		$693,744	$723	7.12%
	Business Services			$229,583	$239	2.36%
		Business Operations		$208,999	$218	2.15%
OTHER COMMITMENTS				$0	$0	0.00%
	Contingencies	Budgeted Contingencies		$0	$0	0.00%
	Capital			$1,388,359	$1,446	14.25%
		Debt Service		$1,388,359	$1,446	14.25%
	Pass-Through Expenditures			$161,475	$168	1.66%
		Payments to Charter & Private Schools		$161,475	$168	1.66%
		Pass-Through		$0	$0	0.00%
		Tuition Rebates & Other		$0	$0	0.00%
	Legal Obligations	Claims & Settlements		$0	$0	0.00%
LEA DESIGN				$1,087,442	$1,144	11.75%
	School Management			$593,588	$618	6.34%
		Principals & Assistant Principals		$349,494	$364	3.74%
		School Office		$244,094	$254	2.61%
	Program Management			$293,967	$306	3.14%
		Curriculum Support, Improvement & Assessment		$293,967	$306	3.14%
	District Management			$279,886	$291	2.99%
		Superintendent & Central Office		$279,886	$291	2.99%
		Legal		$0	$0	0.00%

GENERAL FUND

Fund #	Description	Revenue
100	Local	$1,407,085.00
100	Intergovernmental	$4,306.00
100	State	$3,451,086.00
	Total General Fund Revenue	**$4,862,477.00**

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REC035635

PLT_6834-0005

Marion 7 2001-2002
Local Restricted Revenue

LOCAL RESTRICTED			
208	Medicaid	$74,224.00	
504	Special Mills	$60,000.00	Maintenance
401	Debt Service	$334,889.00	
926	BN Scholarship	$279.00	Local Scholarship
928	BN Joseph Woodberry Scholarship	$163.00	Local Scholarship
810	Interest Earned on Investments	$9,238.00	
700s	Pupil Activity	$156,636.00	Student Raised Funds
	Total Local Restricted Revenue	**$635,429.00**	

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Marion 7 2001-2002
State Restricted Revenue

STATE RESTRICTED

Fund #	Description	Revenue	
130	Gear-Up Grant	$6,826.00	Competitive Grant written and funded
204	IDEA State Grant	$995.00	Competitive Grant written and funded
216	ADERT	$1,442.00	All
217	Early Intervention Preschool	$13,604.00	All - for special education
219	Apple Tags	$206.00	All
223	Alternative School Weighting	$9,547.00	All
226	EAA Principal/Curriculum Specialist	$215,091.00	Targeted
229	State Reduced Class Size Grades 1-3	$245,711.00	All
231	EAA Summer School	$48,967.00	Targeted
233	School Safety Officer	$73,500.00	All
234	Excellence in Middle School	$41,000.00	All
235	SAT Improvement - TBHS	$50,000.00	Awarded
242	DSS Parenting/Family Literacy	$25,000.00	All
258	Tech Prep	$969.00	All
261	School to Work	$39,706.00	All
295	Technology Training Grant	$3,845.00	All
307	Local School Innovation	$36,647.00	All
313	Parenting Family Literacy	$26,862.00	All
315	Advanced Placement	$300.00	All
320	Gifted and Talented - Academic	$14,080.00	All
322	Gifted and Talented - Artistic	$4,896.00	All
326	EAA Principal/Teacher Specialist	$865,076.00	Targeted
327	Critical Teaching Needs	$4,286.00	All
329	EAA Retraining Grants	$38,990.00	Targeted
332	National Board Certification	$8,865.00	All
333	Teacher of the Year Award	$2,153.00	All
334	Professional Development on Standards	$50,949.00	All
335	Governors Institute of Reading	$10,000.00	Competitive Grant written and funded
340	4 Year Old Child Development	$71,869.00	All
346	Academic Assistance K-3	$137,612.00	All
348	Academic Assistance 4-12	$169,519.00	All
350	Teacher Salary Increase	$282,205.00	All - Transferred to General Fund
355	Employer Contributions	$52,228.00	All - Transferred to General Fund
375	Competitive Teacher Grants	$15,930.00	Competitive Grant written and funded
377	Teacher Supplies	$16,600.00	All

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Marion 7 2001-2002
State Restricted Revenue

382	Principal Salary Increase	$5,305.00	All - Transferred to General Fund
395	EAA Homework Center	$55,729.00	Targeted
398	Bus Driver Salary Supplement	$1,507.00	All - Transferred to General Fund
399	Other EIA	$50.00	
505	School Facility Bond	$2,063,168.00	All
600	Food Service	$468,039.00	All
860	Character Education	$1,000.00	All
901	Increase High School Diploma	$42,172.00	All
905	Career and Technology Education Equipn	$59,878.00	All
908	Refurbished Science Kits	$2,995.00	All
910	K-12 Tech Partnership	$7,873.00	All
989	First Steps Visitation	$52,065.00	All
990	First Steps 4K Program	$70,768.00	All
	Total State Restricted Revenue	**$5,427,055.00**	

* School Facility Bond revenue has been omitted from this worksheet

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REC035638

PLT_6834-0008

REC035639

Marion 7 2001-2002
Federal Restricted Revenue

FEDERAL RESTRICTED

Fund #	Description	Revenue	
200	Americorp Promise Fellows	$12,131.00	Competitive Grant written and funded
201	Title I	$321,458.00	
203	Title VI IDEA	$214,135.00	
205	IDEA Preschool speech	$22,957.00	
207	Occupational Education	$29,374.00	
209	Drug/Violence Prevention	$4,646.00	Grant
211	IDEA Capacity Building	$6,992.00	
220	ABC Program Beyond Reg Schl Day	$27,834.00	Grant
241	ESEA Title VI Grant	$10,490.00	
244	Title II Eisenhower Professional Developr	$9,740.00	
249	Learn and Serve Grant	$26,403.00	Competitive Grant written and funded
250	Goals 2000 Grant	$11,947.00	Competitive Grant written and funded
254	Technology Literacy Challenge Grant	$124,008.00	Competitive Grant Written and funded
262	Federal Reduced Class size	$61,764.00	
275	Twelve Month Ag	$10,009.00	
282	Alliance for Rural Kids Grant	$97,170.00	Competitive Grant written and funded
297	W.K. Kelloggs Praise Initiative	$8,500.00	Competitive Grant written and funded
298	21st Century STEP Grant	$34,368.00	Competitive Grant written and funded
299	21st Century JUMP AfterSchool Grant	$145,398.00	Competitive Grant written and funded
870	CHEC Grant	$2,500.00	Competitive Grant written and funded
872	CHEC Grant	$5,000.00	Competitive Grant written and funded
906	SC Reads Grant	$42,556.00	Competitive Grant written and funded
	Total Federal Restricted Revenue	**$1,259,380.00**	

Manon School District 7
2001-2002 Fiscal Year
Revenue

GENERAL FUND			
Fund #	Description	Revenue	
100	Local	$1,407,085.00	
100	Intergovernmental	$4,306.00	
100	State	$3,451,086.00	
	Total General Fund Revenue	**$4,862,477.00**	
LOCAL RESTRICTED			
208	Medicaid	$74,224.00	
504	Special Mills	$60,000.00	Maintenance
401	Debt Service	$334,889.00	
926	BN Scholarship	$279.00	Local Scholarship
928	BN Joseph Woodberry Scholarship	$163.00	Local Scholarship
610	Interest Earned on Investments	$9,238.00	
700s	Pupil Activity	$156,636.00	Student Raised Funds
	Total Local Restricted Revenue	**$635,429.00**	
STATE RESTRICTED			
Fund #	**Description**	**Revenue**	
130	Gear Up Grant	$6,825.00	Competitive Grant written and funded
204	IDEA State Grant	$995.00	Competitive Grant written and funded
216	ADEPT	$4,442.00	All
217	Early Intervention Preschool	$13,604.00	All - for special education
219	Apple Tags	$286.00	All
223	Alternative School Weighting	$9,547.00	All
226	EAA Principal/Curriculum Specalist	$215,091.00	Targeted
229	State Reduced Class Size Grades 1-3	$245,711.00	All
231	EAA Summer School	$48,967.00	Targeted
233	School Safety Officer	$73,500.00	All
234	Excellence in Middle School	$11,000.00	All
235	SAT Improvement - TBHS	$58,000.00	Awarded
242	DSS Parenting/Family Literacy	$25,000.00	All
258	Tech Prep	$969.00	All
261	School to Work	$30,706.00	All
295	Technology Training Grant	$3,045.00	All

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REC035640

Marion School District 7
2001-2002 Fiscal Year
Revenue

307	Local School Innovation	$30,647.00	All
313	Parenting Family Literacy	$20,862.00	All
315	Advanced Placement	$300.00	All
320	Gifted and Talented - Academic	$14,080.00	All
322	Gifted and Talented - Artistic	$4,896.00	All
326	EAA Principal/Teacher Specialist	$865,026.00	Targeted
327	Critical Teaching Needs	$4,286.00	All
329	EAA Retraining Grants	$38,990.00	Targeted
332	National Board Certification	$8,865.00	All
333	Teacher of the Year Award	$2,153.00	All
334	Professional Development on Standards	$50,949.00	All
335	Governors Institute of Reading	$10,000.00	Competitive Grant written and funded
340	4 Year Old Child Development	$71,869.00	All
346	Academic Assistance K-3	$137,612.00	All
348	Academic Assistance 4-12	$169,510.00	All
350	Teacher Salary Increase	$282,205.00	All - Transferred to General Fund
355	Employer Contributions	$52,228.00	All - Transferred to General Fund
375	Competitive Teacher Grants	$15,930.00	Competitive Grant written and funded
377	Teacher Supplies	$16,600.00	All
382	Principal Salary Increase	$5,305.00	All - Transferred to General Fund
395	EAA Homework Center	$55,729.00	Targeted
398	Bus Driver Salary Supplement	$1,507.00	All - Transferred to General Fund
399	Other EIA	$50.00	
600	Food Service	$468,039.00	All
660	Character Education	$1,000.00	All
901	Increase High School Diploma	$42,172.00	All
905	Career and Technology Education Equipment	$59,878.00	All
908	Refurbished Science Kits	$2,995.00	All
910	K-12 Tech Partnership	$7,873.00	All
989	First Steps Visitation	$52,065.00	All
990	First Steps 4K Program	$70,768.00	All
	Total State Restricted Revenue	**$3,363,887.00**	

FEDERAL RESTRICTED

Fund #	Description	Revenue	
200	Americorp Promise Fellows	$12,131.00	Competitive Grant written and funded

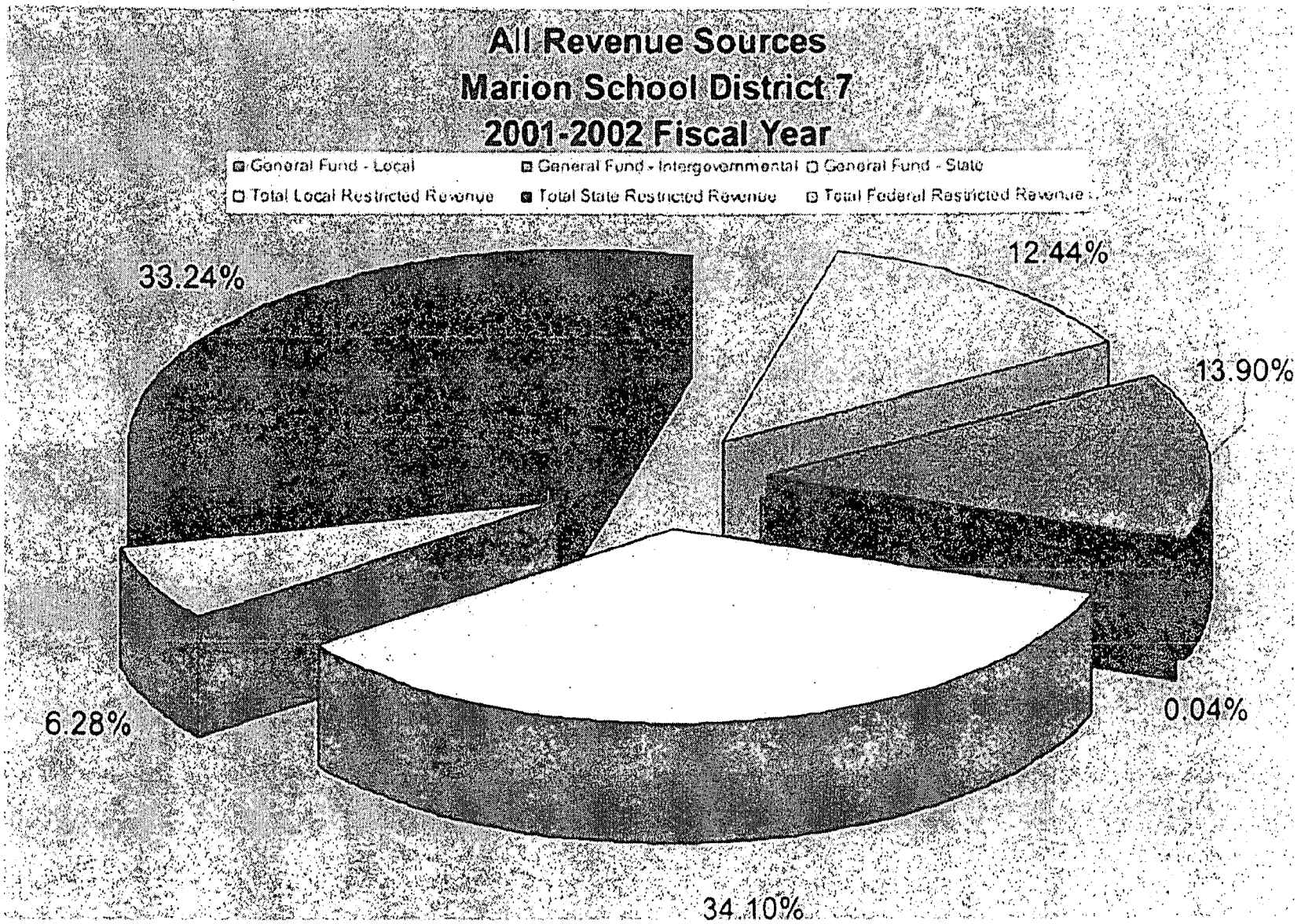
PLT_6834-0010
REC035641

Marion School District 7
2001-2002 Fiscal Year
Revenue

201	Title I	$321,458.00	
203	Title VI IDEA	$214,135.00	
205	IDEA Preschool speech	$22,957.00	
207	Occupational Education	$29,374.00	
209	Drug/Violence Prevention	$4,646.00	Grant
211	IDEA Capacity Building	$6,992.00	
220	ABC Program Beyond Reg Schl Day	$27,834.00	Grant
241	ESEA Title VI Grant	$10,490.00	
244	Title II Eisenhower Professional Development	$9,740.00	
249	Learn and Serve Grant	$26,403.00	Competitive Grant written and funded
250	Goals 2000 Grant	$41,947.00	Competitive Grant written and funded
254	Technology Literacy Challenge Grant	$124,008.00	Competitive Grant Written and funded
262	Federal Reduced Class size	$61,764.00	
275	Twelve Month Ag	$10,009.00	
282	Alliance for Rural Kids Grant	$97,170.00	Competitive Grant written and funded
297	W.K. Kelloggs Praise Initiative	$8,500.00	Competitive Grant written and funded
298	21st Century STEP Grant	$34,368.00	Competitive Grant written and funded
299	21st Century JUMP AfterSchool Grant	$145,398.00	Competitive Grant written and funded
870	CHEC Grant	$2,500.00	Competitive Grant written and funded
872	CHEC Grant	$5,000.00	Competitive Grant written and funded
906	SC Reads Grant	$42,556.00	Competitive Grant written and funded
	Total Federal Restricted Revenue	**$1,259,380.00**	
	Total Restricted Revenue	**$5,258,696.00**	
	TOTAL REVENUE	**$10,121,173.00**	

* School Facility Bond revenue has been omitted from this worksheet

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REC035642



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Marion 7
General Expenditures by Insight Categories

FUND		DESCRIPTION	General Funds
Function	Object		General Funds
INSTRUCTION			
100	110	Instructional Teacher	$1,767,090.00
	130	Stipends	
	200	Employee Benefits	$341,146.00
	300	Purchased Service	$100,030.00
	600	Other Objects	$755.00
100	120	Substitutes	$45,533.00
100	115	Paraprofessional/Aides	$47,641.00
100	345	Pupil Technology	$2,902.00
	445	Pupil Technology	$2,449.00
	545	Pupil Technology	$3,028.00
100	400	Instructional Supplies	$26,249.00
	500	Instructional Equipment	$360.00
			$2,537,183.00
INSTRUCTIONAL SUPPORT			
212	100-600	Guidance & Counseling	$182,071.00
216	100-600	Guidance & Counseling	
222	100-600	Library & Media	$231,777.00
271	100-600	Extracurricular	$72,905.00
272	100-600	Extracurricular	
273	100-600	Extracurricular	
211	100-600	Student Health Services	$21,505.00
213	100-600	Student Health Services	$14,500.00
300	100-600	Student Health Services	
221	100-600	Curriculum Development	$80,604.00
224	100-600	In Service and Staff	$4,902.00
262	100-600	Program Development	$4,000.00

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214	100-600	Therapists & Psycholog	$1,425.00
215	100-600	Therapists & Psycholog	
414	100-600	Therapists & Psycholog	
			$613,779.00
OPERATIONS			
255	100-600	Transportation	$175,167.00
256	100-600	Food Service	$71,982.00
258	100-600	Safety	$6,497.00
254	100-600	Bldg Utilities and Maint	$689,913.00
266	100-600	Data Processing	$70,527.00
252	100-600	Business Operations	$116,518.00
257	100-600	Business Operations	
264	100-600	Business Operations	$18,268.00
			$1,148,872.00
OTHER COMMITMENTS			
	Capital		
500	100-600	Debt Service	
253	100-600	Capital Projects	
400	100-700	Out of District Services	
231	100-600	Litigation	
	Out-Of-District Obligations		
411	100-700		$2,530.00
LEADERSHIP			
233	111	Principals and Asst	$185,561.00
233	200	Employee Benefits	$75,892.00
233	115		$87,102.00
233	120		$912.00
233	300-600	Services Supplies Other	$11,515.00
223	100-600	Program Supervision	$56,320.00
231	100-600	Board of Education	$114,348.00

REC035645

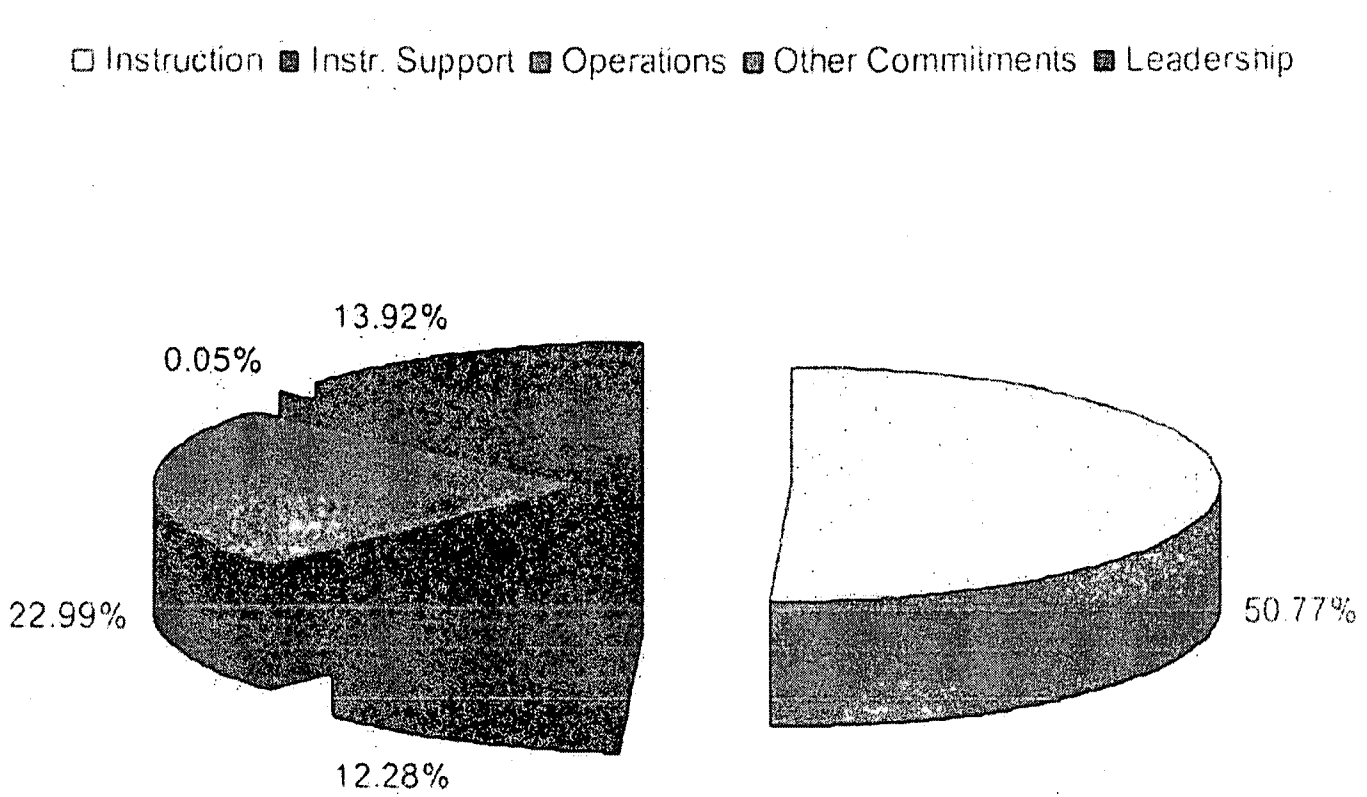
232	100-600	Office of Superintendent	$149,066.00
263	100-600		$14,767.00
259	100-600		
			$695,483.00

TOTAL	$4,997,847.00

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REC035646

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General Funds Expenditure Summary
Marion School District 7 Year Ended June 30, 2002



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Manon 7
Restricted Expenditures by Insight Category

FUND		DESCRIPTION	Restricted Funds
Function	Object		
INSTRUCTION			
100	110	Instructional Teacher	$1,624,035.00
	130	Stipends	
	200	Employee Benefits	$454,839.00
	300	Purchased Service	$143,470.00
	600	Other Objects	$18,687.00
100	120	Substitutes	$7,021.00
100	115	Paraprofessional/Aides	$146,132.00
100	345	Pupil Technology	$14,803.00
	445	Pupil Technology	$44,114.00
	545	Pupil Technology	$101,899.00
100	400	Instructional Supplies	$141,990.00
	500	Instructional Equipment--	$78,488.00
			$2,775,478.00

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		DESCRIPTION	Restricted Funds
Function	Object		
INSTRUCTION			
100	110	Instructional Teacher	$1,624,035.00

Breakdown by Fund:

Local		
208	Medicaid	$20,970.00
State		
217	Early Intervention Preschool	$5,000.00
229	Reduced Class Size 1-3	$190,623.00
231	Summer School/Remediation	$24,708.00
242	DSS/Parenting Family Lit.	$20,000.00
313	Parenting/Family Literacy	$20,407.00
320	Gifted/Talented Academic	$8,000.00
322	Gifted/Talented Artistic	$2,000.00
326	EAA Teacher Specialist	$703,669.00
332	National Board	$7,500.00
333	Teacher of the Year	$2,000.00
335	Governor's Institute of Readin	$378.00
340	4 Yr. Old Early Child Dev	$51,033.00
346	Academic Assistance K-3	$30,901.00
348	Academic Assistance 4-12	$97,509.00
395	Homework Centers	$4,776.00
901	Increase High School Diploma	$35,845.00
989	First Steps Visitation	$3,889.00
990	First Steps 4K	$75,251.00
		$1,283,489.00
Federal		
201	Title I	$144,743.00
203	IDEA	$9,664.00
205	Preschool Handicap	$16,744.00
220	ABC After School Program	$21,243.00

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REC035649

262	Title VI Class Size Reduction	$50,644.00
282	ARK After School	$11,598.00
298	STEP After School	$14,339.00
299	JUMP After School	$48,501.00
906	SC Reads	$2,100.00
		$319,576.00

130 Stipends

200 Employee Benefits **$454,839.00**

Breakdown by Fund:

Local		
208	Medicaid	$5,135.00
State		
217	Early Intervention Preschool	$2,500.00
229	Reduced Class Size 1-3	$55,088.00
231	Summer School/Remediation	$4,519.00
242	DSS Parenting/Family Lit.	$5,000.00
313	Parenting/Family Literacy	$5,996.00
320	Gifted/Talented Academic	$612.00
322	Gifted/Talented Artistic	$373.00
326	EAA Teacher Specialist	$161,356.00
332	National Board	$1,307.00
333	Teacher of the Year	$153.00
335	Governor's Institute of Readin	$29.00
340	4-Yr. Old Early Child. Dev	$15,957.00
346	Academic Assistance K-3	$30,705.00
348	Academic Assistance 4-12	$33,992.00
375	Competitive Teacher Grants	$80.00
395	Homework Centers	$743.00
901	Increase High School Diploma	$6,327.00
989	First Steps Visitation	$2,039.00
990	First Steps 4K	$22,249.00
		$349,025.00

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Federal

201	Title I	$51,121.00
203	IDEA	$14,123.00
205	Preschool Handicap	$4,103.00
220	ABC After School Program	$3,942.00
249	Learn and Serve America	$3.00
262	Title VI Class Size Reduction	$11,120.00
275	12-month Ag	$1,709.00
282	ARK After School	$2,863.00
298	STEP After School	$3,196.00
299	JUMP After School	$8,117.00
906	SC Reads	$382.00
		$100,679.00

300 Purchased Service **$143,470.00**

Breakdown by Fund:

Local

208	Medicaid	$37,277.00

State

130	Gear-Up	$4,518.00
231	Summer School/Remediation	$218.00
290	SAT Improvement	$240.00
307	School Innovation	$15,430.00
313	Parenting/Family Literacy	$316.00
320	Gifted/Talented Academic	$134.00
322	Gifted/Talented Artistic	$169.00
335	Governor's Institute of Readin	$6,804.00
340	4-Yr. Old Early Child. Dev	$236.00
346	Academic Assistance K-3	$1,705.00
375	Competitive Teacher Grants	$1,000.00
989	First Steps Visitation	$2,197.00
		$32,967.00

Federal

REC035651

				203 IDEA	$45,571.00
				282 ARK After School	$295.00
				297 Kellogg's Praise Grant	$8,000.00
				299 JUMP After School	$1,629.00
				906 SC Reads	$17,731.00
					$73,226.00
	600	**Other Objects**	**$18,687.00**		
		Breakdown by Fund:			
			Local		
			716	Terrell's Bay Pupil Activity	$1,853.00
			717	Rains Centenary Pupil Activit	$7,568.00
			723	Britton's Neck Elem. Pupil Act	$9,266.00
					$18,687.00
100	120	**Substitutes**	**$7,021.00**		
		Breakdown by Fund:			
			State		
			340	4-Yr. Old Early Child Dev	$231.00
			348	Academic Assistance 4-12	$357.00
			375	Competitive Teacher Grants	$410.00
			399	Other EIA	$50.00
					$1,048.00
			Federal		
			201	Title I	$5,088.00
			203	IDEA	$105.00
			249	Learn and Serve America	$780.00
					$5,973.00
100	115	**Paraprofessional/Aides**	**$146,132.00**		
		Breakdown by Fund:			

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REC035652

PLT_6834-0022

			State	
			231 Summer School/Remediation	$1,085.00
			346 Academic Assistance K-3	$44,914.00
			348 Academic Assistance 4-12	$9,736.00
				$55,735.00
			Federal	
			200 Promise Fellows	$12,131.00
			201 Title I	$27,722.00
			203 IDEA	$29,764.00
			275 12-month Ag	$8,300.00
			282 ARK After School	$3,940.00
			298 STEP After School	$3,520.00
			299 JUMP After School	$5,020.00
				$90,397.00
100	**345**	**Pupil Technology**	**$14,803.00**	
		Breakdown by Fund:		
			Federal	
			256 Goals 2000	$14,803.00
	445	**Pupil Technology**	**$44,114.00**	
		Breakdown by Fund:		
			State	
			217 Early Intervention Preschool	$5,954.00
			375 Competitive Teacher Grants	$1,689.00
			395 Homework Centers	$18,795.00
				$26,438.00
			Federal	
			203 IDEA	$7,006.00
			249 Learn and Serve America	$6,000.00

REC035653

		250	Goals 2000	$4,670.00
				$17,676.00
	545	**Pupil Technology**	**$101,899.00**	

Breakdown by Fund:

State

219	Apple Tags	$286.00
307	School Innovation	$1,087.00
373	School Technology	$1,046.00
375	Competitive Teacher Grants	$991.00
		$3,410.00

Federal

250	Goals 2000	$6,792.00
254	Tech Literacy Challenge	$91,697.00
		$98,489.00

100	**400**	**Instructional Supplies**	**$141,990.00**	

Breakdown by Fund:

State

217	Early Intervention Preschool	$150.00
258	Voc Ed. Tech. Prep	$622.00
261	School to Work	$947.00
315	Advanced Placement	$222.00
320	Gifted/Talented Academic	$1,398.00
322	Gifted/Talented Artistic	$1,273.00
335	Governor's Institute of Readin	$2,789.00
340	4-Yr. Old Early Child Dev	$4,412.00
346	Academic Assistance K-3	$1,351.00
375	Competitive Teacher Grants	$8,906.00
377	Teacher Supply Reimbursem	$16,900.00
395	Homework Centers	$1,452.00
989	First Steps Visitation	$14,746.00

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REC035654

990	First Steps 4K	$2,460 00
		$57,638.00
Federal		
201	Title I	$25,745 00
203	IDEA	$12,447 00
205	Preschool Handicap	$1,016 00
207	Occupational Ed	$9,211 00
211	Capacity Building	$5,745 00
250	Goals 2000	$9,000 00
282	ARK After School	$9,149 00
297	Kelloggs Praise Grant	$500 00
298	STEP After School	$728 00
299	JUMP After School	$6,197 00
870	CHEC Grant TBHS	$341 00
872	CHEC Grant RCE	$4,273 00
		$84,352.00

500 Instructional Equipment– $78,488.00

Breakdown by Fund:

State		
375	Competitive Teacher Grants	$1,844 00
905	Career Tech Equipment	$54,363.00
		$56,207.00
Federal		
207	Occupational Ed	$4,781 00
282	ARK After School	$17,500 00
		$22,281.00

TOTAL INSTRUCTION $2,775,478.00

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REC035655

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REC035656

INSTRUCTIONAL SUPPORT			
212	100-600	Guidance & Counseling	$86,487.00
216	100-600	Guidance & Counseling	$16,027.00
222	100-600	Library & Media	$33,274.00
271	100-600	Extracurricular	$57,974.00
272	100-600	Extracurricular	$13,173.00
273	100-600	Extracurricular	$63,168.00
211	100-600	Student Health Services	
213	100-600	Student Health Services	
300	100-600	Student Health Services	$58,550.00
221	100-600	Curriculum Development	$93,521.00
224	100-600	In Service and Staff	$151,672.00
262	100-600	Program Development	
214	100-600	Therapists & Psycholog	$11,853.00
215	100-600	Therapists & Psycholog	
414	100-600	Therapists & Psycholog	
			$585,699.00

INSTRUCTIONAL SUPPORT

212	**100-600**	**Guidance & Counseling**	**$86,487.00**

Breakdown by Fund:

State			
	234	Excellence in Middle Schools	$41,000.00
	261	School to Work	$38,759.00
	860	Character Education-RCE	$1,000.00
			$80,759.00
Federal			
	207	Occupational Ed	$5,728.00

216	**100-600**	**Guidance & Counseling**	**$16,027.00**

Breakdown by Fund:

State			
	290	SAT Improvement - TBHS	$14,884.00
Federal			
	207	Occupational Ed	$1,143.00

222	**100-600**	**Library & Media**	**$33,274.00**

Breakdown by Fund:

Local			
	202	Private Donations	$57.00
State			
	307	School Innovation	$697.00
	375	Competitive Teacher Grants	$345.00
			$1,042.00

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REC035657

			Federal		
			241	Title VI	$10,490.00
			254	Tech Literacy Challenge	$21,685.00
					$32,175.00
271	**100-600**	**Extracurricular**		**$57,974.00**	
			Breakdown by Fund:		
			Local		
			716	Terrell's Bay Pupil Activity	$14,376.00
			717	Rains Centenary Pupil Activity	$10,822.00
			721	Britton's Neck High Pupil Act	$14,093.00
			723	Britton's Neck Elem. Pupil Act	$11,683.00
					$50,974.00
			Federal		
			249	Learn and Serve America	$7,000.00
272	**100-600**	**Extracurricular**		**$13,173.00**	
			Breakdown by Fund:		
			Local		
			717	Rains Centenary Pupil Act	$2,420.00
			721	Britton's Neck High Pupil Act	$6,252.00
			723	Britton's Neck Elem. Pupil Act	$4,501.00
					$13,173.00
273	**100-600**	**Extracurricular**		**$63,168.00**	
			Breakdown by Fund:		
			716	Terrell's Bay Pupil Activity	$15,160.00
			717	Rains Centenary Pupil Act	$12,750.00
			721	Britton's Neck High Pupil Act	$35,258.00
					$63,168.00

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REC035658

211	100-600	Student Health Services	
213	100-600	Student Health Services	
300	100-600	Student Health Services	$58,550.00

Breakdown by Fund:

Local		
926	BN Class Scholarship	$1,000.00
927	Jerry Pace Scholarship	$500.00
928	Joseph Woodberry Scholarship	$3,000.00
		$4,500.00
Federal		
298	STEP After School	$10,466.00
299	JUMP After School	$43,584.00
		$54,050.00

221	100-600	Curriculum Development	$93,521.00

Breakdown by Fund:

State		
290	SAT Improvement TBHS	$2,573.00
346	Academic Assistance K-3	$34,490.00
348	Academic Assistance 4-12	$12,447.00
375	Competitive Teacher Grants	$3.00
		$49,513.00
Federal		
201	Title I	$28,158.00
203	IDEA	$1,447.00
207	Occupational Ed	$5,310.00
209	Drug Free	$4,646.00
211	Capacity Building	$1,247.00
249	Learn and Serve America	$3,200.00
		$44,008.00

PLT_6834-0028
REC035659

224	100-600 In Service and Staff	$151,672.00	

Breakdown by Fund

State

224	EAA Retraining Grant	$17,109.00
258	Voc Ed Tech Prep	$347.00
327	Critical Teaching Needs	$4,284.00
329	Retraining Grant	$24,195.00
334	Professional Dev. on Standards	$52,016.00
373	School Technology	$198.00
910	K-12 Tech Partnership	$5,749.00
		$104,288.00

Federal

201	Title I	$5,705.00
205	Preschool Handicap	$87.00
207	Occupational Ed	$3,202.00
244	Title II Eisenhower Prof. Dev.	$9,740.00
250	Goals 2000	$6,582.00
254	Tech Literacy Challenge	$10,625.00
870	CHEC Grant - TBHS	$2,159.00
872	CHEC Grant - RCE	$727.00
906	SC Reads	$8,557.00
		$47,384.00

262	100-600 Program Development		
214	100-600 Therapists & Psycholog	$11,853.00	

Breakdown by Fund

Local

208	Medicaid	$3,955.00

PLT_6834-0029

REC035660

			State			
			204	IDEA State Grant		$198.00
			Federal			
			203	IDEA		$7,700.00
215	100-600	Therapists & Psycholog				
414	100-600	Therapists & Psycholog				
			Total Instr. Support		$585,699.00	

PLT_6834-0030

REC035661

OPERATIONS			
255	100-600	Transportation	$30,507.00
256	100-600	Food Service	$483,738.00
258	100-600	Safety	$39,577.00
254	100-600	Bldg Utilities and Maint	$7,675.00
266	100-600	Data Processing	$19,433.00
252	100-600	Business Operations	
257	100-600	Business Operations	
264	100-600	Business Operations	
			$580,930.00

PLT_6834-0031
REC035662

OPERATIONS

255	**100-600**	**Transportation**	**$30,507.00**	
		Breakdown by Fund:		
		State		
		231	Summer School/Remediation	$1,631.00
		322	Gifted/Talented Artistic	$219.00
		398	Bus Driver Supplement	$1,507.00
				$3,357.00
		Federal		
		203	IDEA	$390.00
		282	ARK After School	$13,845.00
		298	STEP After School	$2,118.00
		299	JUMP After School	$10,797.00
				$27,150.00
256	**100-600**	**Food Service**	**$483,738.00**	
		Breakdown by Fund:		
		Federal		
		600	Food Service	$483,738.00
258	**100-600**	**Safety**	**$39,577.00**	
		Breakdown by Fund:		
		State		
		130	Gear-Up	$5,734.00
		233	School Resource Officers	$33,843.00
				$39,577.00
254	**100-600**	**Bldg Utilities and Maint**	**$7,675.00**	

PLT_6834-0032

REC035663

Breakdown by Fund:

State		
295	Tech-Training Grant	$3,845.00
910	K-12 Tech Partnership	$2,124.00
		$5,969.00
Federal		
299	JUMP After School	$1,706.00

266	100-600	Data Processing	$19,433.00

Breakdown by Fund:

State		
307	School Innovation	$19,433.00

252	100-600	Business Operations	
257	100-600	Business Operations	
264	100-600	Business Operations	
			$580,930.00

PLT_6834-0033
REC035664

PLT_6834-0034

OTHER COMMITMENTS			
	Capital		
500	**100-600**	**Debt Service**	$151,263.00
253	**100-600**	**Capital Projects**	$1,237,096.00
400	**100-700**	**Out of District Services**	
231	**100-600**	**Litigation**	$1,929.00
	Out-Of-District Obligations		
411	**100-700**		$85,064.00
			$1,475,352.00

REC035665

OTHER COMMITMENTS

Capital

500 100-600 Debt Service $151,263.00

Breakdown by Fund:

Local

401 Debt Service $151,263.00

253 100-600 Capital Projects $1,237,096.00

Breakdown by Fund:

Local

502 Local School Building Fund $125,775.00
504 Special Mills Building Fund $81,765.00
$207,540.00

State

505 State Bond Building Fund $1,029,556.00

400 100-700 Out of District Services

231 100-600 Litigation $1,929.00

Breakdown by Fund:

State

231 Summer School/Remediation $1,929.00

Out-Of-District Obligations

411 100-700 $85,064.00

Breakdown by Fund:

Local

PLT_6834-0035
REC035666

208	Medicaid	$6,887.00
State		
233	School Resource Officers	$37,074.00
234	Excellence in Middle Schools	$20,500.00
235	SAT Improvement Middle Scl	$1,000.00
315	Advanced Placement	$4,795.00
320	Gifted/Talented Academic	$1,886.00
322	Gifted/Talented Artistic	$21.00
325	Occupational Ed. Equip.	$3,080.00
326	EAA Teacher Specialist	$8,800.00
333	Teacher of the Year	$102.00
340	4-Yr. Old Child Dev.	$466.00
375	Competitive Teacher Grants	$453.00
		$78,177.00
	$1,475,352.00	

PLT_6834-0036

REC035667

PLT_6834-0037

REC035668

LEADERSHIP			
233	111	Principals and Asst	$218,698.00
233	200	Employee Benefits	
233	115		
233	120		
233	300-600	Services Supplies Other	
223	100-600	Program Supervision	$183,264.00
231	100-600	Board of Education	
232	100-600	Office of Superintendent	
263	100-600		
259	100-600		
			$401,962.00
TOTAL			$5,819,421.00

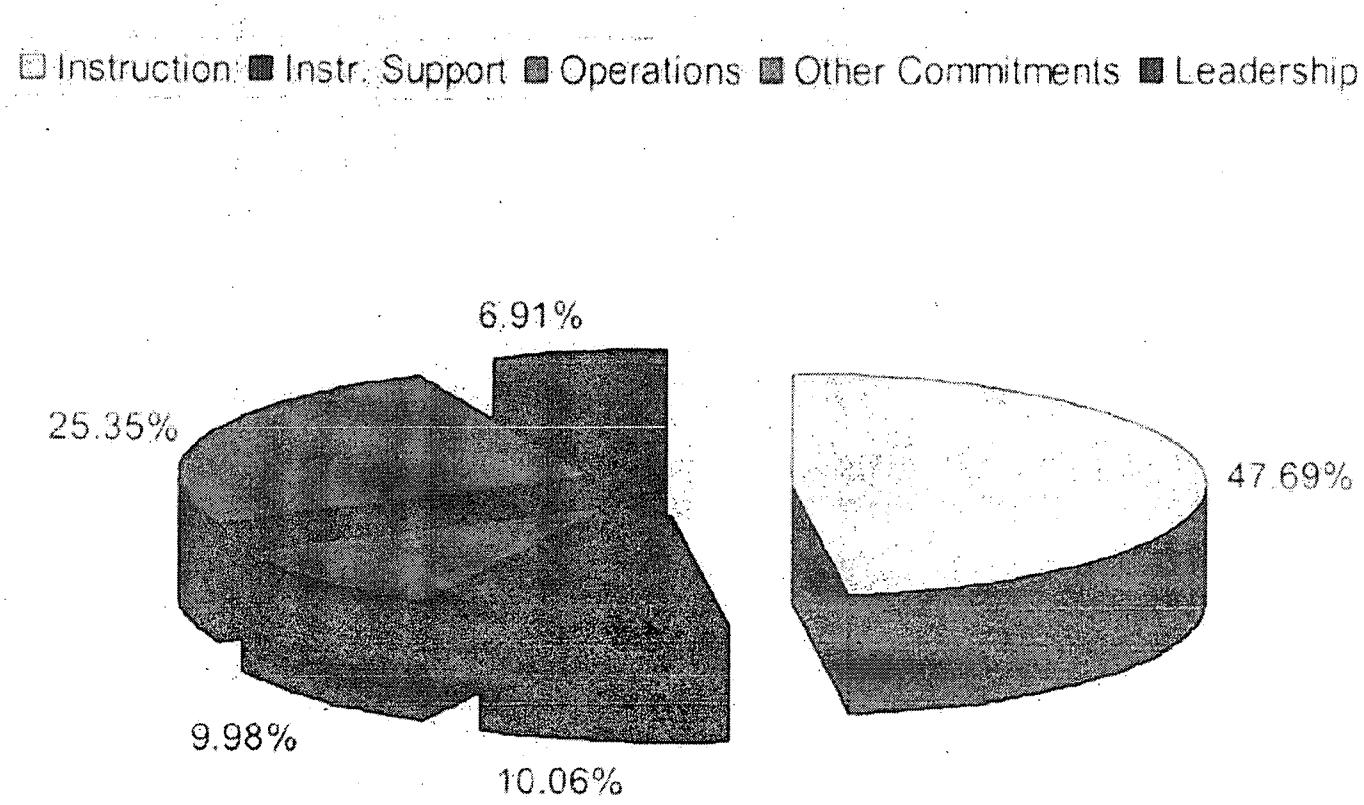
LEADERSHIP

233	111	Principals and Asst	$218,698.00	
		Breakdown by Fund:		
		State		
		226	EAA Principal Specialist	$213,393.00
		382	Principal Salary/Fringe	$5,305.00
				$218,698.00
233	200	Employee Benefits		
233	115			
233	120			
233	300-600	Services Supplies Other		
223	100-600	Program Supervision	$183,264.00	
		Breakdown by Fund:		
		State		
		216	ADEPT	$1,981.00
		Federal		
		201	Title I	$33,174.00
		203	IDEA	$85,917.00
		205	Preschool Handicap	$1,006.00
		249	Learn and Serve America	$9,420.00
		282	ARK After School	$37,980.00
		906	SC Reads	$13,786.00
				$181,283.00
231	100-600	Board of Education		
232	100-600	Office of Superintendent		
263	100-600			
259	100-600			
			$401,962.00	

PLT_6834-0038

REC035669

Restricted Funds Expenditure Summary
Marion County School District 7 Year Ended June 30, 2002



PLT_6834-0039
REC035670

MARION COUNTY SCHOOL DISTRICT NO 7
EXPENDITURE SUMMARY
BY FUNDS - TOTALS
YEAR ENDED JUNE 30, 2002

Function	Object	DESCRIPTION	General Funds	Restricted Funds	Totals	Minsite
INSTRUCTION						
100	110	Instructional Teacher	[illegible]	[illegible]	[illegible]	
	130	Stipends			[illegible]	
	200	Employee Benefits	$541,146.00	[illegible]	[illegible]	
	300	Purchased Service	[illegible]	[illegible]	[illegible]	
	600	Other Objects	[illegible]	[illegible]	[illegible]	
100	120	Substitutes	[illegible]	[illegible]	[illegible]	
100	115	Paraprofessional/Aides	$47,641.00	[illegible]	[illegible]	
100	345	Pupil Technology	[illegible]	[illegible]	[illegible]	
	445	Pupil Technology	[illegible]	[illegible]	[illegible]	
	545	Pupil Technology	[illegible]	[illegible]	[illegible]	
100	400	Instructional Supplies	[illegible]	[illegible]	[illegible]	
	500	Instructional Equipment--	[illegible]	[illegible]	[illegible]	
			$2,537,183.00	$2,775,478.00		
				Total Instruction	$5,312,661.00	$5,300,975.00
INSTRUCTIONAL SUPPORT						
212	100-600	Guidance & Counseling	[illegible]	[illegible]	[illegible]	
216	100-600	Guidance & Counseling		[illegible]	[illegible]	
222	100-600	Library & Media	[illegible]	[illegible]	[illegible]	
271	100-600	Extracurricular	[illegible]	[illegible]	[illegible]	
272	100-600	Extracurricular		[illegible]	[illegible]	
273	100-600	Extracurricular		[illegible]	[illegible]	
211	100-600	Student Health Services	[illegible]		[illegible]	
213	100-600	Student Health Services	[illegible]		[illegible]	
300	100-600	Student Health Services		[illegible]	[illegible]	
221	100-600	Curriculum Development	[illegible]	[illegible]	[illegible]	
224	100-600	In Service and Staff	[illegible]	[illegible]	[illegible]	
262	100-600	Program Development	[illegible]		[illegible]	
214	100-600	Therapists & Psycholog	[illegible]	[illegible]	[illegible]	

PLT_6834-0040
REC035671

MARION COUNTY SCHOOL DISTRICT NO. 7
EXPENDITURE SUMMARY
BY FUNDS - TOTALS
YEAR ENDED JUNE 30, 2002

Function	Object	DESCRIPTION	General Funds	Restricted Funds	Totals	Onsite
215	100-600	Therapists & Psycholog			[illegible]	
414	100-600	Therapists & Psycholog			[illegible]	
			$611,779.00	$585,699.00		
				Total Instr. Support	$1,199,478.00	$1,210,616.00
OPERATIONS						
255	100-600	Transportation	[illegible]	[illegible]	[illegible]	
256	100-600	Food Service	[illegible]	[illegible]	[illegible]	
258	100-600	Safety	[illegible]	[illegible]	[illegible]	
254	100-600	Bldg Utilities and Maint	[illegible]	[illegible]	[illegible]	
266	100-600	Data Processing	[illegible]	[illegible]	[illegible]	
252	100-600	Business Operations	[illegible]		[illegible]	
257	100-600	Business Operations			[illegible]	
264	100-600	Business Operations	[illegible]		[illegible]	
			$1,148,972.00	$580,930.00		
				Total Operations	$1,729,902.00	$1,729,804.00
OTHER COMMITMENTS						
	Capital					
500	100-600	Debt Service		[illegible]	[illegible]	
253	100-600	Capital Projects		[illegible]	[illegible]	
400	100-700	Out of District Services			[illegible]	
231	100-600	Litigation		[illegible]	[illegible]	
				$1,390,288.00		
				Total Capital	$1,390,288.00	$1,388,359.00
	Out-Of-District Obligations					
411	100-700		[illegible]	[illegible]	[illegible]	[illegible]
				Total Out-Of-District	$87,594.00	$90,475.00
LEADERSHIP						
233	111	Principals and Asst	[illegible]	[illegible]	[illegible]	
233	200	Employee Benefits	[illegible]		[illegible]	

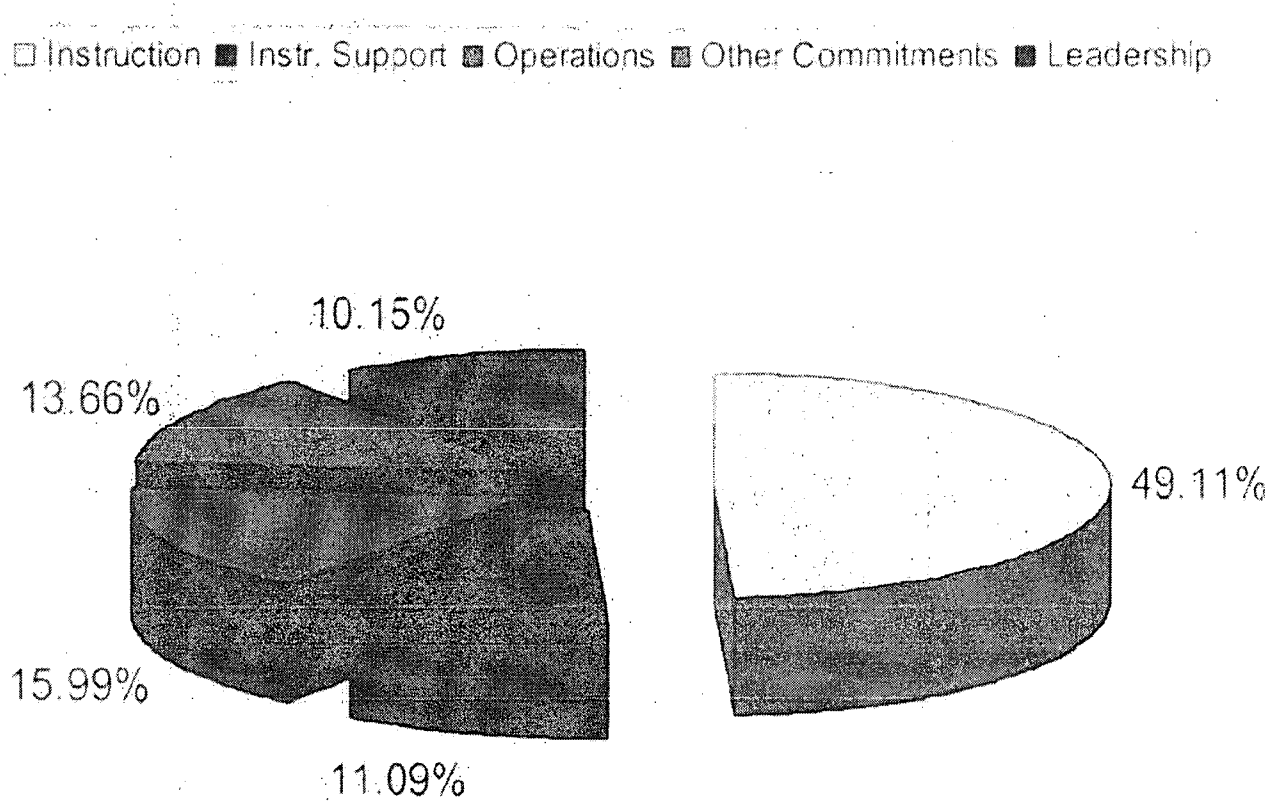
PLT_6834-0041
REC035672

MARION COUNTY SCHOOL DISTRICT NO. 7
EXPENDITURE SUMMARY
BY FUNDS - TOTALS
YEAR ENDED JUNE 30, 2002

Function	Object	DESCRIPTION	General Funds	Restricted Funds	Totals	Sinsite
233	115		$87,102.00		$87,102.00	
233	120		$912.00		$912.00	
233	300-600	Services Supplies Other	$31,515.00		$31,515.00	
223	100-600	Program Supervision	$56,320.00	$183,264.00	$239,584.00	
					$919,264.00	$919,262.00
231	100-600	Board of Education	$114,349.00		$114,349.00	
232	100-600	Office of Superintendent	$149,068.00		$149,068.00	
263	100-600		$14,767.00		$14,767.00	
259	100-600		$695,483.00	$401,962.00		
				Total Leadership	$1,097,445.00	$1,097,442.00
TOTAL			$4,997,847.00	$5,819,421.00	$10,817,268.00	$10,817,671.00

PLT_6834-0042
REC035673

Total Expenditure Summary
Marion School District 7 Year Ended June 30, 2002



PLT_6834-0043
REC035674

REDUCED CLASS SIZE

- GRADES 1 – 3
  - State class size reduction categorical funds were used to reduce class size grades 1 – 3 (6 of 12 classes).
  - Title I Funds reduced one other class.

Reduced 7 of 12 primary grade classes.

PLT_6834-0044

REC035675

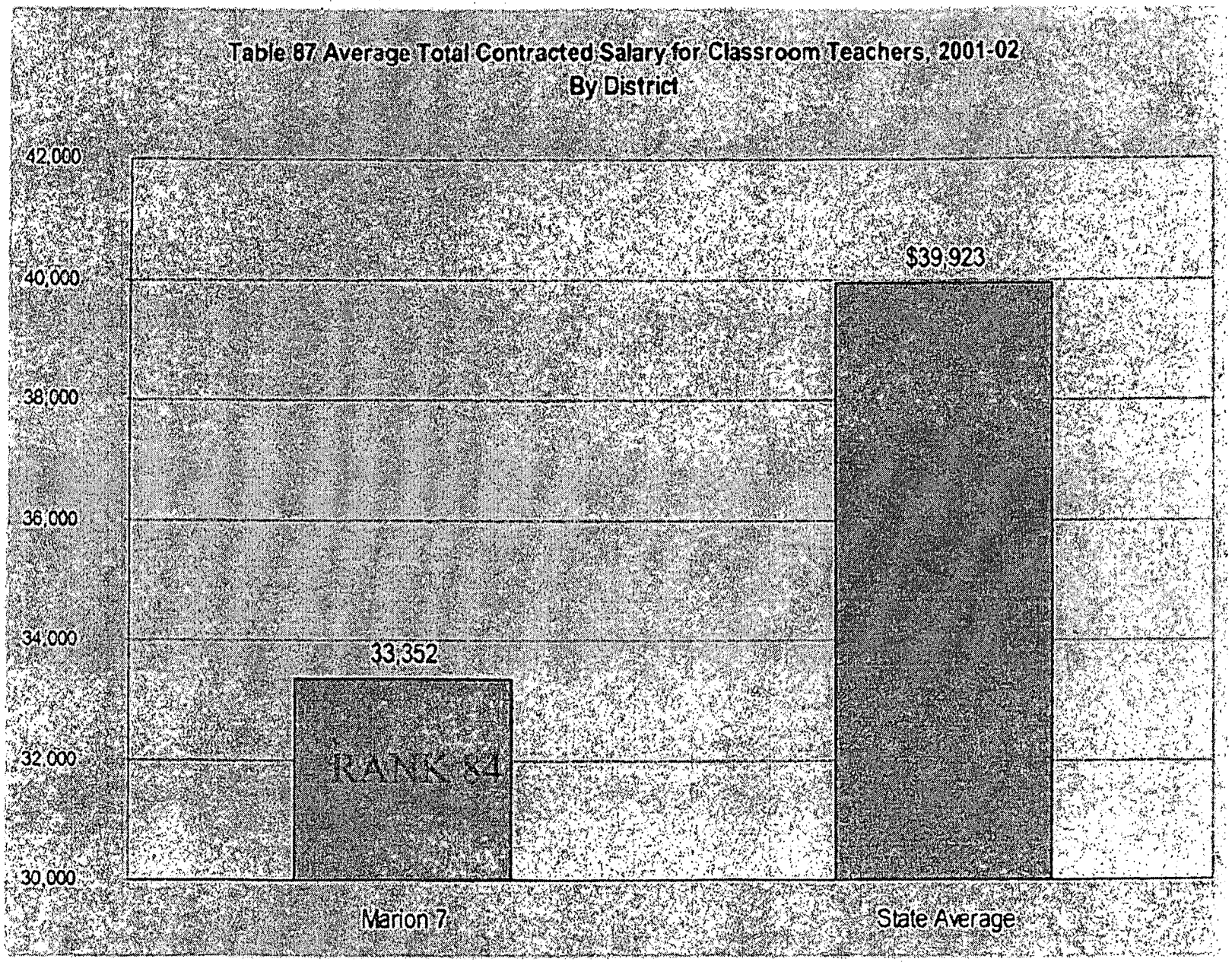
REDUCED CLASS SIZE

- GRADES 4 - 6
  - Federal class size reduction categorical funds used to reduce one class.
  - Title I Funds used to reduce 2 others.

Reduced 3 of 12 elementary grade classes.

PLT_6834-0045

REC035676



PLT_6834-0046
REC035677

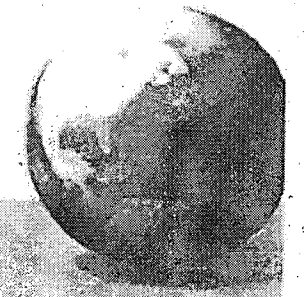
PLT_6834-0047
REC035678

L. Anderson Rebuttal Powerpoint

Plaintiff Exhibit
6835

REC035679

PLT_6835



Socio-economic and other related factors outside of school impede learning, irrespective of high levels of per-student spending and the best efforts of educators; SES factors explain the generally low performance of children in poverty.

REC035680

PLT_6835-0002

6835 A

TABLE 1 Original Correlation Matrix

	Poverty	Adv. Degrees	Contract	Returning	PACT 2003
Poverty	1.00				
Advanced Degrees	-.282	1.00			
Continuing Contracts	-.378	.363	1.00		
Returning Teachers	-.264	.217	.405	1.00	
PACT 2003	-.769	.243	.360	.309	1.00

REC035681

PLT_6835-0003

TABLE 2

Typical Regression Analysis with PACT 2003 as Dependent Variable

Model 1

	Beta Coefficient	t-value	Significance
Poverty	-.726	-24.685	.000
Returning Teachers	.099	3.349	.001
Continuing Contracts	.045	1.431	.153
Advanced Degree	.000	.015	.988

Model 2

	Beta Coefficient	t-value	Significance
Poverty	-.739	-26.755	.000
Returning Teachers	.114	4.4110	.000

REC035682

PLT_6835-0004

TABLE 3 Original Correlation Matrix

	PACT 2003	PACT 2002	Poverty
PACT 2003	1.00		
PACT 2002	.902	1.00	
Poverty	-.765	-.832	1.00

*This data is from Report Card data for elementary schools

6835 C

REC035683

PLT_6835-0005

TABLE 4

Typical Regression Analysis with PACT 2003 as Dependent Variable

	Beta Coefficient	t-value	Significance
PACT 2002	.868	24.620	.000
Poverty	-.040	-1.137	.256

6835 D

REC035684

PLT_6835-0006

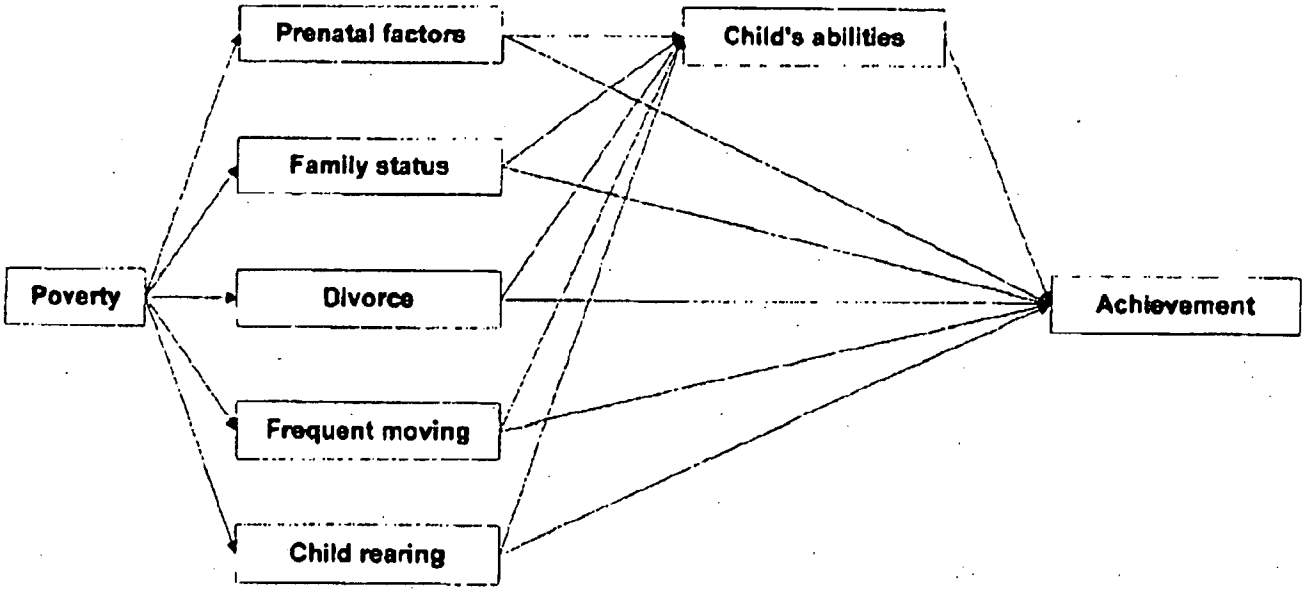
Shortcomings of Regression Analysis

- Not Adept at measuring interrelationships
- No mechanism for error
- Aggregation bias

REC035685

PLT_6835-0007

Poverty-Related Factors That Affect Achievement

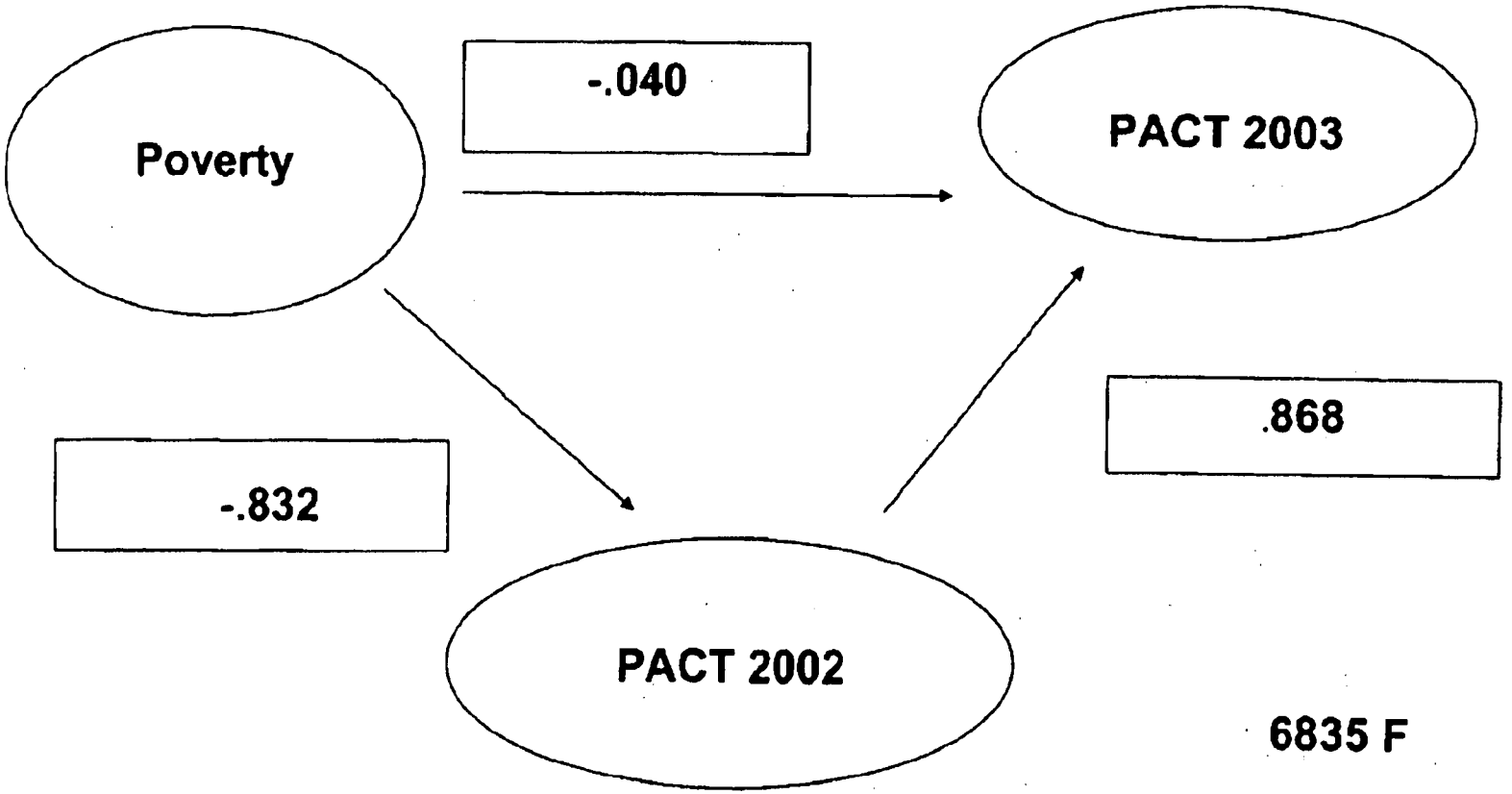


Source: Child Development, 1994; American Psychologist, 1998

TEX_13902

REC035686
PLT_6835-0008

FIGURE 1
Path Diagram Linking PACT 2003, PACT 2002, and Poverty



6835 F

REC035687
PLT_6835-0009

Def. Exh. 3342

Table 7 Recent Changes in South Carolina's Rankings on the NAEP (Adjusted for Poverty) **6835 G**

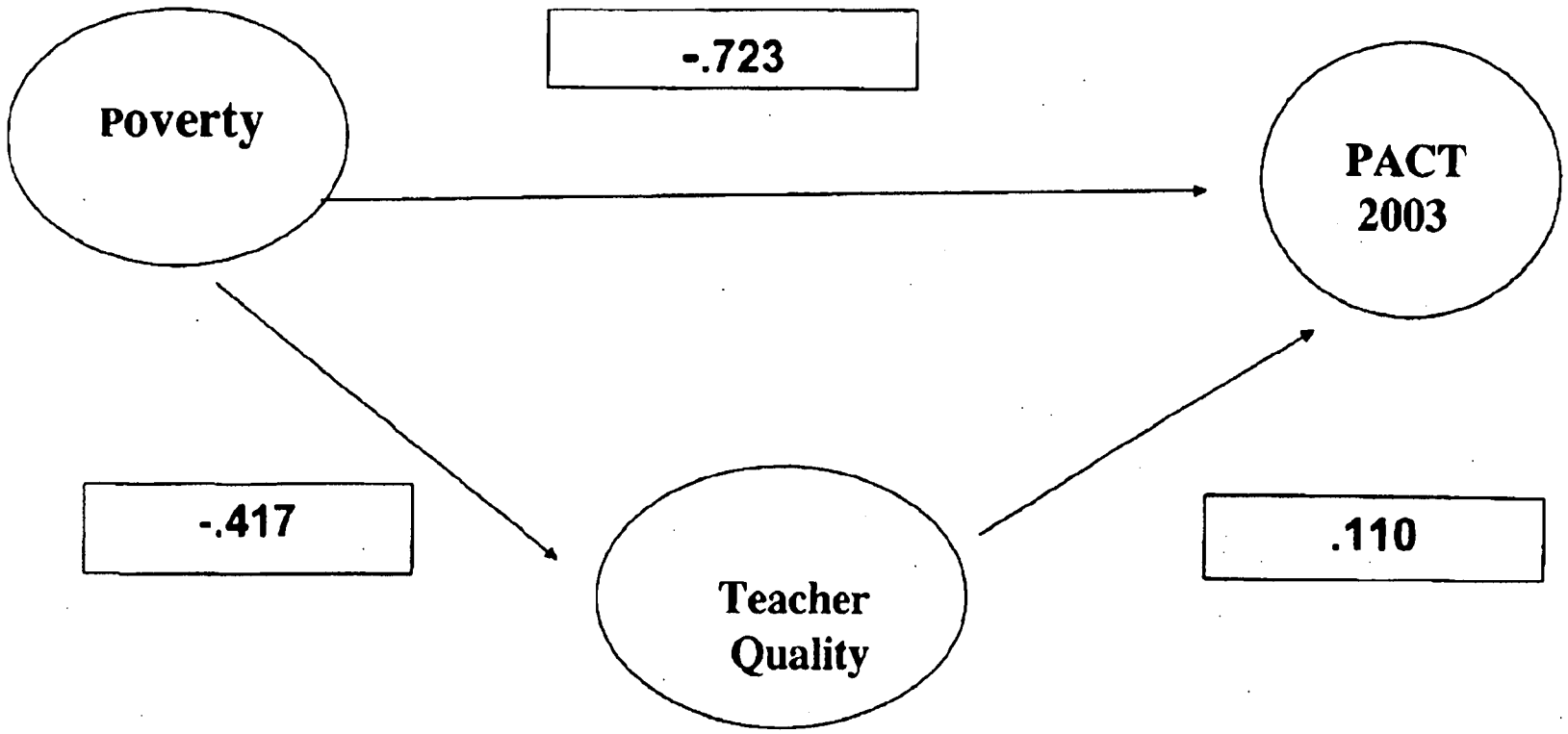
NAEP test	Year* 2000	Year* 2003
4th Grade Math	7th	3rd
8th Grade Math	7th	2nd
	2002	2003
4th Grade Reading	20th	14th
8th Grade Reading	34th	29th

Source for Slides 123-125: 2000, 2002 and 2003 NAEP

REC035688

PLT_6835-0010

FIGURE 2
Path Diagram Linking PACT 2003, Poverty, and Teacher Quality



6835 I

REC035689
PLT_6835-0011

TABLE 5

Correlation of Individual Teacher Quality Indicators, A Composite of Teacher Quality Variable, Poverty and PACT 2003

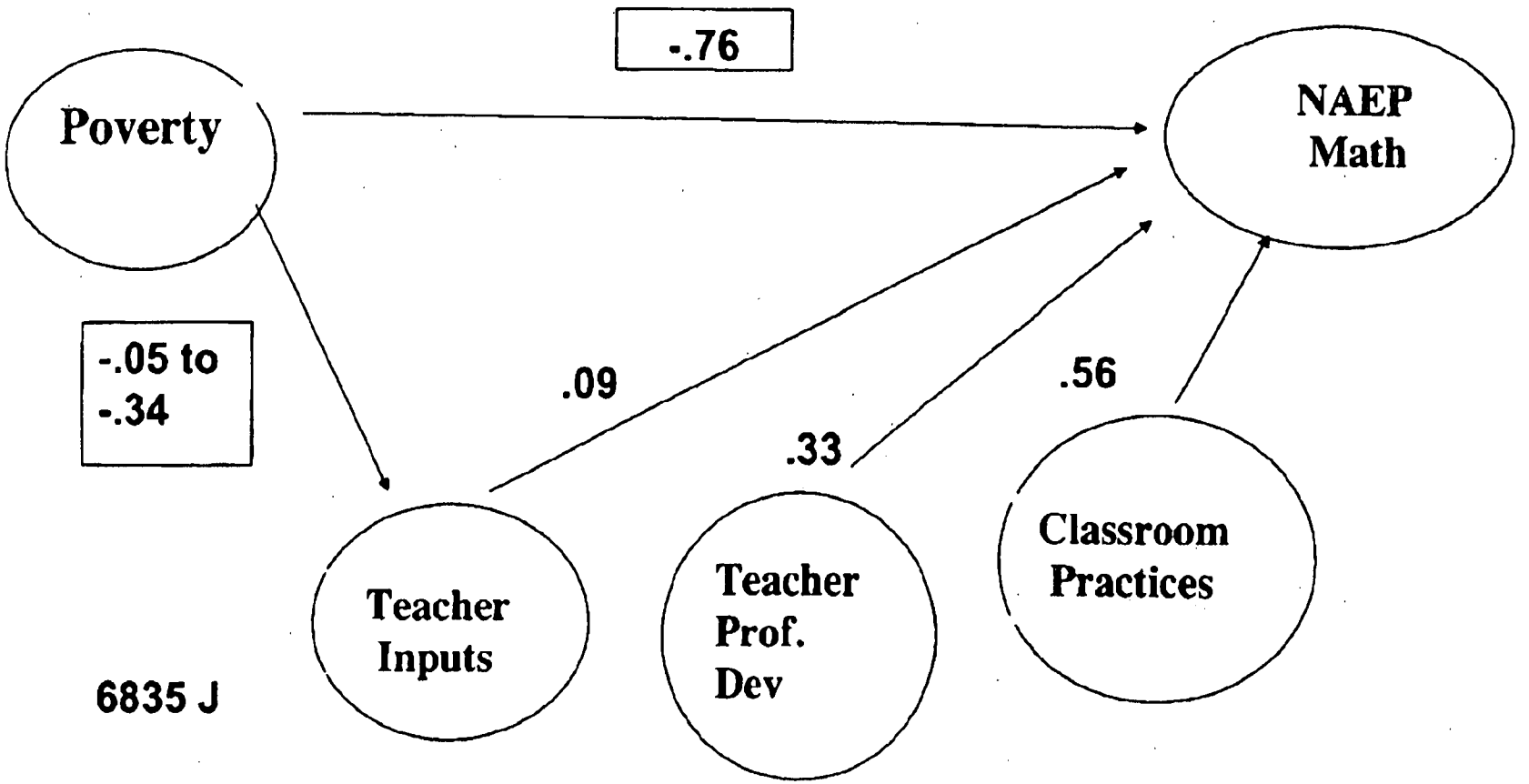
Teacher Quality Factors	Correlation with Poverty	Correlation with PACT 2003
Advanced Degrees	-.282	.243
Continuing Contract	-.378	.360
Returning to School	-.264	.309
Composite TQ Variable	-.417	.412

6835 H

REC035690

PLT_6835-0012

Figure 3
Path Diagram Linking NAEP Math Scores, SES, Teacher Characteristics, Professional Development, and Classroom Practices



REC035691
PLT_6835-0013

Selected Effects of *General* Quality of Instruction

Instructional Elements	
Cues	1.25
Reinforcement	1.17
Corrective Feedback	.94
Engagement	.88
Mastery Learning	.73
Computer-Assisted Instruction	
For Early Elementary Students	1.05
For Handicapped Students	.66
Teaching	
Comprehension Teaching	.71
Direct Teaching	.55
Teaching Techniques	
Homework with Teacher Comments	.83
Graded Homework	.78
Frequent Testing	.49
Pretests	.48
Adjunct Questions	.40
Goal Setting	.40
Assigned Homework	.28
Explanatory Graphics	.75

Source: Walberg and Lai, Academic Press, 1999.

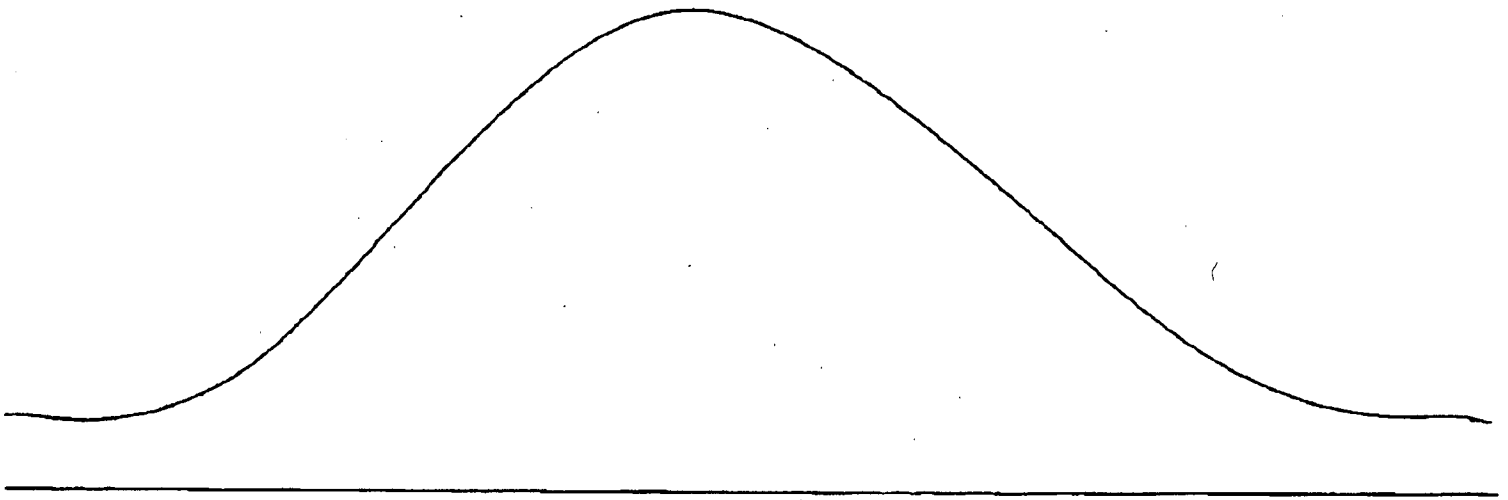
TEX_13922

PLT_6835-0014

REC035692

PLT_6835-0015

Curve 1
The Normal Curve, z-scores, and Percentile Ranks



Z	-2	-1	0	+1	+2
PR	2%	16%	50%	84%	98%

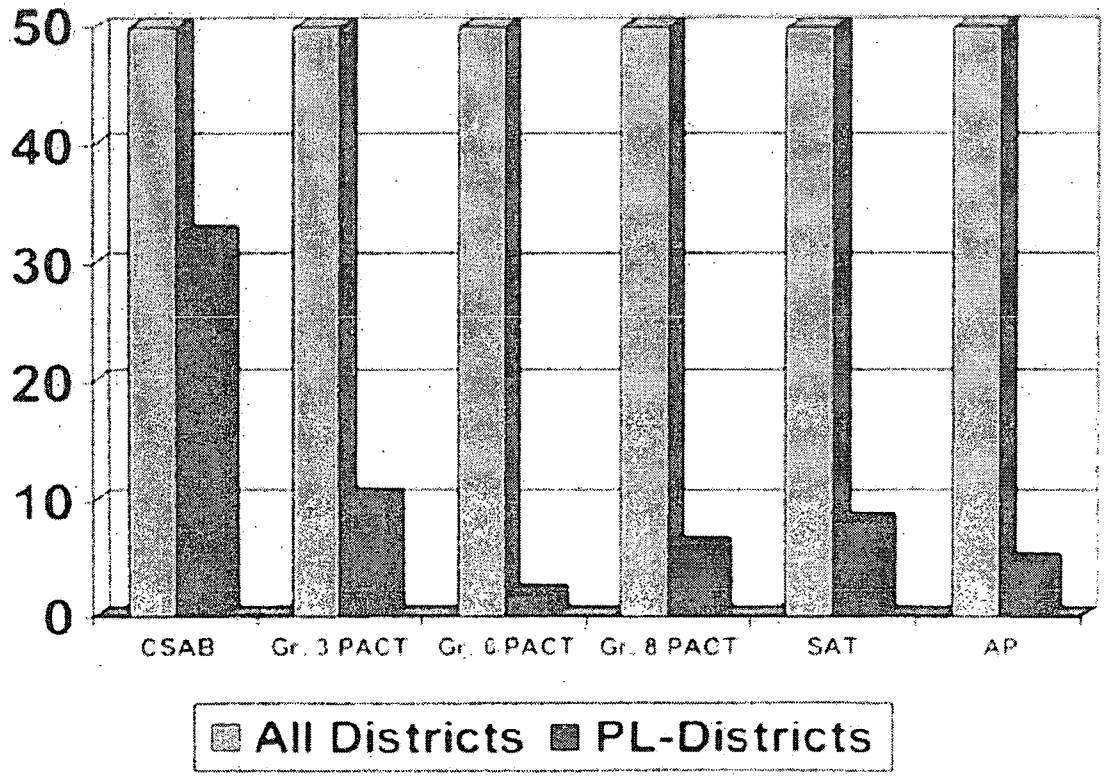
REC035693

PLAINTIFF'S EXHIBIT 1404

PLT_6835-0016

REC035694

Comparison of Test Data By Percentile



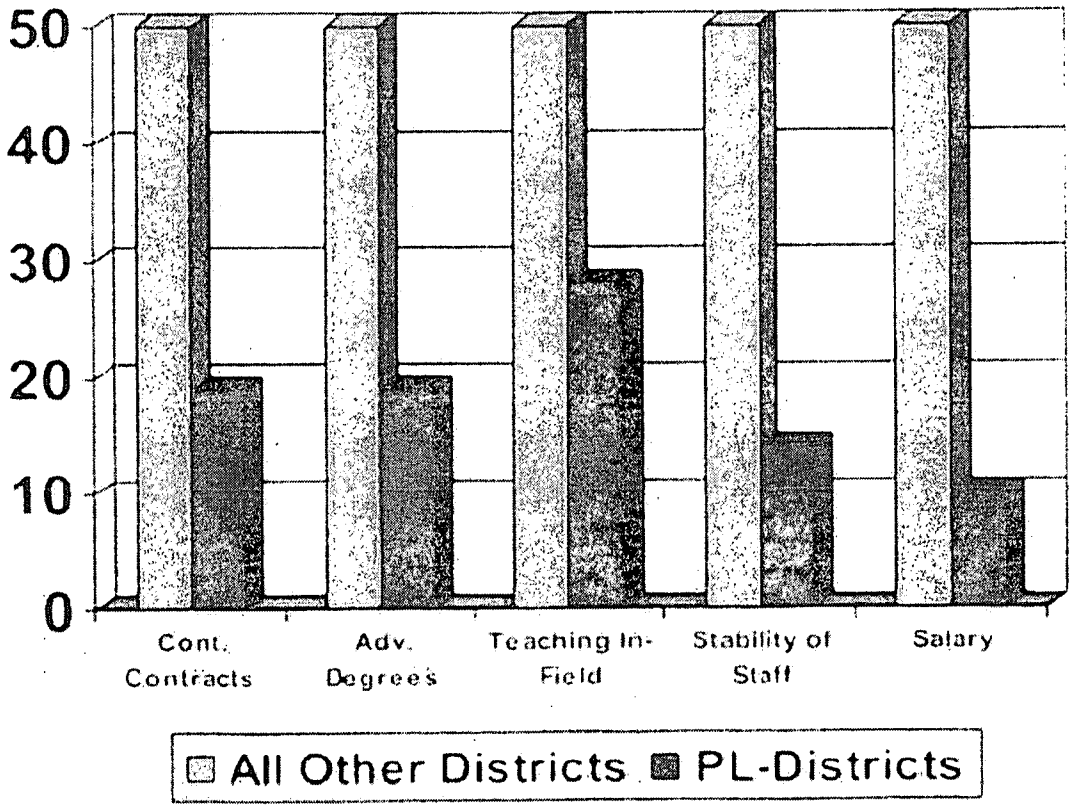
Note: Pact = 2002

CSAB, SAT, AP = 2001

6835 L

EXPPLT-LA-0291

Elementary School Teachers by Percentile



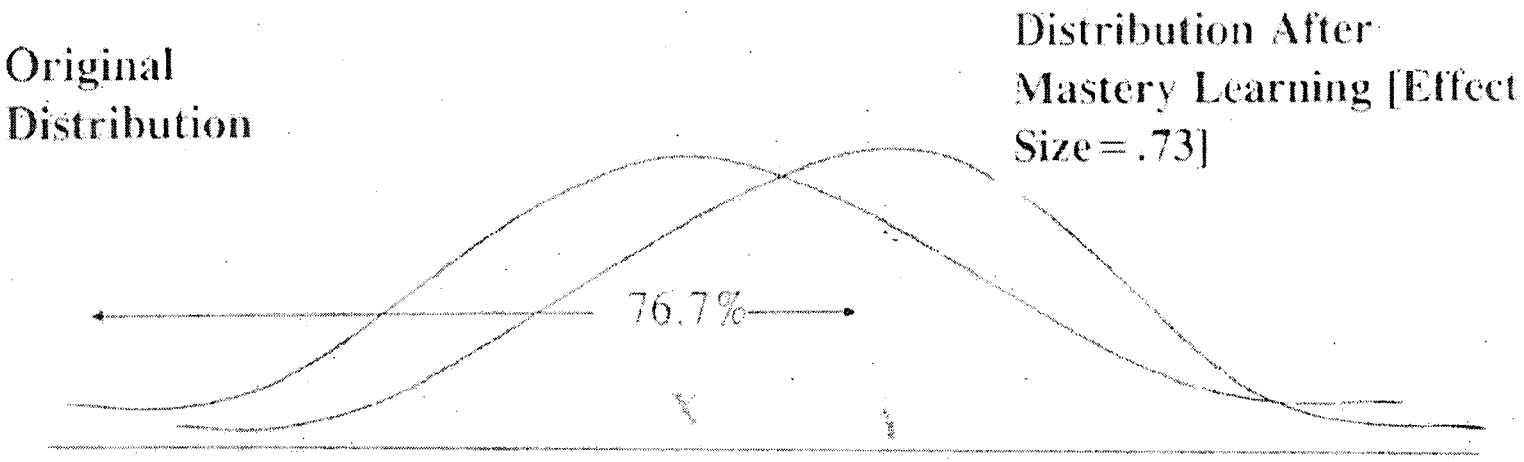
6835 M

PLT_6835-0017
REC035695

PLT_6835-0018

Curve 2

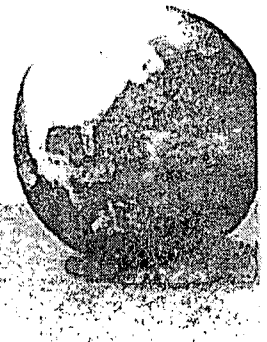
The Normal Curve and Effect Size



Z	-2	-1	0	+1	+2
PR	2%	16%	50%	84%	98%

6835 N

REC035696

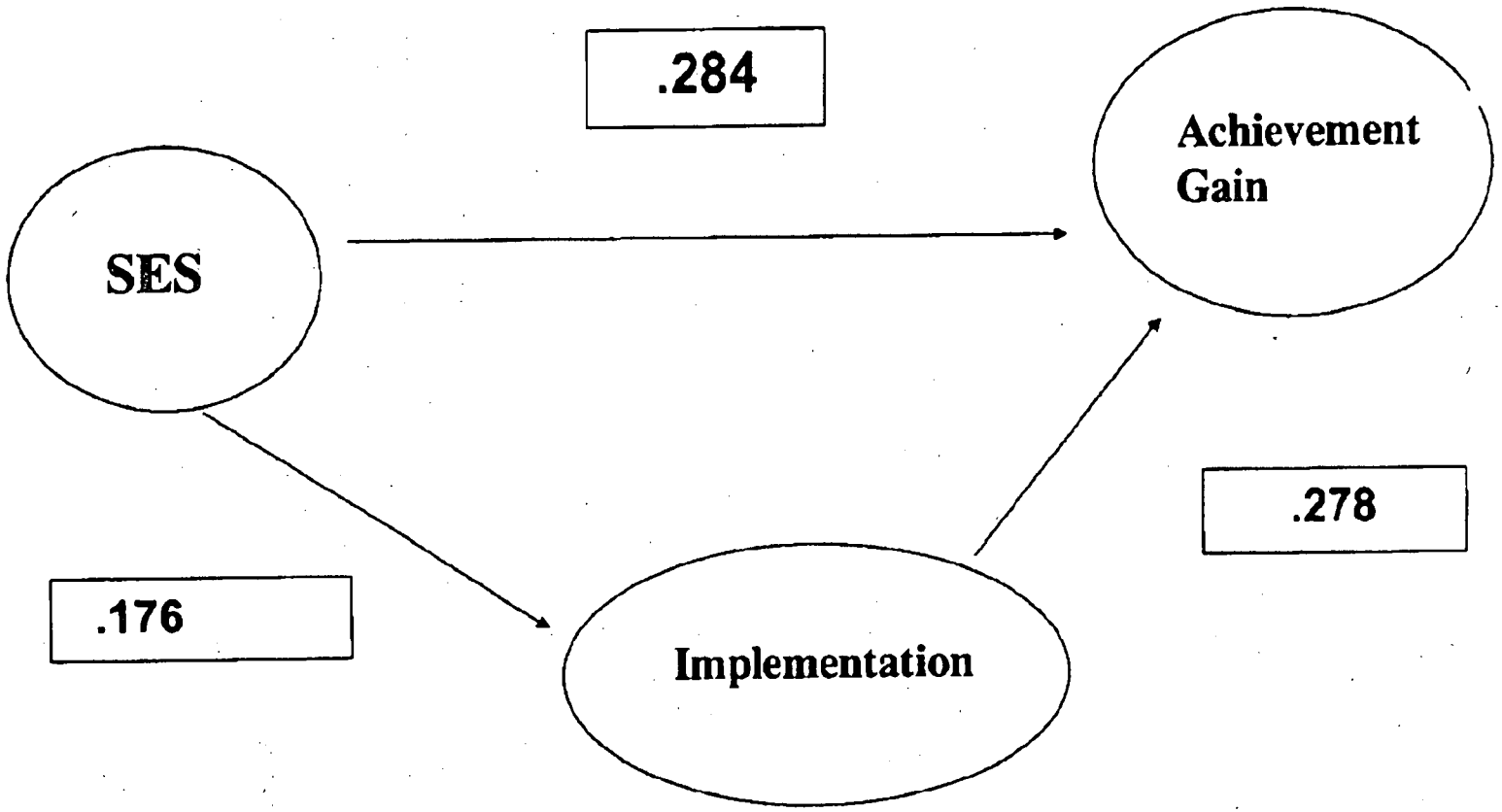


The effects of many compensatory school programs designed to raise achievement and eliminate the achievement gap are generally overstated and transitory, as evidenced by large-scale evaluations of the Federal Title I program.

PLT_6835-0019

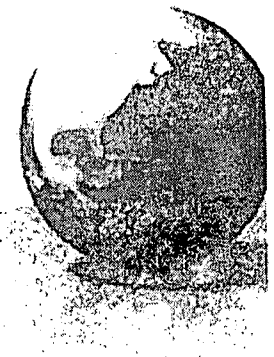
REC035697

Figure 4
Path Diagram Linking SES, Degree of Implementation, and Student Achievement Gain



6835 O

PLT_6835-0020
REC035698



Student performance can be improved through proven educational practices, such as curriculum coherence, graded homework and direct teaching. These practices can be implemented with little, if any, additional cost.

PLT_6835-0021

REC035699

6835 P

"Best Practices"

- Quality of teaching preparation
- Federal and state emphasis on programs rather than practices.
- Lack of district and school leadership and support for instructional practices.
- Young, inexperienced teachers whose focus is on survival, not improvement.
- Belief among teachers that they don't matter; it's all the home background.

PLT_6835-0022
REC035700

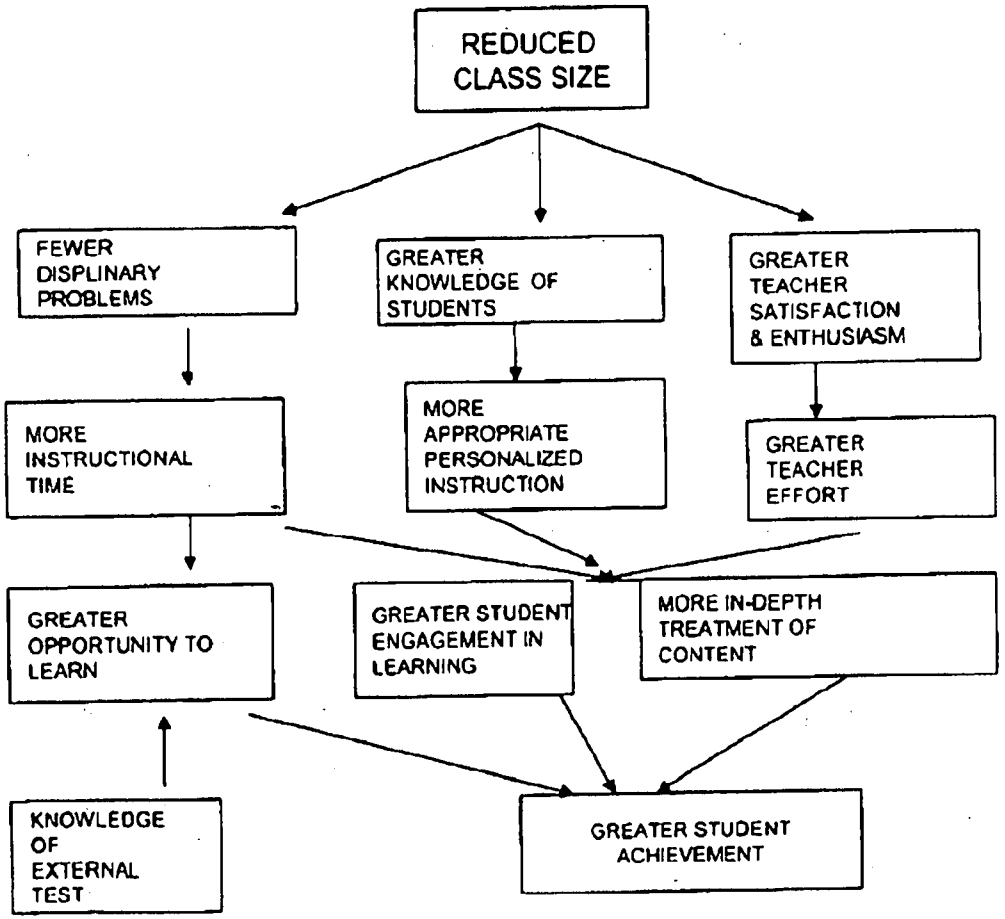
PLT_6835-0023

REC035701

CLASS SIZE REDUCTION AND INCREASED ACHIEVEMENT

FIGURE 2

An Alternative Explanation Of The Impact Of Class Size On Student Achievement



6835 Q

PCS Teacher Position Codes

03 – Special Education (Itinerant)

04 – Child Development Preschool K-4

05 – Kindergarten

06 – Special Education (Self-Contained)

07 – Special Education (Resource)

08 – Classroom Teacher

46 – Purchased Service (Foreign Teachers)

Plaintiffs' Exhibit 6857A

REC035739

Classroom Teachers in Plaintiff Districts v. State

45,837 Total Classroom Teachers in South Carolina

1269 Classroom Teachers in the Plaintiff Districts

2.8% of All Teachers in South Carolina are in the Plaintiff Districts

Plaintiffs' Exhibit 6857B

REC035740

2003-04 Substandard Certificates

527 Total Substandard Certificates in South Carolina

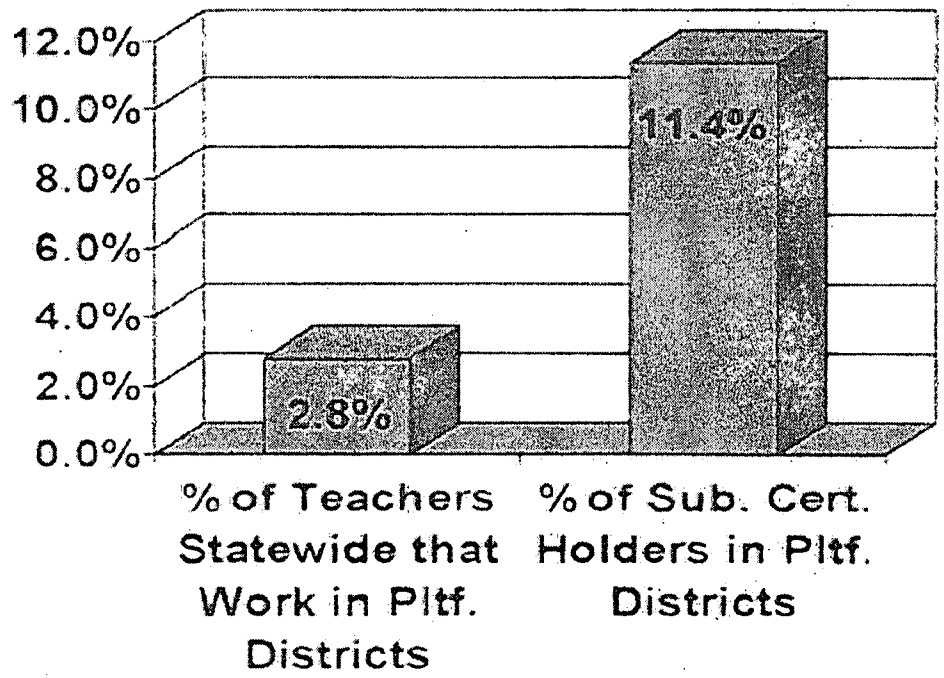
60 Total Substandard Certificates in the Plaintiff Districts

11.4% of all Substandard Certificates in South Carolina were held by teachers in the Plaintiff Districts

Plaintiffs' Exhibit 6857U

REC035759

Substandard Certificates



Plaintiffs' Exhibit 6857V

Based on 2004-05 Data

REC035760

Performance of Substandard Certificate Holders on Praxis

527 Total Substandard Certificates in South Carolina

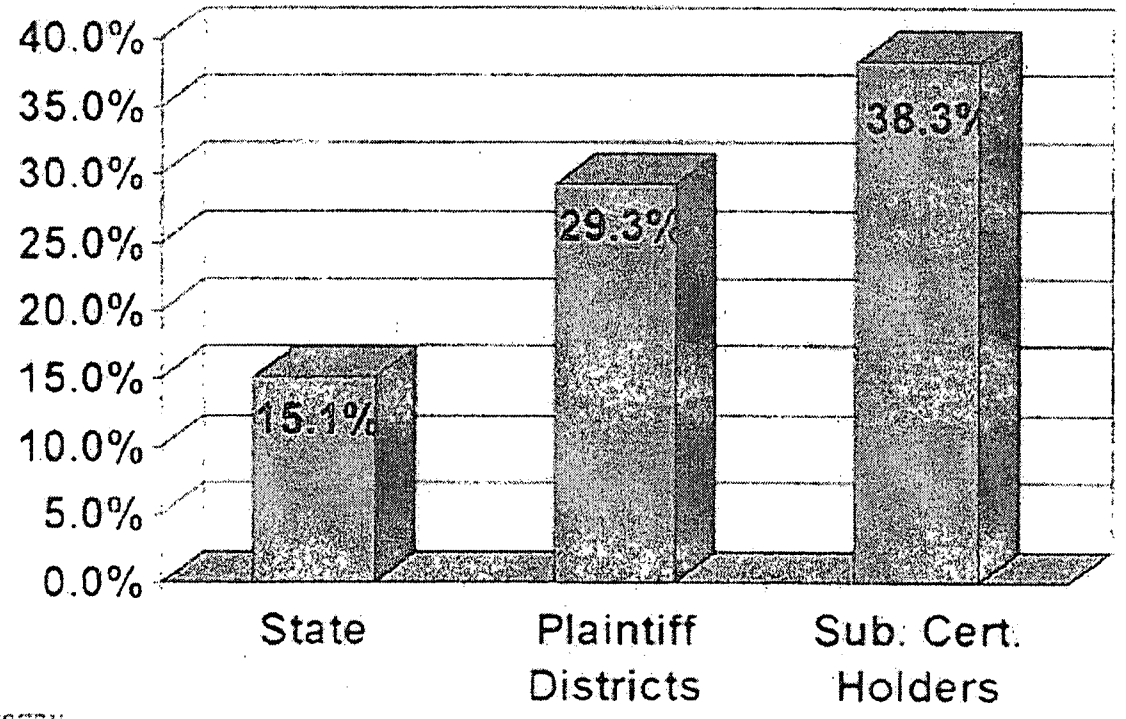
202 Substandard Certificate Holders Failed Praxis at least once

38.3% of all Substandard Certificate Holders Failed Praxis at least once

Plaintiffs' Exhibit 6857W

REC035761

Percentages of Teachers Failing Praxis by Category



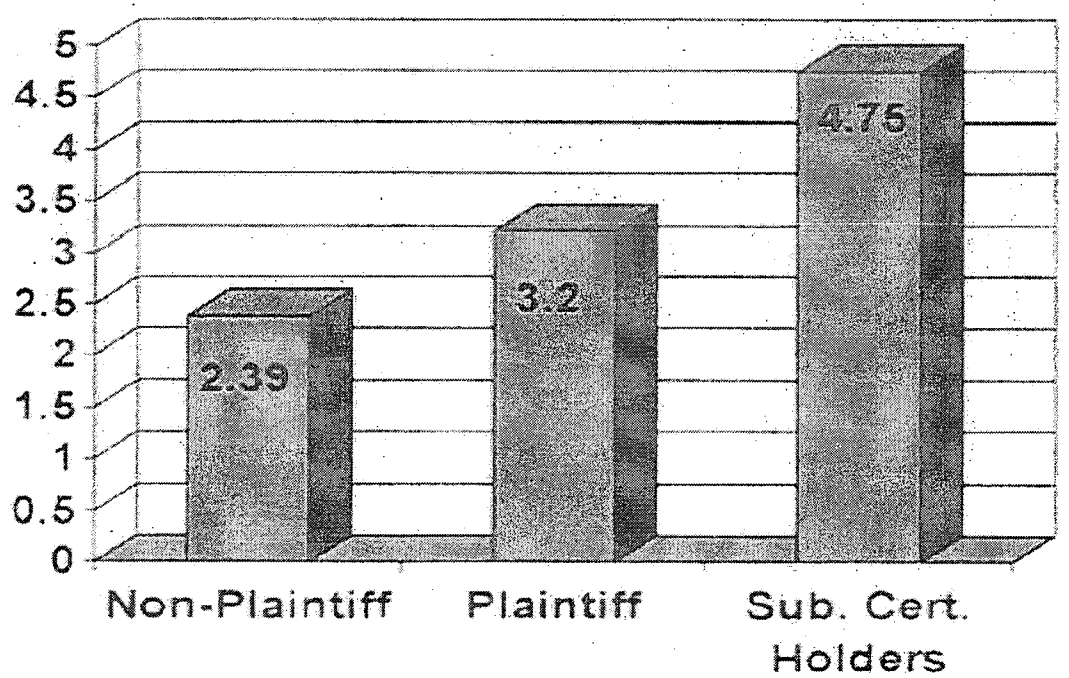
Plaintiffs Exhibit 6857X

Based on 2004-05 Data

REC035762

PLT_6857-0024

Average Number of Praxis Failures for Those Teachers Who Fail at Least Once



Plaintiffs' Exhibit 6857Y

Based on 2004-05 Data

REC035763

PLT_6857-0025

Performance of Graduates from "Competitive" Colleges on Praxis

75,094 Tests Given to Graduates from "Competitive" Colleges from 1999 to 2004

20,461 Total Failures

27.25% of Tests Taken by Graduates from "Competitive" Colleges from 1999 to 2004 Were Failed

Plaintiffs' Exhibit 6857Z

REC035764

Performance of Graduates from Non-Competitive Colleges on Praxis

23,241 Tests Given to Graduates from Non-Competitive Colleges from 1999 to 2004

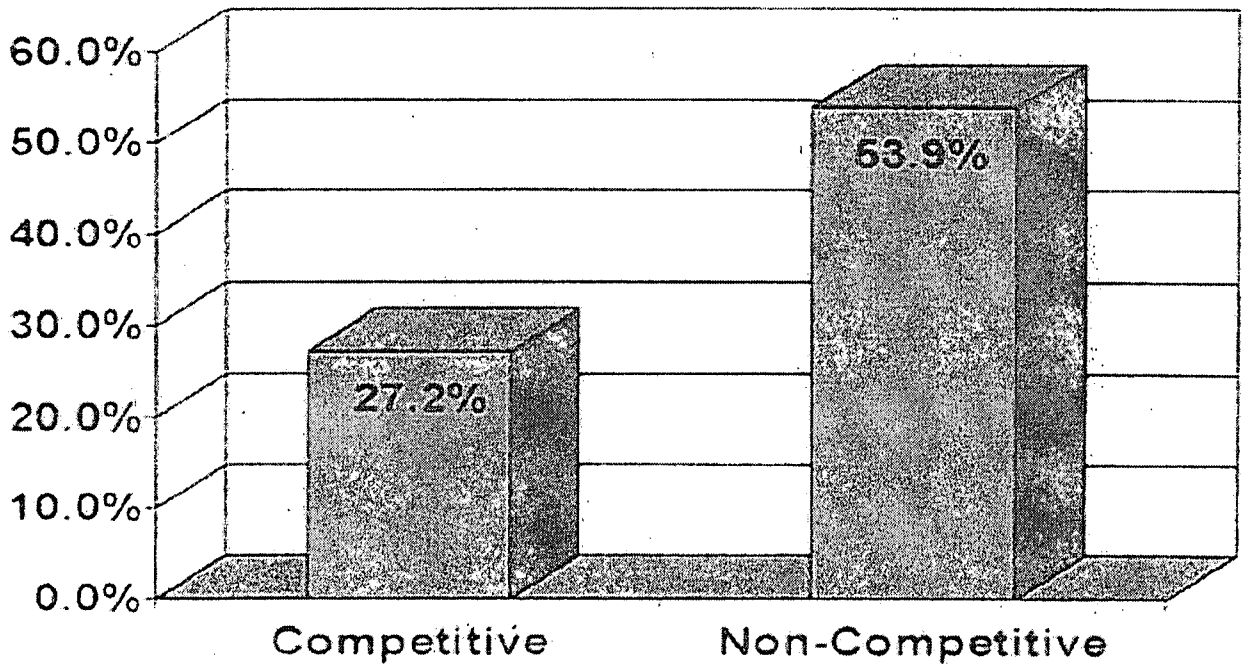
12,534 Total Failures

53.9% of Tests Taken by Graduates from Non-Competitive Colleges from 1999 to 2004 Were Failed

Plaintiffs' Exhibit 6857AA

REC035765

Percentage of Praxis Tests Failed by Type of College



Plaintiffs' Exhibit 6857BB

REC035766

Teachers Who Worked Less Than Full Contract Year

1269 Total Teachers in the Plaintiff Districts

202 Worked Less Than a Full Contract Year

15.9% of Teachers in the Plaintiff Districts Worked Less Than a Full Contract Year

Plaintiffs' Exhibit 6857CC

REC035767

PLT_6858

Graduation Rates by District*

	2001 Graduation Rate	2002 Graduation Rate
State	48%	49%
Allendale	26%	36%
Dillon 2	41%	48%
Florence 4	50%	45%
Hampton 2	37%	46%
Jasper	37%	33%
Lee	34%	38%
Marion 7	Data not available	Data not available
Orangeburg 3	32%	32%

*Calculations based on NCES data



REC035768

PLT_6859-E

Exit Exam Passage Rates
District Specific Information

	HSAP 2004	Exit 2003	Exit 2002	Exit 2001
ALLENDALE	58.8	39.0	37.1	56.7
DILLON 2	66.7	56.0	56.5	49.8
FLORENCE 4	63.4	32.8	49.2	69.7
HAMPTON 2	44.9	58.7	60.3	64.9
JASPER	48.8	55.5	61.3	61.5
LEE	55.3	62.9	59.2	69.0
MARION 7	62.5	73.7	64.9	
ORANGE A	63.6	88.2	76.7	53.1
ORANGE B	64.9	81.9	74.0	78.8

***State Average for HSAP 76.0

Exh. 6859 E

REC035773

DISTRICT PROFILE

INDICATORS OF DISTRICT PERFORMANCE

	This District	Change from Last Year	Districts With Students Like Ours	Median District
DISTRICT				
• Dollars per student	$10,636	Up 19.0%	$8,031	$7,072
• Pupil retention rate	89.8%	Up from 87.2%	87.6%	89.9%
• Student-teacher ratio	18.7 to 1	Up from 14.0 to 1	17.1 to 1	16.6 to 1
• Violence or theft incidents per 100 students	0.0%	Down from 1.2%	2.0%	3.1%
• Students suspended or expelled for more than ten days	0.0%	Down from 1.2%	1.2%	1.2%
STUDENTS (as of 9/30)				
• Advanced placement/ Int'l baccalaureate program:				
Participation Rate	7.7%	N/A	4.7%	9.3%
Exam Success Rate	5.9%	N/A	5.9%	52.7%
• Attendance Rate	95.2%	Down from 96.4%	95.5%	95.0%
• Taking PACT (ELA) at grade level	14.1%	Up from 11.7%	11.0%	7.1%
• Taking PACT (Math) at grade level	10.1%	Up from 7.0%	8.4%	6.6%
• Retention rate	10.1%	Down from 16.4%	8.7%	5.8%
TEACHERS (as of 6)				
• Professional development days per teacher	13.3 Days	Up from 8.0 Days	8.0 Days	14.0 Days
• Attendance rate	96.0%	Up from 94.0%	95.0%	95.0%
• Advanced Degrees	34.4%	Up from 29.6%	34.6%	48.8%
• Continuing contracts	88.7%	Up from 68.5%	72.2%	83.1%
• Out-of-field permits	12.3%	Up from 6.1%	4.2%	2.0%
• Teachers returning from the previous year	72.6%	Down from 75.0%	78.4%	88.6%
• Average salary	$36,667	Up 8.3%	$36,477	$35,425

DISTRICT FACTS

DISTRICT				
• Annual dropout rate	9.0%	Down from 9.8%	8.7%	5.1%
• Percentage spent on teacher salaries	48.0%	Up from 47.5%	49.6%	53.7%
• Superintendent rating of district	Good	Up from Fair	Good	Excellent
• Parent conferences	99.0%	Up from 81.9%	86.6%	93.0%
• Opportunities in the arts	Good	Up from Fair	Good	Excellent
• Number of schools	4	Down from 5	4	6
• Number of Alternative schools	0	No change	0	0
• Number of charter schools	0	No change	0	0
• Number of magnet schools	0	No change	0	0
• Portable classrooms	9.3%	Up from 4.2%	9.6%	6.6%
• Administrative/ central staff	6.0%	Up from 5.0%	5.0%	6.0%
• Average administrative salary	$68,031	Up 9.5%	$93,087	$66,570
STUDENTS				
• Enrollment in adult education GED or diploma programs	76	N/A	62	129
• Number of graduates in GED or diploma programs	0	N/A	0	0
• Suspensions and expulsions	1.2%	N/A	1.6%	1.5%
• Percent eligible for free lunch	69.6%	Down from 71.8%	74.2%	70.6%
• Participation in gifted and talented programs	10.0%	Up from 8.9%	9.2%	10.7%
• Percentage with disabilities other than speech	10.0%	Up from 8.9%	9.2%	10.7%

101

0301

Allendale School District
P.O. Box 458
Allendale, SC 29810

Grades K-12
Enrollment: 1,834 Students
Superintendent Paula L. Harris 803-584-4603
Board Chair Arlheen Hoover 803-584-3366

THE STATE OF SOUTH CAROLINA

Annual District Report Card **2002**

DISTRICT SUPERINTENDENT'S REPORT

Allendale County School District is delighted to provide the following information to the community about our schools. In accordance with the Education Accountability Act (EAA) of 1998. We are proud of our areas of improvement and realize that progress toward a goal is not always a smooth process. Continuous improvement is an ongoing process. While we celebrate our improvements on the PACT, SAT, CSAB and the number of students earning Life Scholarships, we continue to study, monitor, and make improvements in areas of concern. This year we are pleased to have Principal Specialists at Allendale-Fairfax High School, Allendale-Fairfax Middle School, and Allendale Elementary. Allendale County schools have continued to host Teacher Specialist On Site in all of our schools. The Teacher Specialists work directly with our teachers on lesson planning, modeling demonstration lessons and utilizing "best teaching practices" because we are committed in providing a high quality academic program for our students. The district will continue our after school programs to provide academic assistance for our students that are in need of additional help. It is our belief that a strong educational program depends on the collaborative support of the home and community. We are striving to enhance community participation and invite you to take an active role in making our schools a success.

If you have any comments or questions about this report card, please send them to Paula Harris, P.O. Box 458, Allendale, SC 29810. Thank you for your continued support and cooperation.

Sincerely, Paula L. Harris, Superintendent

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 five fastest improving systems in the country.

For more information, visit
www.niveqschools.com or
www.sceoc.org

Exhibit 17
(Lorrie Hess)

REC035797
ALSD_21616
DEF_0233

Allendale

ABSOLUTE RATING: Below Average
IMPROVEMENT RATING: Unsatisfactory

Absolute Ratings of Similar Districts

Unsatisfactory	Below Average	Average	Good	Excellent
1	7	0	0	0

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.

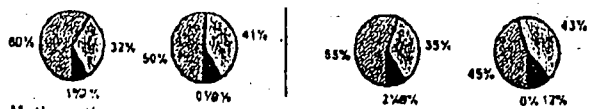
Average- District performance meets the standards for progress toward the 2010 SC Performance Goal.

Below Average- District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

Unsatisfactory- District performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our District | Districts With Students Like Ours



Advanced | Proficient | Basic | Below Basic

DEFINITIONS OF CRITICAL TERMS:

- Advanced – Student performance exceeded expectations.
- Proficient – Student performance met expectations.
- Basic – Student performance met minimum performance expectations.
- Below Basic – Student performance did not meet minimum performance expectations.

PERFORMANCE BY STUDENT GROUPS

Student Group	Exit Exam Passage Rate by Spring 2002		Eligibility for LIFE Scholarships*		Students Scoring Basic or Above on The PACT		
	N	%	N	%	N	% ELA	% Math
All students	89	84.3%	98	8.2%	839	49.3%	40.9%
Students with disabilities other than speech	1	I/S	5	0.0%	67	50.7%	20.9%
Students without disabilities	88	84.1%	93	8.6%	783	49.8%	42.7%
Gender							
Male	37	78.4%	39	0.0%	419	41.3%	33.2%
Female	52	88.5%	59	13.6%	420	57.4%	47.9%
Ethnic Group							
African American	83	83.1%	90	6.7%	792	48.0%	38.9%
Hispanic	1	I/S	1	I/S	11	45.5%	54.5%
White	5	100.0%	7	14.3%	34	79.4%	70.6%
Other	N/A	N/A	0	N/A	2	I/S	I/S
Lunch Status							
Free/reduced-price lunch	68	82.4%	80	0.0%	738	48.8%	39.7%
Pay for lunch	21	90.5%	18	44.4%	76	51.8%	50.8%

N equals number of students on which percentages are calculated.
*Using the criteria for students who entered college in fall 2001.

Allendale

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

First-time Examinees

	2000	2001	2002
Our District			
Passed all 4 subtests	63.8%	68.7%	57.1%
Passed 3 subtests	18.2%	21.7%	24.2%
Passed 2 subtests	10.9%	3.0%	8.1%
Passed 1 subtest	2.0%	0.7%	1.0%
Passed no subtest	13.1%	6.7%	9.7%
Districts with students like ours			
Passed all 4 subtests	68.0%	70.1%	64.0%
Passed 3 subtests	23.6%	21.9%	25.9%
Passed 2 subtests	6.0%	4.6%	6.0%
Passed 1 subtest	2.9%	1.4%	4.0%
Passed no subtest	17.5%	13.4%	14.1%

LIFE scholarships at four-year institutions*

	Eligible	Percent of Seniors Meeting Grade Point Average Requirement	Meeting SAT/ACT Requirement
Our District	8.2	37.8	8.2
Districts Like Ours	3.8	26.9	4.7

*Using the criteria for students who entered college in fall 2001.

College Admissions Tests: Tests that are frequently used in the college admissions process.

	SAT Verbal		SAT Math		SAT Total		ACT English		ACT Math		ACT Reading		ACT Science		ACT Total	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
District	419	424	411	412	830	836	16.9	17.0	16.7	16.9	16.1	16.1	15.3	17.0	16.8	17.1
State	488	485	489	493	974	981	18.8	18.8	18.9	19.1	19.5	19.3	19.2	19.2	19.3	19.2
Nation	506	504	514	516	1020	1020	20.9	20.8	20.7	20.8	21.1	21.0	21.0	20.8	21.0	20.8

These tests were administered to samples of students:

Terra Nova Test: A national, norm-referenced achievement test.

Percent scoring in upper half

	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
Grade 4	47.8	50.0	58.7	50.0	58.7	50.0	50.0	50.0
Grade 7	45.9	50.0	59.4	50.0	54.7	50.0	53.9	50.0
Grade 10	68.8	50.0	68.8	50.0	62.5	50.0	69.1	50.0

National Assessment of Education Progress : A national, criterion referenced achievement test.

Percents of Students

Test	Grade	Year	Advanced State	Advanced Nation	Proficient State	Proficient Nation	Basic State	Basic Nation	Below Basic State	Below Basic Nation
Reading	4	1998	1	4	26	35	45	38	28	23
Writing	8	1998	0	1	15	23	64	59	21	17
Mathematics	4	2000	3	5	16	26	45	44	36	25

ABBREVIATIONS FOR MISSING DATA
N/A – Not Applicable
N/C – Not Collected
N/R – Not Reported
I/S – Insufficient Sample

REC035798
ALSD_21617
DEF_0233.0002

DILLON SCHOOL DISTRICT NUMBER TWO

DILLON, SOUTH CAROLINA

GENERAL PURPOSE AUDITED FINANCIAL STATEMENTS

AND SUPPLEMENTAL INFORMATION

FOR THE YEAR ENDED JUNE 30, 1999

MUNN & ASSOCIATES - PC

M&A Certified Public Accountants

DILLON SCHOOL DISTRICT NUMBER TWO

DILLON, SOUTH CAROLINA

GENERAL PURPOSE AUDITED FINANCIAL STATEMENTS

AND SUPPLEMENTAL INFORMATION

FOR THE YEAR ENDED JUNE 30, 1999

DCSD2_00076

DILLON SCHOOL DISTRICT NUMBER TWO

DILLON, SOUTH CAROLINA

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DEF_0297-0003

REC035801

DILLON SCHOOL DISTRICT NUMBER TWO

DILLON, SOUTH CAROLINA

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MUNN & ASSOCIATES, PC
Certified Public Accountants
POST OFFICE BOX 3407
FLORENCE, SOUTH CAROLINA 29502-3407
(843) 678-9544
FACSIMILE (843) 678-9547

INDEPENDENT AUDITORS' REPORT

Board of Trustees
Dillon School District Number Two
Dillon, South Carolina

We have audited the accompanying general purpose financial statements of Dillon School District Number Two, as of and for the year ended June 30, 1999, as listed in the table of contents. These general purpose financial statements are the responsibility of Dillon School District Number Two's management. Our responsibility is to express an opinion on these general purpose financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards; *Government Auditing Standards*, issued by the Comptroller General of the United States; and the provisions of Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-profit Organizations;* and the *State Department of Education Audit Guidelines*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether the general purpose financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the general purpose financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall general purpose financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The general purpose financial statements referred to above do not include the general fixed assets account group, which should be included in order to conform with generally accepted accounting principles. Dillon School District Two has not maintained a record of its general fixed assets; therefore the amount that should be recorded in the general fixed assets account group is not known.

In our opinion, except for the effects of the omission described in the preceding paragraph, the general purpose financial statements referred to above present fairly, in all material respects, the financial position of Dillon School District Two, Dillon, South Carolina, as of June 30,1999, and the results of its operations and the cash flows of its proprietary fund type for the year then ended in conformity with generally accepted accounting principles.

In accordance with *Governmental Auditing Standards*, we have also issued our report dated February 1, 2000, on our consideration of Dillon School District Number Two's internal control over financial reporting and our test of its compliance with certain provisions of laws, regulations, contracts and grants.

Our audit was made for the purpose of forming an opinion on the general purpose financial statements taken as a whole. The information captioned supplemental information as identified in the accompanying table of contents is presented for purposes of additional analysis and is not a required part of the general purpose financial statements. The information has been subjected to the auditing procedures applied in

DCSD2_00079

DEF_0297-0005

REC035803

the audit of the general purpose financial statements of Dillon School District Number Two, and in our opinion, is fairly stated in all material respects in relation to the general purpose financial statements taken as a whole.

Munn & Associates, PC

Munn & Associates, PC
February 1, 2000

COMBINED STATEMENTS - OVERVIEW

DCSD2_00081

Proprietary Fund Type	Fiduciary Fund Types	Account Groups	Totals
Food Service	Agency Funds	General Long-Term Debt	Memorandum Only
$ 236,711	$ 326,621	$ -	$ 563,332
			3,205,945
			92,610
1,204			35,518
134,416			367,155
18,741			18,741
488,257			488,257
		310,503	310,503
$ 879,329	$ 326,621	$ 310,503	$ 5,082,061
$ -	$ -	$ -	$ 43,478
			746,664
	326,621		326,621
			35,518
			76,981
6,604			125,708
		310,503	310,503
6,604	326,621	310,503	1,665,473
872,725			872,725
			2,543,863
872,725	-	-	3,416,588
$ 879,329	$ 326,621	$ 310,503	$ 5,082,061

DCSD2_00082

The accompanying Notes to the Financial Statements are an integral part of these statements.

Debt Service	Capital Projects	Totals (Memorandum) (Only)
$ -	$ -	$ 2,724,889
		13,429,668
		1,649,167
-	-	17,803,724
		10,920,551
		6,615,906
		50,627
		71,032
	181,847	181,847
		-
		52,248
		21,402
-	181,847	17,913,613
-	(181,847)	(109,889)
	181,847	929,547
		(858,474)
		20,881
		93,730
-	181,847	185,684
-	-	75,795
		2,468,611
		(543)
-	-	2,468,068
$ -	$ -	$ 2,543,863

DCSD2_00083

The accompanying Notes to the Financial Statements are an integral part of these statements.

Special Revenue Fund		
Budget	Actual	Variance Favorable (Unfavorable)
$ -	$ -	$ -
2,414,814	2,799,380	(384,566)
1,741,413	1,648,167	92,246
4,156,227	4,448,547	(292,320)
1,237,713	2,920,071	1,682,358
777,483	872,959	95,476
	45,426	45,426
	27,194	27,194
	-	-
	-	-
	-	-
		-
2,015,196	3,865,650	1,850,454
2,141,031	582,897	(2,142,774)
657,225		657,225
(19,955)	(676,627)	656,672
	-	-
	93,730	(93,730)
637,270	(582,897)	1,220,167
$ 2,778,301	-	$ (922,607)
	-	
	$ -	
	$ -	

DCSD2_00084

DILLON SCHOOL DISTRICT NUMBER TWO
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN RETAINED EARNINGS
CHANGES IN RETAINED EARNINGS
PROPRIETARY FUND TYPE - ENTERPRISE FUND TYPE - FOOD SERVICE FUND
FOR THE YEAR ENDED JUNE 30, 1999

OPERATING REVENUES		
Proceeds from sale of meals		$ 273,900
Total Operating Revenues		273,900
OPERATING EXPENSES		
Food costs (includes commodities used)		632,485
Salaries and wages		561,961
Repairs and maintenance		45,529
Depreciation		69,225
Supplies		84,678
Other		6,311
Total Operating Expenses		1,400,189
Operating loss		(1,126,289)
Non-operating revenues		
USDA reimbursements		1,140,908
Commodities received from USDA		97,668
Other local revenue		2,249
Other federal and state aid		10,466
Interest income		3,754
Total other financing sources (uses)		1,255,045
Income before operating transfers		128,756
Operating transfers out		(71,073)
Net income		57,683
Retained earnings before prior period adjustments, July 1, 1998		782,076
Prior period adjustments		32,966
Adjusted retained earnings, July 1, 1998		815,042
Retained earnings, June 30, 1999	DCSD2_00085	$ 872,725

The accompanying Notes to Financial Statements are an integral part of these statements.

DILLON SCHOOL DISTRICT NUMBER TWO
STATEMENT OF CASH FLOWS
PROPRIETARY FUND TYPE - ENTERPRISE FUND - FOOD SERVICE FUND
FOR THE YEAR ENDED JUNE 30, 1999

CASH FLOWS FROM OPERATING ACTIVITIES		
Operating loss	$	(1,126,289)
Adjustments to reconcile operating loss to net cash used by operating activities:		
Depreciation		69,225
Donated commodities consumed		97,668
Changes in assets and liabilities:		
Increase in due from federal government		(5,154)
Decrease in inventory		8,166
Increase in due from general fund		(610)
Decrease in deferred revenue		(2,136)
Net cash used by operating activities		(959,130)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
Operating grants received		12,715
USDA reimbursements		1,140,908
Operating transfers out		(71,073)
Interest income		3,754
Net cash provided by noncapital financing activities		1,086,304
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Acquistion of capital assets		(61,859)
Net increase (decrease) in cash		65,315
Cash balances, July 1, 1998		171,396
Cash balances, June 30, 1999	$	236,711

NONCASH OPERATING ACTIVITIES:

The School Food Service Fund consumed donated commodities with a value of $97,668 during the fiscal year. The use of these commodities is reflected as a non-operating revenue and an operating expense.

DCSD2_00086

The accompanying Notes to the Financial Statements are an integral part of these statements

NOTES TO THE FINANCIAL STATEMENTS

DCSD2_00087

NOTES TO GENERAL PURPOSE FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Governing Body —

The District is governed by a board of trustees appointed by the Dillon County Board of Trustees. Each trustee serves a term of three years. Upon completion of this term the trustee continues to serve until a replacement is appointed by the Dillon County Board of Trustees.

B. Reporting Entity —

As required by generally accepted accounting principles, these financial statements present the government and its component units, entities for which the government is considered financially accountable.

The District is the lowest level of government which has oversight responsibility and control over all activities related to the public school education. The District receives funding from federal, state and local government sources and must comply with the concomitant requirements of such entities. The District has no component units.

C. Measurement Focus, Basis of Accounting and Basis of Presentation —

The accounts of the District are organized and operated on the basis of funds or account groups. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds are maintained consistent with legal and managerial requirements. Account groups are a reporting device to account for certain assets and liabilities of the governmental funds not recorded directly in those funds.

The government has the following fund types and account groups:

Governmental Fund Types —

Governmental funds are used to account for the District's general government activities. Governmental fund types use the flow of current financial resource measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., when they are "measurable and available"). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The District considers all revenues available if they are collected within sixty days after year end. Expenditures are recorded when the related fund liability is incurred, except for unmatured interest on general long-term debt which is recognized when due, and certain compensated absences and claims and judgments which are recognized when the obligations are expected to be liquidated with expendable available financial resources.

Property taxes and interest are susceptible to accrual. Entitlements and shared revenues are recorded at the time of receipt or earlier if the susceptible to accrual criteria are met. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met. Other receipts and taxes become measurable and available when cash is received by the District and are recognized as revenue at that time.

NOTES TO GENERAL PURPOSE FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Governmental funds include the following fund types:

General Fund – The General Fund is the District's primary operating fund. It accounts for all financial resources of the District, except those required to be accounted for in another fund.

Special Revenue Fund – Special Revenue Funds account for revenue sources that are legally restricted to expenditures for specified purposes (not including expendable trusts or major capital projects).

Debt Service Fund – The Debt Service Fund accounts for the servicing of general long-term debt not being financed by proprietary or nonexpendable trust funds.

Capital Projects Fund – The Capital Projects – School Building Fund accounts for the acquisition of fixed assets or construction of major capital projects not being financed by proprietary or nonexpendable trust funds.

Proprietary Fund Types –

Proprietary funds are accounted for on the flow of economic resources measurement focus and use the accrual basis of accounting. Under this method, revenues are recorded when earned and expenses are recorded at the time liabilities are incurred. The District applies all applicable FASB pronouncements in accounting and reporting for its proprietary operations. Proprietary funds include the following fund types:

Enterprise Fund – The enterprise fund is used to account for those operations that are financed and operated in a manner similar to private business or where the board has decided that the determination of revenues earned, costs incurred and/or net income is necessary for management accountability.

Fiduciary Fund Type –

Fiduciary funds account for assets held by the District in a trustee capacity or as an agent on behalf of others. Trust funds account for assets held by the District under the terms of a formal trust agreement.

Agency Fund – The Agency Fund is custodial in nature and does not present results of operations or have a measurement focus. Agency funds are accounted for using the modified accrual basis of accounting. This fund is used to account for assets that the District holds for others in an agency capacity.

Account Groups –

The general fixed assets account group is used to account for fixed assets not accounted for in proprietary or trust funds. The general long-term debt account group is used to account for general long-term debt and certain other liabilities that are not specific liabilities of proprietary or trust funds.

NOTES TO GENERAL PURPOSE FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

D. Assets, Liabilities and Equity –

1. ***Deposits and Investments*** – The District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

State statutes authorize the District to invest in obligations of the United States and its agencies, general obligations (not revenue obligations) of the State of South Carolina and its subdivisions, savings and loan associations to the extent of federal insurance, certificates of deposit collaterally secured, repurchase agreements secured by the foregoing obligations, and the South Carolina Local Government Investment Pool.

Investments are stated at cost or amortized cost.

2. ***Receivables and Payables*** – Transactions between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as either "interfund receivables/payables" (i.e., the current portion of the interfund loans) or "advances to/from other funds" (i.e., the non-current portion of interfund loans). All other outstanding balances between funds are reported as "due to/from other funds".

Advances between funds are offset by a fund balance reserve account in applicable governmental funds to indicate they are not available for appropriation and are not expendable available financial resources.

All account and property tax receivables are shown net of an allowance for uncollectibles.

Property taxes attach as an enforceable lien on real property as of January 1. Taxes are levied in September and become delinquent on January 15 of the following year. Taxes on licensed personal property are levied during the month when the taxpayer's license registration is up for renewal. The County bills and collects the taxes for the District.

Property tax revenues are recognized when they become available. Available includes those property tax receivables expected to be collected within sixty days after year end.

3. ***Inventories and Prepaid Items*** – Inventories are valued at cost using the first-in/first-out (FIFO) method. The costs of governmental fund-type inventories are recorded as expenditures when consumed rather than when purchased.

Certain payments reflect costs applicable to future accounting periods and are recorded as prepaid items.

Property, plant and equipment in the proprietary fund of the District are recorded at cost. Property, plant and equipment donated to the proprietary fund are recorded at their estimated fair value at the date of donation.

Major outlays for capital assets and improvements are capitalized in the proprietary fund as projects are constructed. Interest incurred during the construction phase of proprietary fund fixed assets is reflected in the capitalized value of the asset constructed, net of interest earned on the invested proceeds over the same period.

NOTES TO GENERAL PURPOSE FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

4. ***Fixed Assets*** – Fixed Assets used in governmental fund types of the District are recorded in the general fixed assets account group at cost or estimated historical cost if purchased or constructed. Donated fixed assets are recorded at their estimated fair value at the date of donation. Assets in the general fixed assets account group are not depreciated. Interest incurred during construction is not capitalized on general fixed assets.

The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not included in the general fixed assets account group or capitalized in the proprietary funds.

Property, plant and equipment in the proprietary fund of the District are recorded at cost. Property, plant and equipment donated to the proprietary fund are recorded at their estimated fair value at the date of donation.

Major outlays for capital assets and improvements are capitalized in the proprietary fund as projects are constructed. Interest incurred during the construction phase of proprietary fund fixed assets is reflected in the capitalized value of the asset constructed, net of interest earned on the invested proceeds over the same period.

Property, plant and equipment are depreciated in the proprietary fund of the District using the straight line method over the following estimated useful lives:

Assets	Years
Equipment	12

5. ***Compensated Absences*** – Employees are allowed to accrue fifteen days of sick leave each year. Upon retirement, the District will not compensate the employee for accumulated sick leave. Administrative employees are granted fifteen days of vacation leave each year with no carryover. In the event of termination, these employees are paid for unused vacation leave.

The District does not accrue unpaid sick leave because it considers the accrual immaterial. The District expenses the sick pay in the year in which it is paid.

6. ***Long-Term Obligations*** – The District reports long-term debt of governmental funds at face value in the general long-term debt account group. Certain other governmental funds obligations not expected to be financed with current available financial resources are also reported in the general long-term debt account group. Long-term debt and other obligations financed by proprietary funds are reported as liabilities in the appropriate funds.

For governmental fund types, bond premiums and discounts, as well as issuance costs, are recognized during the current period. Bond proceeds are reported as an other financing source net of the applicable premium or discount. Issuance costs, even if withheld from the actual net proceeds received, are reported as debt service expenditures. For proprietary fund types, bond premiums and discounts, as well as issuance costs, are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount. Issuance costs are reported as deferred charges.

NOTES TO GENERAL PURPOSE FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

*7. **Fund Equity*** – Reservations of fund balance represent amounts that are not appropriable or legally segregated for a specific purpose. Reservations of retained earnings are limited to outside third-party restrictions. Designations of fund balance represent tentative management plans that are subject to change. The proprietary fund's contributed capital represents equity acquired through capital grants and capital contributions from developers, customer or other funds.

*8. **Memorandum Only – Total Columns*** – Total columns on the general purpose financial statements are captioned as "memorandum only" because they do not represent consolidated financial information and are presented to facilitate financial analysis. The columns do not present information that reflects financial position, results of operations or cash flows in accordance with generally accepted accounting principles. Interfund eliminations have not been made in the aggregation of this data.

*9. **Use of Estimates*** – The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NOTE 2. STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

A. Budgetary Information –

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for the General and Special Revenue Funds. All annual appropriations lapse at fiscal year end.

The budget is prepared by the District and approved by the Board of Trustees. Budgets for Special Revenue Funds are prepared by the Finance Director.

On or before July 1 of each year, the District submits requests for appropriations to the County Council so that a budget may be prepared.

The appropriated restated budget is prepared by fund, function, department, activity and object. The Superintendent may make transfers of appropriations within a function. Transfers of appropriations between funds require the approval of the Board of Trustees. The Board of Trustees makes supplemental budgetary appropriations in January. The legal level of budgetary control is the function level. The level of detail indicated in the budget conforms to that required by the South Carolina Department of Education. The budget is accounted for on the modified accrual basis.

Encumbrance accounting is employed in governmental funds. Encumbrances (e.g., purchase orders, contracts) outstanding at year end are reported as reservations of fund balances and do not constitute expenditures or liabilities because the commitments will be reappropriated and honored during the subsequent year. The District had no outstanding encumbrances for the year ended June 30, 1999.

NOTES TO GENERAL PURPOSE FINANCIAL STATEMENTS

NOTE 3. DETAILED NOTES ON ALL FUNDS AND ACCOUNT GROUPS

A. Deposits and Investments

Deposits are categorized into these three categories of credit risk:

(1) Insured or collateralized with securities held by the District or its agent in the District's name.

(2) Collateralized with securities held by the pledging financial institution's trust department or agent in the District's name.

(3) Collateralized with securities held by the pledging financial institution or by its trust department or agent but not in the District's name.

The following reflects the allocation of deposits by risk category for the District as of June 30, 1999:

Deposits - The carrying amount of the District's deposits with financial institutions at June 30, 1999 was $563,332 and the bank balance was $624,853. All deposits are in risk category 1. The bank balance is secured as follows:

Based on the above criteria, the District's deposits at June 30, 1999 are classified as follows:

	CATEGORY 1	2	3	Bank Balance
Deposits	$100,000	$ -	$524,853	$624,853
Totals	$100,000	$ -	$524,853	$624,853

Cash With Fiscal Agent - The personnel at the Dillon County Treasurer's office collects the District's taxes, federal, and state revenues. The County Treasurer invests the District's monies with the various financial institutions until the District submits a claim voucher. At year end the County Treasurer was responsible for $10,118,506 of which all was deposited with financial institutions. The county held collateral of $17,585,350.

B. Fixed Assets

The following is a summary of proprietary fund type assets for the District at June 30, 1998:

Machinery and equipment	$ 1,002,177
Less accumulated depreciation	513,920
Net Fixed Assets	$ 488,257

NOTES TO GENERAL PURPOSE FINANCIAL STATEMENTS

NOTE 3. DETAILED NOTES ON ALL FUNDS AND ACCOUNT GROUPS (Continued)

C. Interfund Receivables and Payables

The composition of interfund balances at June 30, 1998, is as follows:

Due to/from other funds:

Receivable Fund	Payable Fund	Amount
General	Special Revenue	$ 34,316
Food Service	General	1,204
Total		$ 35,518

D. Long-term Debt

The District issues general obligation bonds to provide funds for the acquisition and construction of major capital facilities. General obligation bonds have been issued for general government activities. In addition, general obligation bonds have been issued to refund general obligation bonds.

General obligation bonds are direct obligations and pledge the full faith and credit of the District. These bonds generally are issued as 20-year serial bonds with equal amounts of principal maturing each year. The following is a summary of bond transactions of the District for the year ended June 30, 1998.

	General Obligation
Bonds payable at July 1,1998	$ 362,751
Bond additions	-
Bond payments	52,248
Bonds payable at June 30,1999	$ 310,503

General obligation bonds currently outstanding approximate fair market values and are as follows:

General Obligation Bonds –

$800,000 1984 School Building bond due in annual installments of $73,650 through November 3, 2003; interest at 5.9%	$ 310,503

NOTES TO GENERAL PURPOSE FINANCIAL STATEMENTS

D. Long-term Debt (Continued)

Annual debt service requirements to maturity for general obligation bonds, including interest of $310,503, are as follows:

Year Ending June 30	
2000	$ 73,650
2001	73,650
2002	73,650
2003	73,650
2004	73,650
Total	$ 368,250

The fair value of the District's long-term debt is estimated using discounted cash flow analysis based on the District's current incremental borrowing rates for similar types of borrowing arrangements.

The Debt Service Fund does not have a balance at June 30, 1999 to service the general obligation bonds. The Dillon County Council has been charged with the responsibility of providing for debt service funds as a restricted component of the general property tax.

E. Contributed Capital

There were no changes in the contributed capital reported for the proprietary fund.

NOTE 4. PRIOR PERIOD ADJUSTMENTS

To report the financial statements of the District in accordance with generally accepted accounting principles (GAAP) as applied to governmental entities, the following prior period adjustments were necessary:

General Fund:

Understatement of due to Proprietary Fund (Food Service)	$ 594

Proprietary Fund (Food Service):

Understatement of due from general fund	$ 594
Understatement of equipment	99,678
Understatement of accumulated depreciation	(67,306)
Understatement of fund balance	$ 32,966

NOTES TO GENERAL PURPOSE FINANCIAL STATEMENTS

NOTE 5. OTHER INFORMATION

A. Risk Management

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The District is a member of the State of South Carolina Insurance Reserve Fund, a public entity risk pool currently operating as a common risk management and insurance program for local governments. The District pays an annual premium to the State Insurance Reserve Fund for its general insurance. The State Insurance Reserve Fund is self-sustaining through member premiums and reinsures through commercial companies for certain claims.

B. Contingent Liabilities

The District participates in numerous state and Federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivable at June 30, 1999 may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying combined general purpose financial statements for such contingencies.

C. Deferred Compensation Plan

The District offers a deferred compensation plan to all its employees under a plan administered by the South Carolina State Retirement Office, and established in accordance with Internal Revenue Code Section 457 and 401(K). Employees are permitted to defer a portion of their salary until future years. Only upon termination, retirement, disability, death, or an approved hardship is the deferred compensation available to an employee.

Under these code sections, all amounts of compensation deferred under the plan are held in trust for the benefit of the employee.

D. Other Postemployment Benefits

COBRA Benefits – Under the Consolidated Omnibus Budget Reconciliation Act (COBRA), the District provides health care benefits to eligible former employees and eligible dependents. Certain requirements are outlined by the Federal government for this coverage. The premium plus a $3 administrative fee is paid in full by the insured on or before the tenth day of the month for the actual month covered. This program is offered for a duration of 18 – 36 months after the termination date. There is no associated cost to the District under this program.

NOTES TO GENERAL PURPOSE FINANCIAL STATEMENTS

NOTE 5. OTHER INFORMATION (Continued)

E. Employee Retirement Plans

Plan description – All permanent employees of the District, except for certain employees involved in security, participate in the South Carolina Retirement System (SCRS). The employees excluded above participate in the South Carolina Police Officers' Retirement System (SCPORS). Both systems are cost sharing multiple-employer defined benefit plans administered by the South Carolina Retirement Systems; a Division of the State Budget and Control Board. The SCRS and SCPORS provide retirement and disability benefits, cost-of-living adjustments on an ad-hoc basis, life insurance and survivor benefits to plan members and beneficiaries. The plans' provisions are established under Title 9 of the S.C. Code of Laws. A Comprehensive Annual Financial Report containing financial statements and required supplementary information for both the SCRS and SCPORS is issued and publicly available by writing the South Carolina Retirement System, Post Office Box 11960, Columbia, SC 29211-1960.

Funding policy – SCRS. Plan members are required to contribute 6.0% of their annual covered salary and the employer is required to contribute at an actuarially determined rate. The current rate is 6.7% of annual covered payroll. In addition, the employer contributes .15% of payroll to provide for a group life insurance benefit for plan participants. The contribution requirements of plan members and employers is established under authority of Title 9 of the S.C. Code of Laws.

Funding policy – PORS. Plan members are required to contribute 6.5% of their annual covered salary and the employer is required to contribute at an actuarially determined rate. The current rate is 10.3% of annual covered payroll. In addition, the employer contributes .2% of payroll to provide for a group life insurance benefit and .2% of payroll to provide an accidental death benefit for plan participants. The contribution requirements of plan members and employers is established under authority of Title 9 of the S.C. Code of Laws.

The following table presents the required contributions to the SCRS and SCPORS by the District for the years ended June 30, 1999, 1998, and 1997:

	Fiscal Year Ended June 30,		
	1999	1998	1997
SCRS Contributions	$ 1,123,987	$ 1,067,585	$ 1,042,145
SCPORS Contributions	NONE	NONE	NONE

NOTES TO GENERAL PURPOSE FINANCIAL STATEMENTS

NOTE 6. CONSTRUCTION AND OTHER SIGNIFICANT COMMITMENTS

As of June 30, 1999, the District had the following commitments with respect to unfinished capital projects:

Capital project	Remaining construction commitments	Expected date of completion
Dillon High School additions and renovations	$2,857,650	August 1, 2000

As part of the above projects, the District's obligation under the remaining construction commitments is as follows:

Capital project	Obligation
Dillon High School additions and renovations	$2,857,650

SUPPLEMENTAL INFORMATION

DCSD2_00099

GENERAL FUND

To account for all financial resources of the District except those which are required to be accounted for in another fund.

DCSD2_00100

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
REVENUES			
1000 Revenue from Local Sources			
1200 Revenue From Local Governmental Units Other Than LEAs:			
1210 Ad Valorem Taxes-Including Delinquent Taxes	$ 2,562,100	$ 1,820,553	$ 741,547
1240 Penalties & Interest on Taxes		17,696	(17,696)
1290 Other Taxes (Dependent)		567,240	(567,240)
1300 Tuition:			
1330 Adult/Continuing Ed. From Patrons		2,263	(2,263)
1350 Summer School From Patrons		21,315	(21,315)
1500 Earnings on Investments:			
1510 Interest on Investments	150,000	150,330	(330)
1900 Miscellaneous Local Revenue:			
1910 Rentals		2,236	(2,236)
1920 Contributions & Donations Private Sources		38,089	(38,089)
1950 Refund of Prior Year's Expenditures		11,134	(11,134)
1999 Revenue from Other Local Sources		19,133	(19,133)
2000 Intergovernmental Revenue			
2100 Payments from Other Governmental Units		74,900	(74,900)
Total Local Sources	$ 2,712,100	$ 2,724,889	$ 2,724,889

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL (CONTINUED)
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
3000 Revenue from State Sources			
3130 Special Programs:			
3131 Handicapped Transportation	$ -	$ 1,944	$ (1,944)
3132 Home Schooling	12,313	470	11,843
3160 School Bus Driver's Salary	220,184	193,428	26,756
3180 Fringe Benefits Employer Contributions	1,957,091	2,049,211	(92,120)
3181 Retiree Insurance	130,000	162,003	(32,003)
3200 Unrestricted Grants:			
3299 Other Unrestricted State Grants		405	(405)
3300 Education Finance Act			
3310 Full-Time Programs:			
3311 Kindergarten	532,885	492,449	40,436
3312 Primary	1,293,680	1,556,320	(262,640)
3313 Elementary	2,783,298	2,304,672	478,626
3314 High School	1,595,375	949,857	645,518
3315 Trainable Mentally Handicapped	196,757	102,368	94,389
3316 Speech Handicapped (Part-Time Program)	129,122	521,201	(392,079)
3317 Homebound	58,207	24,436	33,771
3320 Part-Time Programs:			
3321 Emotionally Handicapped	40,991	13,610	27,381
3322 Educable Mentally Handicapped	486,565	413,932	72,633
3323 Learning Disabilities	122,973	182,035	(59,062)
3324 Hearing Handicapped		12,247	(12,247)
3325 Visually Handicapped		12,166	(12,166)
3326 Orthopedically Handicapped		11,115	(11,115)
3327 Vocational	204,956	996,359	(791,403)
3330 Other EFA Programs:			
3331 Autism	13,527	16,330	(2,803)

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DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL (CONTINUED)
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
3000 Revenue from State Sources (Continued)			
3200 State Revenue in Lieu of Taxes:			
3810 Reimbursement for Local Property Tax Relief	$ -	$ 465,696	$ (465,696)
3820 Homestead Exemption		62,669	(62,669)
3830 Merchant's Inventory Tax		49,189	(49,189)
3840 Manufacturers Depreciation Reimbursement		10,919	(10,919)
3890 Other State Property Tax Revenues		22,400	(22,400)
3990 Other State Revenue:			
3999 Revenue From Other State Sources		2,857	(2,857)
Total State Sources	$ 9,777,924	$ 10,630,288	$ (852,364)
4000 Revenue from Federal Sources			
4900 Other Federal Sources:			
4999 Revenue from Other Federal Sources			-
Total Federal Sources	-	-	-
TOTAL REVENUE ALL SOURCES	$ 12,490,024	$ 13,355,177	$ 1,872,525

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REC035827

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL (CONTINUED)
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
EXPENDITURES			
100 INSTRUCTION			
110 General Instruction			
111 Kindergarten Programs:			
100 Salaries	$ 500,033	$ 503,193	$ (3,160)
200 Employee Benefits	148,277	148,306	(29)
300 Purchased Services	800	800	-
400 Supplies and Materials	10,700	10,691	9
112 Primary Programs:			
100 Salaries	992,011	1,030,749	(38,738)
200 Employee Benefits	271,666	256,596	15,070
300 Purchased Services	1,832	1,832	-
400 Supplies and Materials	34,022	31,874	2,148
500 Capital Outlay	8,042	18,745	(10,703)
113 Elementary Programs:			
100 Salaries	2,193,776	2,235,201	(41,425)
200 Employee Benefits	523,827	547,948	(24,121)
300 Purchased Services	19,125	13,578	5,547
400 Supplies and Materials	46,835	38,714	8,121
500 Capital Outlay	20,075	21,579	(1,504)
600 Other Objects	500	453	47
114 High School Programs:			
100 Salaries	1,275,472	1,235,858	39,614
200 Employee Benefits	309,116	305,744	3,372
300 Purchased Services	16,755	14,374	2,381
400 Supplies and Materials	36,311	32,251	4,060
500 Capital Outlay	23,445	36,993	(13,548)
600 Other objects	500	500	-
115 Vocational Programs:			
100 Salaries	158,244	158,617	(373)
200 Employee Benefits	39,351	40,466	(1,115)
300 Purchased Services - Other Than Tuition		20,987	(20,987)
370 Purchased Services-Tuition	23,000		23,000
400 Supplies and Materials	3,700	3,605	95

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DCSD2_00105

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL (CONTINUED)
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
OTHER FINANCING SOURCES (USES)			
5300 Sale of Fixed Assets	$ -	$ 20,881	$ (20,881)
Interfund Transfers, From (To) Other Funds:			
5230 Transfer from Special Revenue EIA Fund	672,794	661,978	10,816
5280 Transfer from Other Funds Indirect Costs		85,722	(85,722)
424-710 Transfer to School Building Fund		(181,847)	181,847
TOTAL OTHER FINANCING SOURCES (USES)	$ 672,794	$ 586,734	$ 86,060
Excess/Deficiency of Revenues over Expenditures	$ (2,489,707)	$ 75,795	$ 172,176
FUND BALANCE before prior period adjustments, July 1, 1998		$ 2,468,611	
Prior Period Adjustments		(543)	
Adjusted Fund Balance, July 1, 1998		2,468,068	
Excess/Deficiency of Revenues over Expenditures		75,795	
FUND BALANCE JUNE 30, 1999		$ 2,543,863	

DCSD2_00106

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REC035830

SPECIAL REVENUE FUND

Accounts for the proceeds of specific revenue Sources (other than expendable trusts or major capital Projects) that are legally restricted to expenditures for specified purpose.

DCSD2_00107

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL (CONTINUED)
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
100 INSTRUCTION (CONTINUED)			
120 Exceptional Programs			
121 Educable Mentally Handicapped:			
100 Salaries	$ 391,188	$ 398,532	$ (7,344)
200 Employee Benefits	116,594	108,743	7,851
122 Trainable Mentally Handicapped:			
100 Salaries	221,063	204,922	16,141
200 Employee Benefits	64,116	54,846	9,270
400 Supplies and Materials		3,406	(3,406)
123 Orthopedically Handicapped:			
300 Purchased Services	8,990	8,990	-
124 Visually Handicapped:			
300 Purchased Services	37,247	37,247	-
125 Hearing Handicapped:			
300 Purchased Services	82,200	82,200	-
126 Speech Handicapped:			
100 Salaries	85,771	93,205	(7,434)
200 Employee Benefits	21,331	21,318	13
300 Purchased Services	2,500	2,500	-
127 Learning Disabilities:			
100 Salaries	109,302	107,302	1,000
200 Employee Benefits	25,947	26,122	(175)
128 Emotionally Handicapped:			
100 Salaries	37,648	40,727	(3,079)
200 Employee Benefits	10,649	9,957	692
130 Pre-School Programs			
139 Early Childhood Programs:			
100 Salaries	6,783	6,783	-
200 Employee Benefits	1,166	1,166	-
400 Supplies and Materials		2,017	(2,017)

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL (CONTINUED)
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
100 INSTRUCTION (CONTINUED)			
140 Special Programs			
143 Advanced Placement:			
100 Salaries	$ 21,700	$ 21,589	$ 111
200 Employee Benefits	4,061	4,271	(210)
145 Homebound:			
100 Salaries	8,500	15,097	(6,597)
200 Employee Benefits	1,813	2,343	(530)
149 Other Special Programs:			
400 Supplies and Materials	7,857	1,932	5,925
160 Other Exceptional Programs			
161 Autism:			
100 Salaries		10,657	(10,657)
170 Summer School Program			
172 Elementary Summer School:			
100 Salaries	6,800	6,800	-
200 Employee Benefits	1,016	1,016	-
173 High School Summer School:			
100 Salaries	11,950	11,950	-
200 Employee Benefits	1,648	1,647	1
180 Adult/Continuing Educational Programs			
181 Adult Basic Programs:			
100 Salaries		2,788	(2,788)
300 Purchased Services		318	(318)
182 Adult Secondary Programs:			
100 Salaries		602	(602)
188 Parenting/Family Literacy:			
100 Salaries	1,679		1,679
200 Employee Benefits	291	(167)	458
TOTAL INSTRUCTION	$ 9,913,608	$ 8,000,480	$ 1,913,128

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL (CONTINUED)
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
200 SUPPORTING SERVICES			
210 Pupil Services			
212 Guidance:			
100 Salaries	$ 337,968	$ 359,361	$ (21,393)
200 Employee Benefits	82,527	87,255	(4,728)
300 Purchased Services	2,500	1,577	923
400 Supplies and Materials	1,650		1,650
213 Health:			
100 Salaries	101,109	100,625	484
200 Employee Benefits	24,982	25,573	(591)
300 Purchased Services	1,750	1,183	567
400 Supplies and Materials	11,000	(1,456)	12,456
500 Capital Outlay	1,000		1,000
600 Other Objects	8,338	4,546	3,792
214 Psychological:			
100 Salaries	12,103	12,103	-
200 Employee Benefits	4,055	3,162	893
220 Instructional Staff Services			
221 Improvement of Instruction-Curriculum Development:			
100 Salaries	50,837	50,836	1
200 Employee Benefits	17,385	12,450	4,935
300 Purchased Services	53,110	48,248	4,862
400 Supplies and Materials	3,000	3,011	(11)
500 Capital Outlay	5,000	4,584	416
600 Other Objects	500	264	236
222 Library and Media Services:			
100 Salaries	325,087	328,495	(3,408)
200 Employee Benefits	80,437	87,567	(7,130)
300 Purchased Services	2,047	1,735	312
400 Supplies and Materials	17,402	17,015	387
500 Capital Outlay	2,748	2,748	-
600 Other Objects			
223 Supervision of Special Programs:			
100 Salaries	16,711	16,711	-
200 Employee Benefits	4,775	4,898	(123)
300 Purchased Services	2,500	663	1,837
400 Supplies and Materials	1,500	476	1,024

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REC035834

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL (CONTINUED)
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
200 SUPPORTING SERVICES (CONTINUED)			
220 Instructional Staff Services (Continued)			
224 Improvement of Instruction-Inservice Training:			
100 Salaries	$ 188	$ 188	$ -
200 Employee Benefits	34	74	(40)
300 Purchased Services	10,824	6,073	4,751
400 Supplies and Materials	4,000		4,000
600 Other Objects	700		700
230 General Administration Services			
231 Board of Education:			
200 Employee Benefits	1,000	(15,209)	16,209
300 Purchased Services	27,100	24,801	2,299
318 AUDIT SERVICES	12,000	12,000	-
400 Supplies and Materials	1,500	367	1,133
600 Other objects	14,400	13,209	1,191
232 Office of the Superintendent			
100 Salaries	109,414	109,802	(388)
200 Employee Benefits	23,765	21,901	1,864
300 Purchased Services	8,000	7,994	6
400 Supplies and Materials	2,000	2,018	(18)
500 Capital Outlay	3,786	3,959	(173)
600 Other objects	2,700	2,506	194
233 School Administration:			
100 Salaries	847,623	820,962	26,661
200 Employee Benefits	204,821	214,318	(9,497)
300 Purchased Services	61,661	59,235	2,426
400 Supplies and Materials	18,689	19,868	(1,179)

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL (CONTINUED)
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
200 SUPPORTING SERVICES (CONTINUED)			
250 Finance and Operations Services			
252 Fiscal Services:			
100 Salaries	$ 76,863	$ 78,113	$ (1,250)
200 Employee Benefits	20,629	25,867	(5,238)
300 Purchased Services	4,920	4,430	490
400 Supplies and Materials	4,780	1,557	3,223
500 Capital Outlay	600	1,272	(672)
600 Other Objects	500	390	110
253 Facilities Acquisition & Construction:			
300 Purchased Services	31,200	30,780	420
254 Operation and Maintenance of Plant:			
100 Salaries	596,271	652,121	(55,850)
200 Employee Benefits	179,200	201,620	(22,420)
300 Purchased Services	490,980	484,522	6,458
321 Public Utilities	83,000	75,607	7,393
400 Supplies and Materials	163,333	165,682	(2,349)
470 Energy	400,000	377,071	22,929
500 Capital Outlay	18,108	14,147	3,961
600 Other Objects	187		187
255 Student Transportation:			
100 Salaries	237,576	236,801	775
200 Employee Benefits	62,449	60,915	1,534
300 Purchased Services	2,965	2,847	118
400 Supplies and Materials	500	371	129
500 Capital Outlay	109,633	109,548	85
600 Other Objects	950		950
256 Food Service:			
200 Employee Benefits	203,700	228,954	(25,254)
258 Security:			
300 Purchased Services	20,586	20,258	328
400 Supplies and Materials	2,700	1,113	1,587
500 Capital Outlay	365		365
600 Other Objects	205		205

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REC035836

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL (CONTINUED)
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
200 SUPPORTING SERVICES (CONTINUED)			
260 Central Support Services			
264 Staff Services:			
100 Salaries	$ 94,196	$ 87,962	$ 6,234
200 Employee Benefits	20,839	21,147	(308)
300 Purchased Services	15,295	11,073	4,222
400 Supplies and Materials	3,500	1,174	2,326
500 Capital Outlay	450		450
600 Other Objects	500	190	310
266 Technology and Data Processing Services:			
100 Salaries	22,745	22,745	-
200 Employee Benefits	5,825	5,954	(129)
300 Purchased Services	74,405	74,455	(50)
400 Supplies and Materials	42,041	41,920	121
500 Capital Outlay	34,288	34,288	-
270 Supporting Services Pupil Activity			
271 Pupil Services Activities:			
100 Salaries (optional)	130,577	133,288	(2,711)
200 Employee Benefits (optional)	24,663	24,465	198
300 Purchased Services (optional)	15,966	15,790	176
600 Other Objects	770	12,126	(11,356)
660 Pupil Activity	8,800	-	8,800
TOTAL SUPPORTING SERVICES	$ 5,738,917	$ 5,742,947	$ (4,030)
300 COMMUNITY SERVICES			
350 Custody and Care of Children Services:			
100 Salaries	$ -	$ 5,079	$ (5,079)
300 Purchased Services		25	(25)
400 Supplies and Materials		97	(97)
TOTAL COMMUNITY SERVICES	$ -	$ 5,201	$ (5,201)

5,738,917

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REC035837

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET (GAAP BASIS) AND ACTUAL (CONTINUED)
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Budget	Actual	Variance Favorable (Unfavorable)
410 Intergovernmental Expenditures			
411 Payments to the State Department of Education			
720 Transits	$ -	$ 43,836	$ (43,836)
412 Payments to Other Governmental Units			
720 Transits		2	(2)
Total Intergovernmental Expenditures	$ -	$ 43,838	$ (43,838)
500 DEBT SERVICE:			
610 Redemption of Principal	$ -	$ 52,248	$ (52,248)
620 Interest		21,402	(21,402)
TOTAL DEBT SERVICE	$ -	$ 73,650	$ (73,650)

DRUG FREE (FP/FQ Projects) (209/210)	ADULT EDUCATION* (EA Projects)	OTHER RESTRICTED STATE GRANTS*	OTHER SPECIAL REVENUE PROGRAMS*	TOTAL
$ -	$ -	$ 147,465	$ -	$ 147,465
		10,468		10,468
	23,135			23,135
		1,883		1,883
		5,393		5,393
		30,924		30,924
$ -	$ 23,135	$ 196,133	$ -	$ 219,268
$ -	$ -	$ -	$ -	$ 1,050,250
			125,000	125,000
			32,358	32,358
	58,847			58,847
				198,448
				51,306
15,048				15,048
			25,024	25,024
			56,702	56,702
			36,184	36,184
$ 15,048	$ 58,847	$ -	$ 275,268	$ 1,649,167
$ 15,048	$ 81,982	$ 196,133	$ 275,268	$ 1,868,435

DRUG FREE (FP/FQ Projects) (209/210)	ADULT EDUCATION* (EA Projects)	OTHER RESTRICTED STATE GRANTS*	OTHER SPECIAL REVENUE PROGRAMS*	TOTAL
$ -	$ -	$ 117,876	$ -	$ 413,302
		29,589		122,982
		1,883		12,239
				35,533
				257,163
				76,227
				150
				22,359
			7,624	11,156
			30,070	30,070
			6,114	6,114
			3,110	3,110
				3,241
				9,787
			42,999	42,999
			12,335	12,335
			4,176	6,082
				5,622
				802
				3,481
				1,783

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REC035840

DRUG FREE (FP/FQ Projects) (209/210)	ADULT EDUCATION* (EA Projects)	OTHER RESTRICTED STATE GRANTS*	OTHER SPECIAL REVENUE PROGRAMS*	TOTAL
$ -	$ -	$ -	$ -	$ 233
		9,044		39,587
		1,424		12,100
				2,017
	8,974			8,974
	1,813			1,813
	5,757			5,757
	19,731			19,731
	21,220			21,220
	16,439			16,439
	2,907			2,907
	5,141			5,141
				30,709
				7,561
				11,712
				2,878
$ -	$ 81,982	$ 159,816	$ 106,428	$ 1,265,460

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DEF_0297-0043

REC035841

DRUG FREE (FP/FQ Projects) (209/210)	ADULT EDUCATION* (EA Projects)	OTHER RESTRICTED STATE GRANTS*	OTHER SPECIAL REVENUE PROGRAMS*	TOTAL
$ -	$ -	$ -	$ -	$ 16,761
				4,531
				13,161
				213
				28,028
				7,343
				2,634
				2,358
			5,000	5,000
			737	737
			9,576	45,548
			9,363	11,850
		5,393	29,248	34,641
			5,291	167,298
			1,735	39,783
				6,464
				9,114
				4,668
				139
				2,340

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DEF_0297-0044

REC035842

DRUG FREE (FP/FQ Projects) (209/210)	ADULT EDUCATION* (EA Projects)	OTHER RESTRICTED STATE GRANTS*	OTHER SPECIAL REVENUE PROGRAMS*	TOTAL
				$ 6,393
				2,470
				12,571
				73
				10,201
		20		183
		3		31
				302
523				523
			15,120	15,120
			21,675	21,675
			137,283	137,283
$ 523	$ -	$ 5,416	$ 235,028	$ 609,436
		22,829		22,829
		4,600		4,600
		397		397
		3,075		3,075
4,638				4,638
9,887				9,887
$ 14,525	$ -	$ 30,901	$ -	$ 45,426

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DEF_0297-0045

REC035843

DRUG FREE (FP/FQ Projects) (209/210)	ADULT EDUCATION* (EA Projects)	OTHER RESTRICTED STATE GRANTS*	OTHER SPECIAL REVENUE PROGRAMS*	TOTAL
$ -	$ -	$ -	$ -	$ -
			4,726	4,726
			22,468	22,468
$ -	$ -	$ -	$ 27,194	$ 27,194
$ 15,048	$ 81,982	$ 198,133	$ 368,650	$ 1,947,516
			93,730	93,730
$ -	$ -	$ -	$ (348)	$ (14,649)
$ -	$ -	$ -	$ 93,382	$ 79,081
-	-	-	-	-
-	-	-	-	-
$ -	$ -	$ -	$ -	$ -

DILLON SCHOOL DISTRICT TWO
SPECIAL REVENUE FUND – EXCLUDING EDUCATION IMPROVEMENT ACT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
YEAR ENDED JUNE 30, 1999
(CONTINUED)

*** Adult Education (EA Projects)**

Sub-fund Code	Title	Total
218	Adult education regular - state	$ 22,189
221	Adult education regular - federal	58,847
243	Adult education regular - basic - workforce initiative	946
		$ 81,982

***Other Special Revenue Programs**

Sub-fund Code	Title	Total
241	Title VI	$ 32,358
244	Eisenhower professional development	24,676
250	Goals 2000	56,702
254	Technology literacy challenge	125,000
278	ROTC	36,184
		$ 274,920

***Other Restricted State Grants**

Sub-fund Code	Title	Total
213	Library and media resources	$ 5,393
217	Early intervention	10,468
219	Education license plates	1,883
220	School age daycare	30,924
229	EAA reduce class size grades 1-3	147,465
		$ 196,133

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REC035845

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
SPECIAL REVENUE FUND - EDUCATION IMPROVEMENT ACT
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCE - ALL PROGRAMS
FOR FISCAL YEAR ENDED JUNE 30, 1999

		ACTUAL
REVENUES		
3000 Revenue from State Sources		
3500 Education Improvement Act:		
3503	Continuous Improvement/Innovation	$ 11,724
3505	Increase High School Diploma Requirements	80,012
3507	School Innovation Funds	145,467
3513	Parenting/Family Literacy	49,379
3515	Advanced Placement Courses	1,135
3517	Advanced Placement -Singleton (Subfund 315)	982
3520	Gifted and Talented - Academic	60,663
3522	Gifted and Talented - Artistic	14,089
3523	Junior Scholars Programs	216
3525	Occupational Education Equipment	50,888
3527	Critical Teaching Needs	3,103
3528	ADEPT	7,148
3529	EAA PSAT/PLAN	2,857
3530	Profoundly & Trainable Handicapped Services	41,971
3540	Four-Year Old Early Childhood	183,758
3546	Academic Assistance K-3	455,243
3548	Academic Assistance 4-12	455,297
3550	Teacher Salary Increase	564,506
3551	Adult Education - Regular	93,473
3552	Adult Education - Literacy	48,616
3553	Adult Education - Remedial	7,243
3555	School Employer Contributions	97,472
3573	School Technology	155,962
3582	Principal's Salary/Fringe Increase	18,370
3588	School Incentive/Palmetto Gold & Silver Award Reward	8,500
3592	School-To-Work Transition	19,138
3598	Bus Driver Salary Supplement	2,900
Total State Sources		$ 2,580,112
TOTAL REVENUE ALL SOURCES		$ 2,580,112

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REC035846

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
SPECIAL REVENUE FUND - EDUCATION IMPROVEMENT ACT
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCE - ALL PROGRAMS
FOR FISCAL YEAR ENDED JUNE 30, 1999 (CONTINUED)

	ACTUAL
EXPENDITURES	
100 INSTRUCTION	
110 General Instruction	
112 Primary Programs:	
100 Salaries	$ 343,840
200 Employee Benefits	97,095
300 Purchased Services	2,000
400 Supplies and Materials	12,023
500 Capital Outlay	28,142
113 Elementary Programs:	
100 Salaries	207,297
200 Employee Benefits	56,895
300 Purchased Services	1,472
400 Supplies and Materials	7,100
500 Capital Outlay	9,485
114 High School Programs:	
100 Salaries	275,519
200 Employee Benefits	78,306
300 Purchased Services	3,766
400 Supplies and Materials	49,004
500 Capital Outlay	60,180
115 Vocational Programs:	
300 Purchased Services - Other Than Tuition	2,792
122 Trainable Mentally Handicapped:	
100 Salaries	17,354
200 Employee Benefits	7,339
300 Purchased Services	5,321
400 Supplies and Materials	11,957

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
SPECIAL REVENUE FUND - EDUCATION IMPROVEMENT ACT
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCE - ALL PROGRAMS
FOR FISCAL YEAR ENDED JUNE 30, 1999 (CONTINUED)

	ACTUAL
100 INSTRUCTION (CONTINUED)	
130 Pre-School Programs	
139 Early Childhood Programs:	
100 Salaries	$ 103,100
200 Employee Benefits	34,872
300 Purchased Services	651
400 Supplies and Materials	14,599
500 Capital Outlay	30,536
140 Special Programs	
141 Gifted and Talented - Academic:	
100 Salaries	44,844
200 Employee Benefits	12,114
300 Purchased Services	875
400 Supplies and Materials	3,046
143 Advanced Placement:	
100 Salaries	982
400 Supplies and Materials	1,135
148 Gifted and Talented - Artistic:	
100 Salaries	7,529
200 Employee Benefits	1,146
400 Supplies and Materials	3,804
500 Capital Outlay	448
160 Other Exceptional Programs	
180 Adult/Continuing Educational Programs	
181 Adult Basic Programs:	
100 Salaries	4,483
200 Employee Benefits	357
300 Purchased Services	2,647
400 Supplies and Materials	25,553
500 Capital Outlay	14,576

DEF_0297-0050

REC035848

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
SPECIAL REVENUE FUND - EDUCATION IMPROVEMENT ACT
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCE - ALL PROGRAMS
FOR FISCAL YEAR ENDED JUNE 30, 1999 (CONTINUED)

	ACTUAL
100 INSTRUCTION (CONTINUED)	
182 Adult Secondary Programs:	
100 Salaries	$ 13,225
200 Employee Benefits	2,254
300 Purchased Services	607
400 Supplies and Materials	4,962
188 Parenting/Family Literacy:	
100 Salaries	30,252
200 Employee Benefits	7,914
300 Purchased Services	3,736
400 Supplies and Materials	6,967
500 Capital Outlay	510
TOTAL INSTRUCTION	$ 1,654,611
200 SUPPORTING SERVICES	
210 Pupil Services	
212 Guidance:	
100 Salaries	2,056
200 Employee Benefits	98
300 Purchased Services	792
222 Library and Media:	
100 Salaries	9,677
200 Employee Benefits	3,802
223 Supervision of Special Programs:	
100 Salaries	62,185
200 Employee Benefits	15,387
300 Purchased Services	2,451
400 Supplies and Materials	645
224 Improvement of Instruction-Inservice Training:	
200 Employee Benefits	393
300 Purchased Services	15,371
400 Supplies and Materials	3,562

DCSD2_00125

DEF_0297-0051

REC035849

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
SPECIAL REVENUE FUND - EDUCATION IMPROVEMENT ACT
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCE - ALL PROGRAMS
FOR FISCAL YEAR ENDED JUNE 30, 1999 (CONTINUED)

	ACTUAL
200 SUPPORTING SERVICES (CONTINUED)	
230 General Administration Services	
231 Board of Education:	
500 Capital Outlay	$ 5,250
233 School Administration:	
100 Salaries	15,653
200 Employee Benefits	2,717
300 Purchased Services	2,475
400 Supplies and Materials	2,581
255 Student Transportation:	
100 Salaries	2,476
200 Employee Benefits	424
260 Central Support Services	
264 Staff Services:	
100 Salaries	5,834
300 Purchased Services	1,314
266 Technology and Data Processing Services:	
100 Salaries	
200 Employee Benefits	276
300 Purchased Services	52,141
400 Supplies and Materials	12,712
500 Capital Outlay	43,251
TOTAL SUPPORTING SERVICES	$ 263,523
TOTAL EXPENDITURES	$ 1,918,134
OTHER FINANCING SOURCES (USES)	
Interfund Transfers, From (To) Other Funds:	
420-710 Transfer to General Fund (Exclude Indirect Costs)	(661,978)
TOTAL OTHER FINANCING SOURCES (USES)	$ (661,978)
Excess/Deficiency of Revenues over Expenditures	-
Fund Balance July 1, 1998	-
Fund Balance June 30, 1999	$ -

DCSD2_00126

DEF_0297-0052

REC035850

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, SOUTH CAROLINA
EDUCATION IMPROVEMENT ACT
SUMMARY SCHEDULE BY PROGRAM
FOR FISCAL YEAR ENDED JUNE 30, 1999

PROGRAM	Revenues	Expenditures	Transfers In/(Out)	Deferred Revenue
3500 Education Improvement Act:				
3503 Continuous Improvement/Innovation	$ 11,724	$ 11,724	$ -	$ 10,383
3505 Increase High School Diploma Requirements	80,012	80,012		
3507 School Innovation Funds	145,467	145,467		
3513 Parenting/Family Literacy (97,99)	49,379	49,379		1,144
3515 Advanced Placement Courses	1,135	1,135		
3517 Advanced Placement -Singleton	982	982		
3520 Gifted and Talented - Academic	60,663	60,663		
3522 Gifted and Talented - Artistic	14,089	14,089		
3523 Junior Scholars Programs	216	216		
3525 Occupational Education Equipment	50,888	50,888		
3527 Critical Teaching Needs	3,103	3,103		
3528 ADEPT	7,148	7,148		
3529 EAA PSAT/PLAN	2,857	2,857		
3530 Profoundly & Trainable Handicapped Services	41,971	41,971		
3540 Four-Year Old Early Childhood	183,758	183,758		
3546 Academic Assistance K-3	455,243	455,243		52,297
3548 Academic Assistance 4-12	455,297	455,297		51,152
3550 Teacher Salary Increase	564,506		(564,506)	
3551 Adult Education - Regular	93,473	93,473		
3552 Adult Education - Literacy	48,616	48,616		
3553 Adult Education - Remedial	7,243	7,243		
3555 School Employer Contributions	97,472		(97,472)	
3573 School Technology	155,962	155,962		
3582 Principal's Salary/Fringe Increase	18,370	18,370		
3588 School Incentive/Palmetto Gold & Silver Award	8,500	8,500		282
3592 School-To-Work Transition	19,138	19,138		3,846
3598 Bus Driver Salary Supplement	2,900	2,900		
3999 Revenue From Other State Sources				
TOTALS	$ 2,580,112	$ 1,918,134	$ (661,978)	$ 119,104

DCSD2_00127

DEF_0297-0053

REC035851

CAPITAL PROJECTS FUND

To account for bond proceeds and other revenues restricted to the purchase and construction of capital facilities.

DCSD2_00128

DILLON SCHOOL DISTRICT TWO
DILLON, S. C.
SCHOOL BUILDING FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR FISCAL YEAR ENDED JUNE 30, 1999

	ACTUAL
EXPENDITURES	
250 Finance and Operations	
253 Facilities Acquisition & Construction:	
520 Construction Services	$ 181,847
TOTAL EXPENDITURES	181,847
OTHER FINANCING SOURCES (USES)	
Interfund Transfers, From (To) Other Funds:	
5210 Transfer from General Fund	181,847
TOTAL OTHER FINANCING SOURCES (USES)	181,847
Excess/Deficiency of Revenues over Expenditures	$ -
FUND BALANCE JULY 1, 1998	$ -
FUND BALANCE JUNE 30, 1999	$ -

DCSD2_00129

DEF_0297-0055

REC035853

ENTERPRISE FUND

Food Service Fund – to account for transactions relating to the operations of the school lunch and breakfast programs.

DCSD2_00130

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, S. C.
FOOD SERVICE FUND (CONTINUED)
SCHEDULE OF REVENUES, EXPENSES,
AND CHANGES IN RETAINED EARNINGS
FOR FISCAL YEAR ENDED JUNE 30, 1999

	ACTUAL
REVENUES	
1000 Revenue from Local Sources	
1500 Earnings on Investments:	
1510 Interest on Investments	$ 3,754
1600 Food Service:	
1610 Lunch Sales to Pupils	124,133
1620 Breakfast Sales to Pupils	10,680
1630 Special Sales to Pupils	77,122
1640 Lunch Sales to Adults	45,524
1650 Breakfast Sales to Adults	242
1660 Special Sales to Adults	16,199
1900 Other Revenue from Local Sources:	
1910 Rentals	1,600
1999 Revenue from Other Local Sources	649
Total Revenue from Local Sources	279,903
3000 Revenue from State Sources	
3140 School Lunch:	
3141 Supervisor's Salary	7,226
3142 Program Aid	2,789
Total State Sources	10,015
4000 Revenue from Federal Sources	
4800 USDA Reimbursement:	
4810 School Lunch Program	900,036
4830 School Breakfast Program	240,872
4900 Other Federal Sources:	
4991 USDA Commodities	97,668
4999 Revenue from Other Federal Sources	450
Total Federal Sources	1,239,026
TOTAL REVENUE ALL SOURCES	$ 1,528,944

DCSD2_00131

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, S. C.
FOOD SERVICE FUND (CONTINUED)
SCHEDULE OF REVENUES, EXPENSES,
AND CHANGES IN RETAINED EARNINGS
FOR FISCAL YEAR ENDED JUNE 30, 1999

	ACTUAL
EXPENDITURES	
256 Food Service:	
100 Salaries	$ 561,961
200 Employee Benefits	510
300 Purchased Services	45,529
400 Supplies and Materials	697,580
500 Capital Outlay	89,986
600 Other Objects	4,622
TOTAL EXPENDITURES	$ 1,400,188
OTHER FINANCING SOURCES (USES)	
Interfund Transfers, From (To) Other Funds:	
432-791 Food Service Fund Indirect Costs	(71,073)
TOTAL OTHER FINANCING SOURCES (USES)	(71,073)
Excess/Deficiency of Revenues over Expenditures	$ 57,683
Fund Balance/Retained Earnings before prior period adjustments, July 1, 1998	$ 782,076
Prior Period Adjustments	32,966
Adjusted Balance, July 1, 1998	815,042
Excess/Deficiency of Revenues over Expenditures	57,683
Fund Balance/Retained Earnings, June 30, 1999	$ 872,725

DCSD2_00132

DEF_0297-0058

REC035856

FIDUCIARY FUND

Pupil Activity Fund – to account for assets held by the School District as an agent for others, such as student organizations and certain auxiliary enterprises.

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, S.C.
FIDUCIARY FUND - PUPIL ACTIVITY FUND
SCHEDULE OF CHANGES IN ASSETS AND LIABILITIES
FOR FISCAL YEAR ENDED JUNE 30, 1999

	Balance June 30, 1998	Additions	Deductions	Balance June 30, 1999
Assets				
Cash	$ 290,881	$ 647,456	$ 611,716	$ 326,621
Liabilities				
Due to general fund and student groups	$ 290,881	$ 647,456	$ 611,716	$ 326,621

DCSD2_00134

DILLON COUNTY SCHOOL DISTRICT NUMBER TWO
DILLON, S. C.
PUPIL ACTIVITY FUND
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN CASH
FOR FISCAL YEAR ENDED JUNE 30, 1999

	ACTUAL
RECEIPTS	
1000 Receipts from Local Sources	
1500 Earnings on Investments:	
1510 Interest on Investments	$ 5,751
1700 Pupil Activities:	
1710 Admissions	97,469
1720 Bookstore Sales	941
1790 Other	543,170
1900 Other Revenue from Local Sources:	
1910 Rentals	125
Total Receipts from Local Sources	647,456
DISBURSEMENTS	
190 Instructional Pupil Activity:	
400 Supplies and Materials (optional)	22
270 Supporting Services Pupil Activity	
271 Pupil Service Activities:	
660 Pupil Activity	611,694
TOTAL DISBURSEMENTS	611,716
Excess/Deficiency of Revenues over Expenditures	35,740
Cash Balance July 1, 1998	290,881
Cash Balance June 30, 1999	$ 326,621

DCSD2_00135

DEF_0297-0061

REC035859

DILLON SCHOOL DISTRICT TWO
DILLON, SOUTH CAROLINA
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
DEPARTMENT OF EDUCATION/FEDERAL GOVERNMENT
FOR FISCAL YEAR ENDED JUNE 30, 1999

Federal Grantor/Pass-Through Grantor/Program Title	Federal CFDA Number	Pass Through Grantor's Number	Total Expenditures
U.S. Department of Agriculture			
Passed through SC Department of Education			
Commodities	10.550	N/A	$ 97,668
School Breakfast Program	10.553	N/A	240,872
School Lunch Program	10.555	N/A	900,036
Total U.S. Department of Agriculture			$ 1,238,576
U.S. Department of Education			
Passed through SC Department of Education			
Adult Education	84.002	99-EA027	58,847
Title I	84.010	99-BA027	1,050,250
IDEA - children with disabilities	84.027	99-CA027	190,437
Personnel development	84.027	99-CO027	6,277
Capacity building and improvement	84.027	99-CR027	1,733
Total 84.027			198,447
Handicapped, preschool	84.173	99-CG027	51,306
Safe and drug free schools	84.186	99-FQ027	15,048
Goals 2000-educate America	84.276	98-GB027	56,702
Title II, DEMSEA	84.281	99-FN027	25,024
Title VI	84.298	99-BB027	32,358
Technology literacy challenge	84.318	99-FJ027	125,000
Total U.S.Department of Education			$ 1,612,982
Other Federal Assistance			
U.S. Department of Defense Direct Program - ROTC	N/A	N/A	36,184
Total Other Federal Assistance			$ 36,184
Total federal assistance expended			$ 2,887,742

DILLON SCHOOL DISTRICT TWO
DILLON, SOUTH CAROLINA
NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR FISCAL YEAR ENDED JUNE 30, 1999

NOTE 1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Dillon School District Two and is presented on the accrual basis. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the general purpose financial statements.

All federal expenditures, with the exception of those amounts reported under the U.S. Department of Agriculture (U.S.D.A.), are accounted for in the General Fund or special Revenue Fund. The U.S.D.A. amounts in the schedule are accounted for in the Proprietary Fund.

NOTE 2. FOOD DISTRIBUTION

Non-cash federal awards in the form of food commodities are valued at the fair market value at the time of receipt. The value of the commodities received and disbursed for the year ended June 30, 1999 are $97,668. At June 30, 1999, the District had food commodities totaling $6,602 in inventory.

DILLON SCHOOL DISTRICT TWO
DILLON, SOUTH CAROLINA
DETAILED SCHEDULE OF DUE TO STATE
DEPARTMENT OF EDUCATION/FEDERAL GOVERNMENT
FOR FISCAL YEAR ENDED JUNE 30, 1999

PROGRAM	Grant or Project Number	Codes Revenue	Codes Subfund	Description	Amount
Preschool handicapped		3135	217	Unexpended funds	$ 1,478
Gifted and talented - artistic		3520	322	Unexpended funds	232
Early childhood program (four-year-old)		3540	340	Unexpended funds	35,776
Adult education - literacy		3552	352	Unexpended funds	5,733
					43,219 @
Title I	9BA027	4310	201	Unexpended funds	$ 3,130
IDEA	9CA027	4340	203	Unexpended funds	8,524
Drug and violence prevention program, Title IV	9FQ027	4920	209	Unexpended funds	138
EAA reduce class size grades 1-3		3129	229	Unexpended funds	8,499
Title VI	9BB027	4340	241	Unexpended funds	142
Technology literacy challenge fund, title III	9FJ027	4330	254	Unexpended funds	4,679
Parenting/family literacy (carry-over provision)		3515	315	Unexpended funds	765
Gifted and talented - academic		3520	320	Unexpended funds	217
Gifted and talented - artistic		3520	322	Unexpended funds	767
Adult education - regular		3551	351	Unexpended funds	3,933
Adult education - literacy		3552	352	Unexpended funds	1,384
Adult education - remedial		3553	353	Unexpended funds	584
					33,762
					$ 76,981

@ These unexpended funds were from the prior fiscal year and were remitted to the South Carolina Deparment of Education on July 29, 1999.

COMPLIANCE REPORTS

DCSD2_00139

MUNN & ASSOCIATES, PC
Certified Public Accountants
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FLORENCE, SOUTH CAROLINA 29502-3407
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REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
Dillon School District Two
Dillon, South Carolina

We have audited the general purpose financial statements of Dillon School District Two, Dillon, South Carolina, as of and for the year ended June 30, 1999, and have issued our report thereon dated February 1, 2000. In our report, our opinion was qualified because of the omission of the general fixed asset account group. Except as discussed in the preceding sentence, we conducted our audit in accordance with generally accepted accounting standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Compliance

As part of obtaining reasonable assurance about whether Dillon School District Two's general purpose financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*. However, we noted certain immaterial instances of noncompliance, which we have reported to management of the District in a separate letter dated February 1, 2000.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Dillon School District Two's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. However, we noted certain matters involving the internal control over financial reporting and its operation that we consider to be reportable conditions. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control over financial reporting that, in our judgment, could adversely affect Dillon School District Two's ability to record, process, summarize and report financial data consistent with the assertions of management in the financial statements. The reportable conditions are described in the accompanying schedule of findings and questioned costs as item 99-1 and 99-2.

DCSD2_00140

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REC035864

A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses. However, we believe the reportable conditions 99-1 and 99-2 to be a material weakness.

This report is intended solely for the information and use of the audit committee, management, the cognizant audit agency, federal and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Munn & Associates, PC
February 1, 2000

Munn & Associates, PC

MUNN & ASSOCIATES, PC
Certified Public Accountants
POST OFFICE BOX 3407
FLORENCE, SOUTH CAROLINA 29502-3407
(843) 678-9544
FACSIMILE (843) 678-9547

REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Trustees
Dillon School District Two
Dillon, South Carolina

Compliance

We have audited the compliance of Dillon School District Two, Dillon, South Carolina, with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 1999. In our report on the general purpose financial statements, our opinion was qualified because of the omission of the general fixed asset account group. Dillon School District Two's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of Dillon School District Two's management. Our responsibility is to express an opinion on Dillon School District Two's compliance based on our audit.

We conducted our audit in accordance with generally accepted accounting standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Dillon School District Two's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on Dillon School District Two's compliance with those requirements.

In our opinion, the District complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 1999. However, the results of our auditing procedures disclosed instances of noncompliance with those requirements, which are required to be reported in accordance with OMB Circular A-133 and which are described in the accompanying schedule of findings and questioned costs as item 99-1 and 99-2.

Internal Control Over Compliance

The management of Dillon School District Two is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered Dillon School District Two's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

We noted certain matters involving the internal control over compliance and its operation that we consider to be reportable conditions. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control over compliance that, in our judgment, could adversely affect the District's ability to administer a major federal program in accordance with applicable requirements of laws, regulations, contracts, and grants. Reportable conditions are described in accompanying schedule of findings and questioned costs as item 99-1 and 99-2.

A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with the applicable requirements of laws, regulations, contracts, and grants that would be material in relation to a major federal program being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. Our consideration of the internal control over compliance would not necessarily disclose all matters in the internal control that might be reportable conditions, and accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses. However, we believe none of the reportable conditions described above is a material weakness.

This report is intended solely for the information and use of the audit committee, management, the cognizant audit agency, federal and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Munn & Associates, PC
Florence, South Carolina
February 1, 2000

Munn & Associates, PC

DILLON SCHOOL DISTRICT TWO
DILLON, SOUTH CAROLINA
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 1999

I. **Summary of auditors' results**

Financial Statements

Type of auditors' report issued: Qualified

Internal control over financial reporting:

-Material weakness(es) identified	X Yes	___ No
-Reportable condition(s) identified that are not considered to be material weaknesses(es)	___ Yes	X None reported
Noncompliance material to financial statements noted	___ Yes	X No

Federal Awards

Internal controls over major federal programs:

-Material weakness(es) identified	___ Yes	X No
-Reportable condition(s) identified that are not considered to be material weaknesses(es)	___ Yes	X None reported

Type of auditors' report issued on compliance for major federal programs: Unqualified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of Circular A-133 ___ Yes X No

Identification of major federal programs:

CFDA#	Program Name
10.555	National School Lunch Program
10.550	Commodities
10.553	National School Breakfast Program
84.010	Title I

Dollar threshold used to distinguish between Type A and Type B Programs $300,000

Auditee qualified as low-risk auditee? X Yes ___ No

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REC035868

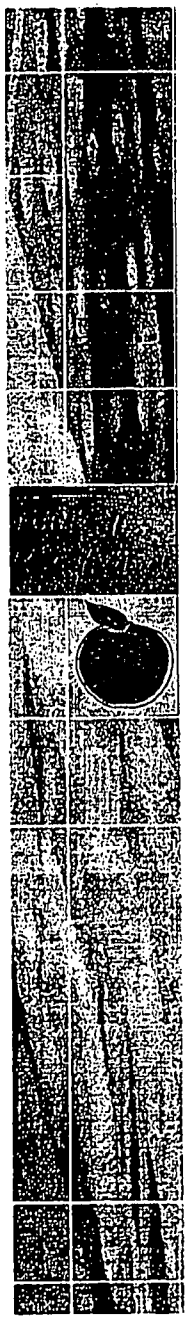
DISTRICT PROFILE

INDICATORS OF DISTRICT PERFORMANCE

	This District	Change from Last Year	Districts With Students Like Ours	Median District
DISTRICT				
• Dollars per student	$5,624	N/A	$7,439	$6,464
• Prime instructional time	85.9%	Down from 88.2%	88%	89.4%
• Student-teacher ratio	18.5 to 1	N/A	19.6 to 1	20.2 to 1
• Vacancies for more than nine weeks	0.4%	N/A	1.9%	0.6%
STUDENTS (n=3,750)				
• Advanced placement/ int'l baccalaureate program exam success ratio	N/A	N/A	6.7%	43.8%
• Attendance Rate	91.6%	Down from 94.7%	95.4%	95.7%
• Taking PACT (ELA) off grade level	3.3%	N/A	8%	5.8%
• Taking PACT (Math) off grade level	3.1%	N/A	5.8%	4.5%
• Retention rate	7.7%	Up from 4.5%	7.3%	6.0%
TEACHERS (n=228)				
• Professional development days per teacher	8.2 Days	Up from 7.4	8.2 Days	7.8 Days
• Attendance rate	95.3%	Up from 94.7%	94.7%	95.2%
• Advanced Degrees	42.4%	Up from 39.2%	39.2%	44.4%
• Continuing contracts	84.7%	Up from 81.5%	81%	81.4%
• Out-of-field permits	6.6%	Up from 2.6%	3%	2.2%
• Teachers returning from the previous year	89.3%	Down from 89.9%	86.3%	89.5%
• Average salary	$35,595	Up 6.5%	$35,531	$37,143

DISTRICT FACTS

DISTRICT				
• Annual dropout rate	4.8%	Up from 4%	2.9%	2.9%
• Percentage spent on teacher salaries	46.5%	N/A	46.3%	50.9%
• Superintendent's years in the district	10	N/A	2	3.5
• Parent conferences	88.6%	N/A	70.4%	81.0%
• Opportunities in the arts	Good	N/A	Good	Excellent
• Number of schools	8	No change	5	8
• Number of alternative schools	0	No change	0	0
• Number of charter schools	0	No change	0	0
• Number of magnet schools	0	N/A	0	0
• Portable classrooms	12.8%	N/A	3.6%	6.5%
• Attendance rate of district office staff	97.8%	Up from 96.9%	97.8%	97.5%
• Average administrative salary	$67,142	Up 4.8%	$62,387	$64,098
STUDENTS				
• Enrollment in adult education GED or diploma programs	N/A	N/A	N/A	N/A
• Percent of completions in adult education GED or diploma programs	N/A	N/A	N/A	N/A
• Suspensions and expulsions	128	N/A	78	100
• Percent eligible for state gifted and talented programs	6%	Down from 6.4%	6.6%	10.5%
• Percentage with disabilities other than speech	7.8%	Up from 7.3%	11.1%	10.5%



Dillon 2 School District
405 W Washington Street
Dillon, SC 29536

Grades K-12
Enrollment: 3,750 Students
Superintendent D. Ray Rogers 843-774-1200
Board Chair Fitzgerald Lytch 843-774-5454

Δ313

DEF_0313

THE STATE OF SOUTH CAROLINA

Annual District Report Card	2001

DISTRICT SUPERINTENDENT'S REPORT

In Dillon School District Two, our highest priority is to ensure an excellent education for all students by providing relevant curricula, skilled staff, ample resources and community partnerships in an environment conducive to learning. There will be opportunities for improvement as we continue the implementation of the four-year District Strategic Plan and the preparation for the Palmetto Achievement Challenge Test (PACT). Some of our accomplishments are:

*An extended school year was offered to students in grades 2-8 not achieving state academic grade level standards through comprehensive remediation, after-school programs, and summer school.
*Communities In Schools and 21st Century Learning Grants funded two after-school programs and summer school for students in grades 6-8.
*The Technology Center opened for teacher training and provided instructional materials and equipment for teacher use in the District Media Center.
*Goals 2000 and Technology Literacy Challenge Fund Grants funded a total of $300,000 for computers for classrooms and staff development.
*New construction and renovations were completed at Dillon High School.
*Moving the ninth grade to Dillon High School and the seventh grade to J.V. Martin Jr. High School restructured the organization at the two schools.
*Seven teachers are pursuing National Board Certification (NBPTS).
*A standards-based curriculum was emphasized in all grades.

Although our schools have had an excellent year, we still have challenges to meet. A few of these challenges are:

*78.8 percent of our students are eligible for free or reduced price lunch.
*Since most of District Two is rural, more industry, a higher tax base, and higher teacher pay are needed.
*New construction and renovations are needed at all of our schools.
*With the nationwide teacher shortage, teacher recruitment and retention for qualified teachers is a concern.

Special thanks to students, parents, staff, Board of Trustees, and the entire community for their hard work and support.
D. Ray Rogers, Superintendent

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 five fastest improving systems in the country.

For more information, visit our website at
www.myscschools.com

REC035869

ABSOLUTE RATING: Below Average
IMPROVEMENT RATING: Below Average

Number of districts with students like ours: 13.

The absolute ratings for those districts ranged from unsatisfactory to average. For improvement ratings, the range was from unsatisfactory to 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.

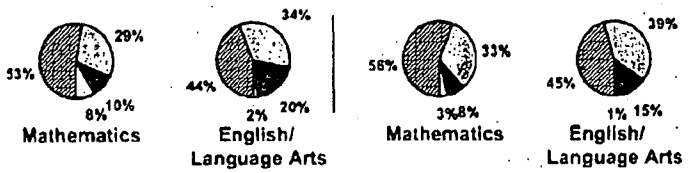
Average- District performance meets the standards for progress toward the 2010 SC Performance Goal.

Below Average- District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

Unsatisfactory- District performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our District | Districts With Students Like Ours



DEFINITIONS OF CRITICAL TERMS:

- **Advanced** – Student performance exceeded expectations.
- **Proficient** – Student performance met expectations.
- **Basic** – Student performance met minimum performance expectations.
- **Below Basic** – Student performance did not meet minimum performance expectations.

PERFORMANCE BY STUDENT GROUPS

Student Group	Percent of Seniors Passing the Exit Exam	Percent of Seniors Qualifying for LIFE Scholarships	Percent of Students Scoring Basic or Above on the PACT ELA	Math
All Students	74.3%	8.6%	56%	48.9%
Students with disabilities other than Speech	0.0%	0.0%	17.4%	8.1%
Students without disabilities	75.0%	9.0%	59.9%	50.7%
Gender				
Male	67.9%	14.5%	50.4%	44.8%
Female	79.4%	4.8%	63%	50%
Ethnic Group				
African-American	68.5%	5.2%	50.5%	42.7%
Hispanic	N/A	N/A	N/A	N/A
White	85.5%	18.4%	72.8%	59.8%
Other	100.0%	0.0%	40.4%	36.8%
Lunch Status				
Free/ Reduced-Price Lunch	67.6%	4.7%	51.2%	42.6%
Pay for Lunch	83.3%	14.8%	81.1%	69.6%

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

First-time Examinees

	1999	2000	2001
Our district			
Passed all 3 subtests	37.6%	52.5%	49.8%
Passed 2 subtests	20.2%	14.8%	20.5%
Passed 1 subtest	18.0%	17.8%	17.1%
Passed no subtest	26.3%	15.2%	12.7%
Districts with students like ours			
Passed all 3 subtests	43.4%	45.7%	54.0%
Passed 2 subtests	24.7%	23.1%	19.3%
Passed 1 subtest	17.4%	17.7%	15.4%
Passed no subtest	14.5%	13.4%	11.4%

LIFE scholarships at four-year institutions

	Eligible	Percent of Seniors Meeting Grade Point Average Requirement	Meeting SAT/ACT Requirement
Our District	8.6%	41.0%	8.6%
Districts Like Ours	6.1%	34.1%	6.3%

College Admissions Tests: Tests that are frequently used in the college admissions process.

	SAT Verbal		SAT Math		SAT Total		ACT English		ACT Math		ACT Reading		ACT Science		ACT Total	
	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001
District	436	412	456	425	892	837	18.8	18.6	19.8	18.7	18.9	17.9	18.4	18.6	19.1	17.7
State	484	486	482	488	966	974	18.7	18.8	19.2	19.3	19.5	19.5	19.2	19.2	19.3	19.3
Nation	505	506	514	514	1019	1020	20.5	20.5	20.7	20.7	21.4	21.3	21.0	21.0	21.0	21.0

These tests were administered to samples of students:

Terra Nova Test: A national, norm-referenced achievement test.

Percent scoring in upper half

	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
Grade 4	47.8	50.0	43.1	50.0	58.4	50.0	50.5	50.0
Grade 7	45.8	50.0	59.4	50.0	54.7	50.0	53.9	50.0
Grade 10	59.6	50.0	59.6	50.0	62.4	50.0	59.1	50.0

National Assessment of Education Progress : A national, criterion-referenced achievement test.

Percents of Students

Test	Grade	Year	Advanced State	Advanced Nation	Proficient State	Proficient Nation	Basic State	Basic Nation	Below Basic State	Below Basic Nation
Reading	4	1998	4	6	18	23	33	32	45	39
Writing	8	1998	0	1	15	23	64	59	21	17
Mathematics	4	2000	2	3	16	23	42	43	40	31

DEF_0313-0002

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Exhibit 16 (Rogers)

DEF_0327

2002 PACT Test Scores - By District

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Dillon 2

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Located on this page is the PACT score data for the District and links to data for schools of Dillon 2 School District.

Scores by Demographic

	English/Language Arts							Mathematics						
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
ALL STUDENTS	1621	1.2	40.8	37.4	19.7	2	21.8	1620	1.2	44.6	31.4	15.6	8.5	24.1
Male	870	1.2	46.8	34.9	16.4	1.8	18.3	869	1.4	46.8	29.6	14.2	9.4	23.6
Female	751	1.1	33.8	40.3	23.6	2.3	25.8	751	1.1	41.9	33.4	17.2	7.5	24.6
White	436	1.6	27.3	36	32.1	4.6	36.7	436	1.6	29.8	32.1	20.2	17.9	38.1
African-American	1108	1.1	45.5	37.8	15.6	1.1	16.7	1107	1.2	49.7	31.2	14.2	5	19.2
Asian/Pacific Is.	1							1						
Hispanic	20		70	15	15		15	20		65	30		5	5
Am. Indian/Alaskan	56		41.1	50	7.1	1.8	8.9	56		51.8	30.4	10.7	7.1	17.9
Not Disabled	1461	1.3	36.7	39.6	21.4	2.3	23.7	1460	1.4	41.6	32.3	16.8	9.2	26
Disabled	160		78.1	17.5	4.4		4.4	160		71.3	22.5	3.8	2.5	6.3
Migrant	0	0						0	0					
Non-migrant	1621	1.2	40.8	37.4	19.7	2	21.8	1620	1.2	44.6	31.4	15.6	8.5	24.1
Limited Eng. Prof.	5							5						
Non-LEP	1616	1.2	40.7	37.5	19.7	2	21.8	1615	1.2	44.5	31.4	15.5	8.5	24.1
Subsidized Meals	1355	0.1	44.7	37.9	16.2	1.3	17.4	1354	0.1	47.9	32	14.5	5.5	20.1
Full-Pay Meals	266		20.7	35.3	38	6	44	266		27.4	28.2	20.7	23.7	44.4

Defendants' Exhibit 327

DCSD2_21070

REC035873

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Scores by Grade

		English/Language Arts							Mathematics						
Year	Grade	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
2001	Grade 3	273	2.5	31.9	30	34.1	4	38.1	273	2.5	29.7	35.5	17.9	16.8	34.8
2001	Grade 4	274	1.4	36.1	39.4	24.5		24.5	274	1.4	46.7	32.1	9.1	12	21.2
2001	Grade 5	242	4	56.6	29.3	12	2.1	14	241	4.4	54.4	23.7	9.1	12.9	22
2001	Grade 6	284	0.7	43.3	30.6	22.9	3.2	26.1	284	0.7	53.5	32.4	10.6	3.5	14.1
2001	Grade 7	277	6.1	51.6	33.9	13.4	1.1	14.4	278	5.8	70.5	18	9.4	2.2	11.5
2001	Grade 8	292	5.2	44.2	41.4	13.7	0.7	14.4	290	5.8	61	31.7	4.8	2.4	7.2
2002	Grade 3	254	1.2	28.3	41.3	28.7	1.6	30.3	254	1.2	21.3	36.6	28	14.2	42.1
2002	Grade 4	295	0.3	37.6	40.7	19	2.7	21.7	295	0.3	39.3	31.2	14.9	14.6	29.5
2002	Grade 5	260	0.4	38.5	43.5	17.7	0.4	18.1	260	0.4	31.9	38.5	18.1	11.5	29.6
2002	Grade 6	267	2.2	44.2	25.5	25.1	5.2	30.3	267	2.2	49.4	26.6	20.2	3.7	24
2002	Grade 7	275	0.4	44	38.9	15.6	1.5	17.1	274	0.7	63.9	25.5	5.5	5.1	10.6
2002	Grade 8	270	2.5	51.5	34.8	13	0.7	13.7	270	2.5	60	30.4	7.8	1.9	9.6

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2002 PACT Test Scores - By School

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East Elementary - Dillon 2

Located on this page is the PACT score data for East Elementary.

Scores by Demographic

	English/Language Arts							Mathematics						
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
ALL STUDENTS	107	1.8	17.8	43.9	35.5	2.8	38.3	107	1.8	19.6	36.4	27.1	16.8	43.9
Male	62		22.6	41.9	30.6	4.8	35.5	62		19.4	37.1	25.8	17.7	43.5
Female	45	4.3	11.1	46.7	42.2		42.2	45	4.3	20	35.6	28.9	15.6	44.4
White	53	1.8	20.8	35.8	37.7	5.7	43.4	53	1.8	13.2	43.4	20.8	22.6	43.4
African-American	47	2.1	17	48.9	34		34	47	2.1	23.4	29.8	36.2	10.6	46.8
Asian/Pacific Is.	0	0						0	0					
Hispanic	1							1						
Am. Indian/Alaskan	6			83.3	16.7		16.7	6		50	16.7	16.7	16.7	33.3
Not Disabled	92	2.1	14.1	41.3	41.3	3.3	44.6	92	2.1	15.2	35.9	31.5	17.4	48.9
Disabled	15		40	60				15		46.7	40		13.3	13.3
Migrant	0	0						0	0					
Non-migrant	107	1.8	17.8	43.9	35.5	2.8	38.3	107	1.8	19.6	36.4	27.1	16.8	43.9
Limited Eng. Prof.	1							1						
Non-LEP	106	1.9	17.9	44.3	34.9	2.8	37.7	106	1.9	19.8	35.8	27.4	17	44.3
Subsidized Meals	82		18.3	48.8	31.7	1.2	32.9	82		22	36.6	31.7	9.8	41.5
Full-Pay Meals	25		16	28	48	8	56	25		12	36	12	40	52

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Scores by Grade

		English/Language Arts							Mathematics						
Year	Grade	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
2001	Grade 3	126	1.6	21.4	27.8	44.4	6.3	50.8	126	1.6	19.8	40.5	17.5	22.2	39.7
2001	Grade 4														
2001	Grade 5														
2001	Grade 6														
2001	Grade 7														
2001	Grade 8														
2002	Grade 3	107	1.8	17.8	43.9	35.5	2.8	38.3	107	1.8	19.6	36.4	27.1	16.8	43.9
2002	Grade 4														
2002	Grade 5														
2002	Grade 6														
2002	Grade 7														
2002	Grade 8														

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2002 PACT Test Scores - By School

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Gordon Elementary - Dillon 2

Located on this page is the PACT score data for Gordon Elementary.

Scores by Demographic

	English/Language Arts							Mathematics						
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
ALL STUDENTS	822	1	40	36.6	20.6	2.8	23.4	822	1	40.3	32	17.6	10.1	27.7
Male	431	1.1	45.5	34.3	18.1	2.1	20.2	431	1.1	41.8	29.7	16.5	12.1	28.5
Female	391	0.8	34	39.1	23.3	3.6	26.9	391	0.8	38.6	34.5	18.9	7.9	26.9
White	217	0.9	27.2	35	31.8	6	37.8	218	0.5	25.2	29.8	22.9	22	45
African-American	567	1	43.6	37.6	17.3	1.6	18.9	566	1.2	44.9	33	16.3	5.8	22.1
Asian/Pacific Is.	0	0						0	0					
Hispanic	13		84.6	7.7	7.7		7.7	13		69.2	23.1		7.7	7.7
Am. Indian/Alaskan	25		48	44	4	4	8	25		52	32	12	4	16
Not Disabled	740	1.1	36.1	38.6	22.2	3.1	25.3	740	1.1	37	32.8	19.1	11.1	30.1
Disabled	82		75.6	18.3	6.1		6.1	82		69.5	24.4	4.9	1.2	6.1
Migrant	0	0						0	0					
Non-migrant	822	1	40	36.6	20.6	2.8	23.4	822	1	40.3	32	17.6	10.1	27.7
Limited Eng. Prof.	0	0						0	0					
Non-LEP	822	1	40	36.6	20.6	2.8	23.4	822	1	40.3	32	17.6	10.1	27.7
Subsidized Meals	704	0.2	43	37.2	17.9	1.8	19.7	704	0.2	43.5	33.1	16.9	6.5	23.4
Full-Pay Meals	118		22	33.1	36.4	8.5	44.9	118		21.2	25.4	22	31.4	53.4

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Scores by Grade

		English/Language Arts							Mathematics						
Year	Grade	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
2001	Grade 3														
2001	Grade 4	274	1.4	36.1	39.4	24.5		24.5	274	1.4	46.7	32.1	9.1	12	21.2
2001	Grade 5	242	4	56.6	29.3	12	2.1	14	241	4.4	54.4	23.7	9.1	12.9	22
2001	Grade 6	284	0.7	43.3	30.6	22.9	3.2	26.1	284	0.7	53.5	32.4	10.6	3.5	14.1
2001	Grade 7														
2001	Grade 8														
2002	Grade 3														
2002	Grade 4	295	0.3	37.6	40.7	19	2.7	21.7	295	0.3	39.3	31.2	14.9	14.6	29.5
2002	Grade 5	260	0.4	38.5	43.5	17.7	0.4	18.1	260	0.4	31.9	38.5	18.1	11.5	29.6
2002	Grade 6	267	2.2	44.2	25.5	25.1	5.2	30.3	267	2.2	49.4	26.6	20.2	3.7	24
2002	Grade 7														
2002	Grade 8														

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2002 PACT Test Scores - By School

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J V Martin Jr High - Dillon 2

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Scores by Demographic

	English/Language Arts							Mathematics						
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
ALL STUDENTS	545	1.4	47.7	36.9	14.3	1.1	15.4	544	1.6	61.9	27.9	6.6	3.5	10.1
Male	297	1.7	54.2	33.3	11.1	1.3	12.5	296	2	66.2	24.3	5.7	3.7	9.5
Female	248	1.2	39.9	41.1	18.1	0.8	19	248	1.2	56.9	32.3	7.7	3.2	10.9
White	148	2	30.4	36.5	30.4	2.7	33.1	147	2.6	45.6	31.3	14.3	8.8	23.1
African-American	373	1.3	54.4	36.7	8.3	0.5	8.8	373	1.3	68.4	26.5	3.8	1.3	5.1
Asian/Pacific Is.	1							1						
Hispanic	6		50	33.3	16.7		16.7	6		66.7	33.3			
Am. Indian/Alaskan	17		47.1	47.1	5.9		5.9	17		64.7	29.4		5.9	5.9
Not Disabled	496	1.6	43.1	40.1	15.5	1.2	16.7	495	1.8	59.4	29.7	7.1	3.8	10.9
Disabled	49		93.9	4.1	2		2	49		87.8	10.2	2		2
Migrant	0	0						0	0					
Non-migrant	545	1.4	47.7	36.9	14.3	1.1	15.4	544	1.6	61.9	27.9	6.6	3.5	10.1
Limited Eng. Prof.	4							4						
Non-LEP	541	1.5	47.5	37	14.4	1.1	15.5	540	1.6	61.9	28.1	6.5	3.5	10
Subsidized Meals	429		55	35.9	8.6	0.5	9.1	428		68.2	27.1	3.3	1.4	4.7
Full-Pay Meals	116		20.7	40.5	35.3	3.4	38.8	116		38.8	31	19	11.2	30.2

DCSD2_21076

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DEF_0327-0008

Scores by Grade

		English/Language Arts							Mathematics						
Year	Grade	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
2001	Grade 3														
2001	Grade 4														
2001	Grade 5														
2001	Grade 6														
2001	Grade 7	277	6.1	51.6	33.9	13.4	1.1	14.4	278	5.8	70.5	18	9.4	2.2	11.5
2001	Grade 8	292	5.2	44.2	41.4	13.7	0.7	14.4	290	5.8	61	31.7	4.8	2.4	7.2
2002	Grade 3														
2002	Grade 4														
2002	Grade 5														
2002	Grade 6														
2002	Grade 7	275	0.4	44	38.9	15.6	1.5	17.1	274	0.7	63.9	25.5	5.5	5.1	10.6
2002	Grade 8	270	2.5	51.5	34.8	13	0.7	13.7	270	2.5	60	30.4	7.8	1.9	9.6

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2002 PACT Test Scores - By School

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South Elementary - Dillon 2

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Scores by Demographic

	English/Language Arts							Mathematics						
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
ALL STUDENTS	62		32.3	45.2	21	1.6	22.6	62		22.6	51.6	22.6	3.2	25.8
Male	29		37.9	44.8	17.2		17.2	29		24.1	58.6	13.8	3.4	17.2
Female	33		27.3	45.5	24.2	3	27.3	33		21.2	45.5	30.3	3	33.3
White	4							4						
African-American	58		34.5	46.6	17.2	1.7	19	58		24.1	51.7	22.4	1.7	24.1
Asian/Pacific Is.	0	0						0	0					
Hispanic	0	0						0	0					
Am. Indian/Alaskan	0	0						0	0					
Not Disabled	60		31.7	45	21.7	1.7	23.3	60		21.7	51.7	23.3	3.3	26.7
Disabled	2							2						
Migrant	0	0						0	0					
Non-migrant	62		32.3	45.2	21	1.6	22.6	62		22.6	51.6	22.6	3.2	25.8
Limited Eng. Prof.	0	0						0	0					
Non-LEP	62		32.3	45.2	21	1.6	22.6	62		22.6	51.6	22.6	3.2	25.8
Subsidized Meals	58		34.5	48.3	15.5	1.7	17.2	58		24.1	55.2	20.7		20.7
Full-Pay Meals	4							4						

REC035881

DEF_0327-0010

Scores by Grade

		English/Language Arts							Mathematics						
Year	Grade	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
2001	Grade 3	60		40	31.7	28.3		28.3	60		23.3	48.3	23.3	S	28.3
2001	Grade 4														
2001	Grade 5														
2001	Grade 6														
2001	Grade 7														
2001	Grade 8														
2002	Grade 3	62		32.3	45.2	21	1.6	22.6	62		22.6	51.6	22.6	3.2	25.8
2002	Grade 4														
2002	Grade 5														
2002	Grade 6														
2002	Grade 7														
2002	Grade 8														

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DCSD2 21079

DEF_0327-0011

2002 PACT Test Scores - By School

[return to main PACT Report page]
[return to main Dillon 2 PACT Report page]

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2:17:26
Thu, October 24, 2002

Stewart Heights Elementary - Dillon 2

Located on this page is the PACT score data for Stewart Heights Elementary.

Scores by Demographic

	English/Language Arts							Mathematics						
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
ALL STUDENTS	85	1.2	38.8	35.3	25.9		25.9	85	1.2	22.4	25.9	32.9	18.8	51.8
Male	51	1.9	49	35.3	15.7		15.7	51	1.9	23.5	33.3	29.4	13.7	43.1
Female	34		23.5	35.3	41.2		41.2	34		20.6	14.7	38.2	26.5	64.7
White	14	6.7	28.6	50	21.4		21.4	14	6.7	7.1	28.6	35.7	28.6	64.3
African-American	63		41.3	30.2	28.6		28.6	63		25.4	23.8	33.3	17.5	50.8
Asian/Pacific Is.	0	0						0	0					
Hispanic	0	0						0	0					
Am. Indian/Alaskan	8		37.5	50	12.5		12.5	8		25	37.5	25	12.5	37.5
Not Disabled	73	1.4	31.5	39.7	28.8		28.8	73	1.4	17.8	24.7	37	20.5	57.5
Disabled	12		83.3	8.3	8.3		8.3	12		50	33.3	8.3	8.3	16.7
Migrant	0	0						0	0					
Non-migrant	85	1.2	38.8	35.3	25.9		25.9	85	1.2	22.4	25.9	32.9	18.8	51.8
Limited Eng. Prof.	0	0						0	0					
Non-LEP	85	1.2	38.8	35.3	25.9		25.9	85	1.2	22.4	25.9	32.9	18.8	51.8
Subsidized Meals	82		39	35.4	25.6		25.6	82		23.2	26.8	31.7	18.3	50
Full-Pay Meals	3							3						

DCSD2_21080

REC035883

DEF_0327-0012

Scores by Grade

		English/Language Arts							Mathematics						
Year	Grade	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
2001	Grade 3	87	5.4	41.4	32.2	23	3.4	26.4	87	5.4	48.3	19.5	14.9	17.2	32.2
2001	Grade 4														
2001	Grade 5														
2001	Grade 6														
2001	Grade 7														
2001	Grade 8														
2002	Grade 3	85	1.2	38.8	35.3	25.9		25.9	85	1.2	22.4	25.9	32.9	18.8	51.8
2002	Grade 4														
2002	Grade 5														
2002	Grade 6														
2002	Grade 7														
2002	Grade 8														

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DCSD2_21081

Dillon School District Two
405 West Washington Street
Dillon, South Carolina 29536

Retirement Form

By submitting this form to the Superintendent, I am indicating my plans to retire or participate in the Teacher and Employee Retention Incentive (TERI) program as indicated below. I understand the regulation (GBQ-R or GCQ-R) concerning re-employment of retired individuals.

Name: Peggy K. Stafford
Social Security #: [redacted]
Address: 2720 Hwy. 57 S. Dillon, S.C. 29536
Telephone #: 774-7259
School: South Elementary
Position/Assignment: Principal

PLEASE CHECK ONE OF THE FOLLOWING:

For Non-TERI Participants:

( ) A. After retirement, I do not wish to continue employment with Dillon School District Two

( ) B After retirement, I would like to return to the classroom under the Critical Need Proviso I understand that to be considered I need to provide a new or updated application, as well as a reference form completed by my current principal. I further understand that the position will be declared vacant and the vacancy posted and that there is no guarantee that I will be rehired by Dillon School District Two

( ) C After retirement, I would like to return to my current position as a Limited Earnings Retired Employee I understand that the position will be declared vacant and the vacancy will be posted and that there is no guarantee that I will be rehired for this position.

Please accept my retirement with Dillon School District Two. Last day employed will be at the end of the day on _____.

_____ _____
Employee's Signature **Date**

For TERI Participants:

(✓) D. I am separating from the Retirement System but plan to participate in the TERI program with Dillon School District Two

TERI Start Date: Jan. 2001 Anticipated TERI End Date: Jan. 2006

PLEASE INITIAL AND DATE: PKS 12/11/00

( ) E I no longer wish to participate in the TERI program. (Must also check A, B, or C and complete, sign & date statement above).

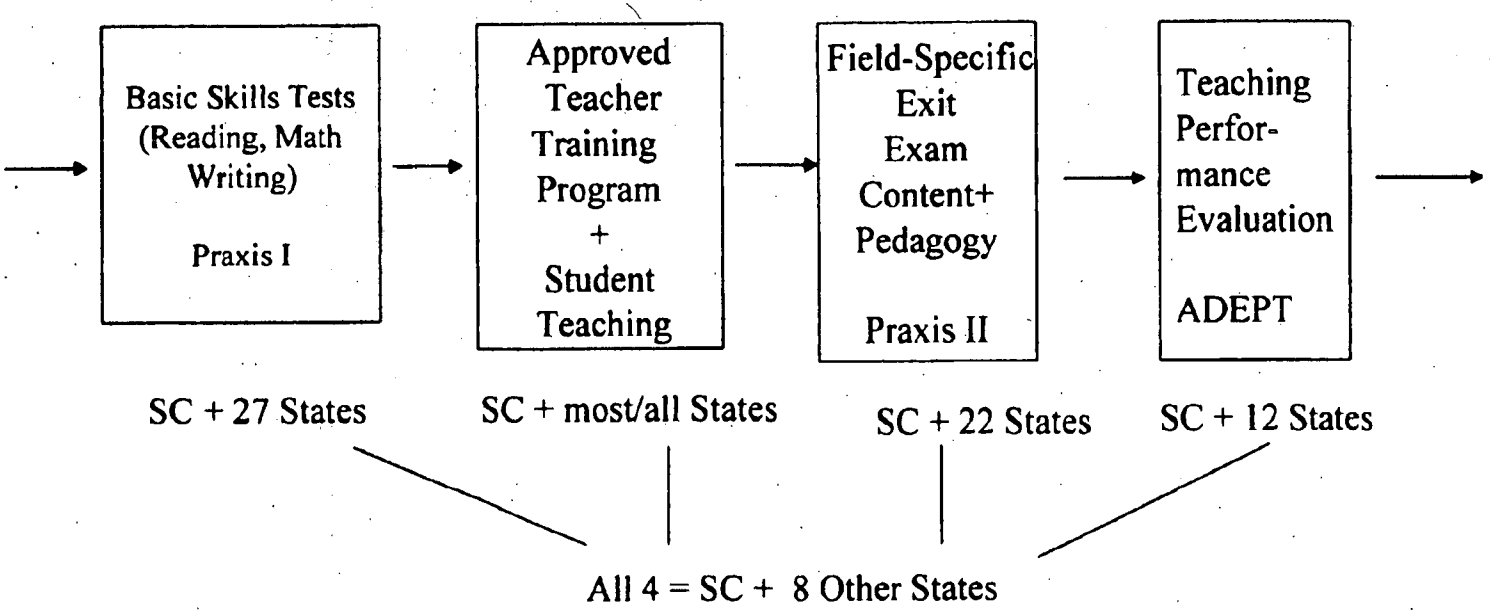
TERI End Date: _____

DCSD2_61498

Confidential/Protective Order

DEF_0671

Steps in Teacher Licensing: S. Carolina and Other States

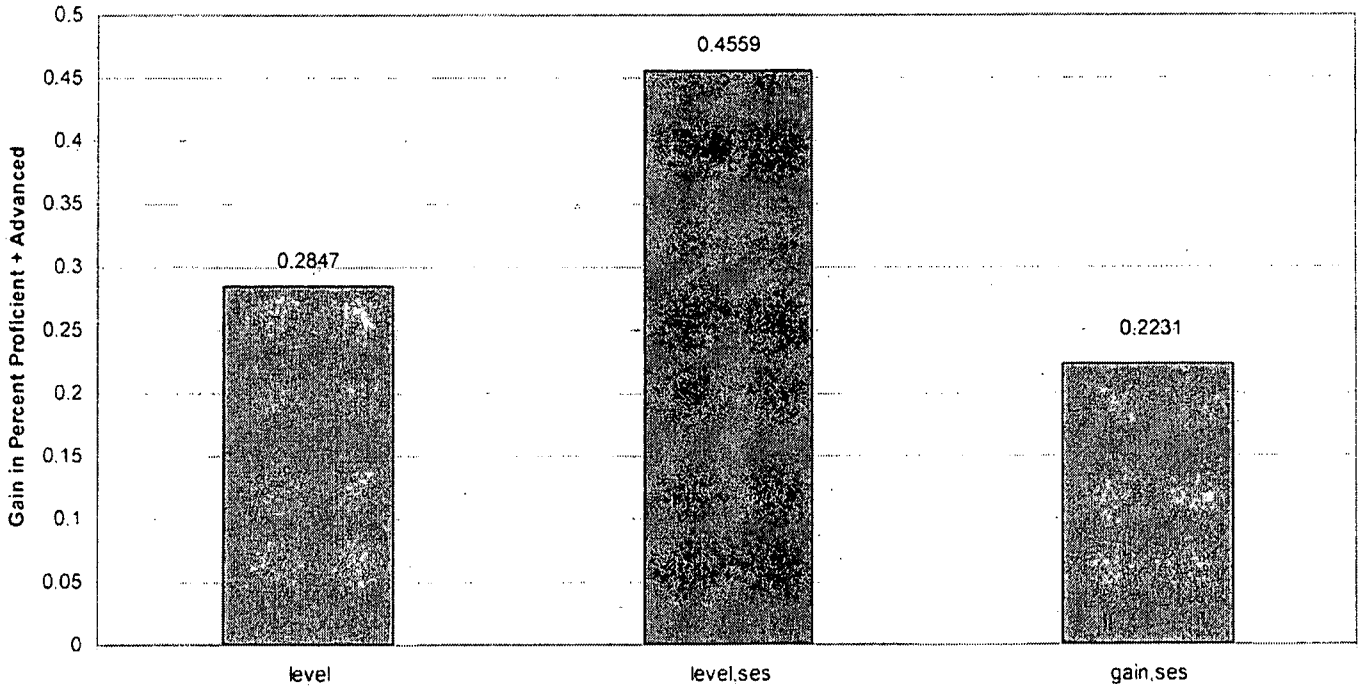


Source: NASDTEC Manual on the Preparation and Certification of Teachers: 2002, Tables G-1, Quality Counts, p.90.

REC035911

Defendant's Exhibit 671

Association Between Professional Development Days Per Teacher and Student Achievement: Grade 5 Math 2001

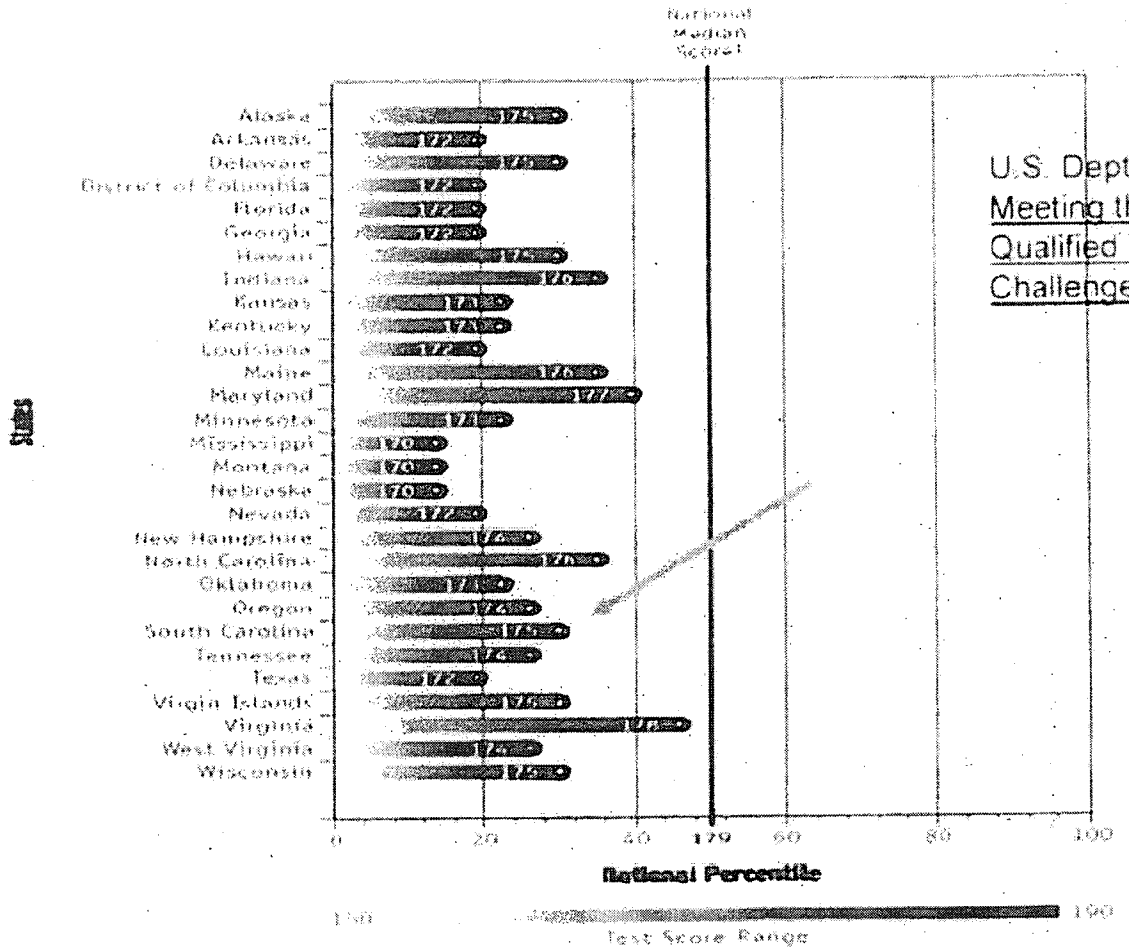


Source: SC State Department of Education

Defendant's Exhibit 671A

REC035911A

IGURE 5: STATE MINIMUM PASSING SCORES, PREPROFESSIONAL SKILLS TEST: READING, 1999–2000

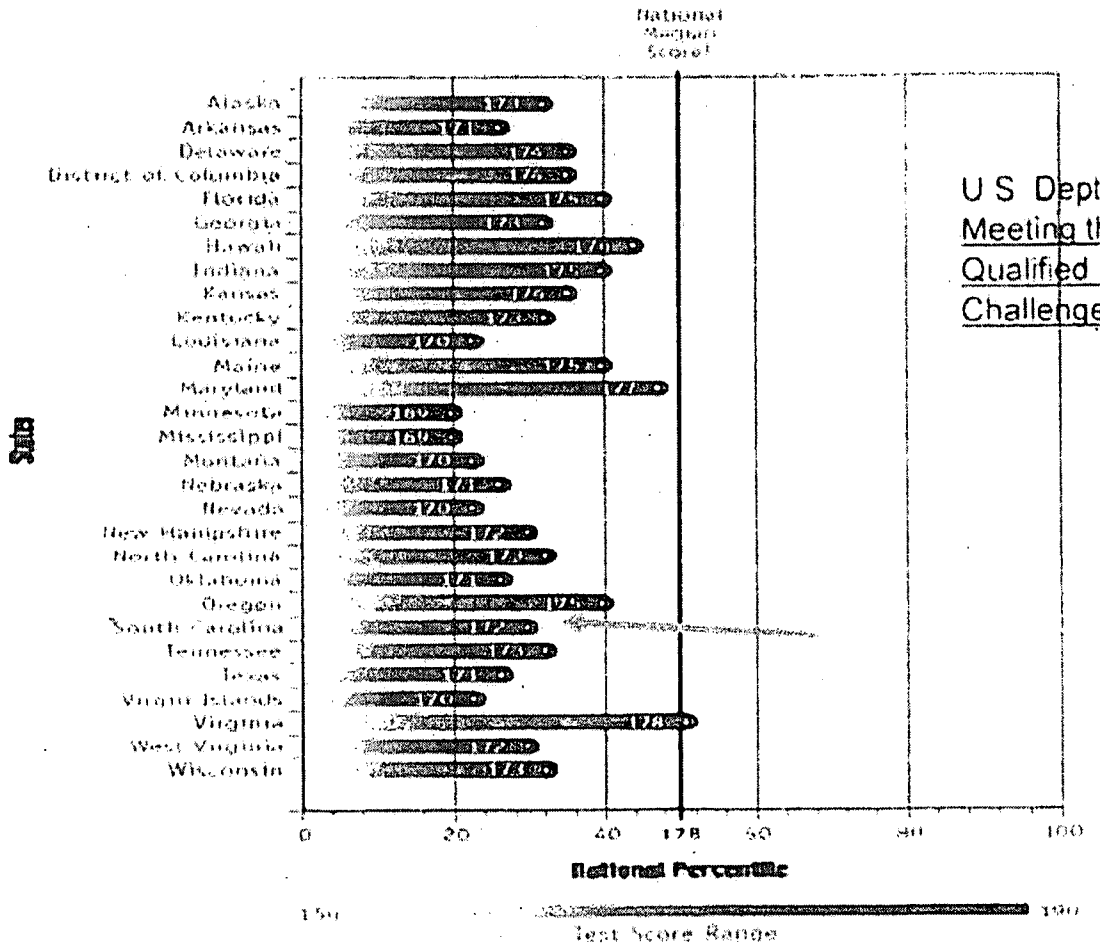


U.S. Dept. of Ed. 2002.
Meeting the Highly Qualified Teachers Challenge

Defendant's Exhibit 672

DEF_0673

FIGURE 6: STATE MINIMUM PASSING SCORES, PREPROFESSIONAL SKILLS TEST: MATHEMATICS, 1999–2000



U S Dept. of Ed. 2002.
Meeting the Highly Qualified Teachers Challenge

1 National median was established by the score ranked by the 50th percentile test taker.

State: States not listed did not participate in the Pre-Professional Skills Testing Program in 1999-2000

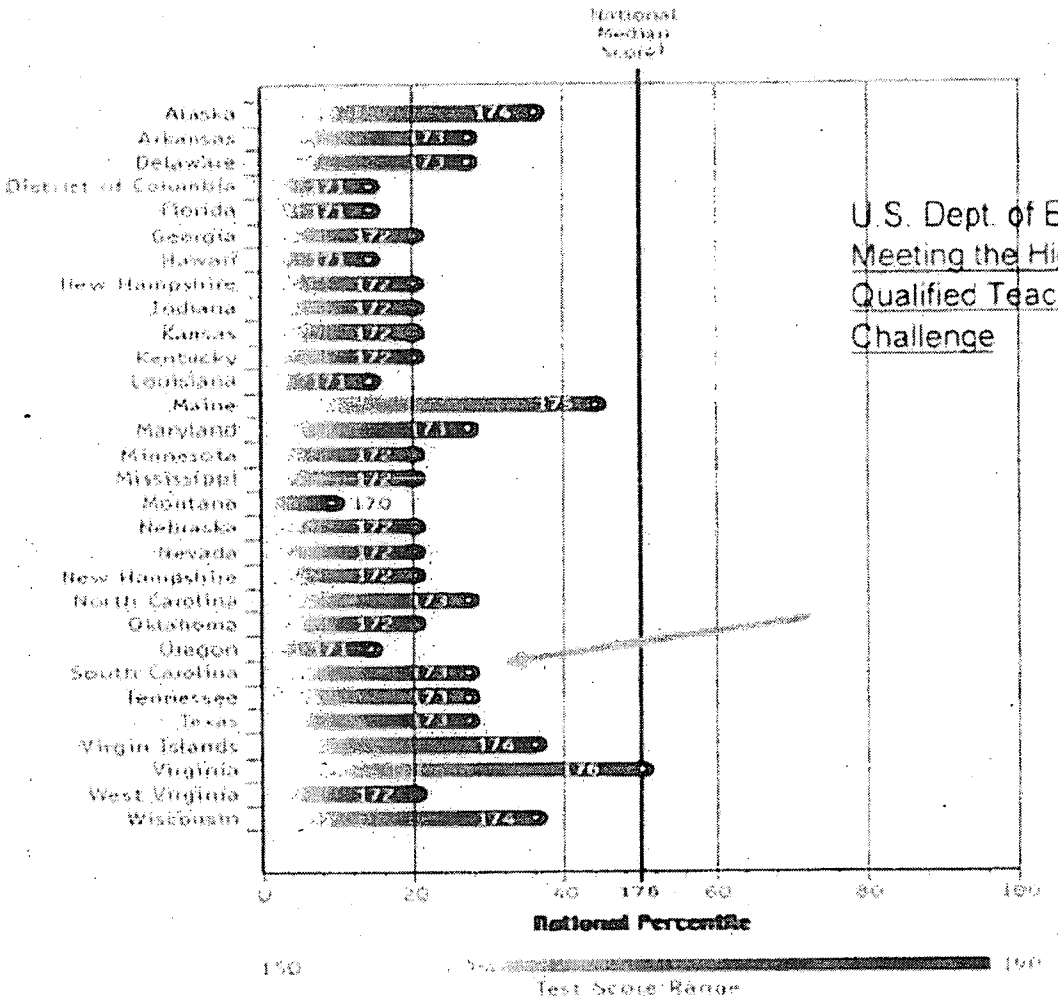
Source: Educational Testing Service, Praxis In Motion, March 2002

Defendant's Exhibit 673

REC035914

DEF_0674

FIGURE 7: STATE MINIMUM PASSING SCORES, PRE-PROFESSIONAL SKILLS TEST: WRITING, 1999–2000



U.S. Dept. of Ed. 2002
Meeting the Highly Qualified Teachers Challenge

1 National median score is denoted by the score received by the 50th percentile test taker.

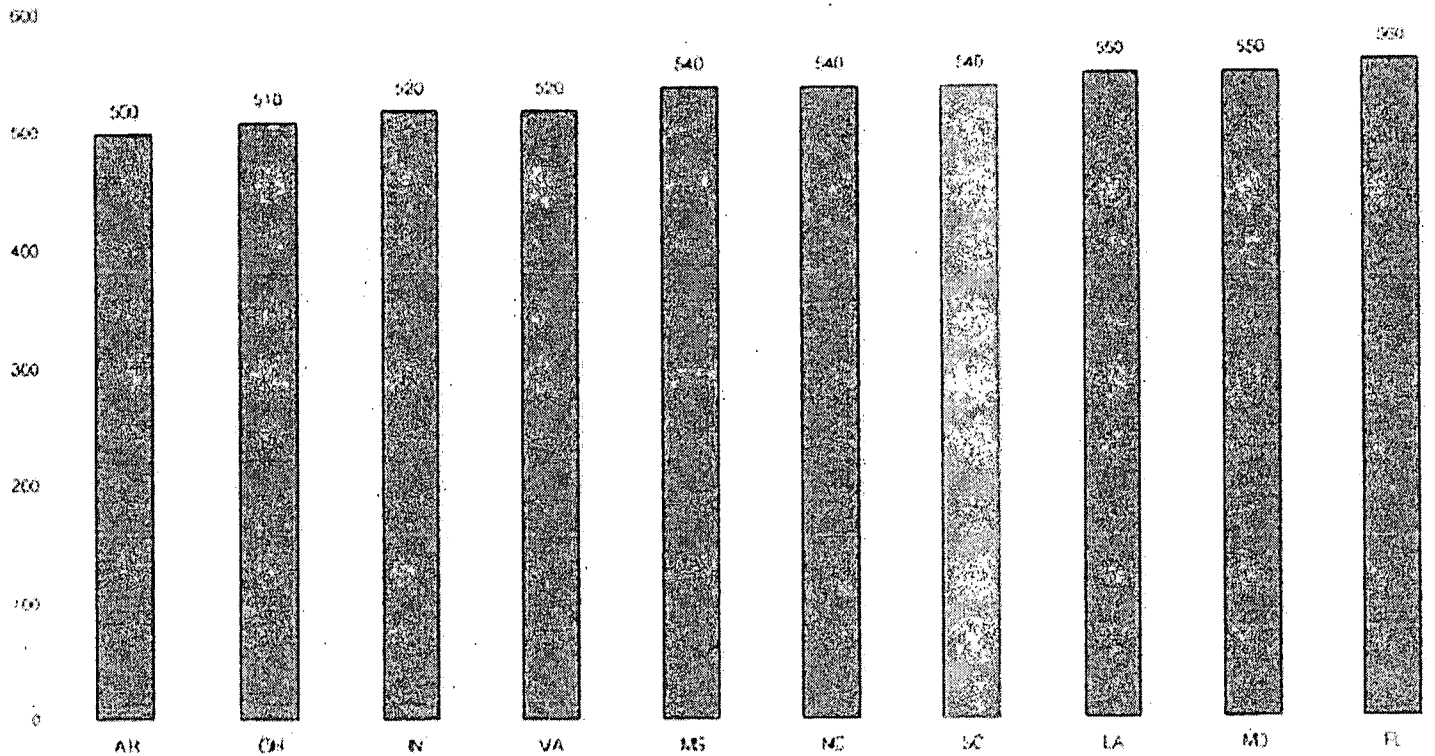
Note: States not listed did not participate in the Pre-Professional Skills Testing Program in 1999-2000.

Source: Educational Testing Service, as cited in Praxis Series, 2002

REC035915

Defendant's Exhibit 674

Praxis II Cut Scores: Elementary Education



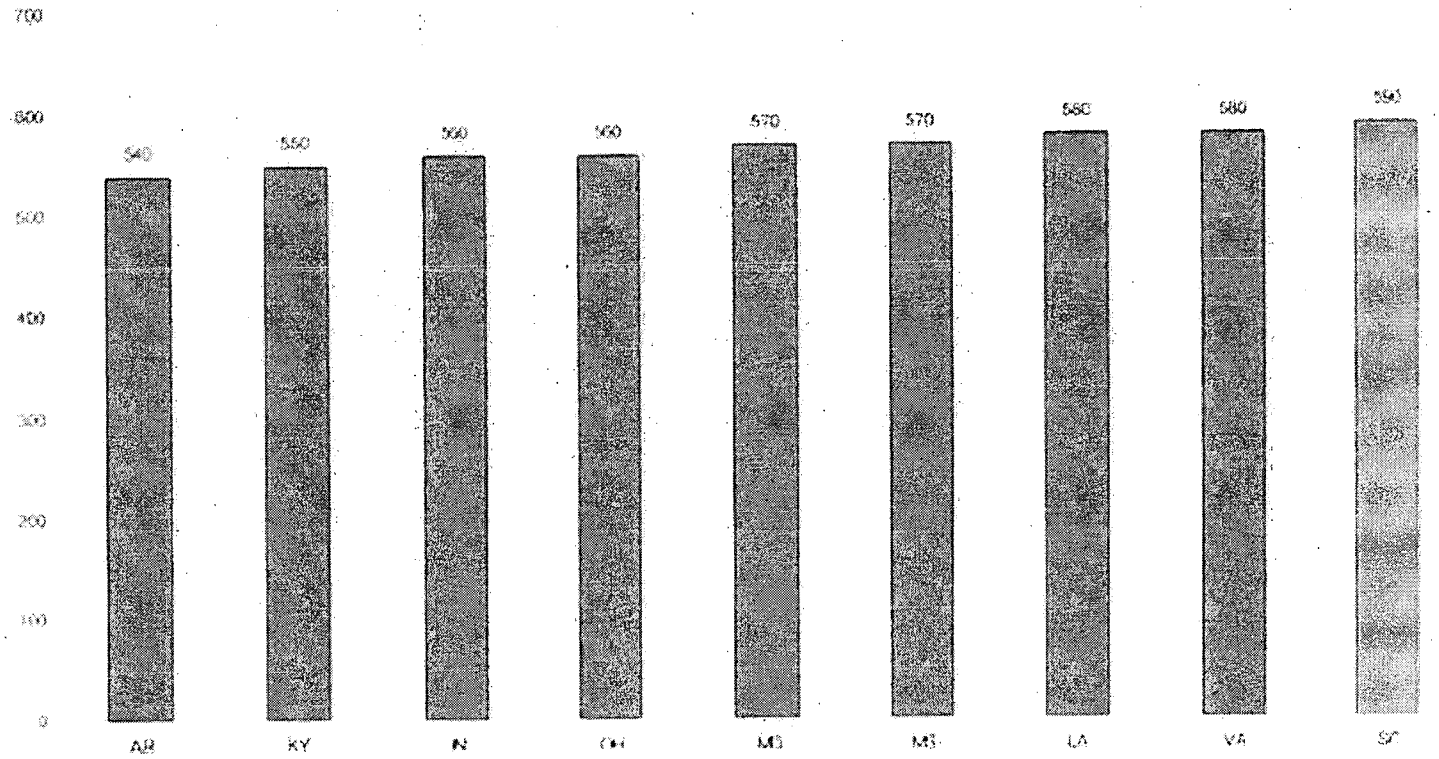
Source: National Research Council 2001 Testing Teacher Candidates Washington DC National Academy Press, Appendix A

Defendant's Exhibit 675

DEF_0675

REC035916

Praxis II Cut Scores: Biology and General Science



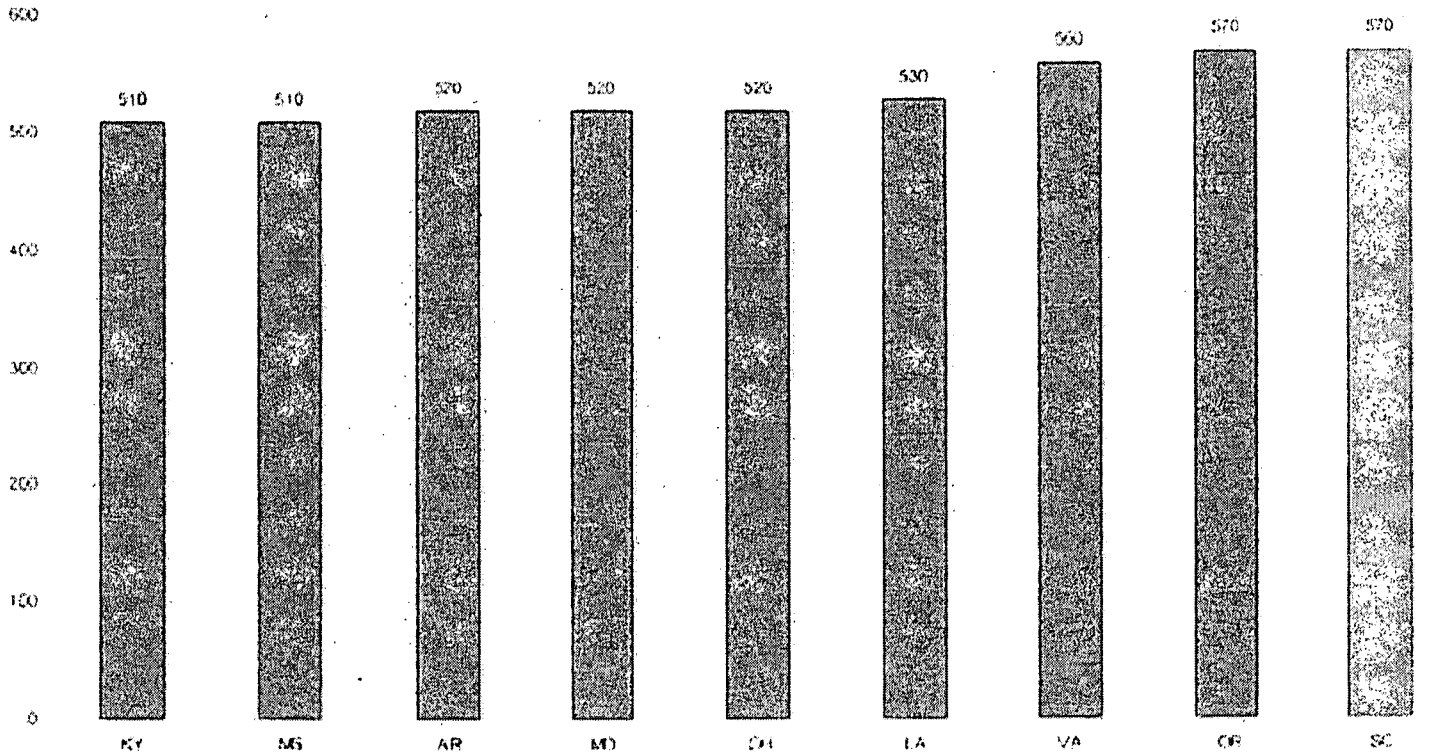
Source: National Research Council. 2001. Testing Teacher Candidates. Washington DC: National Academy Press. Appendix A.

Defendant's Exhibit 676

DEF_0676

REC035917

Praxis II Cut Scores: Chemistry and General Science



Source: National Research Council 2001 Testing Teacher Candidates Washington DC. National Academy Press. Appendix A

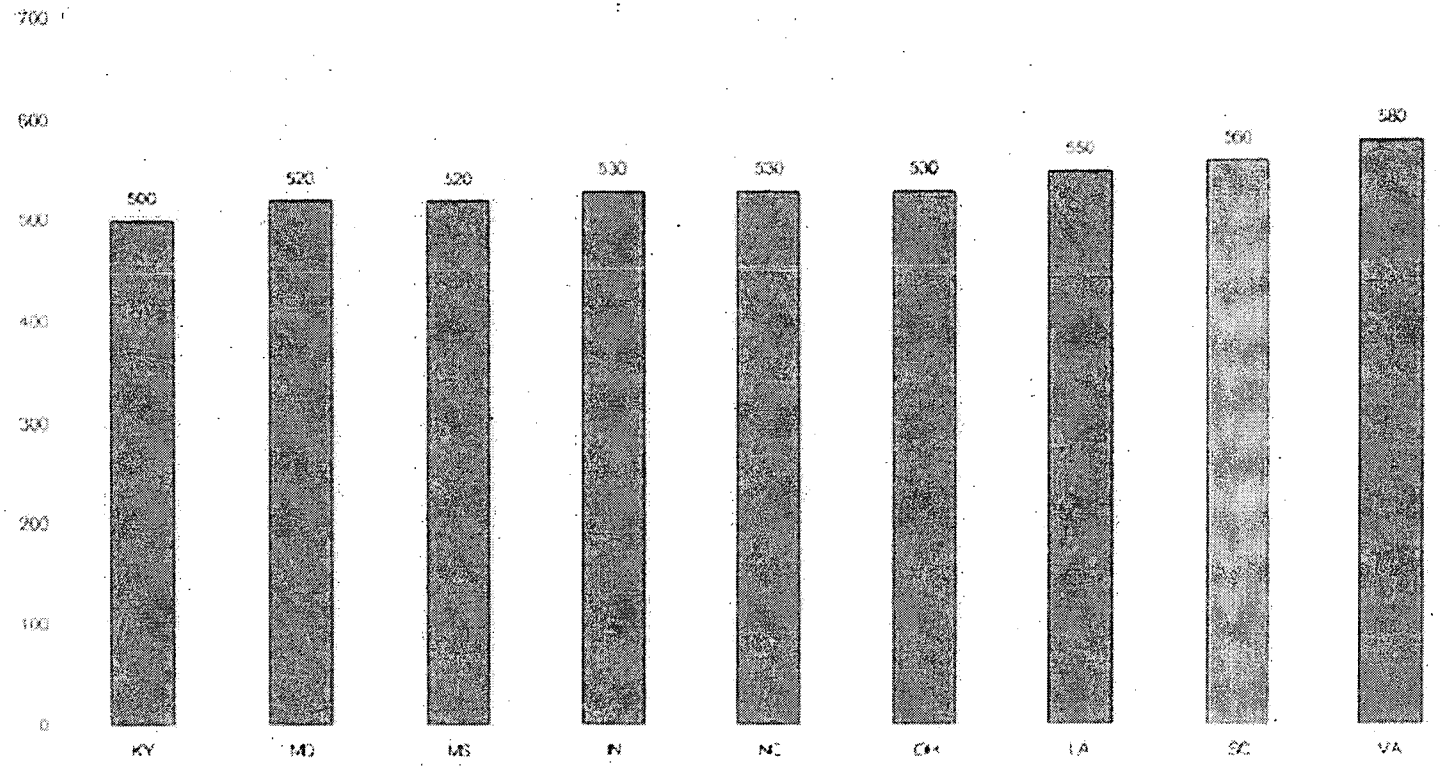
Defendant's Exhibit 677

DEF_0677

REC035918

DEF_0678

Praxis II Cut Scores: Math

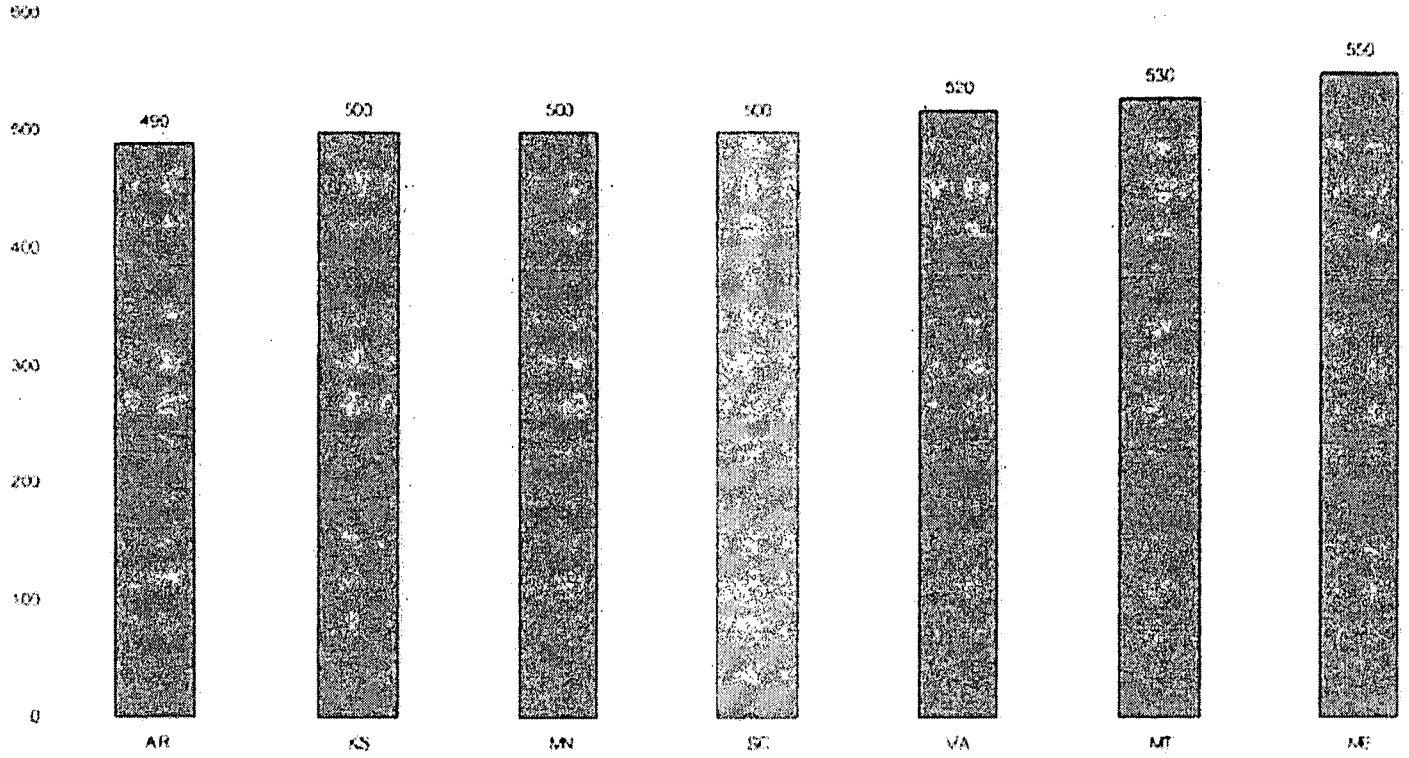


Source: National Research Council. 2001. Testing Teacher Candidates. Washington DC: National Academy Press. Appendix A.

REC035919

Defendant's Exhibit 678

Praxis II Cut Scores: English Language and Literature



Source: National Research Council. 2001. Testing Teacher Candidates. Washington DC: National Academy Press. Appendix A

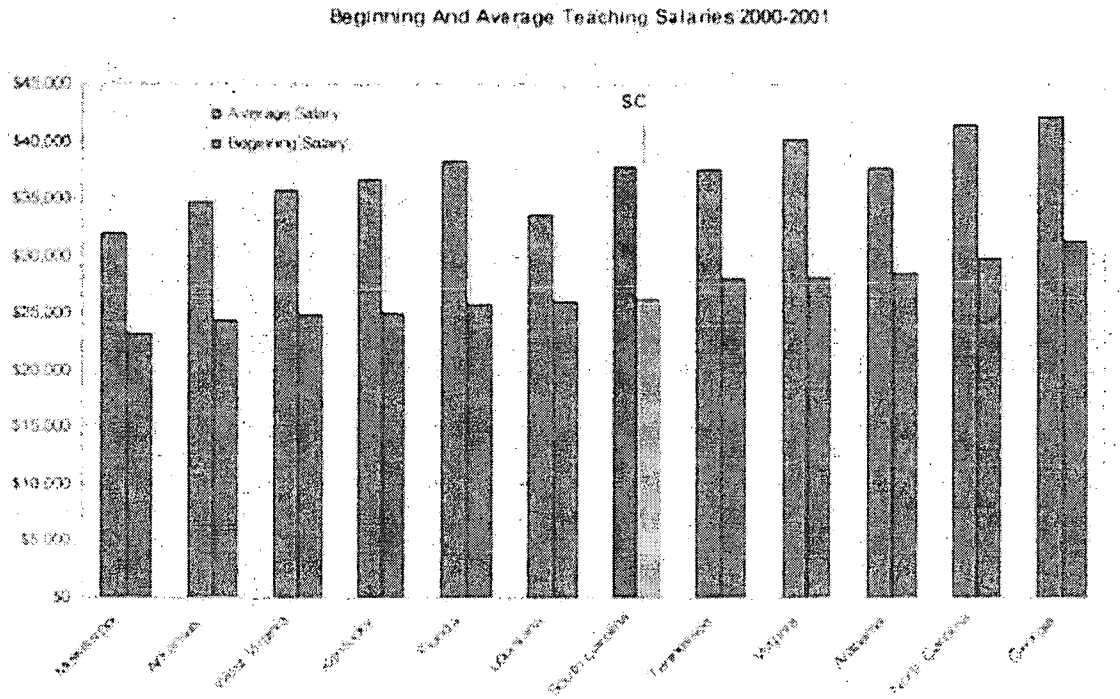
Defendant's Exhibit 679

DEF_0679

REC035920

DEF_0688

Beginning And Average Teaching Salaries: Southeastern States 2000-01

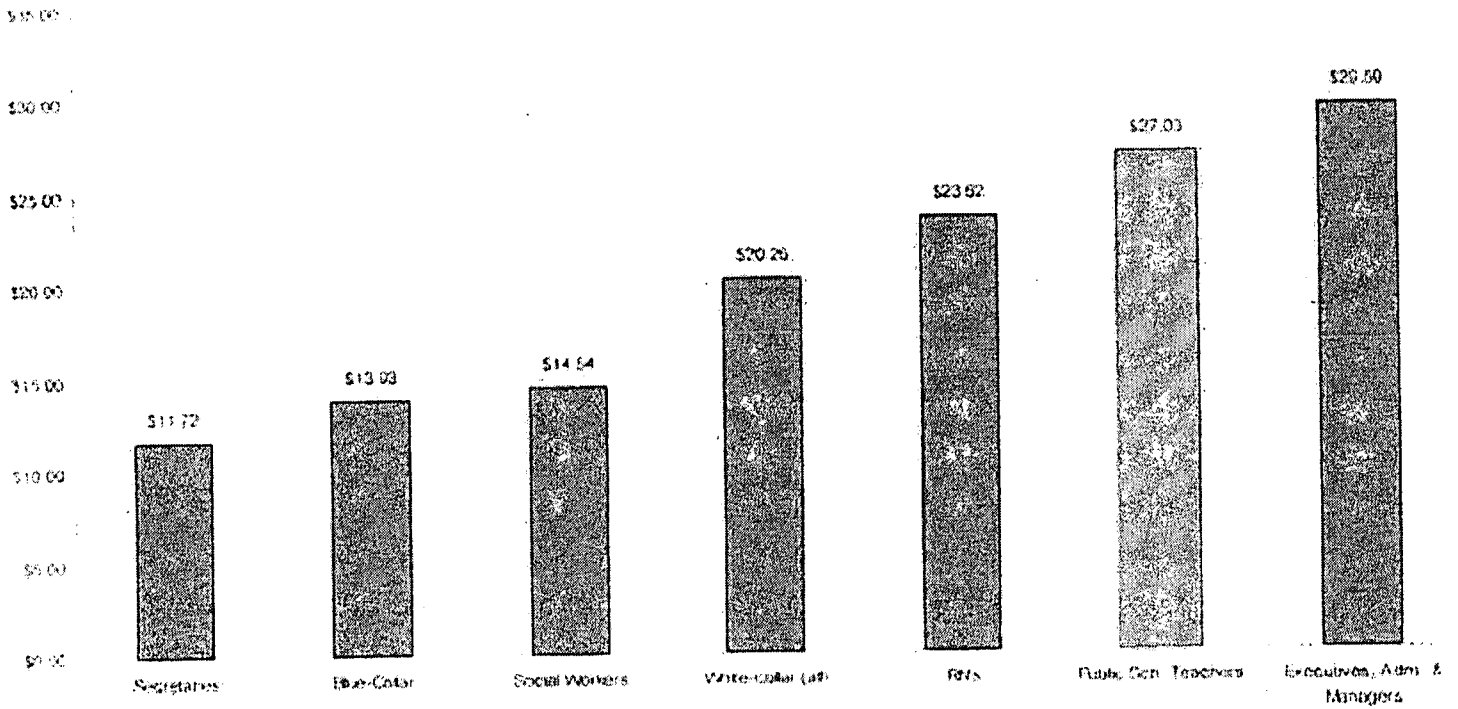


Source: AFT Survey and Analysis of Teacher Salary Trends 2001, Table I-2

REC035921

Defendant's Exhibit 688

Relative Mean Hourly Earnings:
Public School Teachers and Other Occupations
Charleston, N. Charleston, SC May 2002



Source: U.S. Department of Labor National Compensation Survey, http://www.bls.gov/ncs/ocs/compub.htm#SC

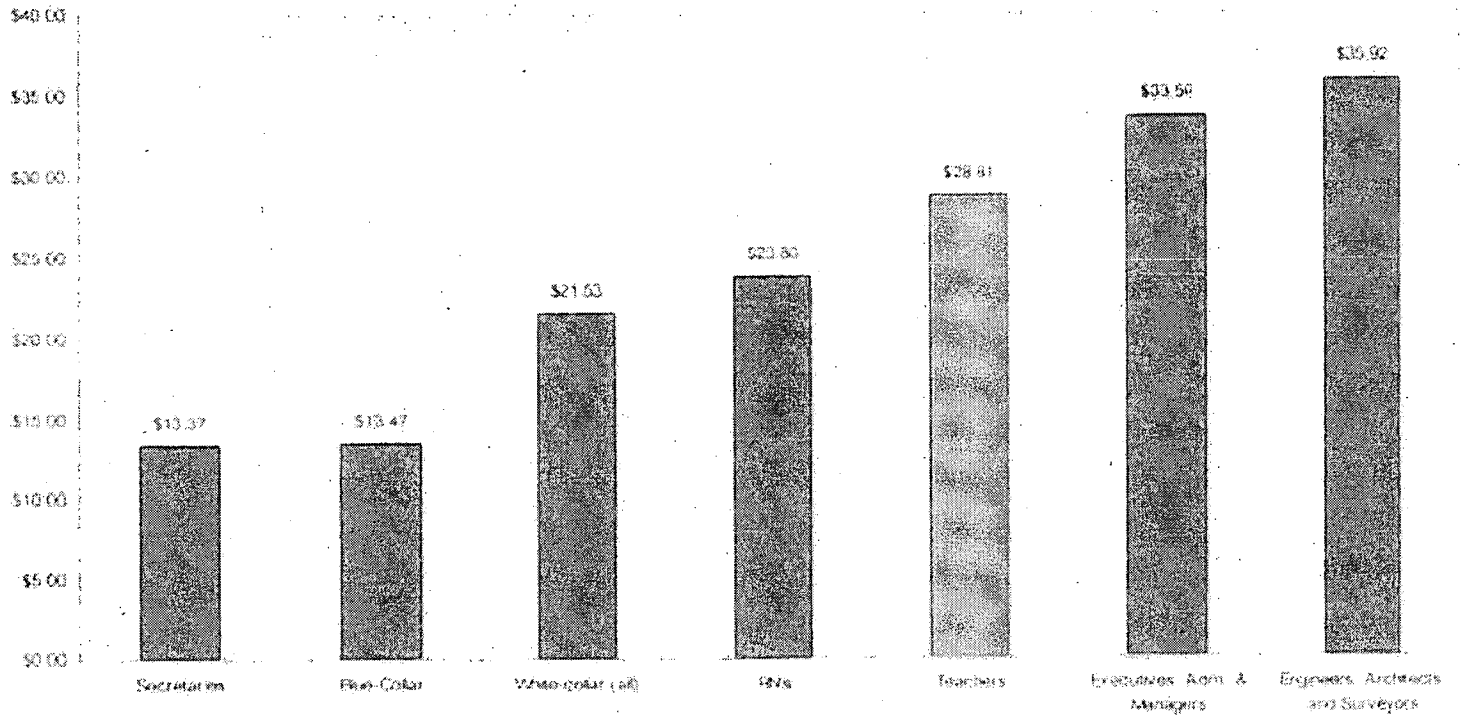
REC035922

DEF_0690

Defendant's Exhibit 690

DEF_0691

Relative Mean Hourly Earnings:
Public School Teachers and Other Occupations
Greenville -- Spartanburg -- Anderson, SC October 2002



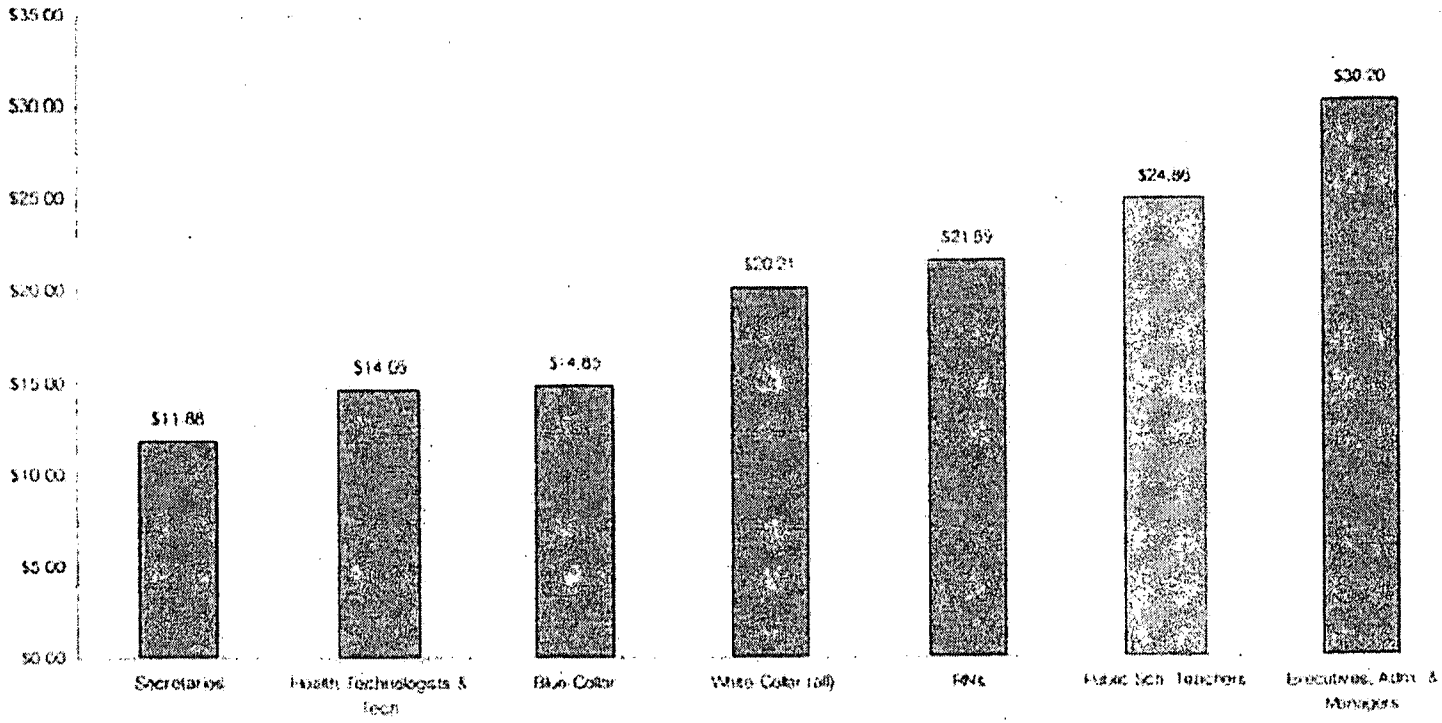
Source: U.S. Department of Labor, National Compensation Survey, http://www.bls.gov/ncs/ocs/compub.htm#SC

Defendant's Exhibit 691

REC035923

DEF_0692

Relative Mean Hourly Earnings: Public School Teachers and Other Occupations, Augusta -- Aiken, GA – SC Feb. 2002

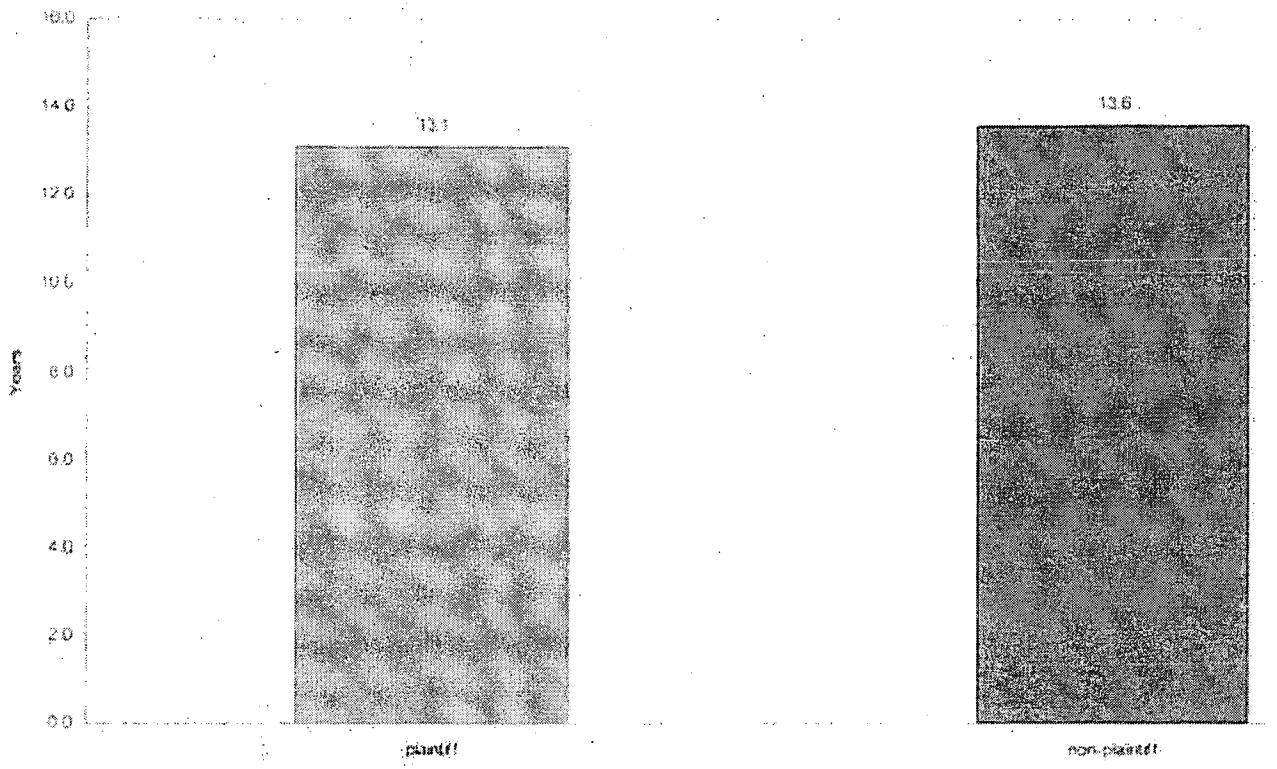


Source: U.S. Department of Labor. National Compensation Survey, http://www.bls.gov/ncs/ocs/compub.htm#SC

REC035924

Defendant's Exhibit 692

Average Teacher Experience:
Plaintiff and Non-plaintiff Elementary Schools
2000-2001



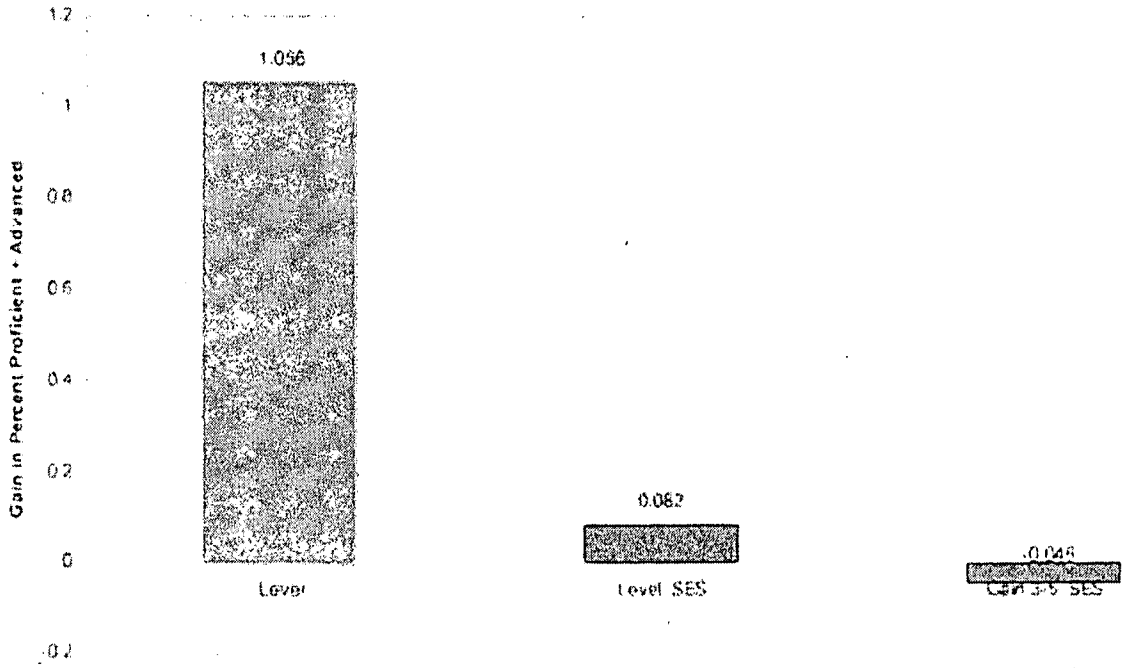
Source: SC State Department of Education

Defendant's Exhibit 697

DEF_0697
REC035925

DEF_0700

Association Between Average Teacher Experience and Student Achievement: Grade 5 Math 2001

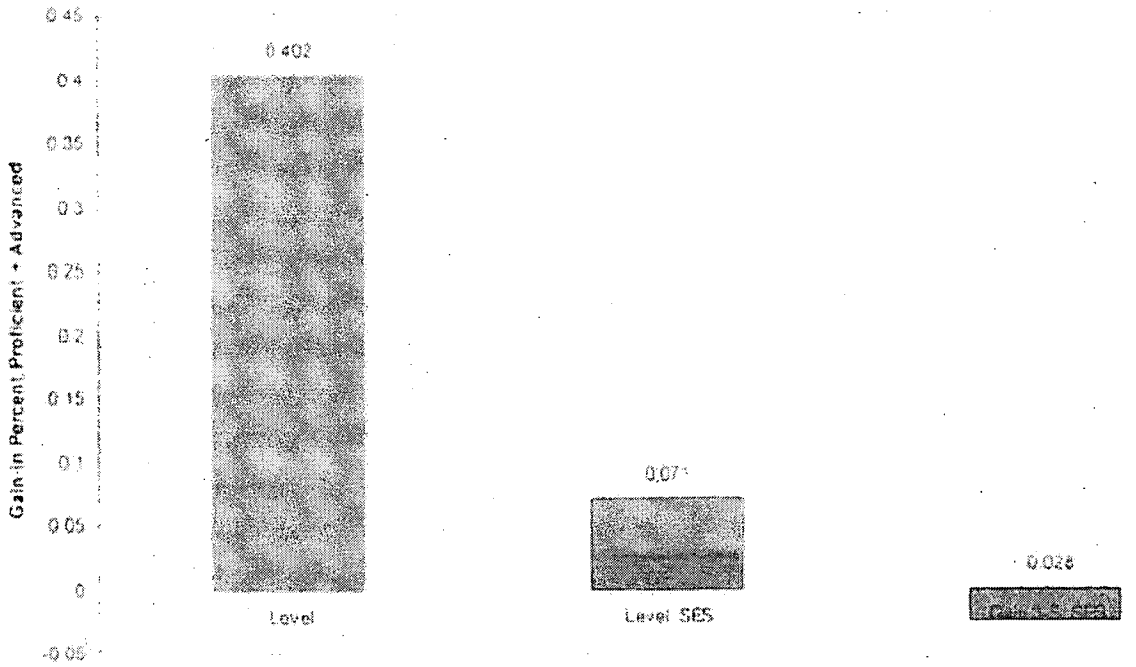


Source: SC State Department of Education

Defendant's Exhibit 700

REC035926

Association Between Teacher Advanced Degrees (%) and Student Achievement: Grade 5 Math 2001



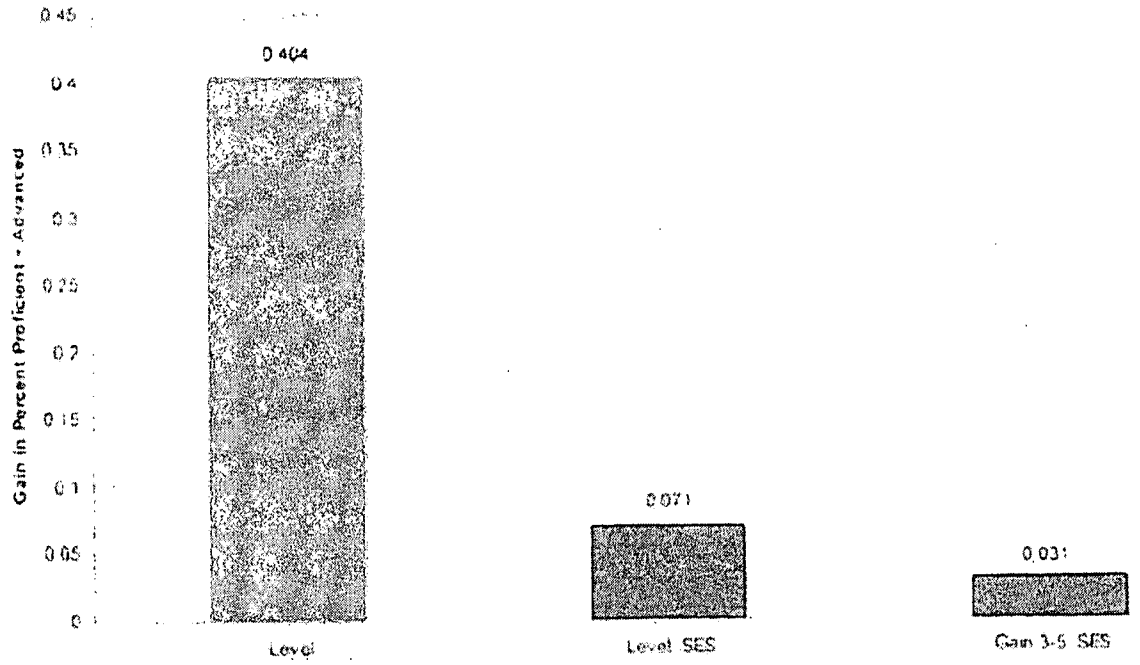
Source: SC State Department of Education

Defendant's Exhibit 702

DEF_0702
REC035927

DEF_0703

Association Between Teacher Advanced Degrees (%) and Student Achievement: Grade 5 Language Arts 2001

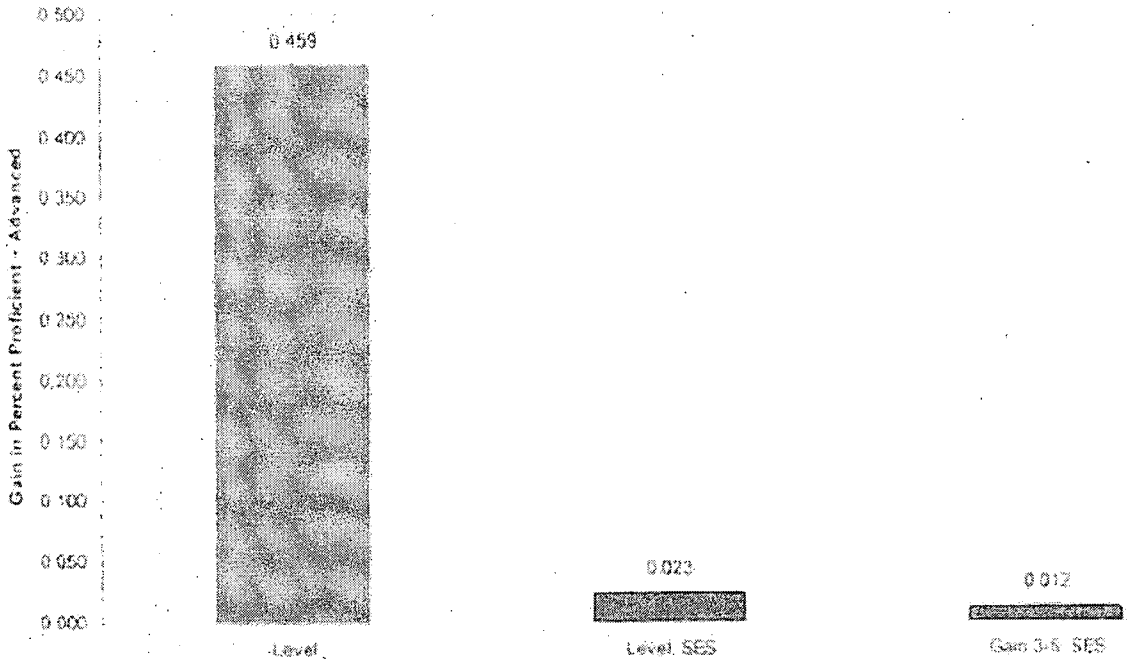


Source: SC State Department of Education

Defendant's Exhibit 703

REC035928

Association Between Continuing Teachers (%) and Student Achievement: Grade 5 Language Arts 2001



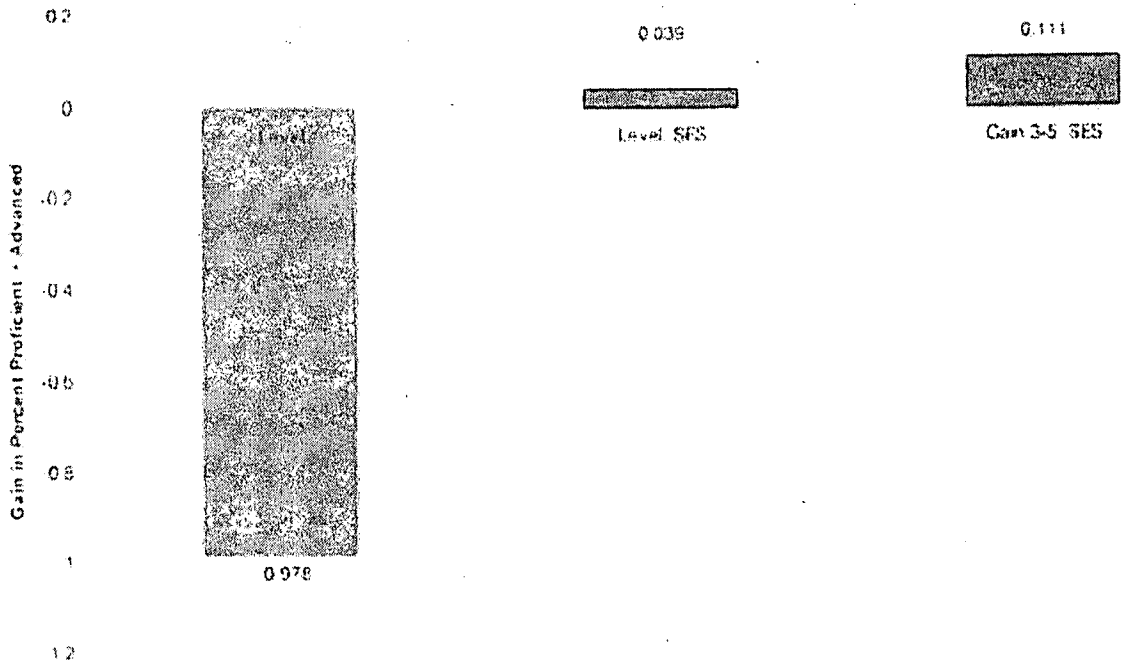
Source: SC State Department of Education

Defendant's Exhibit 704

DEF_0704
REC035929

DEF_0705

Association Between Out of Field Teachers (%) and Student Achievement: Grade 5 Language Arts 2001



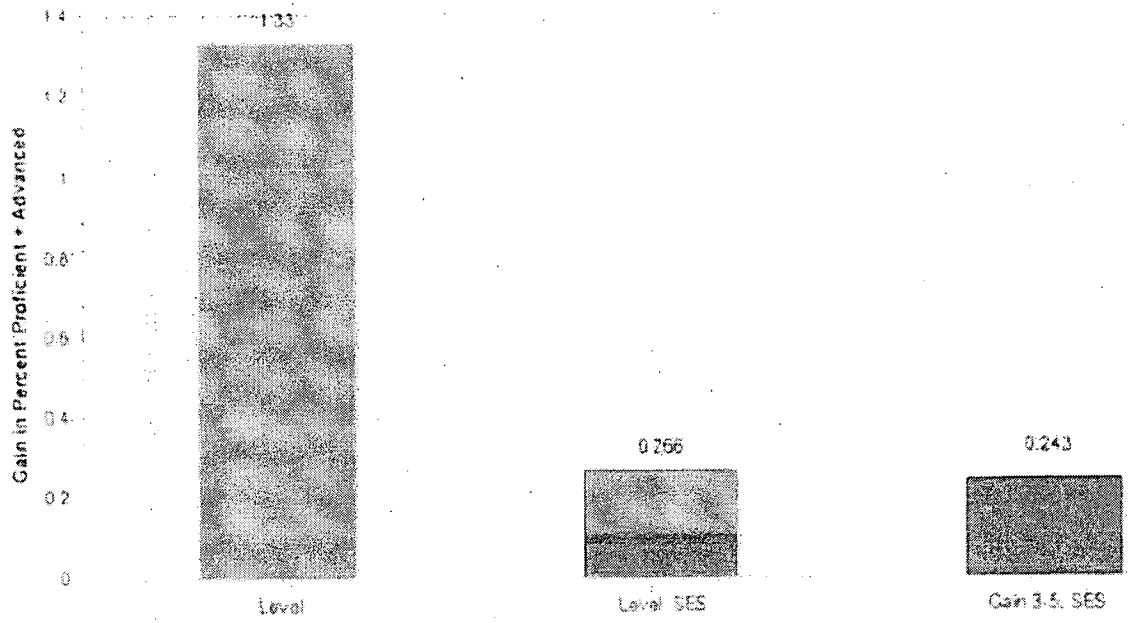
Source: SC State Department of Education

Defendant's Exhibit 705

REC035930

DEF_0706

Association Between Average Teacher Experience and Student Achievement: Grade 5 Language Arts 2001



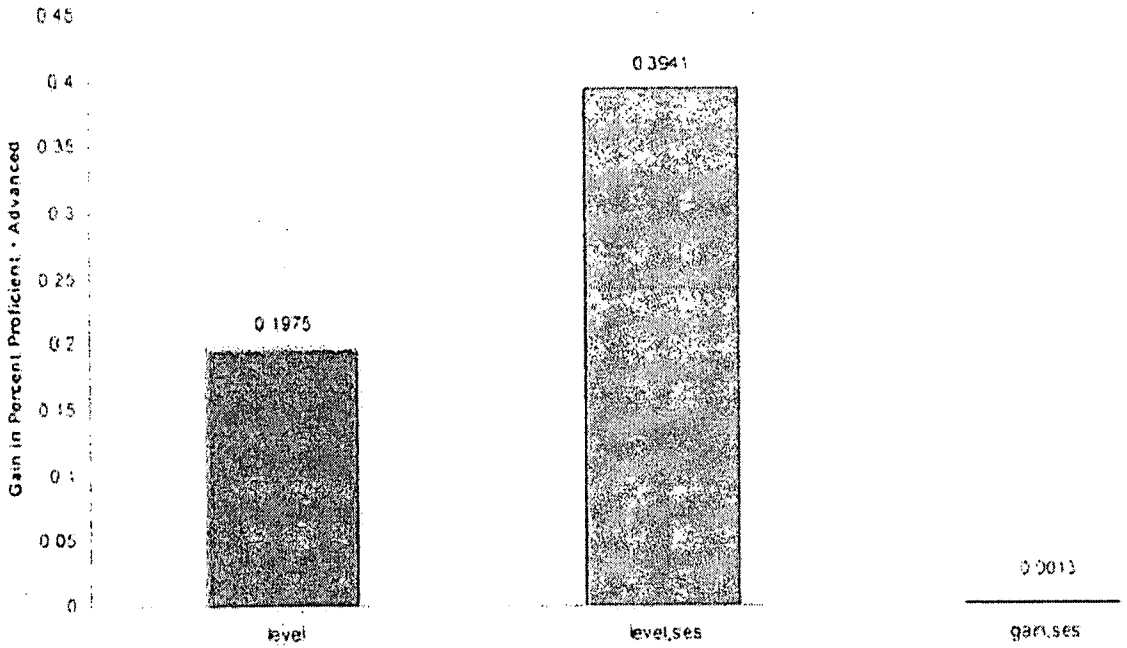
Source: SC State Department of Education

Defendant's Exhibit 706

REC035931

DEF_0707

Association Between Professional Development Days Per Teacher and Student Achievement: Grade 5 Language Arts 2001

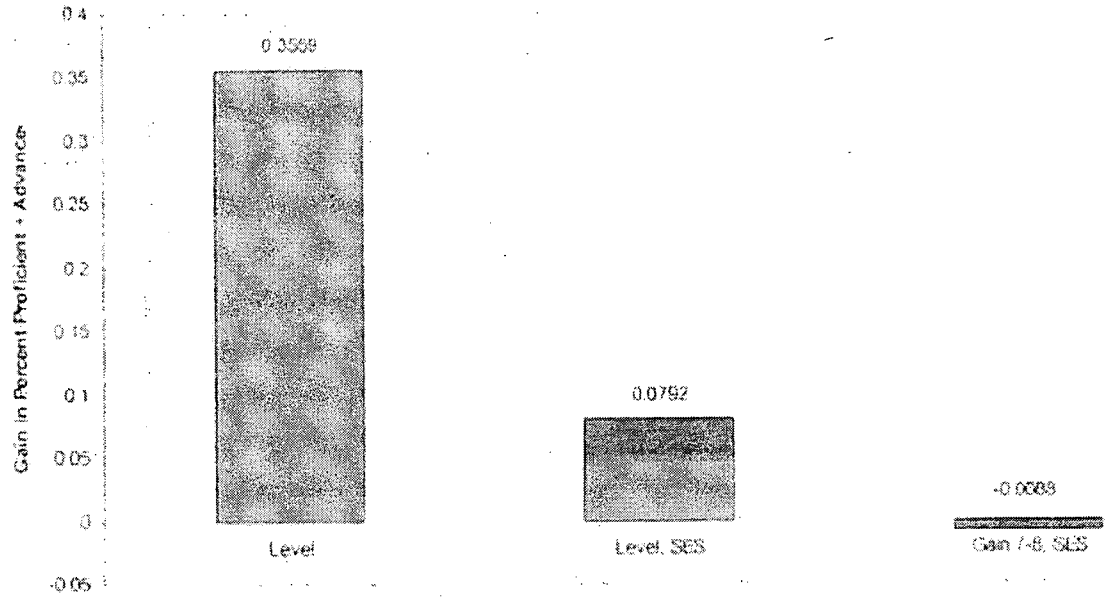


Source: SC State Department of Education

Defendant's Exhibit 707

REC035932

Association Between Teacher Advanced Degrees (%) and Student Achievement: Grade 8 Math 2001



Source: SC State Department of Education

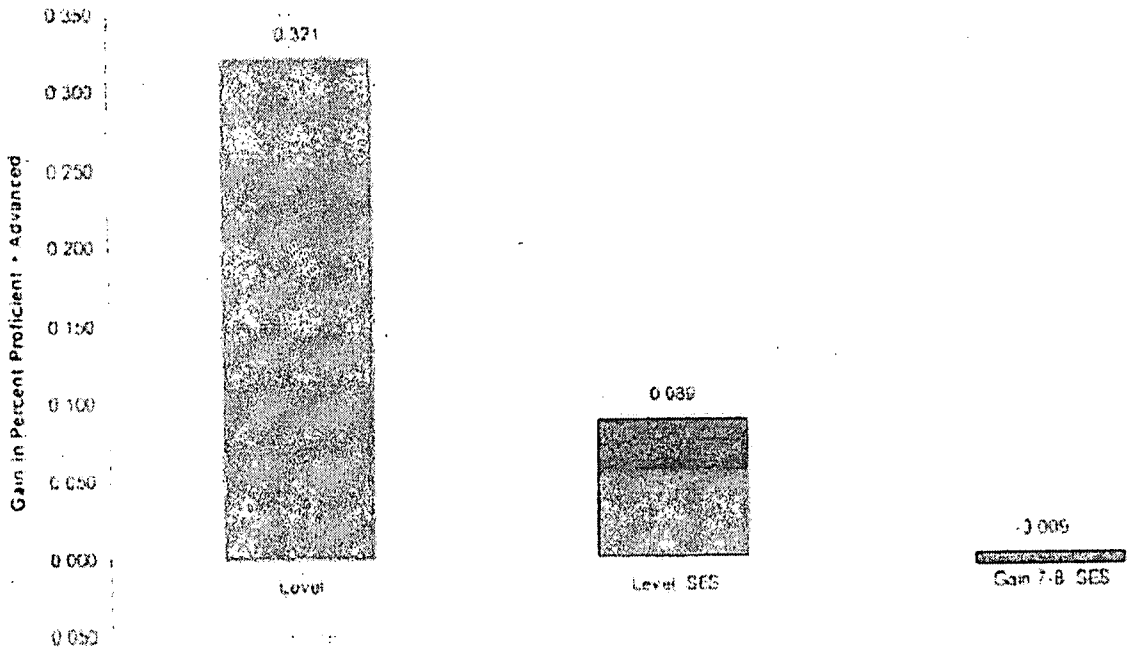
Defendant's Exhibit 708

DEF_0708

REC035933

DEF_0709

Association Between Continuing Teachers (%) and Student Achievement: Grade 8 Math 2001

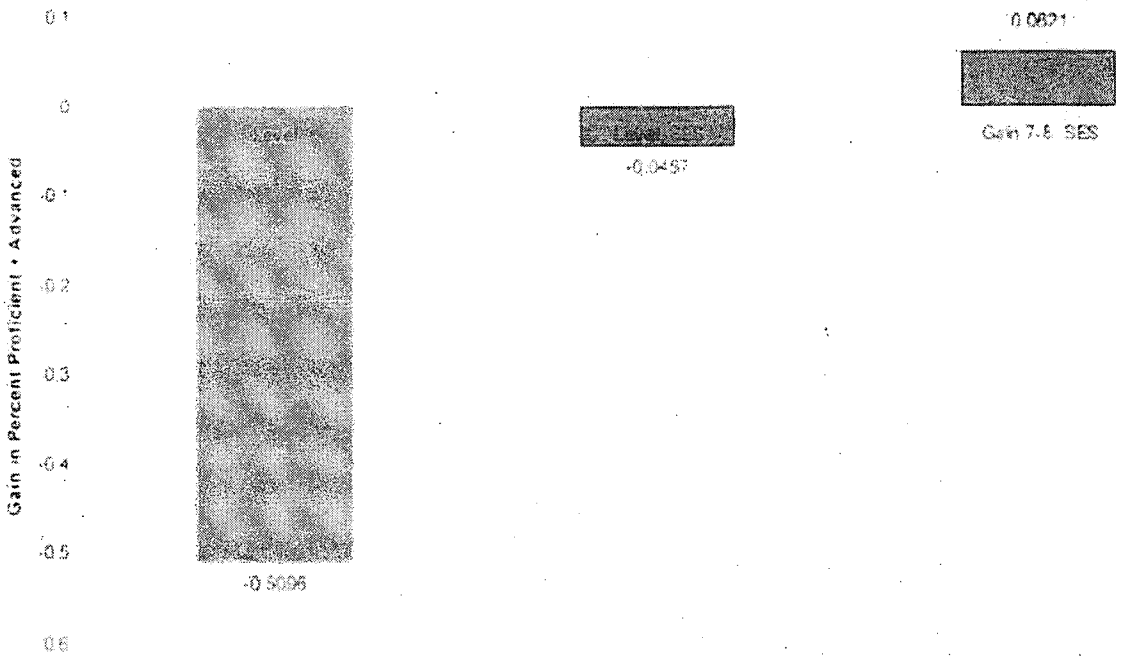


Source: SC State Department of Education

Defendant's Exhibit 709

REC035934

Association Between Out of Field Teachers (%) and Student Achievement: Grade 8 Math 2001



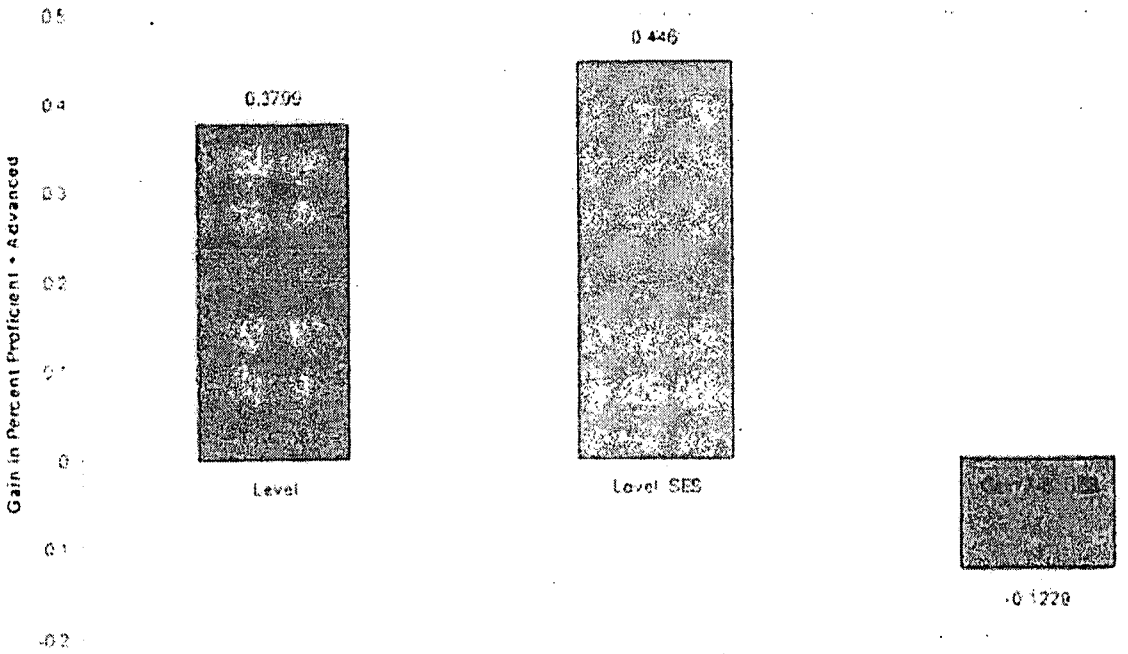
Source: SC State Department of Education

Defendant's Exhibit 710

REC035935

DEF_0710

Association Between Average Teacher Experience and Student Achievement: Grade 8 Math 2001

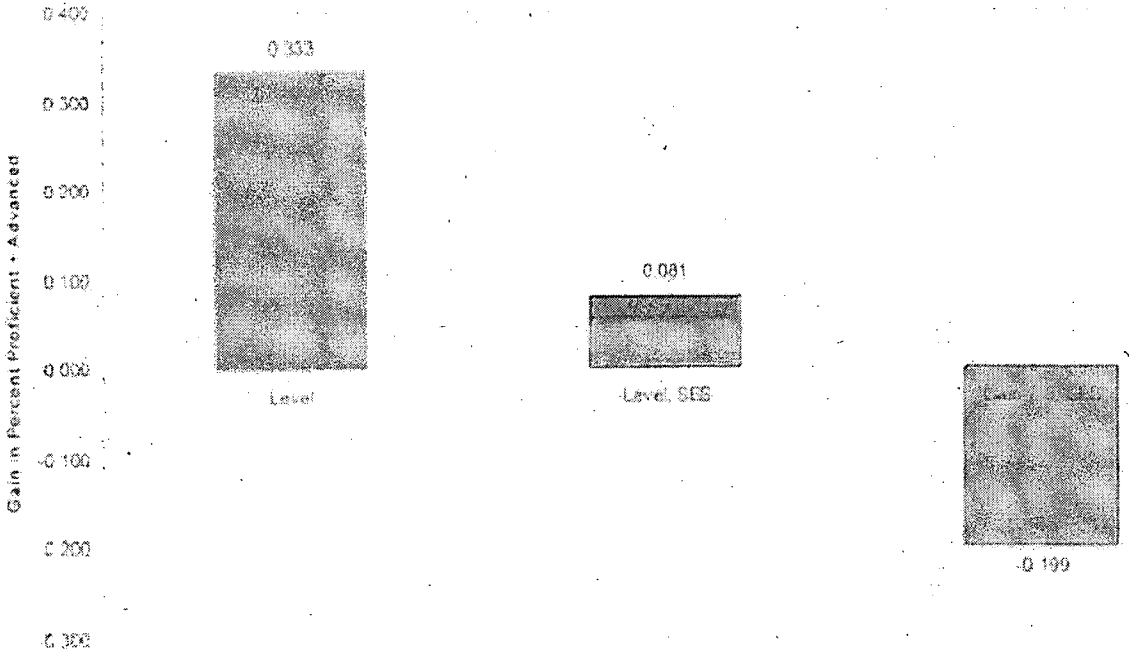


Source: SC State Department of Education

Defendant's Exhibit 711

REC035936
DEF_0711

Association Between Continuing Teachers (%) and Student Achievement: Grade 8 Language Arts 2001

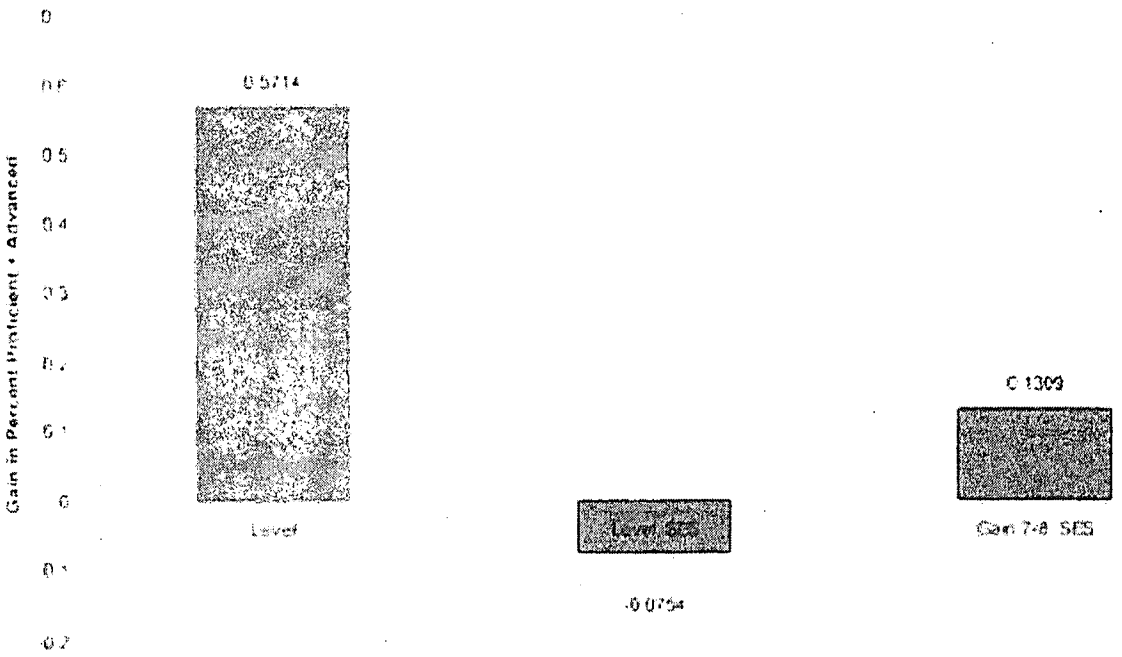


Source: SC State Department of Education

Defendant's Exhibit 713

REC035937
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Association Between Out of Field Teachers (%) and Student Achievement: Grade 8 Language Arts 2001

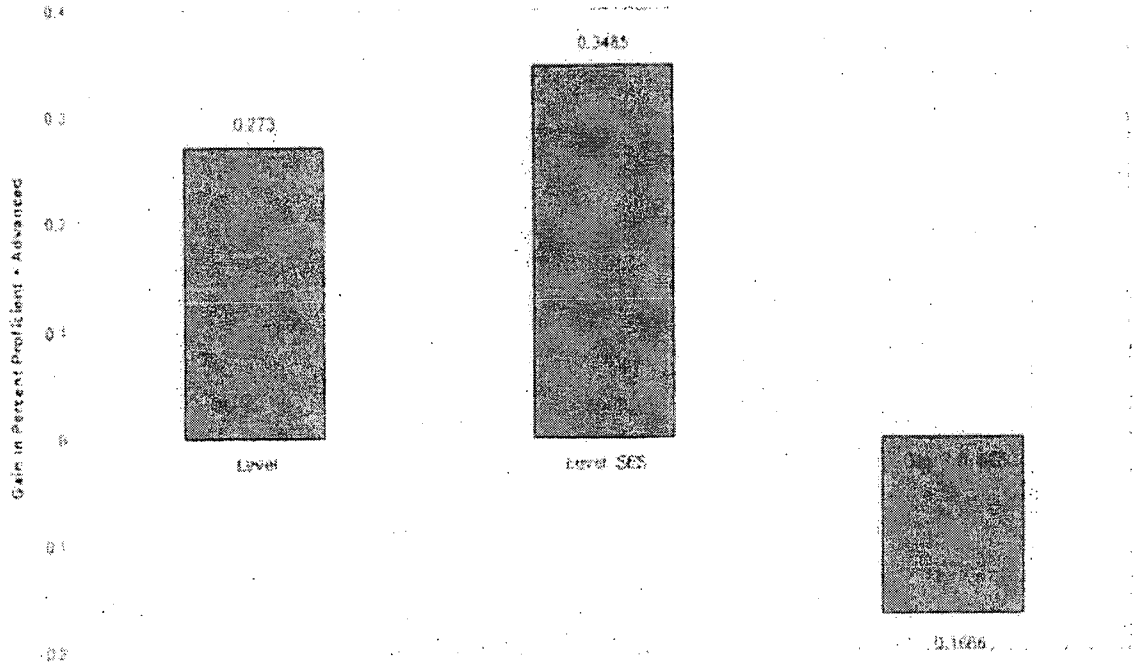


Source: SC State Department of Education

Defendant's Exhibit 714

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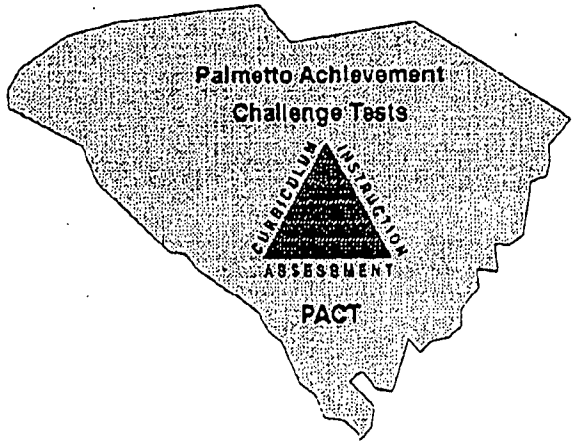
Association Between Average Teacher Experience and Student Achievement: Grade 8 Language Arts 2001



Source: SC State Department of Education

Defendant s Exhibit 715

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DEF_0715



PACT SCORE REPORT USER'S GUIDE

For Use with Spring 2002 Score Reports

South Carolina Department of Education

Inez Moore Tenenbaum
State Superintendent

Defendants' Exhibit
804

EXP/PLT-GLB-0028

REC035940

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INTRODUCTION

Background

The South Carolina Education Accountability Act of 1998 (EAA) establishes a comprehensive testing and evaluation system for students, schools, and districts. The EAA mandates the development and implementation of the following components:

- grade specific academic standards for each subject area,
- a statewide assessment program to measure student performance on state standards,
- academic plans for underachieving students,
- an annual report card for schools and districts,
- a reward program for schools,
- an intervention and assistance sequence for low-performing schools.

The State Board of Education approved the adoption of performance-oriented educational standards in English language arts, mathematics, science, and social studies (history, government, geography, and economics) for kindergarten through the twelfth grade. Legislation directs the revision of the curriculum standards on a four-year cycle by subject area.

The EAA specifies the following additions and/or replacements for the statewide assessment program: a standards-based test for grades three through eight; an exit examination first administered in grade ten; end of course tests for English language arts, mathematics, science, and social studies (grades 9–12); and a standards-based readiness test for grades one and two.

Academic plans for underachieving students are for those who "lack the skills to perform at current grade level based on assessment results, school work, or teacher judgment." These plans are the responsibility of each school.

The annual report card was established to show the performance of individual elementary schools, middle schools, high schools, and school districts in South Carolina. The report card serves four purposes:

(1) inform parents and the public about the school's performance;

(2) assist in addressing the strengths and weaknesses within a particular school;

(3) recognize schools with high performance; and

(4) evaluate and focus resources on schools with low performance.

Five ratings were legislated to summarize school and district academic performance: excellent, good, average, below average, and unsatisfactory. Schools and districts receive a rating for absolute performance and improvement performance, and individual student assessment scores contribute to these ratings. More information about school and district report cards is available on the South Carolina Department of Education website located at www.myscschools.com/Reportcard/.

The EAA also established the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement. The awards are given to schools for attaining high levels on the absolute and improvement performance measures. Provisions are also mandated for schools whose academic performance is unsatisfactory.

Academic Achievement Standards

The South Carolina curriculum standards provide the core understandings that every student is expected to learn. The standards developed for each subject and grade level are designed to promote the following student competencies. The student will:

(1) read, view, and listen to complex information in the English language;

(2) write and speak effectively in the English language;

(3) solve problems by applying mathematics;

(4) conduct research and communicate findings;

(5) understand and apply scientific concepts;

(6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and

(7) use information to make decisions.

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The standards provide a common body of significant concepts, principles, and process skills for each subject by grade level. The curriculum standards are organized into content strands that cross the grade levels. Initial frameworks for the standards were published in 1993 for the following areas: mathematics, foreign languages, and the visual and performing arts. Frameworks for English language arts, humanities, science, social studies, and physical education were released in 1996.

Specific standards for each subject area were established with input from teachers, administrators, parents, college educators, and business and community members across South Carolina. Efforts were made to align South Carolina standards with the national standards of the National Assessment of Educational Progress (NAEP), the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), the Third International Mathematics and Science Standards (TIMSS), and the position statement of the National Council for the Social Studies. Approved by the State Board of Education, the South Carolina Department of Education (SCDE) published the curriculum standards in user-friendly formats for teachers and schools. These documents, one for each subject area, provide a complete picture of the specific knowledge and skills expected for each grade level. A copy of the curriculum standards for each subject area can be accessed from the Office of Curriculum and Standards page on the Department of Education website located at www.myscschools.com.

THE PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

The South Carolina Palmetto Achievement Challenge Tests (PACT) are state-level assessments aligned with the curriculum standards for each subject area and grade level. They are designed to measure the performance of public school students in grades three through eight in the content areas of English language arts (ELA), mathematics, science, and social studies (history, government, geography, and economics). The ELA and mathematics tests were administered for the first time in 1999. The science and social studies field tests were included in the statewide program in 2002.

Performance Levels and Cut-off Scores

Performance Levels

In the summer of 1999, the Bookmark procedure developed at CTB McGraw-Hill was utilized to determine the performance levels and cut-off scores for the ELA and mathematics tests. Four performance levels (Advanced, Proficient, Basic, and Below Basic) were established by determining three cut-off points. These performance levels are defined as follows:

Advanced: A student who performs at the "Advanced" level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

Proficient: A student who performs at the "Proficient" level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The "Proficient" level represents the long-term goal for student performance in South Carolina.

Basic: Performance at the "Basic" level means a student has passed the test. A student who performs at the "Basic" level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

Below Basic: A student who performs at the "Below Basic" level on the PACT has not met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

The four performance levels are used to determine whether a student needs an academic plan for improvement. For students in grades three through eight who lack the skills to perform at their current grade level based on assessment results, schoolwork, and teacher judgments, an academic plan must be developed to delineate the steps needed to ensure student success at the next grade level. At the end of the school year, if the student's work has not been at grade level or if the terms of the academic plan have not been met, the student may be retained or required to attend summer school for grade promotion.

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Cut-off Scores

At the present time, cut-off scores corresponding to the four performance levels have been set for ELA and mathematics. Cut-off scores for science and social studies will be determined in the summer of 2003. The cut-off scores identifying Advanced, Proficient, Basic, and Below Basic achievement levels for ELA and math are presented in the following tables.

PACT Performance Levels and Cut-off Scores for English Language Arts

Grade	State Standard	Below Basic	Basic	Proficient	Advanced
1	91	36 - 90	91 - 106	107 - 164	
2	194	136 - 193	194 - 206	207 - 264	
3	296	253 - 295	296 - 309	310 - 330	331 - 352
4	395	345 - 394	395 - 409	410 - 429	430 - 445
5	495	445 - 494	495 - 510	511 - 530	531 - 548
6	596	541 - 595	596 - 611	612 - 628	629 - 652
7	696	639 - 695	696 - 711	712 - 728	729 - 752
8	797	742 - 796	797 - 812	813 - 826	827 - 848

PACT Performance Levels and Cut-off Scores for Mathematics

Grade	State Standard	Below Basic	Basic	Proficient	Advanced
1	95	36 - 94	95 - 111	112 - 164	
2	195	136 - 194	195 - 213	214 - 264	
3	298	260 - 297	298 - 315	316 - 325	326 - 344
4	399	351 - 398	399 - 415	416 - 426	427 - 452
5	499	458 - 498	499 - 516	517 - 527	528 - 552
6	599	555 - 598	599 - 616	617 - 627	628 - 656
7	700	654 - 699	700 - 716	717 - 726	727 - 757
8	800	754 - 799	800 - 817	818 - 826	827 - 853

NOTE: The cut-off scores for each subject and grade level do not change from year to year or across test forms. The lowest and highest possible scores (i.e., the lower limit of the Below Basic score range and the upper limit of the Advanced score range) may vary slightly from year to year and/or across forms. The lowest and highest possible scores listed in the tables are for Spring 2002, form A.

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Understanding the English Language Arts Test

ELA Standards

The 1998 English language arts (ELA) standards are organized under five areas: reading/literature, listening, speaking, writing, and research. All areas, except speaking, are tested on PACT. The specific knowledge and skills listed in these areas are integrated and applied through four language arts strands: (1) using language to learn, (2) using the conventions and forms of language, (3) using language to communicate, and (4) appreciating language.

ELA items on the PACT ask students to demonstrate their knowledge and skills in several ways, including, but not limited to:

- applying knowledge of vocabulary;
- completing and/or interpreting graphic organizers;
- demonstrating comprehension of classical and contemporary literature;
- evaluating real-world readings such as charts, signs, advertisements, schedules, and brochures;
- writing essays when given a dependent and/or independent topic;
- editing samples of writings; and
- demonstrating listening skills by responding appropriately to questions about a passage.

Types of ELA Test Items

The PACT English language arts tests include three types of test items: multiple-choice, constructed-response, and extended writing items. The following paragraphs provide more specific information about each of these item types.

Multiple-choice items require students to select a correct answer from several alternatives. The number of multiple-choice items on each test varies by grade level.

Constructed-response items generally require a brief response from the student that may be as short as a few words or a sentence. Examples include identifying the main idea from a story or filling in blank(s) in charts, Venn diagrams, and other graphic organizers. Other constructed-response items require a more elaborate response from students. Examples include writing a paragraph, filling in missing parts of a graphic organizer, and completing cause-and-effect tables. Students may be required to analyze or evaluate readings and explain an author's purpose.

Extended writing items require a lengthy written response from students. Students are provided a prompt (topic) and are required to write a full composition. A writing prompt is a statement or question about a specific topic, constructed to motivate students' thoughts and elicit their best writing on the topic.

The prompts have a common set of directions that are read by the test administrator (in grades 3 through 5) or read silently by the students (in grades 6 through 8). The directions provide guidelines for responding, including tips or reminders to assist students in writing and editing their responses. Students should follow effective writing strategies in developing their final copy for scoring.

Two types of extended-writing items are found on the 2002 ELA test: dependent and independent. For dependent writing items, students respond to a writing prompt that is dependent upon or related to the passage(s) printed in the test. Students may be asked to include details from the reading passage(s) in their composition. For independent writing items, students are asked to respond to a prompt that is independent of, or not related to, a reading passage in the test. In grades 3 through 5, each test includes one independent writing prompt. In grades 6 through 8, each test includes one dependent and one independent writing prompt.

Scoring Criteria

Each multiple-choice item is scored as right or wrong and has a value of one point. If a student does not answer an item (the item is blank), the item is scored as wrong and the student receives a zero for that item.

Constructed-response items are scored using item-specific scoring guides or rubrics. Most constructed-response items are scored on a scale from 0 to 2 points or 0 to 3 points; a few may be scored on a scale from 0 to 4 points.

Extended writing items are scored using a domain-based scoring model that considers the student's control of specific features of writing. (The scoring rubrics used for the independent and dependent writing items appear in Appendix A.) For grades 3 through 5, the extended writing item is

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worth 15 points on the test. Two extended writing items, totaling 30 points, are included on the ELA tests for students in grades 6 through 8.

Quality Control of Scoring

Throughout the scoring of the PACT, SCDE works closely with the contractor to ensure that the constructed-response and extended writing items of the ELA test are scored with a high degree of consistency and accuracy. Various policies and procedures have been developed and implemented to monitor the reader/scorer reliability. For example, constructed-response items are all scored once, with 10% scored a second time as a quality control measure.

Understanding the Mathematics Test

Mathematics Standards

The 2000 mathematics standards are organized under five strands: number and operations, algebra, geometry, measurement, and data analysis and probability. All strands are tested on the PACT, but the degree of emphasis for each strand varies by grade level. Many questions measure the integration of content and skills across several standards and strands through the mathematical processes of problem solving, reasoning, communication, connections, and representations.

Mathematics items on the PACT ask students to demonstrate their knowledge and skills in several ways, including, but not limited to:

- completing and interpreting charts, tables, and pictorial diagrams;
- completing and interpreting graphs;
- solving problems and showing their work;
- writing explanations and conclusions; and
- applying mathematics concepts to real-world situations.

Types and Scoring of Mathematics Test Items

The PACT mathematics tests include two types of test items: multiple-choice and constructed-response. The following paragraphs provide more specific information about each item type and how it is scored.

Multiple-choice items require students to select a correct answer from several alternatives. Each multiple-choice item is scored as right or wrong and has a value of one point. The number of multiple-choice items on each test varies by grade level.

Constructed-response items generally require a more lengthy or analytical response from students. In mathematics, this format is useful for allowing students to demonstrate the strategies or steps used for solving a problem. Students may be required to demonstrate proficiency in using complex problem-solving strategies by connecting concepts and using more than a one-step strategy to solve a problem. Examples include completing a graph, showing all work when solving a multi-step mathematics problem, or explaining an answer to a problem.

Most constructed-response items are scored on a scale from 0 to 2, 3, or 4 points; a few may be scored on a scale from 0 to 5 points. The scale values vary by grade level and complexity of the item. For example, constructed-response items in earlier grades are generally scored from 0 to 2 or 0 to 3 points, while middle school items are scored from 0 to 3 or 0 to 4 points. The same quality control measures used to score the constructed-response items of the ELA test are applied in the scoring of the mathematics constructed-response items.

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Cautions in the Use and Interpretation of PACT Data

The primary purpose of the statewide assessment program, as stipulated in the legislation and Education Accountability Act of 1998, is to measure student performance on state standards. In addition, legislation requires that the program identify areas in which students need additional support. The assessment program is also accountable for indicating academic achievement for schools, districts, and the state. District and school data can be used to identify subject area deficiencies or program improvement. Several cautions are presented with respect to making comparisons and interpretations based on PACT data.

PACT as Criterion-Referenced Measures

The PACT tests are criterion-referenced tests; this means that these tests measure student performance against established criteria or curriculum standards. PACT test items are developed to correspond to the state curriculum standards published for each subject area. Accordingly, the best preparation for standards-based assessments, like PACT, is high-quality standards-based classroom instruction throughout the school year. Undue emphasis on test preparation, in isolation, is not sound instructional practice.

The PACT is specifically intended for use in South Carolina. In this respect, the PACT is very different from standardized, norm-referenced tests. Norm-referenced tests are designed to provide a basis for comparing the performance of a student or a group of students with that of a nationally representative sample of students on a broad sample of objectives nationwide. Since the PACT is only administered in South Carolina, there is no information available that indicates how students in other states or in the nation as a whole would perform on the PACT; therefore, the PACT lacks comparative national norms. The PACT can be used to compare student performance to the state standards, but cannot be used to compare student performance to some national level of performance.

Since the PACT was developed as a standards-based accountability measure, there are also limitations to the depth of information that can be provided for individual or classroom purposes. The PACT results are useful in describing student performance in large curricular areas, but additional testing at the classroom level is necessary for a more complete understanding of student performance on smaller curricular components.

Socioeconomic and Other Background Performance Factors

A frequent misuse of test data is the tendency to equate high test scores with educational quality. Users of the data should remember that test data constitute a single source of information that should be used in conjunction with other relevant information to evaluate educational quality. For example, characteristics of students such as socioeconomic background and the educational level of parents are factors which are strongly related to test performance. Comparisons of scores among schools and/or districts should not be made unless differences in the characteristics of students are accounted for in these comparisons.

Comparisons Among Student Subgroups

Caution should be exercised in the interpretation of differences in the performance of various subgroups (e.g., male versus female) within the total population at any grade. While data for various subgroups can provide information as to which of the subgroups as a whole may be most in need of additional instruction, the data cannot and should not be used as a basis for making cause-and-effect statements about the effectiveness of instruction offered to different groups.

Comparisons Across the PACT

Another caution relates to the legitimacy of making comparisons across subject areas. Since the difficulty of the tests may vary from one subject to another, comparisons should not be made across different content area tests. For example, a scale score of 700 on the grade 8 mathematics test is not comparable to a scale score of 700 on the grade 8 English language arts test.

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PACT 2002 SCORE REPORTS

The remainder of this guide describes the various PACT score reports. A sample of each type of report is presented. **The sample reports do not present real student, school, or district data.** The data in these reports are for illustrative purposes only and are not intended to reflect actual performance of any student in South Carolina.

Types of Score Reports

The following chart lists the types of PACT reports (and the number of copies) each district and school receives. The reports are produced according to the grade level tested. Score reports are generated for each district and school. Origin school reports contain data for students who were tested in that school. Fall assignment reports contain data for students whose coding indicated that they would attend (or be assigned to) the school in the fall. (Fall assignment reports are generated only if the district used the fall assignment option.) Class reports are produced for schools that used class sheets to designate class level groupings of students.

PACT 2002 Score Reports

Reports for the District	**Reports for the School**
District Demographic Report (2 copies)	School Demographic Report (1 copy)
District Report – Grade Summary (2 copies)	Origin School Report – Grade Summary (1 copy)
District Report – All Students Roster (2 copies)	Fall Assignment School Report – Grade Summary (1 copy)
District Report – Below Basic Students Roster (2 copies)	Origin School Report – All Students Roster (1 copy)
District Report – Student Roster – Modified Testing (2 copies)	Origin School Report – Below Basic Students Roster (1 copy)
District Report – Error Analysis (1 copy)	Origin School Report – Student Roster – Modified Testing (1 copy)
	Fall Assignment School Report – All Students Roster (1 copy)
District Copies of School Reports	Fall Assignment School Report – Below Basic Students Roster (1 copy)
School Demographic Report (1 copy)	Fall Assignment School Report – Student Roster – Modified Testing (1 copy)
Origin School Report – Grade Summary (1 copy)	School Report – Error Analysis
Fall Assignment School Report – Grade Summary (1 copy)	
Origin School Report – All Students Roster (1 copy)	**Class Level Reports**
Origin School Report – Below Basic Students Roster (1 copy)	Class Report – Class Summary (2 copies)
Origin School Report – Student Roster – Modified Testing (1 copy)	Class Report – All Students Roster (2 copies)
Fall Assignment School Report – All Students Roster (1 copy)	
Fall Assignment School Report – Below Basic Students Roster (1 copy)	**Individual Student Reports**
Fall Assignment School Report – Student Roster – Modified Testing (1 copy)	Individual Student Reports (3 copies)
	Student Labels (1 copy)

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Score Report Notes

ELA Performance Levels. For ELA, three performance levels are reported: one for overall ELA (based on all four areas tested), one for reading, and one for writing. The reading performance level is based on points from multiple-choice and constructed-response items. The writing performance level is based on points from the extended-writing **plus** the points from specific multiple-choice and constructed-response items in the area of writing.

Performance levels are **not reported** for listening and research due to the small numbers of test items in those areas. The overall ELA score, however, is based on the total number of the reading, writing, listening, and research points. It is possible, therefore, that a student's score on the listening and research components of the test may contribute to a different overall ELA performance level than one might expect if the ELA score were based only on the reading and writing components. For example, a student may be "advanced" in reading and writing, but the number of points achieved on the listening and research components may pull the overall PACT ELA score into the "proficient" category.

Incompletes for ELA. The ELA test is a two day test, with the test booklet divided into sections for Day 1 and Day 2. Any student who answers questions on only one day of the ELA test receives an "Incomplete" for the test. On the student's Individual Student Report, student label, and student roster, "INC" will be printed in place of the student's ELA scale score. If the student received enough points from the one day of testing to score at least Basic, the student's ELA test results will be reported as "INC*" and the student will be indicated as meeting the state standard for the test. ELA summary data at the district, school, and class levels do not include results for any students with an incomplete for ELA.

Braille and Form H. If a student with a documented disability took a Braille test or a Form H test (for students who are deaf or hard of hearing), the abbreviation "BR" or "FH" will be printed following the student's score on the student label and student roster; "Braille" or "Form H" will be printed following the student's score on the Individual Student Report.

Testing Modifications. Test results of students who use testing modifications are not comparable to those of other students (i.e., students not using testing modifications) and, thus, are not included in any summary data at the district, school, or class level. If a student with a documented disability used a testing modification, the following reports will be generated: an Individual Student Report, a student label, and separate district and school level rosters (titled "Student Roster – Modified Testing"). The reports will indicate the testing modification(s) used by the student with one or more of the following codes:

A = Mathematics – Off-grade-level
B = ELA – Off-grade-level
E = Mathematics – Calculator
F = ELA – Alternate Scoring for Extended Writing
G = ELA – Extended Writing Modification
H = ELA – Oral Administration
I = Mathematics – Other Modification(s)
J = ELA – Other Modification(s)
M = ELA – Poor Speller's Dictionary

Home Schooled Students. A home schooled student is a student who is in a home schooling program approved by the District Board of Trustees. The scores of home schooled students are not included in any summary data. The following reports are generated for home schooled students: Individual Student Reports, student labels, and separate school level rosters (with a school code of "000" and a school name of "HOME SCHOOLED"). These reports are packaged with the district reports.

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INDIVIDUAL STUDENT REPORTS AND STUDENT LABELS

General Description of the Reports

Individual student results are provided in two different formats: Individual Student Reports (ISRs) and student labels. Schools receive three copies of the ISR – one home copy and two school copies – and one student label for each student tested. In order to be considered tested for a particular subject (mathematics or ELA), a student must have answered at least one question on the test for that subject.

The ISRs and student labels are produced by the grade level of the test taken. Two separate sets of ISRs and two student labels are printed for any student who took tests at different grade levels. If a student took the grade 5 mathematics test and the grade 3 ELA test, for example, then the district would receive the following individual results for that student: one set of grade 5 ISRs and a student label containing only the mathematics test results; and one set of grade 3 ISRs and a student label containing only the ELA test results.

Individual Student Report (ISR)	The ISR presents the student's results for the mathematics and ELA tests – including a total scale score and overall performance level for each test, performance levels for the reading and writing areas of the ELA test, and scores for the extended writing question(s) on the ELA test. Tables containing summary results for the school, district, and state appear at the bottom of the ISR. Descriptions of the test content, types of questions, and test results are provided on the back of the report.
Student Label	The student label indicates the total scale score for mathematics and ELA, along with performance levels for overall mathematics, overall ELA, reading, and writing.

Note: *On the ISR, "BRAILLE" or "FORM H" will be printed in parentheses following the student's scale score if the student used the Braille form or Form H. On the student label, the abbreviation "BR" or "FH" will be printed in parentheses following the student's scale score if the student used the Braille form or Form H. The abbreviation "INC" or "INC*" will be printed in place of the student's ELA scale score if the student received an incomplete for the ELA test (i.e., took only one day of the test). INC* indicates that, even though the student took only one day of the ELA test, he or she received enough points to at least meet the state standard for ELA.*

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EXP/PLT-GLB-0039
DEF_0804-0012

Sample Individual Student Report

INDIVIDUAL STUDENT REPORT FOR
ADAMS, JANE C.

GRADE 7
Test Date: SPRING 2002

Student's Birth Date: 01/01/89
Student's ID Number: 251658817

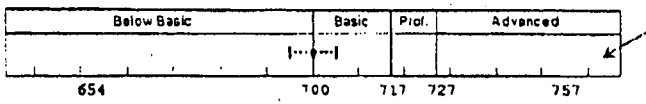
District: 00 MIDDLEVILLE
School: 00000 MIDDLEVILLE MIDDLE

SCHOOL COPY 2

MATHEMATICS - The PACT mathematics test includes questions in five strands: number and operations, algebra, geometry, measurement, and data analysis and probability. All five strands count toward the total scale score and overall mathematics performance level.

Total Scale Score: 700
Met Standard? YES
Modifications: NONE

Performance Level: BASIC
State Standard: 700
State Score Range: 654-757



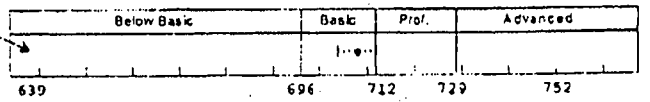
On the grade 7 mathematics test, JANE'S total scale score was 700. Therefore, JANE met the state standard in mathematics for grade 7. JANE'S overall mathematics performance level was BASIC.

More information is provided on the back of this report.

ENGLISH LANGUAGE ARTS (ELA) - The PACT ELA test includes questions in four areas: reading, writing, listening, and research. All four areas count toward the total scale score and overall ELA performance level. Below the graph, performance levels are also reported for reading and writing, but not for listening and research.

Total Scale Score: 708
Met Standard? YES
Modifications: NONE

Performance Level: BASIC
State Standard: 696
State Score Range: 639-752



On the grade 7 ELA test, JANE'S total scale score was 708. Therefore, JANE met the state standard in ELA for grade 7. JANE'S performance levels were BASIC for overall ELA, BASIC for reading, and BELOW BASIC for writing.

The performance level for writing is partly determined by scores on the extended writing questions. JANE'S scores for the extended writing questions are shown below.

More information is provided on the back of this report.

Dependent Writing Question		Independent Writing Question	
Content and Development	2.0	Content and Development	1.0
Organization	1.5	Organization	1.0
Voice	1.0	Voice	1.5
Convention	2.0	Convention	2.0

Grade 7 Mathematics PACT Summary Results

	Below Basic	Basic	Proficient	Advanced
Middleville Middle	14.5%	40.6%	33.0%	7.7%
Middleville	39.4%	47.6%	8.3%	5.0%
South Carolina	10.5%	37.1%	33.2%	19.3%

Grade 7 ELA PACT Summary Results

	Below Basic	Basic	Proficient	Advanced
Middleville Middle	16.9%	56.5%	7.7%	3.1%
Middleville	34.6%	48.6%	10.6%	5.4%
South Carolina	42.7%	41.6%	11.3%	4.4%

REC035952
EXP/PLT-GLB-0040
DEF_0804-0013

Description of the Sample Individual Student Report

The student's name, birth date, and student ID number appear at the top of the report. The sample report is for Jane C. Adams, born on January 1, 1989, with a student ID number of 251658817.

❶ TOTAL SCORE INFORMATION

Total Scale Score: The "Total Scale Score" is the scale score attained by the student on the test. In the sample report, Jane's total scale score on the grade 7 mathematics test is 700; her total scale score on the grade 7 ELA test is 708.

Performance Level: The student's overall performance level on each test is categorized as Below Basic, Basic, Proficient, or Advanced. In the sample report, Jane's overall performance level is Basic for both the grade 7 mathematics and ELA tests.

State Standard: The "State Standard" is the minimum scale score required to achieve a performance level of Basic on the test. For the grade 7 mathematics test, the state standard is 700; for the grade 7 ELA test, the state standard is 696.

Met Standard?: If a student's total scale score is greater than or equal to the state standard for the test, then the student has met standard. In the sample report, Jane's total scale score was at or above the state standard for each test; therefore, the question "Met Standard?" is followed by the word "YES" for both mathematics and ELA.

State Score Range: The "State Score Range" indicates the lowest and highest total scale scores that can be attained on the test. The sample report indicates that the grade 7 mathematics scale score range for Spring 2002 is 654 – 757; the ELA scale score range for Spring 2002 is 639 – 752.

Modifications: If a student used any testing modifications for the test, modification codes will appear next to the word "Modifications." (See page 10 for a description of these codes.) The word "NONE" will be printed if the student did not use testing modifications.

❷ SCORE GRAPH

For each subject, a graph displays the student's total scale score (indicated by a large black dot) in relation to the performance levels. The dotted line on either side represents the standard error of measurement (s.e.m.) or degree of uncertainty in the estimate of the student's scale score. Even with no change in knowledge, if a student were to take a similar test or retake the same test, the student's score might change. However, the score would probably remain within the range marked by the dotted line. For example, if Jane retook the grade 7 mathematics test, her scale score would likely be between approximately 595 and 705.

❸ SCORE NARRATIVE

The narrative below the graph restates the student's total scale score, whether the state standard was met, and the overall performance level. In addition, for ELA, performance levels are reported for the areas of reading and writing. According to the sample report, Jane's performance levels were Basic for reading and Below Basic for writing.

❹ ELA EXTENDED WRITING SCORES

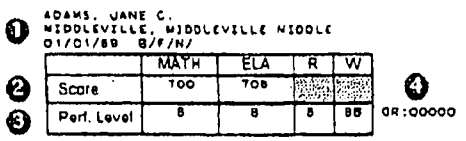
For ELA, the student's scores for the extended writing question(s) appear in a chart below the score narrative. For example, on the grade 7 dependent writing question, Jane received 2.0 for content and development, 1.5 for organization, 1.0 for voice, and 2.0 for conventions. Further explanation of the extended writing scores is provided on the back of the ISR.

❺ SUMMARY RESULTS TABLE

At the bottom of the ISR are summary results tables. These tables indicate, for the subject and grade level of the test, the percentage of students with scores in each performance level category (Below Basic, Basic, Proficient, Advanced) for the student's origin school, the district, and the state.

REC035953
EXP/PLT-GLB-0041
DEF_0804-0014

Sample Student Label



	MATH	ELA	R	W
Score	700	708		
Perf. Level	B	B	B	BB

Description of the Sample Student Label

1 STUDENT DEMOGRAPHIC INFORMATION

The student's name appears on the first line in the top left corner of the label. If the student used a **testing modification**, the modification code(s) will appear on that same line, following the student name. The second line indicates the names of the district and school where the student was tested.

The third line of the label provides the following student demographic information: birth date, ethnicity, gender, gifted and talented program participation, and any IEP disability codes. According to the sample label, Jane C. Adams was born on January 1, 1989; she is African-American (B), female (F); she does not participate in a gifted and talented program offered in the district (N); and she is not recorded as disabled in an IEP (blanks).

2 SCORE

The student's mathematics and ELA total scale scores appear in a table in the row titled "Score." For example, Jane's total scale score on the grade 7 mathematics test is 700; her total scale score on the grade 7 ELA test is 708.

3 PERFORMANCE LEVEL

The row of the table titled "Perf. Level" presents the student's performance levels for the overall mathematics test (MATH), the overall ELA test, and the areas of reading (R) and writing (W). For example, Jane's performance levels were as follows: Basic (B) for the mathematics test, Basic for the ELA test, Basic for reading, and Below Basic (BB) for writing.

4 SCHOOL CODE

In the lower right portion of the label, the 5-digit code for the student's origin school (OR) is displayed.

REC035954
EXP/PLT-GLB-0042
DEF_0804-0015

STUDENT ROSTERS

General Description of the Reports

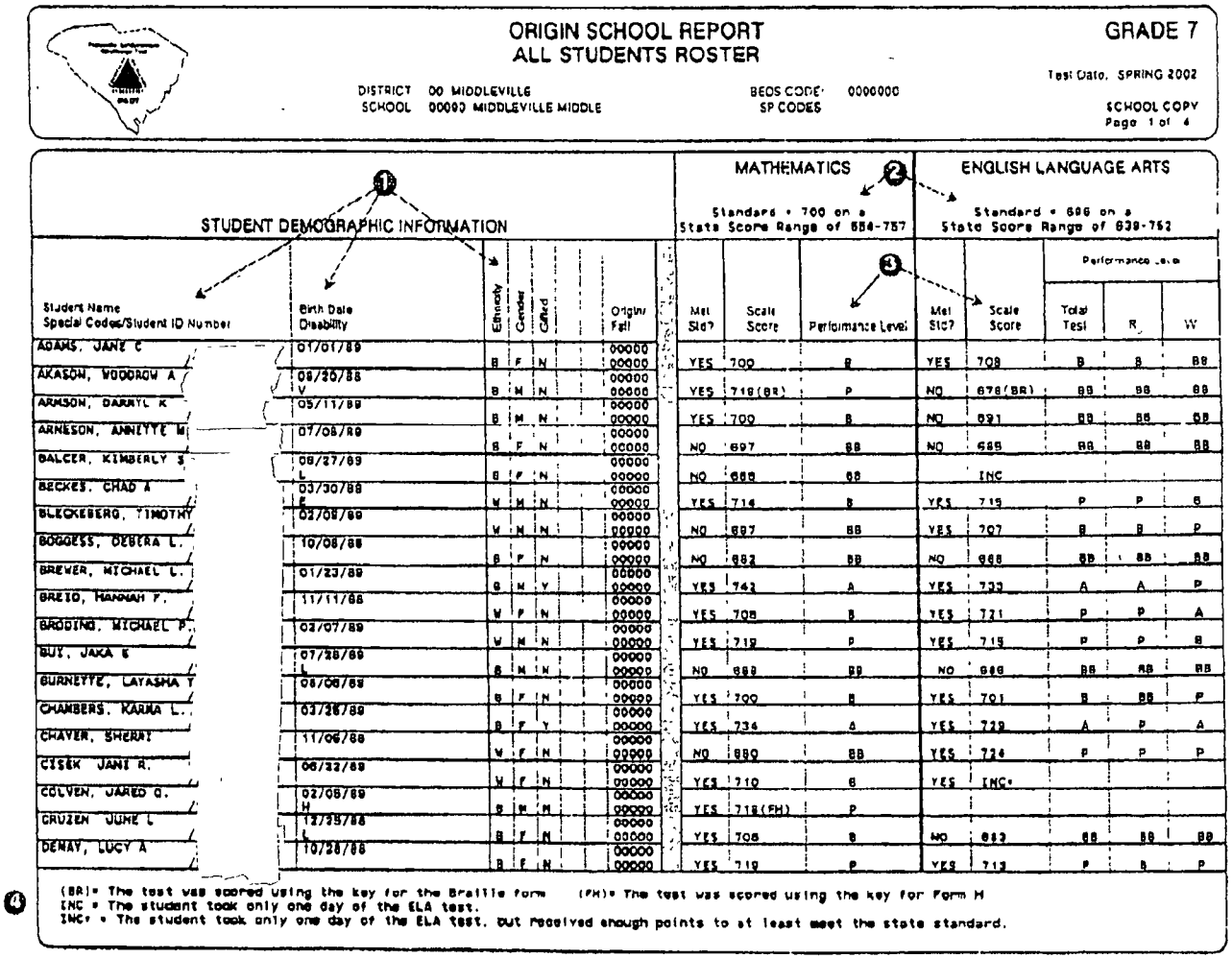
Student rosters are generated at the district, school (origin and fall assignment), and class levels. (See below.) These reports contain demographic data and test results for each student listed on the roster. Rosters are produced by the grade level of the test taken (the test grade), with students listed alphabetically within the district, school, or class level grouping.

All Students Rosters*	
District Report – All Students Roster	Information by district for each student with results at the test grade.
Origin School Report – All Students Roster	Information by origin school for each student with results at the test grade.
Fall Assignment School Report – All Students Roster	Information by fall assignment school for each student with results at the test grade. (Generated only if the district used the fall assignment option.)
Class Report – All Students Roster	Information by class level grouping for each student with results at the test grade. (Class level groupings are determined from the PACT Class Sheets.)
Below Basic Students Rosters*	
District Report – Below Basic Students Roster	Information by district for each student who scored Below Basic in mathematics and/or ELA at the test grade.
Origin School Report – Below Basic Students Roster	Information by origin school for each student who scored Below Basic in mathematics and/or ELA at the test grade.
Fall Assignment School Report – Below Basic Students Roster	Information by fall assignment school for each student who scored Below Basic in mathematics and/or ELA at the test grade.
Student Rosters – Modified Testing	
District Report – Student Roster – Modified Testing	Information by district for each student who used testing modifications for mathematics and/or ELA at the test grade.
Origin School Report – Student Roster – Modified Testing	Information by origin school for each student who used testing modifications for mathematics and/or ELA at the test grade.
Fall Assignment School Report – Student Roster – Modified Testing	Information by fall assignment school for each student who used testing modifications for mathematics and/or ELA at the test grade.

All Students Rosters and Below Basic Students Rosters do not include results for students who used testing modifications.

REC035955
EXP/PLT-GLR-0043
DEF_0804-0016

Sample All Students Roster



ORIGIN SCHOOL REPORT
ALL STUDENTS ROSTER

GRADE 7

DISTRICT 00 MIDDLEVILLE
SCHOOL 00000 MIDDLEVILLE MIDDLE

BEDS CODE: 0000000
SP CODES

Test Date: SPRING 2002

SCHOOL COPY
Page 1 of 4

1 STUDENT DEMOGRAPHIC INFORMATION

2 MATHEMATICS — Standard = 700 on a State Score Range of 654-757

ENGLISH LANGUAGE ARTS — Standard = 686 on a State Score Range of 639-752

3

Student Name / Special Codes/Student ID Number	Birth Date / Disability	Ethnicity	Gender	Gifted	Origin Fall	Met Std?	Scale Score	Performance Level	Met Std?	Scale Score	Performance Level: Total Test	R	W
ADAMS, JANE C	01/01/89	B	F	N	00000 00000	YES	709	B	YES	708	B	B	BB
AKASON, WOODROW A	08/20/88 V	B	M	N	00000 00000	YES	718(BR)	P	NO	678(BR)	BB	BB	BB
ARMSON, DARRYL K	05/11/89	B	M	N	00000 00000	YES	709	B	NO	691	BB	BB	BB
ARNESON, ANNETTE M	07/08/89	B	F	N	00000 00000	NO	697	BB	NO	685	BB	BB	BB
BALCER, KIMBERLY S	08/27/89 L	B	F	N	00000 00000	NO	668	BB		INC			
BECKES, CHAD A	03/30/88 E	W	M	N	00000 00000	YES	714	B	YES	719	P	P	B
BLECKEBERG, TIMOTHY	02/08/89	W	M	N	00000 00000	NO	697	BB	YES	707	B	B	P
BOGGESS, DEBERA L	10/08/88	B	F	N	00000 00000	NO	682	BB	NO	668	BB	BB	BB
BREWER, MICHAEL L	01/23/89	B	M	Y	00000 00000	YES	743	A	YES	733	A	A	P
BRETO, HANNAH F	11/11/88	W	F	N	00000 00000	YES	708	B	YES	721	P	P	A
BRODING, MICHAEL P	02/07/89	W	M	N	00000 00000	YES	719	P	YES	715	P	P	B
BUI, JAKA E	07/28/89 L	B	M	N	00000 00000	NO	668	BB	NO	686	BB	BB	BB
BURNETTE, LAYASHA T	06/06/89	B	F	N	00000 00000	YES	700	B	YES	701	B	BB	P
CHAMBERS, KARMA L	03/26/89	B	F	Y	00000 00000	YES	734	A	YES	729	A	P	A
CHAVER, SHERAI	11/06/88	W	F	N	00000 00000	NO	680	BB	YES	724	P	P	P
CISEK, JANI R	06/22/89	W	F	N	00000 00000	YES	710	B	YES	INC*			
COLVEN, JARED G	02/06/89 H	B	M	N	00000 00000	YES	718(FH)	P					
CRUZEN, JUNE L	12/25/88 L	B	F	N	00000 00000	YES	706	B	NO	683	BB	BB	BB
DENAY, LUCY A	10/28/88	B	F	N	00000 00000	YES	719	P	YES	713	P	B	P

4 (BR)= The test was scored using the key for the Braille form (FH)= The test was scored using the key for Form H
INC = The student took only one day of the ELA test.
INC* = The student took only one day of the ELA test, but received enough points to at least meet the state standard.

REC035956
EXP/PLT-GLB-0044
DEF_0804-0017

Description of the Sample All Students Roster

❶ STUDENT DEMOGRAPHIC INFORMATION

Student demographic information is printed in columns on the left side of the report. The student's name appears in the first column, with any special codes and the student ID number printed on a second line. The student's birth date appears on the first line of the next column, with any IEP disability codes on a second line. The remaining columns of demographic information provide codes for ethnicity, gender, gifted and talented program participation, and origin/fall assignment school.

The sample report indicates that Jane C. Adams was not assigned any special codes; her student ID number is 251658817; her birth date is January 1, 1989; she is not recorded as disabled in an IEP (blanks); she is African-American (B), female (F); she does not participate in a gifted and talented program offered in the district (N); and her origin school and fall assignment school numbers are both 00000.

Note: On the "**Student Roster – Modified Testing**," the student name column includes a third line (titled "Modifications") which indicates testing modifications used by the student. In addition, the student's EFA grade is printed in a column preceding the ethnicity code.

❷ STANDARD and STATE SCORE RANGE

The state standard is the minimum scale score required to achieve a performance level of Basic on the test. The state score range indicates the lowest and highest scale scores that can be attained on the test.

According to the sample report, the state standard for grade 7 mathematics is a score of 700 on a state score range of 654–757; for grade 7 ELA, the state standard is a score of 696 on a state score range of 639–752.

❸ TEST RESULTS

Met Std? and Scale Score: For each test, the roster indicates whether or not the student met the state standard and reports the student's scale score. According to the sample report, Jane met the state standard for the grade 7 mathematics test and for the grade 7 ELA test, with a scale score of 700 for mathematics and 708 for ELA.

Performance Level: The student's overall performance level for each test is reported following the scale score. For ELA, in addition to the overall performance level (reported in the "Total Test" column), performance levels are reported for reading (R) and writing (W). The sample report indicates that Jane's performance levels were Basic (B) for overall mathematics and ELA, Basic for reading, and Below Basic (BB) for writing.

❹ FOOTNOTES

"BR" or "FH" will be printed in parentheses next to the student's scale score, and a set of corresponding footnotes will appear at the bottom of the roster, if the report lists a student who used the Braille form or Form H. "INC" or "INC*" will be printed in place of the student's ELA scale score, and a set of corresponding footnotes will appear, if the roster lists a student who received an incomplete for the ELA test (i.e., took only one day of the test).

Note: On the "**Student Roster – Modified Testing**," the footnotes will list and define the testing modification codes.

REC035957
EXP/PLT-GLB-0045
DEF_0804-0018

SUMMARY REPORTS

General Description of the Reports

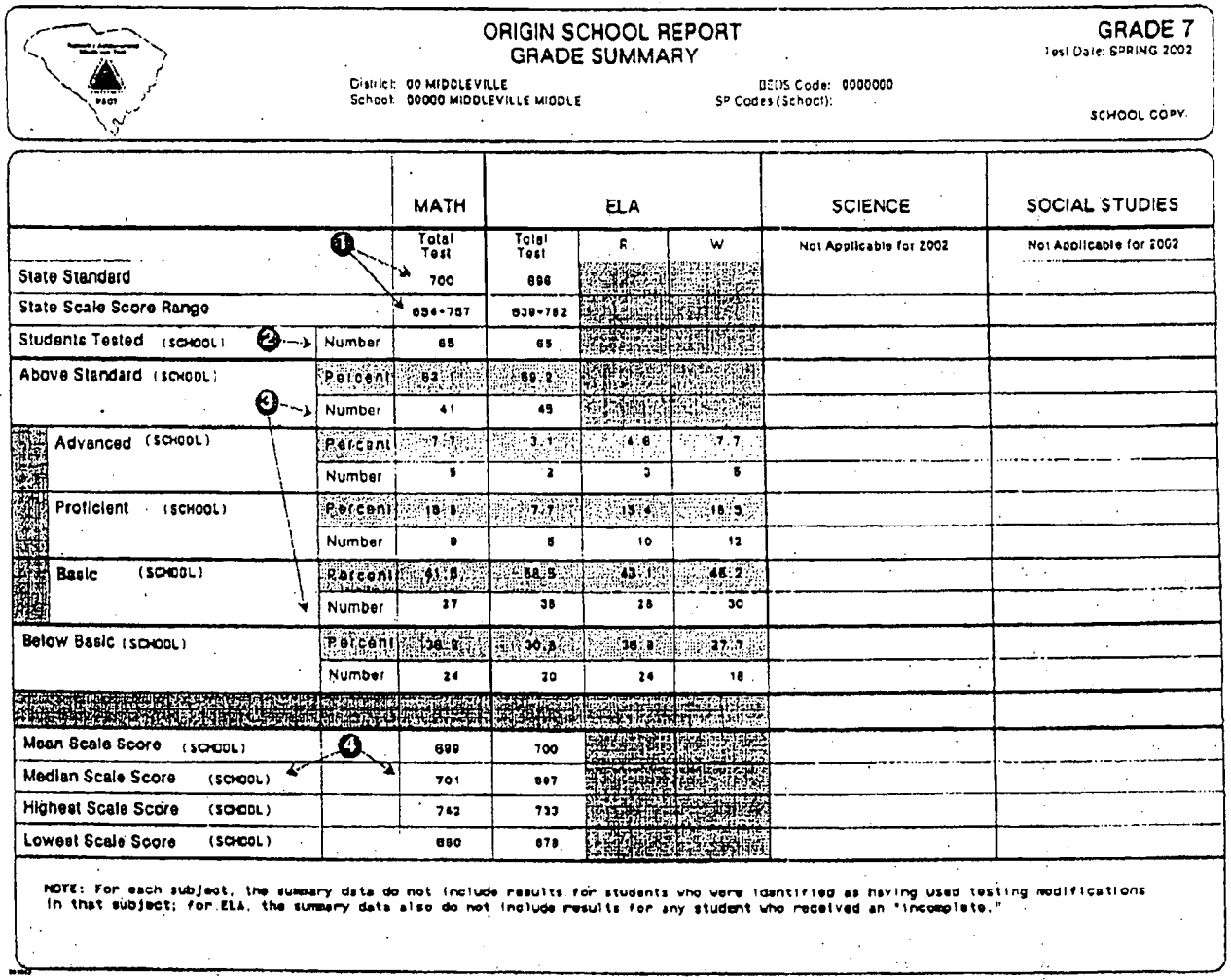
Summary reports are generated at the district, school (origin and fall assignment), and class levels – only for groups of six or more students. These reports present summary statistics for the particular group of students. Like the student rosters, the summary reports are produced by the grade level of the test taken (the test grade).

District Report – Grade Summary	Summary data for the district based on students with results at the test grade.
Origin School Report – Grade Summary	Summary data for the origin school based on students with results at the test grade.
Fall Assignment School Report – Grade Summary	Summary data for the fall assignment school based on students with results at the test grade. (Generated only if the district used the fall assignment option.)
Class Report—Class Summary	Summary data for the class level grouping based on students with results at the test grade. (Class level groupings are determined from the PACT Class Sheets.)

Note: *The summary reports do not include results for home schooled students. In addition, for each subject, the summary data do not include results for students who were identified as using testing modifications in that subject; and, for ELA, the summary data do not include results for any student who received an incomplete in ELA.*

REC035958
EXP/PLT-GLB-0046
DEF_0804-0019

Sample Grade Summary



ORIGIN SCHOOL REPORT
GRADE SUMMARY

GRADE 7
Test Date: SPRING 2002

District: 00 MIDDLEVILLE
School: 00000 MIDDLEVILLE MIDDLE

DEDS Code: 0000000
SP Codes (School):

SCHOOL COPY

		MATH	ELA			SCIENCE	SOCIAL STUDIES
		Total Test	Total Test	R	W	Not Applicable for 2002	Not Applicable for 2002
State Standard		700	696				
State Scale Score Range		694-757	639-752				
Students Tested (SCHOOL)	Number	65	65				
Above Standard (SCHOOL)	Percent	63	69.2				
	Number	41	45				
Advanced (SCHOOL)	Percent	7.7	3.1	4.6	7.7		
	Number	5	2	3	5		
Proficient (SCHOOL)	Percent	18.5	7.7	15.4	18.5		
	Number	9	5	10	12		
Basic (SCHOOL)	Percent	41.8	58.5	43.1	46.2		
	Number	27	38	28	30		
Below Basic (SCHOOL)	Percent	36.9	30.8	36.9	27.7		
	Number	24	20	24	18		
Mean Scale Score (SCHOOL)		699	700				
Median Scale Score (SCHOOL)		701	697				
Highest Scale Score (SCHOOL)		742	733				
Lowest Scale Score (SCHOOL)		660	678				

NOTE: For each subject, the summary data do not include results for students who were identified as having used testing modifications in that subject; for ELA, the summary data also do not include results for any student who received an "incomplete."

REC035959
EXP/PLT-GLB-0047
DEF_0804-0020

Description of the Sample Grade Summary

❶ STATE STANDARD and SCALE SCORE RANGE

State Standard: The "State Standard" is the minimum scale score required to achieve a performance level of Basic on the test. As indicated in the sample report, the state standard for grade 7 mathematics is 700; for grade 7 ELA, the state standard is 696.

State Scale Score Range: The "State Scale Score Range" indicates the lowest and highest possible scale scores that can be attained on the test. The grade 7 mathematics scale score range for Spring 2002 is 654–757; the grade 7 ELA scale score range for Spring 2002 is 639–752.

❷ STUDENTS TESTED

"Students Tested" identifies the number of students in the district, school, or class who took each test. The level of the group (district, school, class) appears in parentheses on the report. According to the sample report, 65 students took the grade 7 mathematics test and 65 students took the grade 7 ELA test at Middleville Middle School.

❸ PERFORMANCE LEVELS

The percent and number of students in the district, school, or class with scores in each performance level category (Advanced, Proficient, Basic, Below Basic) are reported for mathematics, ELA, reading, and writing. For overall mathematics and ELA, a combined category – "Above Standard" – indicates the percent and number of students with performance levels of Basic or above. The level of the group (district, school, class) is printed in parentheses on the report. In the sample report, 63.1% (or 41) of the 65 students who took the grade 7 mathematics test were at or above standard (Basic, Proficient, or Advanced), and 36.9% (or 24) had Below Basic scores. On the overall grade 7 ELA test, 69.2% (or 45) of the 65 students tested were at or above standard, and 30.8% (or 20) had Below Basic scores. Of the 65 students who took the grade 7 ELA test, 36.9% (or 24) had Below Basic scores for reading and 27.7% (or 18) had Below Basic scores for writing.

❹ DESCRIPTIVE STATISTICS

For each of the following statistics, the level of the group (district, school, class) appears in parentheses on the report.

Mean Scale Score: This statistic indicates the "average" scale score for the group of students. In the sample report, the mean scale score for the 65 students who took the grade 7 mathematics test was 699; for ELA, the mean scale score was 700.

Median Scale Score: The median is the mid-point of a distribution of scores ranked from lowest to highest. For the 65 students in the sample school who took the grade 7 mathematics test, the median scale score was 701; for ELA, the median scale score was 697.

Highest/Lowest Scale Score: These statistics indicate the highest and lowest scale scores attained in the group of students. Of the 65 students in the sample school who took the grade 7 mathematics test, the highest scale score was 742 and the lowest scale score was 680; the highest and lowest ELA scale scores were 733 and 678, respectively.

REC035960
EXP/PLT-GLB-0048
DEF_0804-0021

22

EXP/PLT-GLB-0049

DEF_0804-0022

REC035961

DEMOGRAPHIC REPORTS

General Description of the Reports

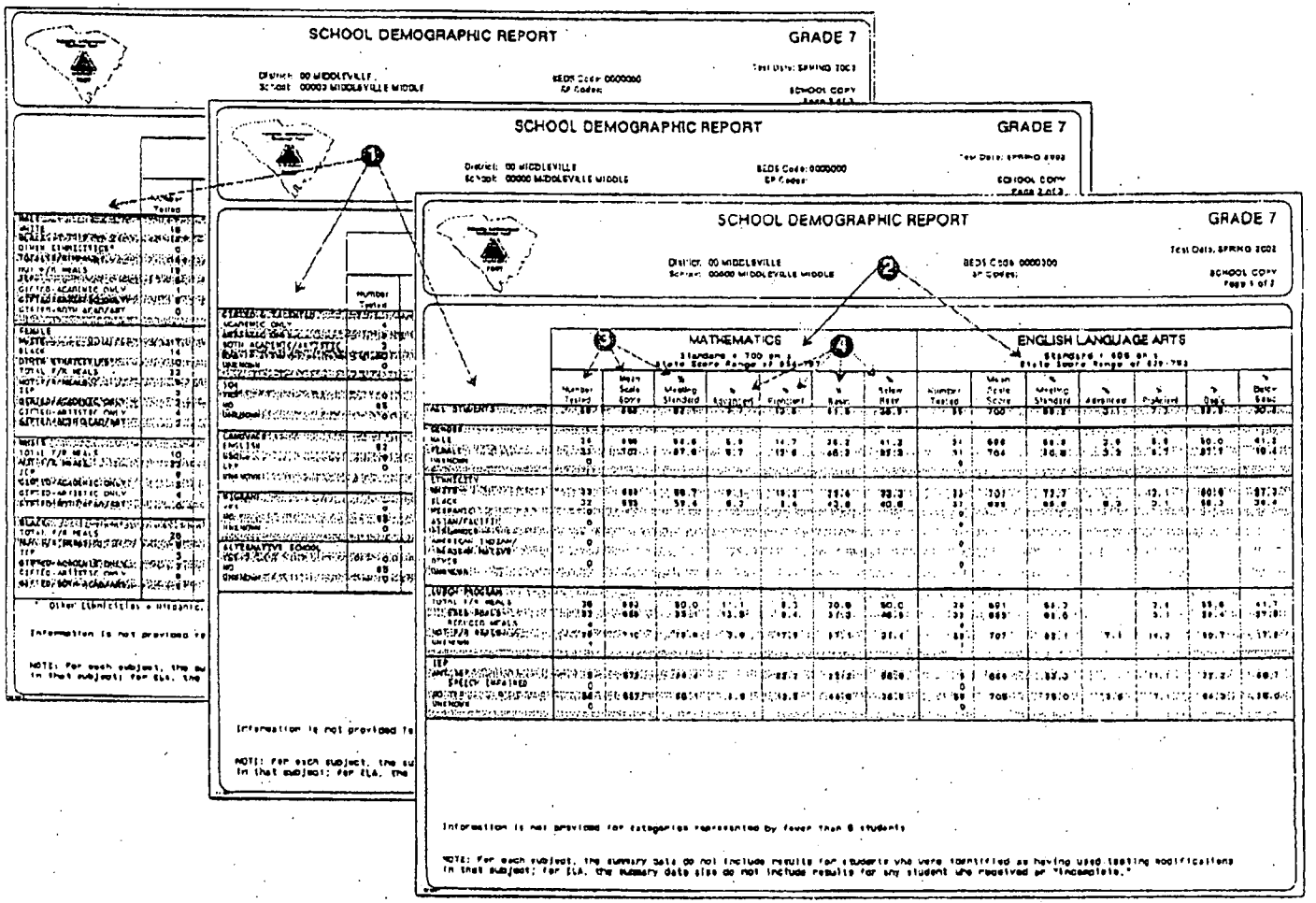
Demographic reports are generated at the district and school levels. Each report provides a breakdown of PACT test results or summary data for various student subgroups or demographic categories (e.g., male students, female students). A demographic report is produced only when six or more students are reported in the "ALL STUDENTS" category; and subgroup results are provided only when there are six or more students in the particular subgroup or demographic category. The demographic reports are produced by the grade level of the test taken (the test grade).

District Demographic Report	Results for the district based on students with results at the test grade.
School Demographic Report	Results for the school based on students with results at the test grade.

Note: *The demographic reports do not include results for home schooled students. In addition, for each subject, the summary data do not include results for students who were identified as using testing modifications in that subject; and, for ELA, the summary data do not include results for any student who received an incomplete in ELA.*

REC035962
EXP/PLT-GLB-0050
DEF_0804-0023

Sample School Demographic Report



REC035963
EXP/PLT-GLB-0051
DEF_0804-0024

Description of the Sample School Demographic Report

❶ STUDENT SUBGROUPS

The report begins with an "All Students" category, followed by student subgroups for nine demographic characteristics: gender, ethnicity, lunch program status, IEP disability status, gifted and talented program participation, 504 status, language status, migrant status, and alternative school program participation. These are followed by several combinations of demographic subgroups (e.g., male white students) on page 3 of the report.

❷ STANDARD and STATE SCORE RANGE

The state standard is the minimum scale score required to achieve a performance level of Basic on the test. The state score range indicates the lowest and highest scale scores that can be attained on the test.

According to the sample report, for grade 7 mathematics, the state standard is a score of 700 on a state score range of 654–757; for grade 7 ELA, the state standard is a score of 696 on a state score range of 639–752.

❸ TOTAL TEST STATISTICS

Number Tested: "Number Tested" indicates the number of "All Students" and the number of students in each subgroup who took the test.

In Middleville Middle School, for example, 65 total students - 34 male students and 31 female students – took the grade 7 mathematics test.

Mean Scale Score: This statistic indicates the "average" scale score for "All Students" and for each student subgroup.

For the 65 students in Middleville Middle who took the grade 7 mathematics test, the mean scale score was 699; for the 34 male students, the mean scale score on the grade 7 mathematics test was 695; for the 31 female students, the mean scale score on the grade 7 mathematics test was 702.

% Meeting Standard: For "All Students" and for each student subgroup, the percentage of students meeting the state standard is reported. Students meet the state standard if they score at or above the state standard for the test.

In Middleville Middle, 63.1% of the 65 students who took the grade 7 mathematics test met the state standard; 58.8% of the 34 male students met the grade 7 mathematics standard; and 67.8% of the 31 female students met the grade 7 mathematics standard.

❹ PERFORMANCE LEVELS

The percentage of students with scores in each performance level category (Advanced, Proficient, Basic, and Below Basic) is also reported for "All Students" and for each student subgroup.

In Middleville Middle, of the 65 students who took the grade 7 mathematics test, 7.7% had Advanced scores, 13.8% had Proficient scores, 41.5% had Basic scores, and 36.9% had Below Basic scores. For the 34 male students who took the grade 7 mathematics test, the performance level percentages were 5.9% Advanced, 14.7% Proficient, 38.2% Basic, and 41.2% Below Basic. For the 31 female students, the corresponding percentages were 9.7% Advanced, 12.9% Proficient, 45.2% Basic, and 32.3% Below Basic.

REC035964
EXP/PLT-GLB-0052
DEF_0804-0025

DISTRICT REPORT – SUMMARY BY SCHOOL

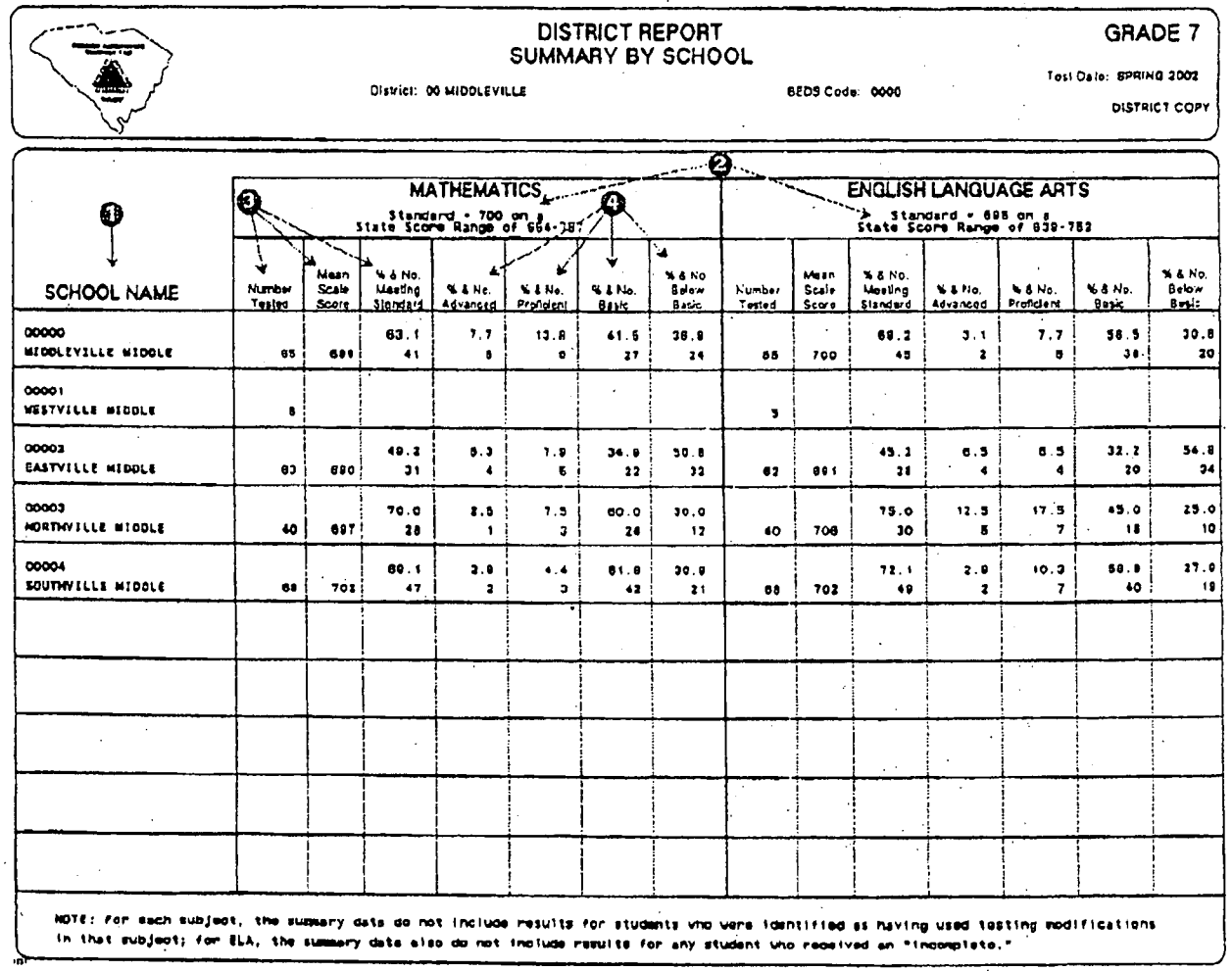
General Description of the Report

The **District Report—Summary by School** is generated at the district level only. This report is produced by the grade level of the test taken (the test grade) and provides summary results for each school in the district that has results for six or more students at the test grade.

Note: *This report does not include results for home schooled students. In addition, for each subject, the summary data do not include results for students who were identified as using testing modifications in that subject; and, for ELA, the summary data do not include results for any student who received an incomplete in ELA.*

REC035966
EXP/PLT-GLB-0054
DEF_0804-0027

Sample Summary by School



DISTRICT REPORT
SUMMARY BY SCHOOL

GRADE 7

District: 00 MIDDLEVILLE

BEDS Code: 0000

Test Date: SPRING 2002

DISTRICT COPY

SCHOOL NAME	MATHEMATICS Standard = 700 on a State Score Range of 664-787							ENGLISH LANGUAGE ARTS Standard = 695 on a State Score Range of 639-752						
	Number Tested	Mean Scale Score	% & No. Meeting Standard	% & No. Advanced	% & No. Proficient	% & No. Basic	% & No Below Basic	Number Tested	Mean Scale Score	% & No. Meeting Standard	% & No. Advanced	% & No. Proficient	% & No. Basic	% & No. Below Basic
00000 MIDDLEVILLE MIDDLE	65	699	63.1 41	7.7 5	13.8 9	41.5 27	36.9 24	65	700	69.2 45	3.1 2	7.7 5	58.5 38	30.8 20
00001 WESTVILLE MIDDLE	5							5						
00002 EASTVILLE MIDDLE	63	690	49.2 31	6.3 4	7.9 5	34.9 22	50.8 32	62	691	45.2 28	6.5 4	6.5 4	32.2 20	54.8 34
00003 NORTHVILLE MIDDLE	40	697	70.0 28	2.5 1	7.5 3	60.0 24	30.0 12	40	708	75.0 30	12.5 5	17.5 7	45.0 18	25.0 10
00004 SOUTHVILLE MIDDLE	68	703	69.1 47	2.9 2	4.4 3	61.8 42	30.9 21	68	702	72.1 49	2.9 2	10.3 7	58.8 40	27.9 19

NOTE: For each subject, the summary data do not include results for students who were identified as having used testing modifications in that subject; for ELA, the summary data also do not include results for any student who received an "Incomplete."

REC035967
EXP/PLT-GLB-0055
DEF_0804-0028

Description of the Sample Summary by School

❶ SCHOOL NAME

The research codes (e.g., 00000) and school names are listed in the first column of the report. The research code is the same as the origin school number.

The sample report indicates that five schools in the Middleville District had students who took the grade 7 mathematics and ELA tests: Middleville Middle, Westville Middle, Eastville Middle, Northville Middle, and Southville Middle.

❷ STANDARD and STATE SCORE RANGE

The state standard is the minimum scale score required to achieve a performance level of Basic on the test. The state score range indicates the lowest and highest scale scores that can be attained on the test.

According to the sample report, for grade 7 mathematics, the state standard is a score of 700 on a state score range of 654 – 757; for grade 7 ELA, the state standard is a score of 696 on a state score range of 639 – 752.

❸ TOTAL TEST STATISTICS

Number Tested: "Number Tested" indicates the number of students in each school who took the test.

According to the sample report, 65 students in Middleville Middle School took the grade 7 mathematics test and 65 students took the grade 7 ELA test.

Mean Scale Score: This statistic indicates the "average" scale score for the students in each school.

For the 65 students in Middleville Middle who took the grade 7 mathematics test, the mean scale score was 699; for the 65 students who took the grade 7 ELA test, the mean scale score was 700.

% & No. Meeting Standard: For each school, the percentage and number of students meeting the state standard is reported. Students meet the state standard if they score at or above the state standard for the test.

Of the 65 students in Middleville Middle who took the grade 7 mathematics test, 63.1% (or 41) met the state standard; of the 65 students who took the grade 7 ELA test, 69.2% (or 45) met the state standard.

❹ PERFORMANCE LEVELS

The percentage and number of students with scores in each performance level category (Advanced, Proficient, Basic, and Below Basic) are also reported for each school.

In Middleville Middle, for example, the performance level percentages and numbers for grade 7 mathematics were as follows: 7.7% (or 5) Advanced, 13.8% (or 9) Proficient, 41.5% (or 27) Basic, and 36.9% (or 24) Below Basic.

REC035968
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EXP/PLT-GLB-0057

REC035969

ERROR ANALYSIS

General Description of the Reports

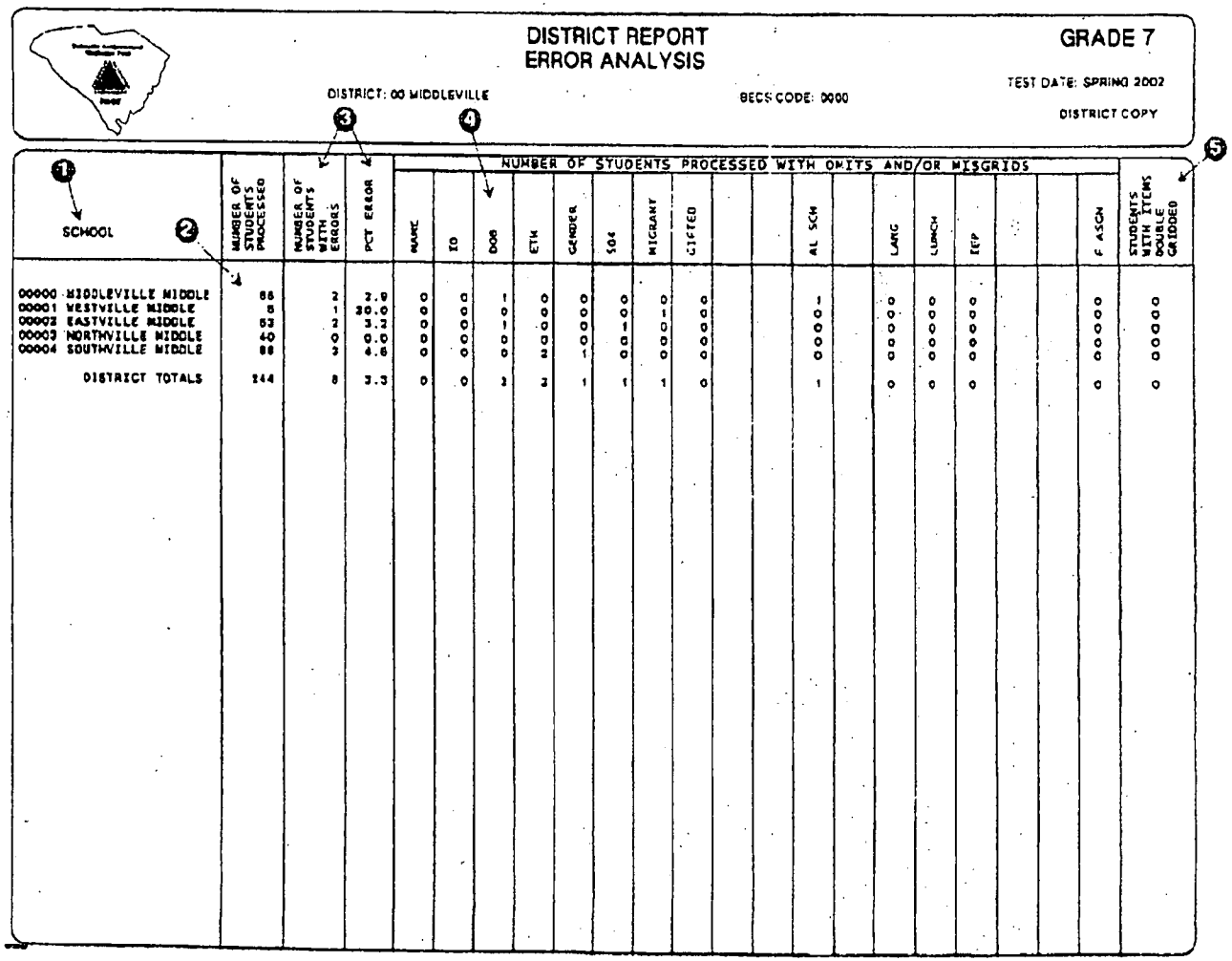
Error Analysis reports are generated at the district and school levels. These reports identify coding errors (e.g., omissions, multiple grids) on the student response documents. The reports are produced by the grade level of the test taken (the test grade).

District Report – Error Analysis	Information about coding errors on student response documents for each school in the district that has results at the test grade.
School Report – Error Analysis	Information about coding errors on student response documents at the test grade for the school.

Note: *Coding errors are reported for response documents from all students processed – including home schooled students, students who used testing modifications, and students who received an incomplete in ELA.*

REC035970
EXP/PLT-GLB-0058
DEF_0804-0031

Sample Error Analysis



DISTRICT REPORT
ERROR ANALYSIS

GRADE 7

DISTRICT: 00 MIDDLEVILLE

BEDS CODE: 0000

TEST DATE: SPRING 2002

DISTRICT COPY

SCHOOL	NUMBER OF STUDENTS PROCESSED	NUMBER OF STUDENTS WITH ERRORS	PCT ERROR	NUMBER OF STUDENTS PROCESSED WITH OMITS AND/OR MISGRIDS																	STUDENTS WITH ITEMS DOUBLE GRIDDED
				NAME	ID	DOB	ETH	GENDER	SCH	MIGRANT	GIFTED			AL SCH		LANG	LUNCH	EEP			F ASGN	
00000 MIDDLEVILLE MIDDLE	66	2	2.9	0	0	1	0	0	0	0	0			1		0	0	0			0	0
00001 WESTVILLE MIDDLE	5	1	20.0	0	0	0	0	0	0	0	0			0		0	0	0			0	0
00002 EASTVILLE MIDDLE	53	2	3.3	0	0	1	0	0	0	0	0			0		0	0	0			0	0
00003 NORTHVILLE MIDDLE	40	0	0.0	0	0	0	0	0	0	0	0			0		0	0	0			0	0
00004 SOUTHVILLE MIDDLE	80	3	4.8	0	0	0	0	0	0	0	0			0		0	0	0			0	0
DISTRICT TOTALS	244	8	3.3	0	0	2	0	0	0	0	0			1		0	0	0			0	0

REC035971

EXP/PLT-GLB-0059

DEF_0804-0032

Description of the Sample Error Analysis

❶ SCHOOL

Research codes (e.g., 00000) and school names are listed in the first column of the report. The research code is the same as the origin school number.

The sample report indicates that five schools in the Middleville District had grade 7 student response documents processed: Middleville Middle, Westville Middle, Eastville Middle, Northville Middle, and Southville Middle.

❷ NUMBER OF STUDENTS PROCESSED

This column indicates the number of students with a response document processed for any test at the designated grade level.

According to the sample report, grade 7 mathematics and/or ELA response documents for 68 students were processed from Middleville Middle School.

❸ NUMBER OF STUDENTS WITH ERRORS and PCT ERROR

The third and fourth columns of the report indicate the number and percentage of processed student response documents that had coding errors.

For Middleville Middle School, 2 (or 2.9%) of the 68 grade 7 response documents that were processed had one or more coding errors.

If a student's response document contains coding errors for more than one field (e.g., student name, ethnicity, gender), the student is counted only once in the "number of students with errors" column. If more than one character in a multiple-character field (such as student name) is omitted or double gridded, this counts as one error.

❹ NUMBER OF STUDENTS PROCESSED WITH OMITS AND/OR MISGRIDS

Coding errors (omits or misgrids) are identified as occurring in the following fields: student name (NAME), student ID number, birth date (DOB), ethnicity (ETH), gender, 504, migrant, gifted and talented program, alternative school program (AL SCH), language (LANG), lunch program, IEP, and fall assignment (F ASGN).

For Middleville Middle, there was one coding error for birth date and one coding error for alternative school program. Examples of misgrids that could occur for these two fields include coding two months for birth date or coding both "No and "Yes" for alternative school program.

❺ STUDENTS WITH ITEMS DOUBLE GRIDDED

The number of student response documents with test items double gridded is indicated in the last column of the report. A double grid occurs when a student darkens bubbles for more than one answer choice for a multiple-choice test item. According to the sample report, none of the grade 7 response documents from Middleville Middle had double-gridded test items.

REC035972
EXP/PLT-GLB-0060
DEF_0804-0033

APPENDIX A: EXTENDED WRITING SCORING [illegible]

SCORE	CONTENT/DEVELOPMENT	ORGANIZATION	VOICE	CONVENTIONS
4	• Presents a clear central idea about the topic • Fully develops the central idea with specific details that are insightful and/or relevant • Sustains focus on central idea throughout the writing	• A clear organizational strategy is present • There is logical progression of ideas (and at grades 6–Exit, smooth transitions between ideas) • There is a clear introduction, body, and conclusion		• Rules of standard English are applied consistently; there may be minor errors in standard written English • Sentences are constructed correctly; the ability to form sophisticated structures is displayed • There are few errors in capitalization, punctuation, and spelling • Errors, when present, do not detract from the writer's meaning
3	• Presents a central idea about the topic • Develops the central idea but details are general, or the elaboration may be uneven • Focus may shift slightly, but is generally sustained	• An organizational strategy is present • There is usually a logical progression of ideas • There is an introduction, body, and conclusion	• Uses precise and/or vivid vocabulary appropriate for the topic • Phrasing is effective, not predictable or obvious • Varies sentence structure to promote rhythmic reading • Strongly aware of audience and task; tone is consistent and appropriate	• Rules of standard English are usually applied; there may be a few errors in standard written English • Sentences are usually constructed correctly; more sophisticated structures may not be attempted or done correctly • There are some errors in capitalization, punctuation, and spelling • Errors do not interfere with the writer's meaning
2	• Central idea may be unclear • Details may be sparse; more information is needed to clarify the central idea • Focus may shift or be lost causing confusion for the reader	• There is limited evidence of an organizational strategy • The progression of ideas may be simplistic, repetitious, or somewhat random • Attempts an introduction, body, and conclusion	• Uses both general and precise vocabulary • Phrasing may not be effective, and may be predictable or obvious • Some sentence variety results in reading that is somewhat rhythmic; may be mechanical • Aware of audience and task; tone is appropriate	• Rules of standard English are applied inconsistently; there is a pattern of errors in standard written English • Sentences may be limited to simple constructions or may be incorrect • There are many errors in capitalization, punctuation, and spelling • Errors may interfere somewhat with the writer's meaning
1	• There is no clear central idea • Details are absent or confusing • There is no sense of focus	• No plan for presenting information is evident • Information is presented in random order • May lack an introduction, body, and conclusion	• Uses simple vocabulary • Phrasing repetitive or confusing • There is little sentence variety; reading is monotonous • There is little awareness of audience and task; tone may be inappropriate	• Rules of standard English are not applied; there are frequent and serious errors in standard written English • Sentences are generally incorrectly formed • There are frequent and serious errors in capitalization, punctuation, and/or spelling • Errors severely interfere with the writer's meaning
B	Blank	IS	Insufficient amount of original writing to evaluate	
UR	Unreadable or illegible	OT	Off Topic	

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+APPENDIX A: EXTENDED WRITING SCORING RUBRIC GRADES 6–8 (DEPENDENT)

SCORE	CONTENT/DEVELOPMENT	ORGANIZATION	VOICE	CONVENTIONS
4	• Presents a clear central idea about the topic • Fully develops the central idea with specific details that are insightful and/or relevant • Demonstrates control of correct text-related information • Sustains focus on central idea throughout the writing	• A clear organizational strategy is present • There is logical progression of ideas (and at grades 6–Exit, smooth transitions between ideas) • There is a clear introduction, body, and conclusion		• Rules of standard English are applied consistently; there may be minor errors in standard written English • Sentences are constructed correctly; the ability to form sophisticated structures is displayed • There are few errors in capitalization, punctuation, and spelling • Errors, when present, do not detract from the writer's meaning
3	• Presents a central idea about the topic • Develops the central idea but details are general, or the elaboration may be uneven • Demonstrates some use of correct text-related information • Focus may shift slightly, but is generally sustained	• An organizational strategy is present • There is usually a logical progression of ideas • There is an introduction, body, and conclusion	• Uses precise and/or vivid vocabulary appropriate for the topic • Phrasing is effective, not predictable or obvious • Varies sentence structure to promote rhythmic reading • Strongly aware of audience and task; tone is consistent and appropriate	• Rules of standard English are usually applied; there may be a few errors in standard written English • Sentences are usually constructed correctly; more sophisticated structures may not be attempted or done correctly • There are some errors in capitalization, punctuation, and spelling • Errors do not interfere with the writer's meaning
2	• Central idea may be unclear • Details may be sparse; more information is needed to clarify the central idea • Attempts use of correct text-related information, but details may be irrelevant • Focus may shift or be lost causing confusion for the reader	• There is limited evidence of an organizational strategy • The progression of ideas may be simplistic, repetitious, or somewhat random • Attempts an introduction, body, and conclusion	• Uses both general and precise vocabulary • Phrasing may not be effective, and may be predictable (i.e., copied from the text) or obvious • Some sentence variety results in reading that is somewhat rhythmic; may be mechanical • Aware of audience and task; tone is appropriate	• Rules of standard English are applied inconsistently; there is a pattern of errors in standard written English • Sentences may be limited to simple constructions or may be incorrect • There are many errors in capitalization, punctuation, and spelling • Errors may interfere somewhat with the writer's meaning
1	• There is no clear central idea • Details are absent or confusing • Demonstrates no control of correct text-related information • There is no sense of focus	• No plan for presenting information is evident • Information is presented in random order • May lack an introduction, body, and conclusion	• Uses simple vocabulary • Phrasing repetitive or confusing • There is little sentence variety; reading is monotonous • There is little awareness of audience and task; tone may be inappropriate	• Rules of standard English are not applied; there are frequent and serious errors in standard written English • Sentences are generally incorrectly formed • There are frequent and serious errors in capitalization, punctuation, and/or spelling • Errors severely interfere with the writer's meaning

B	Blank	IS	Insufficient amount of original writing to evaluate
OT	Off Topic	UR	Unreadable or illegible

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REC035975

APPENDIX B
DISTRICT DEFAULTS FOR PACT DEMOGRAPHIC INFORMATION – SPRING 2002

Demographic Category	Coded or Submitted	Prints on Rosters	Aggregated on Demographic Report	Prints on District Diskette
Student Name	Blank in all columns	"No Name Available"	N/A	Left blank
	Blank in individual columns (but not all)	Individual column is left blank	N/A	Left blank in the column(s)
	Multiple codes in any column	"?" in the column(s)	N/A	"*" in the column(s)
Birth Date (month, day, and each of last 2 digits of year are reported separately)	Blank in any column	"??" or "?" in the column(s)	N/A	Left blank in the column(s)
	Multiple codes in any column	"?? " or "?" in the column(s)	N/A	Left blank in the column(s)
Ethnicity	Blank	"?"	"Unknown"	Left blank
	Multiple codes	"?"	"Unknown"	"*"
Gender	Blank	"?"	"Unknown"	Left blank
	Multiple codes	"?"	"Unknown"	"*"
L (Lunch Program)	Blank	N/A	"Not F/R Meals"	Left blank
	Multiple codes	N/A	"Unknown"	"*"
Student ID # (each column is reported separately)	Blank in any column	Column(s) left blank	N/A	Left blank in the column(s)
	Multiple codes in any column	"?" in the column(s)	N/A	"*" in the column(s)
Special Codes & District Codes (Columns A–G & Q–Y)	Blank in any column	Column(s) left blank	N/A	Left blank in the column(s)
	Multiple codes in any column	"?" in the column(s)	N/A	"*" in the column(s)
IEP (Disabilities)	Blank for "None" and all IEP categories	All spaces left blank	"No IEP"	"Y" for None, "N" for all IEP categories
	"None" coded and no IEP categories coded	All spaces left blank	"No IEP"	"Y" for None; "N" for all IEP categories
	One or more IEP categories coded and "None" left blank	Prints the IEP categories coded	"Any IEP"	"Y" for each IEP category coded; "N" for None and all other IEP categories
	"None" coded and one or more IEP categories coded	"?" for Disability	"Unknown"	"*" for None; "*" for each IEP category coded; "N" for all other IEP categories

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Demographic Category	Coded or Submitted	Prints on Rosters	Aggregated on Demographic Report	Prints on District Diskette
AL SCH (Alternative School Program)	Blank	N/A	"No"	Left blank
	"No" coded	N/A	"No"	"N"
	"Yes" coded	N/A	"Yes"	"Y"
	Multiple codes	N/A	"Unknown"	"*"
G (Gifted and Talented) **Field is a "mark all" field. Only when a gifted category and No is bubbled is a response considered a "mult."**	Blank	"N"	"N/A"	Left blank
	"No" coded	"N"	"N/A"	"0"
	"Academic" coded	"Y"	"Academic Only"	"1"
	"Artistic" coded	"Y"	"Artistic Only"	"2"
	"Both" coded	"Y"	"Both Academic/Artistic"	"3"
	"Academic and Both" coded	"Y"	"Both Academic/Artistic"	"3"
	"Artistic and Both" coded	"Y"	"Both Academic/Artistic"	"3"
	"Academic and Artistic" coded	"Y"	"Both Academic/Artistic"	"3"
	"Academic" & "No" coded	"?"	"Unknown"	"*"
	"Artistic" & "No" coded	"?"	"Unknown"	"*"
	"Both" & "No" coded	"?"	"Unknown"	"*"
LANG (Language)	Blank	N/A	"English"	Left blank
	"English" coded	N/A	"English"	"N"
	"ESOL" coded	N/A	"ESOL"	"E"
	"LEP" coded	N/A	"LEP"	"L"
	Multiple codes	N/A	"Unknown"	"*"
Accommodations (each category reported separately by subject – i.e., Math, ELA)	Blank for all accommodations categories	N/A	N/A	Blank if student did NOT test in subject; "N" if student tested in subject.
	One or more accommodations categories coded	N/A	N/A	"Y" for each accommodation category coded; "N" for all categories not bubbled (left blank)
Modifications (separate reporting categories that specify Math or ELA)	Blank for all modifications categories	Not included on "Modified Testing" roster	N/A	Blank if student did NOT test in subject; "N" if student tested in subject.
	One or more modifications categories coded	On "Modified Testing" roster, prints the modifications category(s) coded	N/A	"Y" for each modification category coded; "N" for all categories not bubbled (left blank)

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Demographic Category	Coded or Submitted	Printe on Rosters	Aggregated on Demographic Report	Prints on District Diskette
Migrant	Blank	N/A	"No"	Left blank
	"No" coded	N/A	"No"	"N"
	"Yes" coded	N/A	"Yes"	"Y"
	Multiple codes	N/A	"Unknown"	"*"
EFA Grade	Blank	Left blank on "Modified Testing" roster	N/A	Left blank
	Grade coded ("1" – "10")	"1" – "10" on "Modified Testing" roster	N/A	"01" – "10"
	Multiple codes	"?" on "Modified Testing" roster	N/A	"**"
DEFAULTS FOR CODES THAT COULD NOT HAVE BEEN PRECODED				
504 (504 Accommodations Plan)	Blank	N/A	"No"	Left blank
	"No" coded	N/A	"No"	"N"
	"Yes" coded	N/A	"Yes"	"Y"
	Multiple codes	N/A	"Unknown"	"*"
Grade Equivalent to Age and Years in School	Blank	N/A	N/A	Left blank
	Grade coded ("3" – "8")	N/A	N/A	"03" – "08"
	Multiple codes	N/A	N/A	"**"
Make-Up (reported separately by subject – i.e., Math, ELA)	Blank (Bubble Not Darkened)	N/A	N/A	"No"
	Bubble Darkened	N/A	N/A	"Yes"
Class Sheet Number	Blanks	999	N/A	999
	Leading Omit Coded	? in first column	N/A	? in first column
	Trailing Omit Coded	? in last column	N/A	? in last column
	Mults Coded	999	N/A	999
	Combination mult and omit	999	N/A	999

Blank = For this field, the precode file and the answer document were blank for the student.
Multiple Code = If the precode file was blank, the response document contained more than one code when only one was acceptable.
N/A = This information is not provided on this report/tape/diskette.
Left Blank = The space on the report/tape/diskette will be left blank; nothing will be printed.

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DEF_0804-0039

The Relationship of School Facilities Conditions To Selected Student Academic Outcomes

A Study Of South Carolina Public Schools

2001

Prepared For:
Education Oversight Committee

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Defendants' Exhibit
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EXP/PLT-JA-1175

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Executive Summary

This research project sought to determine if a relationship exists between school academic outcomes and school facilities characteristics. To address this issue, data were gathered from a variety of sources including research literature, state data files, principal questionnaires, and focus groups. The major findings of the study include:

- **The better a principal rates the physical condition and adequacy of his or her school, the greater the likelihood that students score well on standardized achievement tests, though the socio-economic make up of the student body as measured by the portion of pupils on free or reduced lunch is heavily intertwined with this finding.**

- **The newer a school, the greater the likelihood that students score well on standardized achievement tests, though the socio-economic make up of the student body as measured by the portion of pupils on free or reduced lunch is heavily intertwined with this finding.**

- **The larger a school, the greater the likelihood that students score well on standardized achievement tests, though the socio-economic make up of the student body as measured by the portion of pupils on free or reduced lunch is heavily intertwined with this finding.**

- **The higher the teacher and student attendance rate, and especially student attendance, the greater the likelihood that students score well on standardized achievement tests, though the socio-economic make up of the student body as measured by the portion of pupils on free or reduced lunch is heavily intertwined with this finding.**

- **Most principals believe that the condition and adequacy of a school facility has a significant impact on school academic outcomes. They view the relationship as very complex, indicating that facilities affect teacher attitudes, which in turn affect classroom productivity.**

- **One out of every five schools in this state is rated by the principal as having a direct negative impact on school productivity.**

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- **Among facilities factors adversely affecting the educational process are overcrowding, poor physical condition of the structure, portables, lack of storage, inadequate laboratory space.**

- **Because a) this study affirms previous research indicating that school facilities affect student outcomes, b) one of every five schools in this state is rated as making a negative impact on the educational process, and c) the average school facility is 70% through its expected life cycle, it is recommended that a comprehensive and adequate system of funding school construction in South Carolina be developed and implemented.**

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Introduction

As efforts to improve and enhance public education continue across the nation, educators and policy makers are examining a myriad of factors that may affect how well students learn in school. One area that is gaining considerable attention in this regard is the possible impact that the educational facility a student attends may have on enhancing or inhibiting the learning process. In the last decade growing numbers of studies have emerged indicating that, in fact, the school building a child attends can positively or negatively affect his or her educational attainment. These studies have identified such factors as size of the school, the physical environment of the facility, the age of the building, the availability of labs and special use spaces, and aesthetics as impacting on the learning and teaching process.

Recognizing that the condition of school facilities might be a factor in improving student outcomes in the State of South Carolina, the Education Oversight Committee authorized this study. The study is intended to provide to the Committee and the people of South Carolina data and information a) with which to judge the impact of school facilities on educational outcomes and b) from which decisions may be made regarding addressing the facilities needs of the state as they relate to improving the learning and teaching environment.

In conducting the study the researcher sought information regarding the relationship of school facilities to student outcomes from a variety of sources. Initially, an extensive review of the literature was conducted. Particular emphasis was placed on identifying actual research studies that focused on assessing the connection between student performance and the physical characteristics of schools. A summary of the research collected is presented in the following section of this report.

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Using the information gathered from the review of research and literature, the author then developed a comprehensive questionnaire that included the major facilities factors that had been identified in the literature as possibly having a relationship to school outcomes. The instrument asked principals to assess the extent to which various school physical characteristics impact on the educational process in general, and on their own schools specifically. Principals also were asked to provide specific comments and/or examples regarding how facilities related to the schooling process. This questionnaire was mailed to every public school principal in the state. The findings from the questionnaire follow the literature review section of this report.

While the process of securing principal input through the questionnaires was occurring, the researcher gathered state-wide data that were available for all schools to make an initial assessment of the relationship of school outcomes to facilities factors. At the high school level, the average SAT score for each school was obtained. For elementary and middle schools, PACT test results for grades three through eight were collected. Then, for each school, using available state data files, the age of the physical plant, teacher and student attendance patterns, and the student population size of each school were gathered. Subsequently, the researcher ran a series of statistical tests to ascertain if relationships existed between a) age of school and student academic success, b) size of school and test performance, and c) teacher and pupils absences compared to student outcomes. The findings from this analysis are provided after the section summarizing the findings from the questionnaire.

After the principal questionnaires were returned and analyzed, the researcher examined the responses to determine if patterns emerged between how principals rated the physical condition and adequacy of their schools and such factors as teacher and pupil attendance, age of school,

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school size, and student outcomes. The survey data were further examined to determine if relationships existed among student outcomes and other factors studied, including the principal's building rating, when controlling for the effects of socio-economic impact. The findings from these analyzes are included in a later section of this report.

Subsequently, when examination of questionnaire and test data were complete, the researcher conducted three focus group sessions with selected principals from across the state. Each of these meetings centered on a specific grade level grouping - elementary, middle, and high. Principals were asked to discuss their experiences as they related to the impact of facilities factors on teaching and learning. Their input was noted and, along with written comments provided by principals completing the questionnaire, are summarized near the end of this report.

Finally, using the various data sources available, the researcher presents in the last section of this document a set of conclusions, along with a discussion of the findings. These are intended to provide the Committee, as well as policy makers and the public, with "food for thought" regarding how the information might be used, what actions should be considered, and what additional information and/or research may be needed.

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Summary of Research Literature on the Relationship of School Facilities to Educational Outcomes, Structure, and Organization

Overview

The review of research studies on the impact of school facilities on the educational process confirmed that there is a growing body of literature documenting that classroom outcomes are related to school physical environment. Interestingly, the relationship appears to be multidirectional. In some instances (Berner, 1993) it has been shown that local socio-economic conditions and level of parent involvement in the schooling process influence the condition of school buildings. Conversely, other studies have revealed that the physical factors affect outcomes, attitudes, and community support (Chan, 1996; Earthman, 1996; Maxwell, 1998; etc.). Stated differently, the literature suggests that physical environment impacts on outcomes, but the physical environment also can be affected by community economic conditions and level of community involvement in a school.

Physical Environment and Outcomes

The impact of school facilities can be examined from at least two different perspectives. First, do factors within the physical environment affect school outcomes? In other words, does the condition of a school have any bearing on or relationship to the general development and/or academic performance of students? This is a basic and important question. The literature does affirm that environmental conditions in classrooms and health/safety factors can affect a student's academic progress and social development (Lackney, 1999). Also, the impact of physical environment can be highly significant. For example, Berner (1993), studying schools in

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Washington, D.C. found that the classification of schools by physical condition related directly to how students in those schools scored on achievement tests (CTBS). Her data revealed that,

> As a school moves from one category to the next, such as poor to fair, average achievement scores can be expected to increase by 5.455 points. If a school were to improve its conditions from poor to excellent, we could predict an increase of 10.9 points in the average achievement scores. (p. 23)

Other Facilities Factors Affecting School Outcomes

Second, the structure of a school (or its ability to house programs in certain configurations) can impact on learning outcomes and general development of students. Research has explored the relationship of student achievement and school size (Cotton, 1997; Stevenson, 1996), the influence of class size on school outcomes (Achilles, 1996), the effect of school location on physical well-being of students (Moore, G., 1994), the impact of classroom design and layout on student behavior (Burgess, 1989), and the relationship of grade configuration to learning outcomes (Renchler, 2000). In each of these cases, researchers have concluded that the school facility, and/or its ability to support educational configurations, in some way affects student outcomes.

Cotton (1997), after completing a meta-analysis of studies on school size and student achievement, summarized the research as follows:

> ...whereas the research finds that small schools produce equal or superior achievement for students in general, the effects of small schools on the achievement of ethnic minority students and students of low socio-economic status are the most positive of all. (p. 6)

Interestingly, Stevenson (1996), reporting the results from a study in South Carolina of the relationship of elementary school size to outcomes, to some extent, but not entirely, supported Cotton's conclusions. While Stevenson did not find that smaller schools in general performed as

well as larger schools, he did note one exception.

> Conversely, though, the trend line for the Category 1 schools [lowest socio-economic level] indicated a negative, though not significant, relationship between wins [receiving a state incentive award] and school size. (p. 12)

Achilles, after conducting a major longitudinal study in Tennessee on the effects of reducing teacher/pupil ratios, concluded that:

> ...results show that in 8th grade, students who had small classes in grades K-3 remain significantly ahead of those who were in regular classes. On average, poor districts participating ... have moved from well below to somewhat above the state average performance in 3rd grade reading and math scores as they have reduced class sizes. (p. 3)

Gary Moore (1994), after reviewing studies on school physical planning and design, reported that several different researchers had found that students in schools located in noisy educational settings experience significant increases in blood pressure levels. The studies further indicated that high noise levels from industry, nearby traffic, etc. caused reduced mental concentration, increased errors on difficult tasks, and increased the tendency to give up on assignments before they were complete. Moore concluded:

> While blood pressure, concentration, and task persistence are neither academic achievement nor prosocial outcomes, they are important mediators of educational outcomes. (p. 10)

Burgess (1989), after reviewing related literature, conducted his own detailed study of the effects of physical environment, particularly amount of available classroom space, on student behavior. In comparing his findings to previous research, he concluded:

> This effect [Burgess' findings] is consistent with studies of artificial crowding which employed much higher densities: in these studies high density crowding produced closer distances and less social behavior than "normal" or "uncrowded" conditions. (p. 271)

Further, Renchler (2000) recently reviewed the literature and research on the relationship

between grade spans found in a school and educational outcomes. Highlights from the research literature include: a) the more school-to-school transitions (times a student moves from school to school across grades) students experience, the more likely they are to suffer academic loss during the transition year; b) middle schoolers in certain grade configurations outperform those in schools with a different grade grouping pattern; c) the earlier the grade at which students make the transition to high school, the less likely they are to drop out; and d) the performance of sixth graders on mastery tests are better when the sixth grade is part of a K-6 configuration.

Conclusions From the Literature

The growing body of research literature on the relationship of school outcomes and school facilities strongly suggests that as South Carolina explores ways to improve student achievement, it must take into consideration the condition and configuration of its school facilities. As research studies point out, the physical structure and condition of a school can impact on educational productivity in a variety of ways. Crowded conditions negatively affect behavior. Noisy classrooms adversely impact on student blood pressure and reduce concentration. Schools that are physically "run-down" produce lower test scores than schools that are in good condition. Schools that have insufficient space to reduce teacher/pupil ratios cannot expect to reach the same levels of academic achievement as those that can. Furthermore, if schools are overly large and physically designed so that "smaller within larger" cannot be achieved, they will experience greater problems with discipline and, possibly, produce lower student academic performance than expected. Finally, if the configuration of a school facility does not support certain grade level groupings, academic performance of students may well be adversely affected.

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The literature very convincingly makes the case that school outcomes are tied to physical conditions in schools. However, little research is available in this whole area as it relates to South Carolina. Thus, the next logical steps appear to be to a) affirm the physical condition of school facilities in South Carolina, b) assess the educational impact that school personnel attribute to those conditions, and c) determine as far as practical through data analysis what relationships exist in South Carolina between academic and pro-social outcomes and identified school conditions.

The remainder of this report seeks to provide at least initial data and insight into these three issues. The following sections present findings from data analysis on school facilities related issues directly applicable to South Carolina.

In a separate document, a extensive bibliography of research work in the area of school facilities as related to educational impact is presented. This bibliography was developed to provide background and direction for the present study. A complete reference list that was used to create that bibliography can be found at the end of this report.

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Findings From The Principal Questionnaire On The Relationship Of School Facilities Factors To School Outcomes

As part of the process of studying the relationship of school facilities to academic outcomes, all public school principals (approximately 1100) in South Carolina were sent a questionnaire requesting their input regarding various questions and statements related to the topic. The questionnaire content was developed after an extensive review of related literature and research. A majority (626) of the principals completed and returned the questionnaire. What follows is a summary of their responses.

Do School Facilities Have An Impact On Student Achievement In General?

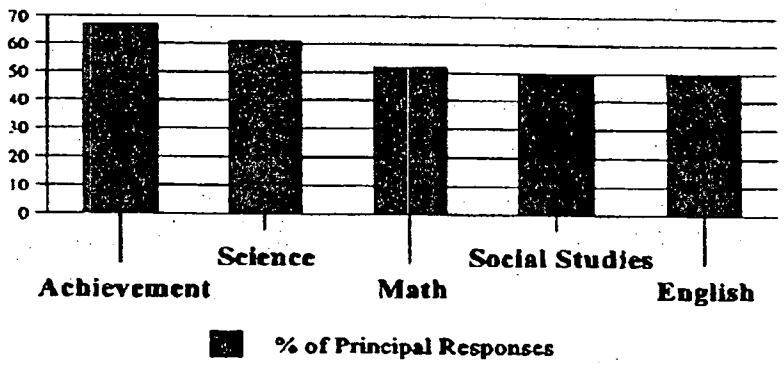
Based on their experiences, principals were asked whether there is a relationship between school outcomes and the condition of facilities in which education occurs. Two-thirds (67%) of those responding indicated that the school facility has a significant impact on school achievement. When asked specifically about the relationship of school buildings to specific basic academic areas, the one factor the greatest number of principals (61%) identified as being significantly affected by educational facilities was science. However, at least half also felt that the condition of school building significantly influenced outcomes in mathematics (52%), English (50%), and social studies (50%).

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Impact Of School Facilities On Achievement Outcome Measures:
Percent Reporting "Significant"



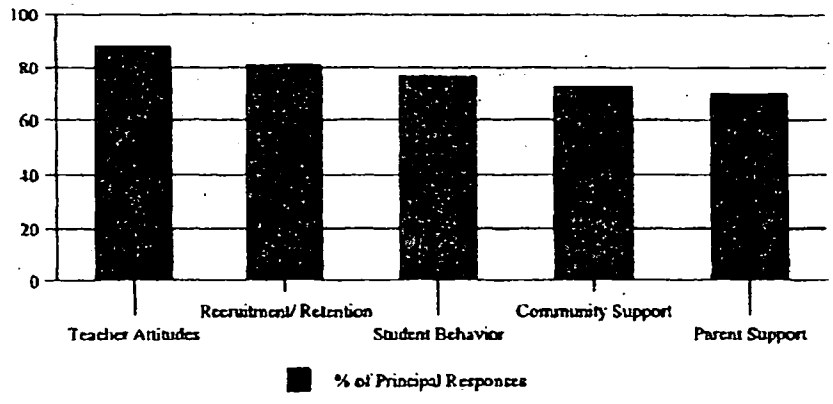
Principals were also asked to rate the impact the condition of school facilities has on factors influencing achievement. The factor that was identified by more principals than any other as significantly affected by the condition of a school facility was teacher attitudes (88%). Closely following was teacher recruitment and retention. Eighty-one percent (81%) of the principals indicated that facilities significantly affected attracting and retaining instructional staff. Over three-fourths (77%) also replied that student behavior was significantly impacted by school facilities. Only slightly fewer (73%) felt that facilities impacted significantly on community support. Approximately 70% saw a significant relationship between school facilities and parent support.

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Impact Of School Facilities On Factors Influencing Achievement: Percent Reporting "Significant"



Do School Facilities Have An Impact On Student Achievement In Your School?

After principals provided their views about the general impact of school facilities on school outcomes, they were asked to address the condition of facilities as a factor in delivering education at their own schools. The principals addressed questions in four distinct categories: General impact of school facilities on your school; Impact of school facilities on instruction; Impact of school facilities on organization for instruction; and Impact of facilities on the support systems of the school. Each of these is addressed below.

General Impact Of School Facilities On The Principal's School

Principals were asked to rate the impact of school location, the school site itself, the site

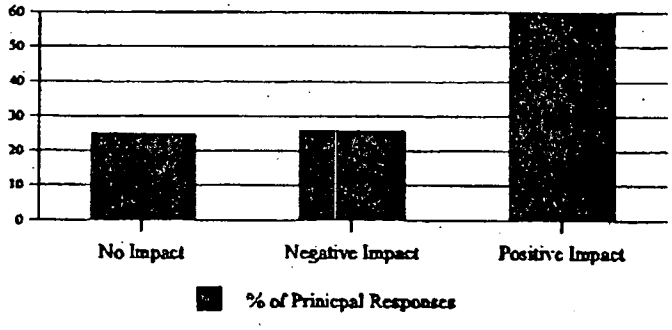
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layout, school size, building layout, building appearance, and physical condition of buildings on various school components and school constituent groups. On average about one-fourth of the principals responded that at their own schools facilities location, site, site layout, building layout, building appearance, and physical condition were having no impact (positive or negative) on the school's constituent groups or programs. However, four factors were identified by at least one-fourth of the principals as having a negative effect on their schools. These principals indicated that physical condition of their schools was negatively affecting faculty (26%); that building layout was negatively affecting faculty (26%); that building layout was negatively affecting students (26%); and school size was negatively affecting faculty (25%).

Impact Of School Facility Physical Condition On School's Constituent Groups And Programs: Principals' Responses



Conversely, four facilities factors were identified by at least 60% of the principals as making a positive impact on their own school constituents or programs. Sixty-eight percent of the principals indicated that the appearance of their building was positively affecting parents and the community. Almost that number (66%) stated that the building appearance was having a positive

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effect on faculty. Sixty-five percent responded that building appearance at their school was having a positive impact on students. Finally, a considerable percentage of principals (61%) felt that the physical condition of their school positively impacted on parents.

The Impact Of Physical Support Systems On The Principal's School

School principals were asked to rate the impact of various physical support components of their own school buildings on programs and constituent groups. Topics addressed included lighting, thermal environment, acoustics, electrical service, technology, safety and security, storage, and communication. An average, approximately 25% of the principals responded that the support components were having no effect, negative or a positive, on school programs and constituents. However, an notable expectation to this was storage. Fifty-two percent felt that lack of storage space was adversely affecting faculty.

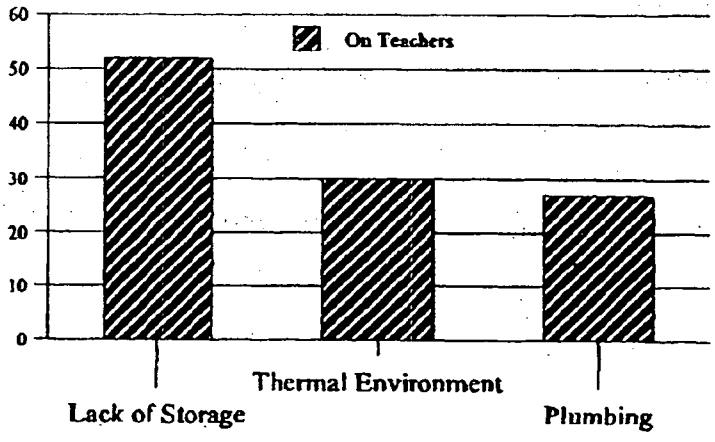
Storage for teachers, however, was not the only support system that a number of principals rated as having a negative impact in their own schools. In all, at least 25% of the principals responding to the survey rated eight support factors as negatively affecting their school programs or constituents. The eight factors and the percent of principals rating them as negatively impacting on programs or constituents at their schools were: lack of storage is affecting teachers (52%), lack of storage is affecting students (41%), lack of storage is affecting the curriculum (40%), lack of storage is affecting parents and community (31%), the thermal environment (heating and cooling) is affecting teachers (30%), the thermal environment is affecting students (29%), plumbing (number of rest rooms, fixtures, etc.) is affecting students (27%), and plumbing is affecting faculty (27%).

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Physical Support Systems Most Negatively Affecting Teachers:
Percent Of Principals Indicating Problem



Only three support factors were rated by at least 60% of the principals as having a positive effect on programs and constituents. All of these had to do with technology. Approximately 62% of the responding principals indicated that the technology infrastructure at their school was having a positive effect on each of the following: Students, faculty, and the curriculum.

In general, support factors that, according to principals, tended to enhance learning and teaching in their schools were the physical condition of building components and the technology support system. Factors that tended to be negatively affecting schools were the physical environment, the layout of the facility, the size of the school, and lack of storage.

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The Impact Of Instructional Support Systems On The Principal's School

Principals answering the questionnaire were then asked to indicate the extent to which instructional support systems were impacting on the programs and constituents in their own schools. Factors principals were asked to respond to included: Permanent labs; Permanent classrooms; Classroom size; Overcrowding; and Portables. A considerable majority (approximately 60%) of the responding principals rated the instructional support systems at their schools in general as having a positive impact on program and constituents.

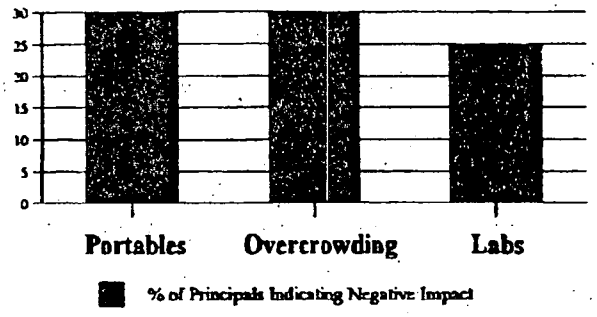
However, there were some factors that at least 25% of the principals considered to be negatively impacting on their programs and/or constituents. The instructional support factor that was most often rated as a negative factor was use of portables. On average nearly 30% of the principals indicated that use of portables was adversely affecting their schools. Groups or factors adversely affected included students, faculty, the curriculum, and relations with parents and community. Approximately the same percentage (30%) indicated that overcrowding was a problem that was negatively affecting students, faculty, and the curriculum at their school. The other instructional support component adversely affecting schools was lack of permanent lab space or poor lab space. Approximately one-fourth (25%) of the principals responded that both students and faculty were negatively affected by lab conditions.

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Factors That Have The Largest Negative Impact On School Programs And/Or Constituents, Instructional Support Systems: Percent Principals Reporting Problem



The Impact Of Instructional Organization On The Principal's School

Principals were subsequently asked to rate the impact of school organizational components on school programs and constituents. The two factors they were asked to considered included: Teacher-pupil ratio and Grade configuration.

Almost two-thirds of the responding principals (about 65%) indicated that the teacher-pupil ratio at their schools was making a positive difference on students, faculty, parents and community, and on the curriculum itself. However, approximately 20% responded that teacher-pupil ratios were having a negative effect on their schools.

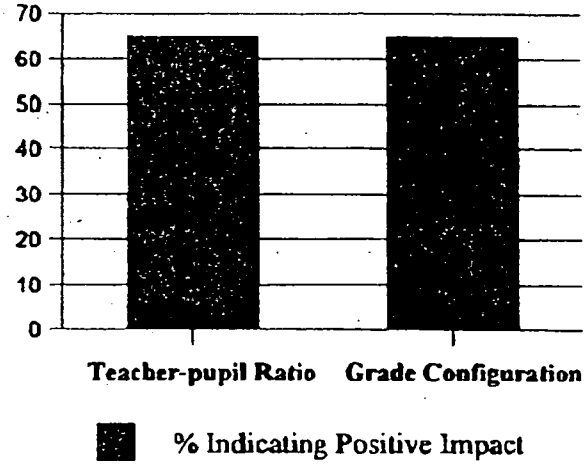
A large majority of principals (about 65%) felt that the grade configuration of their schools was having a positive effect on programs and constituents. Only about 5% indicated that grade configuration was having a negative impact on their programs, students, teachers, or community.

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Impact Of Teacher-Pupil Ratio And Grade Configuration On Students, Faculty, Parents And Community, And Curriculum: Percentage Of Principals Indicating "Positive"



Overall Impact Of The Principal's School Facility On His/Her School

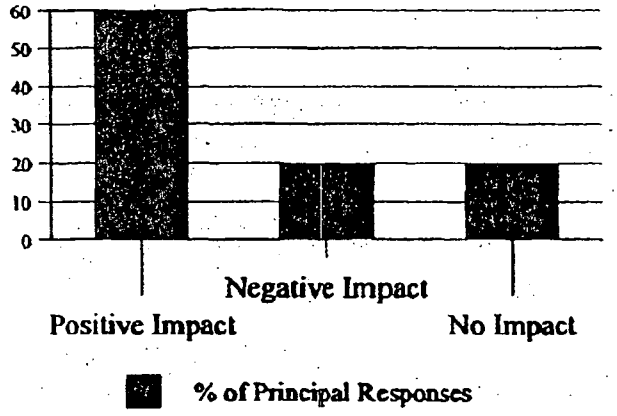
To ascertain the overall impact of the above factors on the educational process at individual schools, principals were asked to rate whether their school facilities affected students, parents and community, faculty, and the curriculum. In each of these cases, approximately 60% of the principals surveyed said their school facility had a positive impact. However, another 20% felt that their facilities were negatively impacting people and the program. While this is considerably fewer than the number responding positively, it indicates that approximately one in five principals in public schools in South Carolina believed they were having difficulty meeting program demands and human needs because of the facility in which schooling must occur.

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Overall Impact Of School Facility:
On Students, Parents And Community, Faculty, And Curriculum



Summary

A large majority of public school principals throughout South Carolina believed that a relationship exists between the condition of a school facility and what a school can be expected to produce. Further, almost all principals responding to the questionnaire indicated that school facilities conditions were having some impact on their own schools, either positively or negatively, as they sought to optimize student achievement. A majority of principals felt that their own school facilities were positively impacting on the ability to effectively educate students. However, twenty percent indicated that their school facility was a detriment to effectively delivering instruction. Physical factors often identified by principals as positively affecting instruction included building appearance, the physical condition of the structure, the technology system, and

the availability of appropriate labs and classrooms. Physical factors most often identified as negatively affecting the educational process were, lack of storage, physical condition of the building, the layout of the school, the size of the school, portables, overcrowding, lack of appropriate lab space, and the teacher-pupil ratio.

Relationship Of School Outcome Measures To
School Age, Size, And Attendance

As part of the state-wide research into the question of the relationship of school facilities to student outcomes, the study sought to determine if there is a link between standardized test scores and the independent variables of school age, school size, and pupil and teacher attendance. These variables regularly appear in the literature as ones that could influence educational outcomes. In addition, data on all four factors were available for all public schools in South Carolina. The analysis was done at the elementary, middle, and high school levels, and included all public South Carolina schools for which age, size, attendance, and test data were available. At the high school level the outcome measure used was the average SAT score for each high school. For the middle and elementary schools, scores on the PACT tests in reading and mathematics were used. The results of the various analyses are presented below.

High Schools:
Relationships Among SAT Scores, School Age, School Size, and Attendance

There were 168 South Carolina public high schools for which data were available and analyzed. Their students averaged scoring 933 on the SAT. Average daily membership among these high schools was 1028 students. The mean age of the 168 schools was 34 years. On average 40% of the students at these high schools were on free or reduced lunch.

Initial independent analysis indicated that the average SAT score for a high school was significantly related to all the other factors studied. At bigger and newer schools, with higher teacher and student attendance, students scored better on the SAT.

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Variables In Isolation Related To SAT Outcomes:
High School SAT Scores

Factor	Effect
School Age	Significant
Teacher Attendance	Significant
School Size	Significant
Student Attendance	Significant

However, when the socio-economic level of the population of students served by the various high schools was taken into account, all but one of the effects disappeared. By far, the most critical indicator in predicting academic success as measured by the SAT was the percentage of students who were on free or reduced lunch. Fifty-nine percent of the variation in the average SAT scores among high schools could be accounted for by the socio-economic status of the student body. However, student attendance also emerged as a statistically significant factor in predicting test results. Though its impact was small compared to the effect of free and reduced lunch, it did have predictive validity. In fact, the combined effects of free and reduced lunch and student attendance accounted for sixty-two percent of the variation among the average SAT test results among high schools. The impact of the effect of the overall socio-economic status of a high school's student body as measured by free and reduced lunch was so staggering that the other factors (age of building, teacher attendance, and school size) lost significance when SES was included in the calculations.

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Proportion Of Variation In Dependent Variable Accounted For By Independent Variables: High School SAT Scores

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.767	.589	.587	54.67
Student Attendance*	.787	.620	.615	52.73

*Includes the SES Effect

Middle Schools:
Relationship Among PACT Results, School Age, School Size, And Attendance

The PACT scores of schools serving grades 6, 7, and/or 8 were analyzed in relationship to school age, school size, and student and teacher attendance. For the PACT analysis the percentages of students scoring in the proficient and advanced categories at each school in math and English were the dependent variables. Between 227 and 286 schools, depending on the grade level studied, comprised the sample for this part of the analysis. These schools, containing grades 6, 7, and/or 8, were, on average, 37 years old. The mean size of these schools was 651 students in average daily membership. Approximately 56% of the students qualified for either free or reduced lunch. In general, when the above factors were analyzed in relation to school performance in isolation a significant relationship was found.

Variables In Isolation Related To PACT Outcomes Middle School PACT Scores

Factor	Effect
School Age	Significant
Teacher Attendance	Significant
School Size	Significant
Student Attendance	Significant

English

Initial independent analysis of the sixth grade PACT English test data revealed a statistically significant relationship between the percentage of students scoring proficient or advanced and all of the other factors studied. As was the case with high schools, larger middle-grades schools, that were newer in construction, and in which student and teacher attendance were higher, generated greater percentages of students scoring proficient or advanced on the sixth grade PACT English test.

However, when the socio-economic level of the population of students, as measured by the portion of students on free and reduced lunch, served by the middle-grades schools was taken into account, the effects of all but one factor disappeared. Again, as was the case in the high school analysis, the most critical factor in predicting English achievement in the sixth grade as measured by PACT was the percentage of students who were on free or reduced lunch. Forty-five percent of the variation in the portion of middle-grades students scoring proficient or advanced in sixth grade English could be accounted for by the socio-economic status of the student body. However, student attendance also emerged as a statistically significant factor in predicting test results. Though its impact was small compared to the effect of free and reduced lunch, it did have predictive validity. In fact, the combined effects of free and reduced lunch and student attendance accounted for approximately forty-nine percent of the variation among the average PACT test results among sixth grade English scores. The impact of the effect of the overall socio-economic status of a high school's student body as measured by free and reduced lunch was so large that the other factors (age of building, teacher attendance, and school size) lost significance when SES was included in the calculations.

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Proportion Of Variation In Dependent Variable (Grade 6 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.674	.455	.453	11.2965
Student Attendance*	.701	.492	.488	10.9221

*Includes the SES Effect

Very similar results were found after analyzing the results of the PACT English tests for seventh graders. When looked at independently, newer schools and schools with larger student bodies, with higher student attendance rates, were associated with larger percentages of students scoring proficient or advanced on the seventh grade English test. At the seventh grade level, however, teacher attendance patterns were not independently associated with English score results. As was sixth grade English scores, when the socio-economic factor was applied to the analysis, it again impacted on the effects of the other factors. The percentage of students on free and reduced lunch was associated with 36% of the variability of seventh grade English scores across schools. Though this is a somewhat small effect than found at the sixth grade, it is by far the largest predictive factor. In fact, only one other variable, student attendance, continued to have a statistically significant relationship to school PACT English outcomes. When combined student attendance was combined with SES, or number of students on free and reduced lunch, forty-one percent of the variation in seventh grade English scores across schools on PACT could be accounted for.

Proportion Of Variation In Dependent Variable (Grade 7 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.599	.359	.356	10.9559
Student Attendance*	.644	.415	.410	10.4870

*Includes the SES Effect

Slightly different, but not inconsistent, findings resulted from the examination of eighth grade PACT English results. As before, newer schools with better student attendance, when excluding the effect of socio-economic status, were associated with greater percentages of students in eighth grade scoring well in English. However, even in independent analysis, neither size of school nor teacher attendance patterns was associated with differences among schools. When the portion of students on free or reduced lunch was then factored in, the initial effects of age (newer facilities) disappeared. This was not the case with the student attendance factor. It continued to have some predictive validity related to what percentage of students at a school would score proficient or advanced in English at the eighth grade level. By far, the greatest predictor of school scores continued to be the socio-economic status of students, with SES accounting for 28% of variation among schools. Interestingly, though, adding student attendance patterns of schools to the equation did increase the combined predictive factor slightly, but significantly, to 35%.

Proportion Of Variation In Dependent Variable (Grade 8 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.533	.285	.281	11.0400
Student Attendance*	.592	.351	.345	10.5387

*Includes the SES Effect

Mathematics

The relationship of PACT mathematics results for grade 6 to school age, school size, and attendance patterns was very similar to that found with English. Newer and larger schools, with better students and teacher attendance rates, were associated with greater percentages of students scoring proficient or advanced on PACT, when examined independently. However, when SES was factored in, the portion of the student body on free or reduced lunch accounted for 38% of the variation in sixth grade PACT mathematics results. This impact erased, or nullified, the effects of school age, school size, and teacher attendance patterns. However, student attendance continued to maintain a statistically significant relationship to PACT sixth grade math results. When it was considered in conjunction with SES, or number of students on free and reduced lunch, 41% of the variation among schools could be accounted for.

Proportion Of Variation In Dependent Variable (Grade 6 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.616	.380	.378	11.2579
Student Attendance*	.647	.418	.414	10.9250

*Includes the SES Effect

Slightly different, but not inconsistent, findings were found when examining seventh grade PACT mathematics results. As with the sixth grade, newer schools, with better teacher and student attendance rates were associated with greater percentages of students in seventh grade scoring well in mathematics, when excluding the effects of socio-economic status. However, school size was not significantly related to seventh grade math results, even when considered independent of other factors. Again, when the portion of students on free or reduced lunch was factored in, the initial impact of school age and teacher attendance disappeared. This was not the case with student attendance. Student attendance continued to have some predictive validity related to what percentage of students at a school would score proficient or advanced in mathematics at the seventh grade level. The greatest predictor of school scores continued to be the socio-economic status of students, with the number of students on free and reduced lunch accounting for 29% of variation among schools. Interestingly, adding student attendance patterns to the equation increased the combined predictive factor slightly, but significantly, to 34%.

Proportion Of Variation In Dependent Variable (Grade 7 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.540	.292	.289	11.2456
Student Attendance*	.588	.346	.340	10.8307

*Includes the SES Effect

Analysis of eighth grade PACT mathematics scores produced slightly different findings than observed at the sixth or seventh grades. Initial independent analysis indicated a relationship between eighth grade PACT mathematics results and school age, school size, and student and

teacher attendance. When the effect of socio-economic status was taken into account, the effects of teacher attendance patterns and school size disappeared. The number of students on free or reduced lunch alone accounted for about 25% of the variability among the test results in mathematics among schools housing that grade. In addition, however, student attendance patterns and age of the school facility had a statistically significant relationship to math performance in the eighth grade. When SES and student attendance were combined, they accounted for 29% of the variation among school test results. When school age was added to these, 30% of the variation in eighth grade PACT mathematics differences among schools could be accounted for.

Proportion Of Variation In Dependent Variable (Grade 8 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.500	.250	.247	10.7726
Student Attendance*	.542	.294	.288	10.4755
School Age**	.557	.311	.302	10.3727

*Includes the SES Effect **Includes the SES Effect and Student Attendance Effect

Elementary Schools:
Relationship Among PACT Results, School Age, School Size, And Attendance

The PACT scores of schools serving grades 3, 4, and/or 5 were analyzed in relationship to school age, teacher and student attendance, and school size. For the PACT analysis the percentages of students scoring in the proficient and advanced categories at each school in math and English were the dependent variables. There were from 506 to 534 schools containing grades 3, 4, and/or 5, depending on the grade level being studied. These school were, on average, 36

years old. The mean size of these schools serving the elementary grades was 539 students in average daily membership. Approximately 59% of the students qualified for either free or reduced lunch. In general, when the above factors were analyzed in relation to school performance in isolation a significant relationship was found.

Variables In Isolation Related To PACT Outcomes: Elementary Grades

Factor	Effect
School Age	Significant
Teacher Attendance	Significant
School Size	Significant
Student Attendance	Significant

English

An examination was made of the relationship of the portion of students falling in the PACT categories of proficient or advanced at a school and the size, attendance patterns, and age of the school. When examined independently, all of the variables had a statistically significant relationship to English proficiency in the third grade. Students in newer and larger schools, with better teacher and student attendance patterns, performed better. However, when socio-economic status, as measured by the percentage of students on free and reduced lunch, was included in the analysis, the effects of age, size, and teacher attendance patterns disappeared. The percentage of students on free and reduced lunch was an extremely powerful factor in determining how schools would score on the test at this grade level. It alone accounted for nearly 63% of the

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variability of scores across schools. Nonetheless, the student attendance factor, though small, did contribute to predicting how third graders would perform on the English portion of the PACT examination. Knowing both the percentage of students on free or reduced lunch and the student attendance rate raised the predictive value slightly, but significantly, to 64%.

Proportion Of Variation In Dependent Variable (Grade 3 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.793	.629	.629	10.337
Student Attendance*	.799	.639	.638	10.212

*Includes the SES Effect

A similar examination was made at the fourth grade level of the relationship between the portion of students falling into the PACT categories of proficient or advanced in English at a school and the size and age of the school facility, and teacher and student attendance rates. When studied independently, all of the factors again had a statistically significant relationship to English proficiency in the fourth grade. Students in newer and larger schools, with better teacher and student attendance patterns, performed better. However, when socio-economic status was included in the analysis, the effects of school size and of teacher attendance disappeared. The percentage of students on free and reduced lunch was an extremely commanding factor in determining how schools would score on the test. It alone accounted for nearly 66.8% of the variability of scores across schools at grade four. Nonetheless, both school age and student attendance added in a statistically significant manor to predicting schools' fourth grade PACT English scores, though the impact was slight. Combined, SES and student attendance accounted

for 68% of the variability among schools. When school age was added this figure increased to approximately 68.4%.

Proportion Of Variation In Dependent Variable (Grade 4 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.818	.669	.668	9.400
Student Attendance*	.825	.681	.680	9.231
School Age**	.828	.686	.684	9.167

*Includes the SES Effect **Includes the SES Effect and Student Attendance Effect

Analysis of PACT English scores for grade 5 was then carried out to ascertain the relationship between the portion of students falling in the categories of proficient or advanced at a school and the size and age of the school facility, and its teacher and student attendance patterns. When studied independently, each again had a statistically significant relationship to English proficiency in the fifth grade. Students in newer and larger schools, whose students and teachers were absent for fewer days, performed better. However, when socio-economic status was included in the analysis, the effects of everything but student attendance disappeared. The percentage of students on free and reduced lunch continued to be an extremely influential factor in determining how schools would score on the test. It alone accounted for 65% of the variability of scores across schools. Nonetheless, the student attendance factor, though small, did make a statistically significant contribution to predicting how fifth graders would perform on the English portion of the PACT examination. The two together accounted for 66% of the variation among school scores.

Proportion Of Variation In Dependent Variable (Grade 5 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.807	.651	.650	9.100
Student Attendance*	.812	.659	.658	9.001

*Includes the SES Effect

Mathematics

Analysis of PACT mathematics scores for grade 3 was conducted to determine if school size, age of school facility, or student and teacher attendance patterns were related to percentage of students taking the tests who were scoring proficient or advanced. When examined independently, all factors had a statistically significant relationship to mathematics proficiency in the third grade. As was the case in other analyzes, students in newer and larger schools with better student and teacher attendance patterns tended to have more students scoring proficient or advanced on the PACT third grade mathematics test. However, when socio-economic status was included in the analysis, the effects of all the factors other than student attendance rate disappeared. The percentage of students on free and reduced lunch was a powerful factor in determining how schools would score on the test. It alone accounted for nearly 53% of the variability of scores across schools. Nonetheless, the student attendance factor, though small, did contribute to predicting how third graders would perform on the mathematics portion of the PACT examination. The combination of knowing the percentage of students on free or reduced lunch and the average number of days students were absent from school accounted for 55% of the

variability among schools in terms of the percentage of students scoring proficient or advanced on the third grade PACT mathematics examination.

Proportion Of Variation In Dependent Variable (Grade 3 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.730	.533	.532	10.749
Student Attendance*	.745	.555	.553	10.500

*Includes the SES Effect

A similar analysis of PACT mathematics scores for grade 4 was done. It examined the relationship between the portion of students falling in the proficient and advanced categories at a school and the size of the pupil population, age of the school, and student and teacher attendance patterns. Again, when studied independently, all of these factors had a statistically significant relationship to mathematics proficiency in the fourth grade. Students in newer and larger schools with fewer teacher and student absences performed better. However, when socio-economic status was included in the analysis, the effects of school age and teacher attendance disappeared. The percentage of students on free and reduced lunch remained a powerful factor in determining how schools would score on the test. It alone accounted for nearly 56.6% of the variability of scores across schools. However, both student attendance pattern and size of school did contribute at a statistically significant level in predicting PACT fourth grade test results. When student attendance rate was combined with the portion of students on free and reduced lunch, 57.9% of the score variability among schools was accounted for. Including school size in the mix increased predictability slightly to 58.2%

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Proportion Of Variation In Dependent Variable (Grade 4 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.753	.567	.566	10.059
Student Attendance*	.762	.580	.579	9.913
ADM**	.764	.584	.582	9.880

*Includes the SES Effect **Includes the SES Effect and Student Attendance Effect

Analysis of PACT mathematics scores for grade five completed the examination of the relationship of school age, population size, and attendance patterns to student outcomes. Without controlling for other variables, once more each factor had a statistically significant relationship to mathematics proficiency in the fifth grade. Students in newer and larger schools with fewer teacher and student absences performed better. However, when socio-economic status was included in the analysis, the effects of all factors except student attendance again disappeared. The percentage of students on free and reduced lunch continued to be a very strong factor in determining how schools would score on the test. It alone accounted for over 58.4% of the variability of scores across schools. Nonetheless, the student attendance factor, though small, did contribute to predicting how fifth graders would perform on the mathematics portion of the PACT examination. When the SES and student attendance factors were combined, 60.3% of the variability among schools was accounted for.

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Proportion Of Variation In Dependent Variable (Grade 5 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.765	.585	.584	9.400
Student Attendance*	.777	.604	.603	9.186

*Includes the SES Effect

Summary

Analysis of the state-wide data comparing school academic outcomes to age of school facility, number of students served by a school, and student and teacher attendance patterns revealed several interesting and important findings. First, when examined independently, school facilities-related factors had a relationship to student performance.

Second, however, as previous studies have revealed, the socio-economic status of a child is an extremely strong predictor of the success that child will have in school. In this study, the SES factor was so great it tended to "wash out" the effects of other variables. In South Carolina the relationships among school factors, student outcomes, and effects of social class are so intertwined, that, to a large extent, separating the effect of facilities is difficult. Students in older, smaller schools scored poorer on tests. Students and teachers in these schools attended less often. However, these schools also housed the largest portions of students living in poverty.

Third, even after factoring in the effect of poverty, some variables remained strong enough to make a difference in predicting school performance. Student attendance in particular regularly emerged as a significant factor in predicting how students at a school would perform. Periodically, school age and school size also emerged as significant indicators of student performance despite the large impact of socio-economic status.

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Factors That Were Found To Be Significant In Predicting Test Results When Factoring In The Effect of Percentage Of Students On Free or Reduced Lunch: State-Wide Sample

		SES	Age	School Size	Student Attendance	Teacher Attendance
High	SAT	Significant			Significant	
Middle - English	Grade 8	Significant			Significant	
	Grade 7	Significant			Significant	
	Grade 6	Significant			Significant	
Middle -Math	Grade 8	Significant	Significant		Significant	
	Grade 7	Significant			Significant	
	Grade 6	Significant			Significant	
Elementary - English	Grade 5	Significant			Significant	
	Grade 4	Significant	Significant		Significant	
	Grade 3	Significant			Significant	
Elementary - Math	Grade 5	Significant			Significant	
	Grade 4	Significant		Significant	Significant	
	Grade 3	Significant			Significant	

Relationships Between Principal Ratings Of Their Schools And Other Factors

The next step in the study was analysis of the responses of the facilities questionnaires returned by principals across the state. Two separate examinations were conducted. In the first, a set of basic independent analyzes were made comparing the rating a principal gave his or her school as to physical condition or adequacy to such factors as age of school, size of school, teacher and student attendance patterns, socio-economic status of the student population, and student test results. Then, an examination was made of the relationship of student test scores to various factors, taking into account the predictive value of each.

The results of the first examination are presented in this section by grade grouping (high schools, middle-grades schools, and elementary-grades schools). Presented first for each of these school groupings are the factors that were significantly related statistically to principals' ratings of the condition of their schools. Then, the factors that were examined but not found to have a relationship to physical condition are noted. A summary table at the end of this section presents a visual representation of the findings.

It should be noted that the principal's rating of the educational condition and adequacy of his or her building as reported in the following sections is a composite score. Principals were asked to indicate the impact of their school facilities individually on each of the following: Curriculum; Teachers; Students; and Parents/Community. Their choices were: Negative impact (1); No Impact (2); or Positive Impact (3). An average of their responses to the four factors was computed. This figure became the indicator of facilities condition and adequacy for each school.

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High Schools

Factors Significantly Related To Principals' Ratings Of The Condition Of Schools

a. Age of Facility. The newer the facility, the better the rating of physical condition of the school.

b. Free and Reduced Lunch. The smaller the percentage of students on free and reduced lunch, the better the rating of physical condition of the school.

c. Test Performance. The higher the average SAT score for a school, the better the rating of physical condition of the school.

d. Student Attendance. The fewer days of school missed by students, the better the rating of physical condition of the school.

Factors <u>NOT</u> Related To Principals' Ratings Of The Condition of Schools

a. Teacher Attendance. Principals' ratings of the physical condition of their schools did not have a statistically significant relationship to how many days of school teachers missed.

b. Size of the school's student population. Principals' ratings of the physical condition of their schools did not have a statistically significant relationship to how many students the school housed.

Schools Serving Grades 6, 7, and 8

Factors Significantly Related To Principals' Ratings Of The Condition of Schools

a. Age of Facility. The newer the facility, the better the rating of physical condition of the school.

b. Test Performance. The greater the proportion of the student population scoring proficient or advanced in English and mathematics on PACT, the better the rating of physical condition of the school.

c. Teacher Attendance. The fewer days of school missed by teachers, the better the rating of physical condition of the school.

Factors NOT Related To Principals' Ratings Of The Condition of Schools

a. Student Attendance. Principals' ratings of the physical condition of their schools did not have a statistically significant relationship to how many days of school students missed.

b. Size of the school's student population. Principals' ratings of the physical condition of their schools did not have a statistically significant relationship to how many students the school housed.

c. Free and Reduced Lunch. Principals' ratings of physical condition of their school did not have a statistically significant relationship to the percentage of students on free and reduced lunch.

Schools Serving Grades 3, 4, and 5

Factors Significantly Related To Principals' Ratings Of The Condition of Schools

a. Age of Facility. The newer the facility, the better the rating of physical condition of the school.

b. Free and Reduced Lunch. The smaller the percentage of students on free and reduced lunch, the better the rating of physical condition of the school.

c. Test Performance. The greater the proportion of the student population scoring proficient or advanced in English and mathematics, the better the rating of physical condition of the school.

Factors NOT Related To Principals' Ratings Of The Condition of Schools

a. Student attendance. Principals' ratings of the physical conditions of their schools did not have a statistically significant relationship to how many days of school students missed.

b. Teacher Attendance. Principals' ratings of the physical conditions of their schools did not have a statistically significant relationship to how many days of school teachers missed.

c. Size of the school's student population. Principals' ratings of the physical conditions of their schools did not have a statistically significant relationship to how many students the school housed.

In general, how a principal viewed the physical condition of his or her school did relate significantly to several factors. What these factors were varied somewhat depending on the grades housed at a school. **However, two factors were always significantly related statistically to the principals' ratings of their schools. These were a) school age and b) test results.** The newer the facility and the higher its test results, the better a principal rated his or her school in terms of physical condition. A table summarizing the analysis is presented below:

Factors Significantly Related To A Principal's Rating Of The Physical Condition And Adequacy Of His Or Her School Facility

	SES	Building Age	School Size	Student Attendance	Teacher Attendance	Test Results
High	Significant	Significant		Significant		Significant
Middle		Significant			Significant	Significant
Elementary	Significant	Significant				Significant

However, this did not fully address the basic focus of this research study. That is, "Are test results related to such factors as physical condition of a school, as well as other factors such as age of the facility, the number of students served, teacher and student attendance patterns, and socio-economic status of the pupil population?" To get at this question, the data were again analyzed. The process and results of that analysis are contained in the following section.

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Relationship Of School Outcome Measures To Principals' Ratings Of The Physical Condition Of The School, School Age, Size, Teacher Attendance, and Student Attendance

Originally, the researcher studied the relationship between school outcomes and such factors as school age, school size, and student and teacher attendance patterns. The results of this examination were presented earlier in this report. Once principals' ratings of the physical condition and adequacy of their schools could be determined from questionnaire responses, a subsequent analysis was made. Again, this examination focused on school outcomes and various factors, including principals' ratings of their buildings.

However, since not all principals returned the questionnaires, the second analysis necessarily involved fewer schools. It is important to note that the original analysis of the relationship of student outcomes to size and age of facility included approximately 930 schools. However, the subsequent comparison of student outcomes to various factors included approximately 500 schools. This reflects the number of principal questionnaires returned and available information in various data sets. The results of the analysis of the relationships among student outcomes, a principal's rating of the condition of his or her school, teacher and student attendance, and age and size of facility are presented in the following sub-sections.

High Schools:
Relationships Among SAT Scores, School Age, School Size, Teacher Attendance, Student Attendance, And Principal's Rating Of Condition Of The Facility

The SAT scores of 97 South Carolina public high schools responding to the facilities questionnaire were analyzed. The average SAT among these high schools was 938. Average daily membership among the high schools from which surveys were received was 1026 students.

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The mean age of the 97 schools included in this part of the analysis was 32 years. On average 40% of the students at these schools were on free or reduced lunch.

Initial analysis among these 97 high schools indicated several significant independent relationships. Schools' average SAT scores were related to the principals' ratings of the condition of their facilities, to student attendance, teacher attendance, school size, and age of school.

Variables In Isolation Related To SAT Outcomes:
Among High Schools Returning Questionnaires

Factor	Effect
School Size	Significant
Principal's Rating	Significant
School Size	Significant
Teacher Attendance	Significant
Student Attendance	Significant

However, as was the case in the original analysis of all high schools, by far the factor most strongly related to overall SAT scores was the portion of students on free and reduced lunch (SES). Further examination revealed that, once SES of the student population of a school was taken into account, only one other factor studied had a statistically significant predictive relationship to a high school's SAT scores. That one factor was pupil attendance. The socio-economic status of the students in a school accounted for approximately 60% of the variation in SAT scores among schools. Adding the student attendance factor increased predictability to approximately 61%, a slight increase, but significant.

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Proportion Of Variation In Dependent Variable (SAT Scores) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.776	.601	.597	46.78
Student Attendance*	.787	.619	.611	46.00

*Includes the SES Effect

Middle Schools:
Relationships Among PACT Scores, School Age, School Size, Teacher Attendance, Student Attendance, And Principal's Rating Of Condition Of The Facility

The PACT scores of schools serving grades 6, 7, and/or 8 from which a facilities questionnaire was received were analyzed in relationship to school age and school size, teacher and student attendance, and principal's rating of the condition of the school facility. For the PACT analysis the percentages of students scoring in the proficient and advanced categories at each school in math and English was the dependent variable. There were 141 schools housing grade 6, 115 containing grade 7, and 118 with grade 8 that comprised the sample for this particular analysis. The schools from which principal questionnaires were available were on average 33 years old. The mean size of these schools serving the middle grades was about 669 students in average daily membership. Approximately 53% students in schools returning questionnaires qualified for either free or reduced lunch. In general, when the above factors were analyzed in relation to school performance in isolation a significant relationship was found for four. Teacher attendance was not significantly related to middle school performance, even when studied independently.

Variables In Isolation Related To PACT Outcomes:
Middle Schools

Factor	Effect
School Age	Significant
School Size*	Significant
Principal's Rating	Significant
Student Attendance	Significant

*In 50% of the subject analyses

English

Initial examination of the data revealed that statistically significant relationships existed between the percentage of sixth grade students scoring proficient or advanced on PACT in English and a) the age of the school, b) the attendance rate of students, c) the principal's rating of the physical condition of the facility, and d) school size when these factors were looked at independently. Interestingly, no initial relationship was found between PACT results in English at the sixth grade level and teacher attendance.

When the socio-economic level (SES) of the population of students served by the middle-grades schools was taken into account, the initial findings changed dramatically. By far, the greatest predictor of whether or not a sixth grade student would score proficient or advanced in English on PACT was his or her free/reduced lunch status. The smaller the portion of students receiving free or reduced lunch, the greater the percentage of students scoring proficient or advanced on PACT. In fact, when the effects of SES were taken into account, the only other variable that continued to have a statistically significant relationship to sixth grade English PACT performance was student attendance. Though the relationship was small, especially compared to

the impact of SES, higher student attendance rates had a significant association with greater percentages of students scoring proficient or advanced in English at the sixth grade. SES accounted for approximately 38% of the variability in test results among schools. Adding student attendance rate increased predictability to 44%.

Proportion Of Variation In Dependent Variable (Grade 6 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.619	.383	.379	11.4569
Student Attendance*	.666	.444	.436	10.9180

*Includes the SES Effect

Slightly different results were found after analyzing the results of the PACT English tests for seventh and eighth graders. Individually, the factors of student attendance, age of facility, and principal rating of the physical condition of the school each were significantly correlated with the performance of seventh and eighth graders on the PACT English examination. In addition, at the seventh grade school size was a statistically significant factor in achievement when examined independently. As was the case with the sixth grade, teacher attendance was not a significant factor in predicting scores in the seventh or eighth grade. School size did not relate to student outcomes in eighth grade English when looked at independently. When the percentage of students on free or reduced lunch was factored in, SES was the largest predictor of PACT results. However, both the attendance rate of students and the principal's rating of the physical condition and adequacy of his or her school were also significant factors in predicting the percentage of

seventh and eighth graders at a school who would score proficient or advanced in English on the PACT test. In seventh grade, with SES alone, 18% of the difference among schools could be predicted. Adding student attendance patterns and the principal's rating of a school increased this considerably to 30%.

Proportion Of Variation In Dependent Variable (Grade 7 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.433	.187	.180	10.6110
Student Attendance*	.529	.280	.267	10.0328
Overall Rating**	.563	.317	.299	9.8127

*Includes the SES Effect **Includes the SES Effect and Student Attendance Effect

In eighth grade, 17% of the variability in PACT English scores could be attributed to SES. Knowing student attendance rates and the principal's rating of his or her building raised predictability to 25%.

Proportion Of Variation In Dependent Variable (Grade 8 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.419	.176	.169	10.0035
Student Attendance*	.486	.236	.223	9.6703
Overall Rating**	.521	.272	.253	9.4854

*Includes the SES Effect **Includes the SES Effect and Student Attendance Effect

Mathematics

The relationships of PACT mathematics results for grade 6 were slightly different from those of English. Initially, the factors of school age, school size, student attendance, and principal's rating of the condition of the school individually had significant relationships to the percentage of students scoring proficient or advanced in math on PACT at the sixth grade. As was the case with English, no initial correlation was found between PACT mathematics results and teacher attendance. When SES as measured by the percentage of students on free or reduced lunch was factored in, two elements continued to have statistically significant predictive power related to sixth grade mathematics performance. These were student attendance and the overall rating by the principal of the physical condition and adequacy of the school facility. While SES accounted for approximately 30% of the variability in math performance at six grade, adding attendance patterns and principal school rating increased predictability fo scores to 39%

Proportion Of Variation In Dependent Variable (Grade 6 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.552	.304	.299	10.1882
Student Attendance*	.619	.383	.374	10.5733
Overall Rating**	.637	.406	.393	10.4114

*Includes the SES Effect **Includes the SES Effect and Student Attendance Effect

One of the more interesting findings from the study was found in analyzing seventh grade mathematics results. Initially, the only factors analyzed individually that related to percentage of students scoring proficient or advanced in mathematics in the seventh grade were school age,

student attendance, and the rating of the physical condition of the school by the principal. Neither teacher attendance nor size of school had even an initial relationship to PACT math results at the seventh grade level. As has been reported many times so far in the report, when socio-economic status was considered, it also was found to be a predictor of PACT mathematics performance at the seventh grade. However, it was not the strongest indicator of test performance in this subject at this grade level. In fact, it was number three in power of prediction. Two other factors made greater contributions to predicting the percentage of seventh graders who would score proficient or advanced in mathematics. These were student attendance rate and the principal's rating of the physical condition of the school. Student attendance alone was associated with 15% of the variability of test scores among schools. Knowing the rating of the principal increased this predictive factor to 24%, nearly a ten point increase. The SES factor further raised predictability of seventh grade math scores to 29%, or about five points more.

Proportion Of Variation In Dependent Variable (Grade 7 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
Student Attendance	.391	.153	.145	11.6103
Overall Rating*	.502	.252	.239	10.9526
SES**	.558	.312	.294	10.5545

*Includes the Student Attendance Effect
**Includes Student Attendance Effect and Overall Rating Effect

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Analysis of the eighth grade PACT mathematics results produced slightly different findings to those reported for sixth or seventh grade. The percentage of students on free and reduced lunch was the most significant predictor of the percentage of students scoring proficient or advanced in mathematics at the eighth grade. However, again two other factors significantly contributed to predicting success on the test. These were school age and student attendance. In eighth grade mathematics school SES was associated with 14% of the variability among eighth grade math test results. Adding information about school age, the second largest predictive factor, increased this to 21%. When the student attendance factor was included with SES and school age, 25% of the variability of among schools in eighth grade math performance was accounted for.

Proportion Of Variation In Dependent Variable (Grade 8 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.385	.148	.141	10.6789
School Age*	.476	.226	.213	10.2222
Student Attendance**	.516	.266	.247	9.9964

*Includes the Student Attendance Effect
**Includes Student Attendance Effect and Overall Rating Effect

Elementary Schools:
Relationships Among PACT Scores, School Age, School Size, Teacher Attendance, Student Attendance, And Principal's Rating Of condition Of The Facility

For those schools serving grades 3, 4, and/or 5 that returned the facilities questionnaire, PACT scores were again analyzed. This time the factors studied included school age, school size, teacher attendance, student attendance, and the overall rating of the physical condition of the

facility by the principal. As was the case in the first analysis, the percentage of students scoring in the proficient and advanced categories at each school in math and English was the dependent variable. There were 289 schools with grade three, 283 with grade four, and 274 with grade five that returned surveys. These schools averaged being 34 years old. The mean size of these schools was 555 students in average daily membership. Approximately 55% qualified for either free or reduced lunch. In general, when the above factors were analyzed in relation to school performance in isolation a significant relationship was found.

Variables In Isolation Related To PACT Outcomes

Factor	Effect
School Age	Significant
Teacher Attendance	Significant
School Size	Significant
Principal's Rating	Significant
Student Attendance	Significant

English

Initial examination of the data revealed that statistically significant relationships existed between the percentage of third grade students scoring proficient or advanced on PACT in English and a) the age of the school, b) the size of the school c) the attendance rate of students, d) the attendance rate of teachers, and e) the principal's rating of the physical condition of the facility, when these factors were looked at independently.

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However, when the socio-economic level (SES) of the population of students served by the elementary-grades schools was taken into account, the initial findings changed dramatically. By far, the greatest predictor of whether or not a third grade student would score proficient or advanced in English on PACT continued to be his or her free/reduced lunch status. This factor alone accounted for 67% of the variability of scores among schools. In fact, when the effects of SES were taken into account, none of the other five factors contributed to predicting the success rate of third grade student on the PACT English examination.

Proportion Of Variation In Dependent Variable (Grade 3 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.820	.672	.671	9.754

Very similar initial findings emerged when the fourth grade PACT English test results were initially analyzed. Individually, all five factors studied had significant relationship to success on PACT in English. However, as was the case with the third, when the effects of socio-economic status of students along with the other five factors were analyzed together, the portion of students on free and reduced lunch was the greatest predictor of the percentage of fourth grade students at a school who would score proficient or advanced on the English. What was different at the fourth grade level, though, was that one of the other five factors did continue to contribute to predicting the percentage of students who would do well in English, even after controlling for socio-economic differences. Though not nearly as strong as SES, the school age factor was a significant

predictor of how students in fourth grade would do on the English exam. SES accounted for 68.1% of the variability among schools. Knowing the age of the school increased predictability of school test scores in fourth grade English to 68.8%.

Proportion Of Variation In Dependent Variable (Grade 4 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.826	.683	.681	9.151
School Age*	.831	.690	.688	9.056

*Includes the SES Effect

The analysis of fifth grade PACT English scores initially produced similar results to those of third and fourth grade in that all five factors studied independently correlated significantly with the percentage of students at a school scoring proficient or advanced in English. However, as was the case at the other two elementary grades, when the portion of students on free or reduced lunch was included in the analysis, it again was by far the largest factor in predicting how students would perform. What made the fifth grade English findings different was that one of the two other factors that continued to make a statistically significant contribution to predicting success was teacher attendance. SES accounted for 66% of the variability among the scores of fifth graders in mathematics. Knowing the student attendance rate at a school raised this predictability factor to 66.7%. When the effect of teacher attendance was added to the effects of SES and student attendance, 67.3% of the variation in fifth grade English scores was accounted for.

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Proportion Of Variation In Dependent Variable (Grade 5 English) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.813	.661	.660	8.691
Student Attendance*	.818	.670	.667	8.601
Teacher Attendance**	.823	.677	.673	8.523

*Includes the SES Effect
**Includes SES Effect and Student Attendance Effect

Mathematics

Initial examination of the data revealed that statistically significant relationships existed between the percentage of third grade students scoring proficient or advanced on PACT in Math and a) the age of the school, b) the size of the school c) the attendance rate of students, d) the attendance rate of teachers, and e) the principal's rating of the physical condition of the facility, when these factors were looked at independently. This mirrored the English findings as noted above.

And, as has been the case throughout, when the socio-economic level (SES) of the population of students served by the elementary-grades schools was taken into account, the initial findings changed dramatically. By far, the greatest predictor of whether or not a third grade student would score proficient or advanced in mathematics on PACT was his or her free/reduced lunch status. It alone accounted for 60.5% of the difference in scores among schools. However, a second factor did significantly contribute statistically to predicting mathematics success. That factor was student attendance. Knowing the attendance rate of students increased predictability of grade three math scores to 61.8%.

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Proportion Of Variation In Dependent Variable (Grade 3 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.779	.607	.605	10.369
Student Attendance*	.788	.620	.618	10.205

The findings for grade four were slightly different. Again, all five factors individually related significantly to performance on the PACT fourth grade mathematics test. When the free and reduced lunch factor was considered, two other factors continued to relate significantly to predicting performance. Student attendance again was a factor, but so too was school size, with larger size being associated with better results. SES was related to 53% of the variability among fourth grade math scores. The student attendance factor raised this to 53.8%, and knowing school size increased predictability yet again to 54.4%.

Proportion Of Variation In Dependent Variable (Grade 4 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.730	.533	.531	10.643
Student Attendance*	.736	.541	.538	10.571
ADM**	.741	.549	.544	10.496

*Includes the SES Effect
**Includes SES Effect and Student Attendance effect

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At grade five in math, the results of the analysis were similar to grade 3. School age, size, principal's rating of the condition of the school, teacher attendance, and student attendance individually and independently correlated to the percentage students who could be expected to score proficient or advanced in mathematics. Again, the largest predictor of success was the socio-economic status of the school's student population, accounting for 53% of the variability among school scores. However, student attendance rates continued to make a statistically significant contribution to predicting success on the PACT mathematics examination at grades five increasing the predictability factor to 55%.

Proportion Of Variation In Dependent Variable (Grade 5 Math) Accounted For By Independent Variables

	R	R Square	Adjusted R Square	Standard Error of the Estimate
SES	.729	.532	.530	10.269
Student Attendance*	.743	.553	.549	10.060

*Includes the SES Effect

Summary

In general, for the more than 500 schools that returned questionnaires, initial findings were similar to the first analysis. Factors such as age of school, school size, and attendance patterns were related independently and separately to PACT and SAT scores. And, knowing the rating principals gave their schools as to physical condition and adequacy also was independently significantly related to how a school on average performed on tests. However, the major factor in predicting test scores continued to be percentage of students on free and reduced lunch. This component was so very strong that the effects of other variables, even when statistically

significant, were often relatively minor in comparison. Nonetheless, some other factors did help predict how students in various schools would score on the SAT or PACT.

At the high school level knowing student attendance rates proved to be statistically significant in predicting SAT scores. The effect was noted even after controlling for SES.

At schools housing the middle-grades, other than SES, the one factor that was always associated at a statistically significant level with PACT results was student attendance. This was true at all three grade levels, for both math and English - the fewer days a middle school student missed school, the better they scored on both the English and math PACT examinations. Two other factors did manifest themselves in specific instances. At the eighth grade level the age of the school facility was associated at a statistically significant level with predicting success on the PACT math results for eighth graders - the newer the facility, the more students scoring proficient or advanced. At the sixth and seventh grade levels, the principal's rating of the physical condition of the school contributed at a statistically significant level to predicting seventh grade math performance. Similarly, knowing the principal's rating of the facility was significantly associated with seventh and eighth grade English scores. In two of three middle school grades, this meant that, in both English and math, the better the condition and adequacy rating of the building, the more students scoring proficient or advanced. What is particularly interesting to note was that for seventh grade math, SES was the third ranked predictor of scores. School attendance and principal's rating of his/her facility were greater predictors of how students would perform in seventh grade math than knowing the percentage of students on free or reduced lunch.

At schools housing the elementary grades, other than SES, the one factor that regularly correlated at a statistically significant level with PACT success was again student attendance.

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However, it was a factor consistently only for math, not English performance. Two other factors did emerge in specific instances as significantly related to test performance. These were age of school for fourth grade English results and size of school (larger being better) for fourth grade mathematics performance.

Overall, as was the case in the state-side analysis presented earlier, most physical factors when studied independently in this more limited sample did regularly correlate highly with school outcome measures, including principals' ratings of the condition and adequacy of their school facilities. However, as was found with the original sample, when the percentage of students on free and reduced lunch was considered in the analysis, it again often "washed out" the effects of other factors in many cases.

Factors That Were Found To Be Significant In Predicting Test Results When Factoring In The Effect of Percentage Of Students On Free or Reduced Lunch: Surveyed Sample

		SES	Age	School Size	Student Attendance	Teacher Attendance	Principal Rating
High	SAT	Significant			Significant		
Middle - English	Grade 8	Significant			Significant		Significant
	Grade 7	Significant			Significant		Significant
	Grade 6	Significant			Significant		
Middle -Math	Grade 8	Significant	Significant		Significant		
	Grade 7	Significant			Significant		Significant
	Grade 6	Significant			Significant		Significant
Elementary - English	Grade 5	Significant			Significant	Significant	
	Grade 4	Significant	Significant				
	Grade 3	Significant					
Elementary - Math	Grade 5	Significant			Significant		
	Grade 4	Significant		Significant	Significant		
	Grade 3	Significant			Significant		

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Principals Speak To The Issue Of The Relationship Of School Facilities To School Outcomes

Principals were asked to provide written comments about school facilities-related issues when they returned the questionnaires furnished to them by the researcher. Three groups of principals were also invited to three focus group sessions to interact with the research on facilities-related issues. This section of the report describes and presents the written and oral comments made by South Carolina principals participating in this study.

Principals Speak

Feelings about the effect of school facilities often fell within two categories as epitomized by the following two comments:

> **Our school facilities work against our instructional program in many ways. Having a diverse age population is difficult and even dangerous at times. Having portables means that we don't always have our grade levels together. This makes grade level and cross-grade level planning very difficult. Also, we do not have a science lab of any kind. How can we compete instructionally with our well-equipped neighbors?**

> **New facilities definitely have a positive impact on teaching and learning. We came from a small school that had ten mobile units (to our new school). School facilities do make a difference!**

Approximately 565 principals returned questionnaires. The written comments they provided about facilities issues and factors were summarized and then placed into categories. The most often made comments emphasized that good facilities motivate students, instill pride in them, and improve their behavior (212 responses). Almost as frequent were the comments that good facilities provide a positive and attractive environment which helps attract and retain faculty (204 responses). A substantial number of comments (142 responses) also indicated that good, attractive

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facilities increased parent and community involvement.

In face-to-face meetings with the researcher elementary, middle, and high school principals reiterated these statements. Most felt that the primary factor school facilities affect is attitudes. As several commented, attractive, functional facilities make students, teachers, parents, and even the general community feel positively toward the school. When there is a positive attitude across all of these groups, school programs benefit.

This theme ran throughout the meetings and was embedded in many of the written comments. One principal summarized the feelings of a number of his colleagues on this topic when he stated:

> **New buildings cause new attitudes to come about and new attitudes lead to change.**

On the other hand, poor facilities can bring about negative attitudes, which limit the productivity of the school. As another principal commented:

> **Our worn out facilities are becoming impossible to keep clean. It sends the message that third-rate is acceptable.**

Not only is attitude a concern, poor facilities may affect schools negatively across multiple dimensions. As a principal lamented:

> **It is very hard to attract and retain good teachers at a school that is 14 miles from any town and that is old, rundown, and 46 years old. The school is also spread out and many of the teachers do not feel safe because we have no system in place for them to contact the office if something should occur that is dangerous to them or students.**

The issue alluded to in the above quote, the relationship of school safety to facilities, was

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raised several times. In written statements and in comments made in face-to-face meetings with the researcher, principals worried that old schools were not designed to protect the health and safety of students or staff. One principal expressed it this way:

> **Our hallways are extremely crowded. Students have difficulty moving through them, especially when others are using lockers. This crowded situation presents safety issues - students getting angry when bumped or pushed and losing tempers.**

A second principal adds an another dimension to the relation of facilities to safety when he states:

> **It is impossible to ensure students' safety from intruders (in my school) due to the ease of access to the building.**

This is not to say that principals thought the facility was the most important thing in assuring a good and safe school. Many felt similarly to the principal who said when asked to comment on the role the facility plays in providing quality education:

> **I do not feel that the age of a building dramatically reduces a child's chance of success; however, new facilities afford children wider opportunities and let them know that education is value by their community and state.**

Another reinforced this, stating:

> **Good schools teach students well regardless of the condition of the facility. However, well-maintained, attractive, and secure schools reduce classroom disruptions while establishing positive student and staff attitudes.**

Though principals considered school facilities to be only one aspect of providing a good school, many did comment that poor facilities were having a direct bearing on their ability to prove instructional programs. A principal complained:

Old facilities (at my school) requiring upgrades, such as science labs, prevent students from receiving adequate, appropriate instruction parallel to that available in other schools with this same district.

Another, making a similar point stated that:

Students in portables (at my school) get frustrated when they cannot access the network on their computers. This causes inequity of technology opportunities for them.

Adding a slightly different perspective on how poor facilities were negatively impacting instruction at her school, a principal provided this remark:

Lack of classroom space for small group instruction has hindered (our) effectiveness with reading instruction. Several teachers have to share classroom space. Most of the students requiring individual or small group instruction are easily distracted. Having two faculty teaching at the same time (in the same space) is often distracting.

Summary

Principals reinforced their responses on the facilities survey through their oral and written comments. They felt that the condition and adequacy of school structures do make a difference in what happens at school. They indicated that the relationship is complex. Facilities affect attitudes, attitudes affect how students learn and how teachers instruct. The extent to which teachers and students are positively and completely focused on the educational process affects school outcomes, including test scores. It is through this intricate relationship, many principals believe, that facilities are one critical element in optimizing learning. As one principal somewhat sarcastically put it when asked if the physical environment was related to what goes on in schools:

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This is a "dub" question. If you had the choice to teach in a new, clean, modern school, or in one that is 25-40 years old, especially in a portable, what would you do?

Or, as another principal who equated facilities to the human body phrased it:

The bottom line is that school facilities need to be inviting, projecting a positive image, and above all, meet the needs of all students. (After all), buildings are like principals, they wear out.

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Summary, Discussion, and Conclusions

In the following paragraphs are presented a summary of the findings of this research study, discussion of the findings, and conclusions reached by the researcher based on available data. The summary is subdivided in finding from the various data sources used in this study A reference section is provided at end.

Summary

The literature review revealed that a number of studies have been conducted on the relationship of school outcomes to physical factors related to school buildings and their environments. These studies have found that a) the condition of a school can affect student academic outcomes, b) school size and location can impact on educational productivity, c) size and the physical environment of spaces are related to student productivity and well-being, d) the size of student groupings (teacher/pupil ratios), which affect and are affected by space, impact on student achievement, and e) different grade-level configurations are associated with higher or lower levels of pupil performance.

The present study sought to determine if the findings in literature were valid for public schools in South Carolina. Several sources of data were used to analyze the relationship of school facilities to student outcomes. These included data collection through questionnaires, analysis of state data bases, and meetings with school principals. From these sources, the researcher has developed a listing of findings.

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What Was Learned From Principal Questionnaires

A. Most principals, regardless of grade level, strongly felt that good school facilities are related to student achievement.

B. The program most often identified by principals as being affected by the condition and availability of facilities was science.

C. The one school factor identified by almost all principals as being affected by the condition and adequacy of a school facility was teacher attitudes.

D. In addition, at least three out of every four principals indicated that the adequacy of the school facility impacted teacher recruitment and retention, student behavior, and parent and community attitudes and support.

E. A majority of principals in this state considered their own facilities to be adequate to support their instructional programs.

F. However, one in five principals (20%) believed that his/her facility is having a negative effect on delivery of the educational program in his or her school.

G. Areas most often cited as negatively affecting school outcomes were building condition and adequacy, storage, portables, overcrowding, size, and building layout.

H. The physical factor most often considered to be adequate by principals was the technology system in the school.

I. A majority of principals believed that their current grade level configuration and teacher-pupil ratio were making a positive contribution to student outcomes.

What Was Learned From Analysis Of Test Scores In Relation To School Age, School Size, And Student and Teacher Attendance Patterns

A. School age, school size, student attendance, and teacher attendance, when studied in isolation, were almost always related to student performance.

B. However, the overriding ingredient in predicting school performance was found to be the percentage of students on free and reduced lunch.

C. In spite of the large effect of SES, other factors did periodically emerge as predictors of success at certain grade levels and subject areas studied.

D. Student attendance was the factor studied that most often was associated in terms of statistical significance with student outcomes after controlling for SES. However, the factors of school age and school size, even after considering the impact of the percentage of students on free and reduced lunch, periodically emerged as predictors of school performance.

E. In general, results appeared to indicate that students tended to perform better on tests who were not poor, who went to newer schools, who attended class more often, and whose schools were larger in student population.

What Was Learned From A Comparison Of Principal's Ratings Of The Physical Condition And Adequacy Of Their Schools To Other Factors Studied

A. Principals in newer buildings rated the physical condition of their schools more positively, regardless of grade grouping.

B. Principals in schools with better test scores rated the physical condition of their schools more positively, regardless of grade grouping.

C. Size of school was not significantly related to how a principal rated the physical condition and adequacy of his or her school.

D. Depending on the grade level, other factors associate with a principal's rating of his or her school were teacher attendance, student attendance, and percentage of students on free and reduced lunch.

What Was Learned From Studying The Relationship Between School Academic Outcomes Among The Schools Returning The Facilities Questionnaires

A. As was the case with the larger sample, the greatest predictor of school academic success was the percentage of students on free and reduced lunch (SES).

B. However, as was the case with the larger sample, the factors of school age, school size, student attendance, teacher attendance, and principal's rating of the condition and adequacy of his or her school each independently had a significant relationship to outcomes. When controlling for differences in SES, the impact of some or all of the studied variables was erased, depending on the test, subject, and/or grades analyzed.

C. Even when the large impact of poverty was controlled for, the factor that almost always was a predictor of student test performance was student attendance.

D. When controlling for the impact of poverty, the factor that emerged as a predictor of school test performance, after student attendance, was the principal's rating of the physical condition and adequacy of his or her school.

E. Other factors that did periodically emerge as predictors of school test performance, despite the large effect of SES, were school age, school size, and teacher attendance.

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F. In general, students in this smaller sample tended to perform better on tests who were not poor, who attended newer schools, who missed fewer classes, whose teachers missed fewer days, whose schools were larger, and whose principals' rated their school facilities as physically adequate.

What Was Learned From Principal Written And Oral Comments About The Relationship Of School Academic Outcomes To Facilities Related Factors

A. Principal comments indicated that the issue of the relationship of school facilities to school outcomes is extremely complex. So many factors come into play in operating a school that it is difficult if not impossible to define the extent to which any one factor contributes to a student's success or failure.

B. Principals often spoke of the importance of the condition and adequacy of school facilities to teacher attitudes, teacher recruitment, and even teacher retention. Because teachers are in high demand today, they have more job opportunities. Districts and schools that can offer better working conditions are attracting and keeping better teachers.

C. Many principals talked about the impact of the physical appearance of the school on both parents and the general community. Several related stories of parents who were initially reluctant to enroll their children in a school because of the way it looked, even though the school had a good academic reputation. Some also talked about how members of their communities expressed positive or negative opinions of the school based on its outside appearance, without ever coming into the building.

D. Principals often commented on the relationship of the condition of a school and the amount of "energy" and "time" they could devote to instructional leadership. They stated that if the physical conditions of the facility are poor, the principal often must spend inordinate amounts of time trying to correct or overcome these problems. The more a principal must focus on problems of facilities, the less time he or she can devote to the instructional program, interacting with teachers, and being in classrooms.

E. Health and safety are critical concerns of many principals today. Especially in older schools principals worry about alarms that don't work, too many exterior doors to try to supervise who comes and goes, building designs that make monitoring of halls nearly impossible and create "nooks and crannies" in which inappropriate or illegal activity can occur, and school sites that are too small or poorly designed that endanger students during arrival and dismal times.

Synopsis

Most building administrators believed that the condition and adequacy of school facilities have a direct connection with how well students perform academically. However, they considered the relationship to be complex, and not easily quantified. The large majority thought that facilities affect teachers, who then affect learning.

When facilities factors are looked at individually, almost all of them have a statistically significant relationship to school outcome measures. This supports the perspective of the principals of this state.

However, when the percentage of students on free and reduced lunch is included as a control

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variable in analyzing the effects of facilities on student achievement, it is so closely related to how students perform in South Carolina schools that other interactions often become negligible to non-existent in comparison.

Based on the findings of this study, facilities factors can, and in many cases do, make a difference in how students perform academically in school. However, the effects of socio-economic status, social class if you will, are so great and so intertwined with other variables that distinguishing the impact of facilities factors from a strictly statistical perspective is challenging. As noted earlier in this report, the evidence from this study suggests that children who do poorer in school come from older, smaller schools, that are rated by their principals as less adequate, and in poorer physical condition. But, these schools are also the ones most likely to be serving large numbers of students in poverty. Because of this, it is very difficult to isolate the statistical effects of school facilities variables.

However, when a more holistic review of data is made, a strong case emerges that school facilities conditions make a "real life" difference in what happens in schools. For example, when principals' ratings of their facilities were compared to the age of their buildings, an obvious patten emerged. Principals in newer schools rated their buildings better. By itself, this is not very revealing. However, the principals who rated their facilities better also were in schools that had higher test score performance. Logic then leads to the conclusion that newer schools, which typically have more adequate facilities, are related to better student performance.

Further, being in school is important. Even after controlling for SES, student attendance often was significantly related to test performance. Except for the middle school level, teacher attendance was related to school performance, though the effect dissipated when SES was

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considered. It seems logical to assume that students and teachers are more likely to attend school if the environment is pleasing, is conducive to learning, and provides a feeling of safety. If this is the case, and performance is related to attendance, then better performance again becomes the product of school programs located in better facilities.

Said differently, from a holistic perspective, this study confirmed previous research. School facilities make a difference in educational outcomes, even when complexity of the effect of poverty is considered.

Discussion And Conclusions

As with other research, this study did find that differences in school performance across schools was heavily related to poverty. Based on the results, some may want to conclude that, since poverty accounts for so much difference among schools, facilities are not important. That conclusion would be incorrect. Poverty and facilities factors are complexly intertwined. The poverty of a community often is the cause of the poor condition of the school facilities in that community. However, old, inadequate school facilities inhibit learning and teaching. Without success in learning and teaching, communities and their children in all likelihood remain in poverty.

Conclusion One: One critical link in breaking the inter-relationship of poverty and poor academic performance is to provide school facilities for all students, regardless of the economic wherewithal of their community, that support teaching and learning.

Principals, students, and teachers spend an inordinate amount of time and energy overcoming the physical environments of schools. Instead of observing instruction in a classroom, principals

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often find themselves spending a large portion of the school day trying to get a leaky roof fixed, or a cooling system back up and running. Teachers struggle to find needed instructional items among materials tacked high on his/her desk because of lack of storage. They lose valuable class time trying to reset electrical outlets tripped by too many computers operating at the same time. Students tire and lose concentration as classroom temperatures climb because of inadequate air conditioning. They also lose their tempers as they are forced to travel crowded hallways. The list goes on and on, but the point is the same. Physical environments of many schools keep principals, teachers, and students from devoting their full attention to the learning process.

Conclusion Two: South Carolina will not optimize test results (student outcomes) so long as the physical environment in schools continues to take away value time and energy from the educational process.

The South Carolina public schools studied, which was most of them, were on average approximately 35 years old. Assuming that schools last approximately 50 years, the typical school in this state is 70% used up. They often have undersized classrooms, very little support such as storage, are hard to heat and cool, difficult to supervise, etc. Many do not have properly designed spaces for complex instructional programs such as science. In general the average South Carolina school gives a dated, care-worn appearance to the general public.

In the private sector, where businesses recognize the importance of first impression, facilities are regularly updated and replaced. Whether it be Wal-Mart, Lowes, or Nations Bank, it is hard in many communities to find a commercial facility that is more than ten years old, though the corporations themselves have been around for decades. Why? These industry leaders know that

attractive facilities tell the customer that the business inside is vibrant, first-rate, and committed to quality.

Conclusion Three: If South Carolina schools are to be first rate, the state must take a lesson from the private sector and provide facilities that say, "Quality can be found inside." In many cases this will require replacement of existing schools with new facilities. In others, major renovation and remodeling will be necessary.

In many communities across South Carolina, raising sufficient funds to provide needed facilities is nearly impossible because of low tax bases, etc. Students often are penalized in terms of inadequacy of school facilities they must attend for no other reason than where they happened to be born. Though the state has periodically attempted to rectify this by instituting facilities construction funding systems, to date none has been particularly successful. Approaches to date have been plagued with inadequacy of funds, and/or instability of revenue.

Conclusion Four: Based on the findings of this study, particularly in the context of research literature in this field and the input of principals, the state of South Carolina needs to make a concerted effort to a) determine the cost of upgrading school facilities across the state so they support instructional programs, b) identify a stable and adequate funding source to pay for school facilities construction and improvements, c) develop and implement a funding formula that distributes these funds so that, regardless of local ability to pay, the magnitude of school's facilities needs is the critical factor in level of funding, and d) move forward as rapidly as possible with providing adequate facilities for all students.

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