

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 XVIII 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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VII. Electronic Resources

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www.aasa-tqn.org/index.html – American Association of School Administration

www.appa.org – Higher Education Facilities Officers (APPA)

www.asbj.com – American School Board Journal

www.asumag.com – American School and University Magazine

www.cefp.com – Council of Educational Facility Planners

www.coe.uga.edu/sdpl/sdpl.html – School Design and Planning Laboratory

www.designshare.com – Design share

www.designshare.com/UEF.htm – Urban Educational Facilities

www.edfacilities.org – national clearinghouse on Educational Facilities

www.edi.msstate.edu – Educational Design Institute

www.fefpa.org – Florida Educational Facilities Planners Association

www.newvisions.org – new Visions for Public Schools

www.schoolclearinghouse.org - North Carolina School Design Clearinghouse

www.schoolconstructionnews.com/pages/other.html - School Construction News

www.scp.org/ncsl.htm - School Planning

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www.spmmag.com - School Planning and Management Magazine

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FINAL REPORT 1999-2000 RETRAINING GRANT PROGRAM

South Carolina
Education Oversight Committee
Agency A-85

Chairman
William Barnet, III

Executive Director
Jo Anne Anderson

December 2000

**FINAL REPORT
1999-2000 RETRAINING GRANT PROGRAM**

STATUTORY PROVISIONS

The Education Accountability Act (§59-18 1560) establishes grant programs for schools or districts designated as below average or unsatisfactory. "The State Board of Education working with the Accountability Division and the Department of Education must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to two additional years if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given."

PROCEDURES

The Division of Accountability has reviewed the guidelines for the Retraining Assistance Grants for School Faculty and Administration, the Report on the Retraining Grant funds for 1999-2000, the 2000 Retraining Grants Summary of Workshop Activities and responses to a questionnaire co-authored by the Education Oversight Committee and State Department of Education staff and administered by the State Department of Education staff. The third document included information regarding amount of funds budgeted and spent, the number of teachers and administrators served and, as appropriate, explanations of the use of funds. The survey also gathered important demographic information on the school, including the length of service at the school by the principal and the teachers, the education level of both groups, and the years of experience of both groups. Finally, the survey gathered information from the principal on the benefits of the Retraining Grant Program, support for the program from the superintendent and school board, and the availability of funding and consultant services. These materials were provided by Mr. Steve Abbott on October 4, 2000.

The statute uses the phrase "effective use." For purposes of this evaluation, "effective use" was defined as having the intended or expected effect which is improved professional practice resulting in higher levels of student achievement. The lack of student performance information confounds the ability to determine effective use. In subsequent years, student performance information should be available and considered in the evaluation.

The criteria for effective use are drawn from the South Carolina Department of Education's Standards of Professional Development and published in the guidelines for the retraining grants. The most relevant criteria for the "effective use" review included the following:

- Funds are expended to accomplish the acquisition of new behavior and long term skill improvement,
- Funds are expended in a manner that addresses the three phases of the change process: initiation, implementation, and institutionalization
- Funds are expended in activities that provide theory, demonstration, practice with feedback, and follow up
- Funds are expended in a manner that recognizes differing levels of educator expertise (i.e. diverse participant needs)

With few exceptions, the programs were considered appropriate because of the acceptance of the school plan by the State Department of Education. Whenever a consistent theme through individual activities was evident, those groupings were considered together as the criteria were applied. For example, a school may have scheduled several activities around writing proficiency and these were considered to be integrated. Those programs that were considered inappropriate included grants writing, purchase of student instructional materials, webpage design, etc., or programs that served such a small number of teachers that extension of the information to other teachers was unlikely.

Based upon the application of these criteria and after reviewing student performance data from each of the schools, the Division of Accountability notes the deficiencies detailed below. Although every school is cited for providing inadequate time for the three phases of the change process, it is premature to expect institutionalization. The general failure to provide adequate time for practice, feedback and follow up activities suggests that school leaders do not understand the standards for professional development. Many principals reported inadequate time for follow up and cited the schedule for release of funds as a barrier to practice, feedback and follow up.

SCHOOL REPORTS

ALLENDALE SCHOOL DISTRICT

Allendale Elementary School offered three different programs serving from four to 15 participants. Most of the funds were spent on developing curriculum guides which included lesson plans for grades five and six. The other two programs, classroom management strategies and training in writing across the curriculum, met the criteria for effective use, though additional time and activities will be needed to effect long-term change. Each program included follow up exercises, but participants reported that they had insufficient time to practice all of the skills learned in the programs. Student achievement improved in 5th grade mathematics, with the percentage scoring below basic dropping from 85.5% to 75%, while 6th graders made only a marginal gain from 80% to 78.7% scoring below basic. English/language arts scores digressed in both grades, as 69.5% scored below basic in the 5th grade, up from 68.5%, and 76.9% scored below basic in the 6th grade, up from 64.7%.

Deficiency	There was inadequate time to address the three phases of the change process
Deficiency	There was inadequate time for practice, feedback and follow up activities

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Allendale Fairfax High School scheduled eight activities. Four activities centered on content and standards, including the development of curriculum guides with activities, model lessons, and resource suggestions, and participation in the High Schools That Work program. Two activities concentrated on improving the use of technology in the classroom, especially in using technology to improve exit exam results. The final two activities focused on school climate in the areas of classroom management and transition into the ninth grade. Student achievement on the exit exam improved significantly, with 53.5% of tenth graders passing all three portions of the exit exam on first try, up from 34.7%. All three subtest areas showed improvement: reading 73.7% up from 60.4%, math 68.7% up from 48.5%, and writing 70.4% up from 62.5%.

- Deficiency: There was inadequate time to address the three phases of the change process.
- Deficiency: There was inadequate time for practice, feedback and follow up activities.

Allendale Fairfax Middle School scheduled five programs for the staff. Two programs focused on curriculum development. A third program provided teachers with information on the 4 Block Model, another concentrated on Interdisciplinary Units following the Learning Focused Schools model, and the last provided 12 teachers the opportunity to attend the South Carolina Middle Schools conference. Three activities served less than 30% of the teachers at the school. Student achievement improved only marginally in the 7th grade in both English/language arts and math, but significant improvement was noted in the 8th grade. 59.8% of students scored below basic in English/language arts, a drop from 84.1%, while 61.8% scored below basic in mathematics, a drop from 80.5%.

- Deficiency: There was inadequate time to address the three phases of the change process.
- Deficiency: There was inadequate time for practice, feedback and follow up activities.

Allendale Primary School offered four different programs serving from four to 48 participants. Two programs, Learning Centers Training for Pre-K and K teachers and Curriculum Guide Development for Language Arts, Mathematics, and Science, are correlated to the subject area. The historically high turnover rate in the teaching force (20% first year at school, 67% at the school 5 years or less) may confound the transfer or development of skills to a higher level. The other two programs, Classroom Management Skills and training in the Montessori Program, met the criteria for effective use. Each program included follow up exercises, but participants reported that they had insufficient time to practice all of the skills learned in the programs. Student achievement improved in math in both 3rd and 4th grade. 46.4% scored below basic in 3rd grade, down from 55%, while 70% scored below basic in 4th grade, down from 81.4%. English/language arts scores digressed slightly in 3rd grade, with 55.4% scoring below basic, up from 55%, and improved slightly in 4th grade, with 68.9% scoring below basic, down from 69%.

- Deficiency: There was inadequate time to address the three phases of the change process.
- Deficiency: There was inadequate time for practice, feedback and follow up activities.

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Fairfax Elementary School offered six programs engaging from 6-30 teachers. Montesson training, Four Blocks Literacy Training, and Saxon Math Program training offered teachers activities in the area of pedagogy, while curriculum development and technology training offered teachers information on standards and standards implementation. Professional development in classroom management completed the activities offered. Improvement in student achievement was noted in all four grades in mathematics and in 3rd-5th grade English/language arts. In 3rd grade 47.2% of the students scored below basic in English/language arts, down from 57.4% and 58.8% scored below basic in mathematics, down from 69.1%. Fourth grade improvements were more significant: 49% scored below basic in English/language arts, down from 76.4% while 75.5% scored below basic in mathematics, down from 89.3%. In 5th grade 63.8% of the students scored below basic English/language arts, down from 69.4%, while 68.1% scored below basic in mathematics, down from 73.5%. Sixth graders improved in mathematics, with 65.9% scoring below basic, down from 77.1% but digressed in English/language arts with 62.5% scoring below basic, up from 52.1%.

Deficiency	There was inadequate time to address the three phases of the change process

BAMBERG COUNTY SCHOOL DISTRICT TWO

Denmark-Olar Elementary School scheduled eight activities. Five activities focused on professional development in the areas of professional knowledge, curriculum development and the use of standards. Three other activities concentrated on school climate and improvement of school/community relations. Dramatic improvement in student achievement was noted in 3rd grade, only 25.7% scored below basic in English/language arts, down from 59.8%, and 37.1% scored below basic in mathematics, down from 72.4%. Gains were also noted in 4th grade, with 52% scoring below basic in English/language arts, down from 65.7% and 67.1% scoring below basic in mathematics, down from 79%. A slight gain was also noted in 6th grade mathematics with 71.3% scoring below basic, down from 72.2%. Sixth grade English/language arts digressed with 61.6% of students scoring below basic, up from 58.2%, as did 5th grade students in both mathematics and English/language arts: 50% scored below basic in English/language arts, up from 45.5% and 76.8% scored below basic in mathematics, up from 73.9%. It should be noted however that if the scores from the fifth graders are compared to the 1999 fourth graders improvement is noted, especially in the area of English/language arts.

Deficiency	There was inadequate time to address the three phases of the change process
Deficiency	There was inadequate time for practice, feedback and follow up activities

Denmark-Olar High School scheduled four activities. All four activities concentrated on curriculum development with provision for lesson plan development and instructional alignment to the standards involving the most staff. An effort also was made to improve SAT preparation. Student achievement on the Exit Exam decreased in all areas. Only 21% of students passed all three sections, down from 40.6%. 59% passed reading, down from 71.9%. 53.3% passed mathematics, down from 60.9%, and only 29% passed writing, down from 56.3%. Improvement was noted on the SAT, however, with the average score increasing from 765 to 826, a difference of 61 points.

Deficiency	There was inadequate time for practice, feedback and follow up activities
Deficiency	There was inadequate time to address the three phases of the change process

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REC036080

CLARENDON SCHOOL DISTRICT ONE

Scott's Branch Elementary/Middle School scheduled five activities. Two activities focused on curriculum development and the content standards, primarily in the areas of English/language arts, science, and mathematics. One activity concentrated on professional growth through training in the Four Block Method. The final two activities addressed school climate through classroom management and team building exercises. Improvements in student achievement were noted in several areas. Fourth graders improved in both English/language arts and mathematics. 49.5% scored below basic in English/language arts, down from 64.8%, while 64% scored below basic in mathematics, down from 82.4%. Sixth grade math scores improved with 67.7% scoring below basic, down from 73.7%. Seventh graders improved in both areas, 37.6% scored below basic in English/language arts, down from 56.8%, while 68% scored below basic in mathematics, down from 71.6%. Fifth graders digressed in both areas, with 59.4% scoring below basic in English/language arts, up from 55.6%, and 86.7% scoring below basic in mathematics, up from 78.8%. Scores also digressed in 6th grade English/language arts, 48.5% scored below basic, up from 41.4%.

Deficiency There was inadequate time for practice, feedback and follow up activities

Deficiency There was inadequate time for the three phases of the change process

Scott's Branch High School scheduled eight activities. Teachers had the opportunity to receive training in the Writing Improvement Network and the Pat Cunningham Model of strategic planning. Teachers in the areas of reading, English/language arts, science and mathematics attended the state conference in their respective areas. A SAT workshop was conducted for teachers, and attendance at the Summer Leadership Institute was provided. Each activity served four or fewer teachers of the staff of 38 and school administrators attended only two activities. Eighth graders showed improvement in mathematics, with 59.5% scoring below basic, down from 81.3%, but digressed in English/language arts as 54.3% scored below basic, up from 53.3%. SAT scores improved 42 points, from 794 to 836, which included an increased number of students taking the test from the year before. First time success on the exit exam improved in all areas except mathematics: reading went up to 75.3% from 71.3%, writing improved from 71.2% from 66%, and 52.1% passed all three sections, up from 47.9%. Mathematics digressed, however, with 63% passing on the first attempt, down from 71.3%.

Deficiency There was inadequate time for practice, feedback and follow up activities

Deficiency There was inadequate time for the three phases of the change process

St. Paul Primary School scheduled six activities. Two activities, including a staff retreat, focused on curriculum development and the content standards, primarily English/language arts. Two additional activities concentrated on professional growth through attendance at professional conferences and visitation to exemplary schools. Two other activities were postponed because outside consultants were unavailable. Significant gains were made on the 3rd grade PACT scores. In English/language arts, 30.1% of students scored below basic, down from 54.5%, in mathematics, 47.6% scored below basic, down from 70%.

Deficiency There was inadequate time for practice, feedback and follow up activities

Deficiency There was inadequate time for the three phases of the change process

EXP/PLT-JA-1411

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FLORENCE FOUR SCHOOL DISTRICT

Brockington Elementary School scheduled eight activities. Three of those activities were subdivided into multiple activities. Kindergarten teachers received three separate activities as part of the one improvement strategy. Improvement in reading was the focus of two improvement activities. Curriculum development in English/language arts, mathematics and science was the centerpiece of two additional activities and classroom management was the focus of three improvement activities. Improvement in 3rd grade PACT scores was noted. In English/language arts, 50.6% scored below, down from 74% while 53.4% scored below basic in mathematics down from 88.2%. Fourth grade students digressed, slightly, with 63% scoring below basic on English/language arts up from 59.2% and 75% scored below basic on mathematics up from 72.4%. However if scores from the 2000 4th graders are compared with the 1999 3rd graders there is improvement from one year to the next.

Deficiency There was inadequate time for practice, feedback and follow up activities

Johnson Middle School also scheduled eight activities. Two activities focused on improvement in the areas of English and language arts. Another activity concentrated on improvement in mathematics while two activities focused on improving science instruction. Two activities focused on the middle school student and how they learn and the final activity focused on developing educational partnerships. PACT scores improved in the 5th grade in both areas. 57.4% scored below basic in English/language arts down from 72.5% and 66.3% scored below basic in mathematics down from 76.9%. Sixth grade scores also improved. 70.8% scored below basic in English/language arts down from 74.7% while 66.3% scored below basic in mathematics down from 75.9%. Results at the 7th and 8th grade levels were mixed. In English/language arts, scores digressed in both grades. 63.5% of 7th graders scored below basic up from 57.5%, while 61.7% scored below basic in 8th grade up from 41.4%. Mathematics was a different story. 57% scored below basic in 7th grade down from 63.2%, and 51.2% scored below basic in 8th grade down from 58.6%.

Deficiency There was inadequate time for practice, feedback and follow-up activities

Deficiency There was inadequate time for the three phases of the change process

Timmonsville High School outlined eight improvement strategies consisting of eighteen separate activities. Many of the activities focused on training teachers in the areas of writing, block scheduling, critical thinking, advanced placement and the use of laptop computers in the classroom. Several inappropriate activities such as grant writing and how to attain flagship status workshops were also funded. Exit Exam scores showed a drop in the success rate for first time takers in all areas of the test. The percent passing all three areas dropped to 32.9% from 42.9%, those passing reading dropped to 65.4% from 73%, mathematics dropped to 54.3% from 68.3% and writing dropped to 50% from 53.2%. The average SAT score for the school dropped 90 points from 858 to 768 and fewer students took the SAT.

Deficiency There was inadequate time for practice, feedback and follow up activities

Deficiency There was inadequate time for the three phases of the change process

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JASPER COUNTY SCHOOL DISTRICT

Jasper High School scheduled eight activities, six of which focused exclusively on the core discipline of English/Language Arts. The other two activities targeted AP and PSAT scores and involved three and six teachers respectively. The school did not receive the funds for the development activities until April. Student achievement on the exit exam digressed on all aspects. In reading, 60% passed, down from 72.9%. 55.5% passed mathematics down from 59.2%, and 65.7% passed writing, down from 72.5%. Overall, 40.6% passed all three tests down from 45.8% the previous year. SAT scores also fell from 750 to 730.

- Deficiency There was inadequate time for practice, feedback and follow up activities.
- Deficiency There was inadequate time to address the three phases of the change process.
- Deficiency The diverse needs of participants was not addressed.

Ridgeland Elementary School scheduled seven activities. Appropriate activities included three activities focusing on professional development in content and standards, specifically curriculum development, development in the Four Blocks and Building Blocks programs, and Readiness Assessment Training, and training in the use of RAPs, a school-wide discipline plan. Three activities fail to meet the effective use criteria for the retraining grants: a one-day in-service on ITV usage, ADEPT training for the assistant principal, and teachers participating in the writing of the retraining grant. These three activities should be provided through other existing programs. Student achievement improved in both 3rd and 4th grade in both English/language arts and mathematics. On English/language arts, 54.1% of 3rd graders scored below basic, down from 62%, and in mathematics, 37.6% scored below basic, down from 73.4%. In 4th grade, 55.9% scored below basic on English/language arts, down from 64.9%, while 70.1% scored below basic in mathematics, down from 80.2%.

- Deficiency There was inadequate time for practice, feedback and follow up activities.
- Deficiency There was inadequate time to address the three phases of the change process.

Ridgeland Middle School conducted seven activities. Six activities focused on curriculum development and alignment to the standards. Those activities touched every subject area. The seventh activity was the RAPs discipline program to improve school climate. Student achievement in the 5th grade could not be compared with 1999 data because 2000 was the first year fifth graders were at Ridgeland Middle. Student achievement in the 6th grade digressed. 75% scored below basic in English/language arts, up from 66.9%, and 82.8% scored below basic in mathematics, up from 82.4%. Seventh grade produced mixed results. On English/language arts, 62% scored below basic, down from 65.7%, but in mathematics, 76.8% scored below basic, up from 69.2%. Eighth grade improved in both areas. 66.7% scored below basic in English/language arts, down from 73%, and 73.6% scored below basic in mathematics, down from 75.7%.

- Deficiency There was inadequate time for practice, feedback and follow up activities.
- Deficiency There was inadequate time to address the three phases of the change process.

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REC036083

West Hardeeville Elementary School scheduled eight activities. Three activities focused on the implementation of the Four Block Literacy Model, though two of those activities sent only one teacher to two different professional development conferences. Three other activities focused programs designed to implement the curriculum standards. One activity centered on improving the school climate through improved classroom management and the final activity concentrated on developing a strategic plan for the school. Student achievement in 3rd, 4th, 6th, and 8th grade improved in both areas while results were mixed in 7th grade and digressed in both areas in 5th grade. In 3rd grade, 48.2% scored below basic on English/language arts down from 58.3% while 52.4% scored below basic in mathematics down from 72.6%. Fourth grade scores were similar. 53.6% scored below basic in English/language arts down from 65.5% and in mathematics 61.8% scored below basic down from 77.6%. In 6th grade 41.4% scored below basic in English/language arts down from 76.5% and 67.2% scored below basic in mathematics, down from 88.2%. In the 8th grade 53.1% scored below basic on English/language arts down from 71.2% while 44.4% scored below basic in mathematics down from 78.7%. Seventh graders showed gains in English/language arts where 56.7% scored below basic down from 58.2% but digressed in mathematics as 84.8% scored below basic up from 68.4%. Fifth graders digressed in both areas. 62.9% scored below basic in English/language arts up from 56.9%, and in mathematics 75.3% scored below basic up from 63.1%. The results at the school show improvement but the principal did not think student achievement had been affected by the retraining grant program.

Deficiency	There was inadequate time for practice, feedback and follow-up activities.
Deficiency	There was inadequate time to address the three phases of the change process.

LEE COUNTY SCHOOLS

Bishopville High School scheduled four activities. Three activities centered on improving classroom instruction: Learning Styles training, Learning Connections training, and in-depth instruction in ADEPT. The fourth activity focused on classroom management designed to reduce the loss of instructional time. Student achievement on the exit exam digressed in reading writing and the percentage of students passing all three tests. Reading dropped from 67.2% to 63.5%, writing dropped from 69% to 51.6%, and students passing all three tests dropped from 40.8% to 30.2%. Passage rate for mathematics improved from 52.7% to 55.6%. SAT scores dropped 64 points from 790 to 726.

Deficiency	There was inadequate time for practice, feedback and follow-up activities.
Deficiency	There was inadequate time to address the three phases of the change process.

Bishopville Junior High School scheduled seven activities and completed five. Completed content related activities included training in reading language-writing, use of math and language arts standards, and learning styles. The staff also completed training in better classroom management and long range planning for the school through a staff retreat. Student achievement improved in the 7th grade. 70.4% scored below basic on English/language arts down from 73.9%, and in mathematics 81.6% scored below basic down from 90%. In the 8th grade English/language arts scores digressed as 80.1% scored below basic, up from 71.5% but in mathematics a slight gain was noted as 86% scored below basic compared with 86.1% the previous year.

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- Deficiency There was inadequate time for practice feedback and follow-up activities
- Deficiency There was inadequate time to address the three phases of the change process

Bishopville Primary School scheduled seven activities. Two of the scheduled activities changed during the grant period. Multiple Intelligence training was replaced with instruction on incorporating the math standards and staff development using Harry Wong materials to motivate "at risk" learners was replaced by classroom management strategies. Completed scheduled activities included long-range planning through a staff retreat, teacher visits to exemplary schools, in-depth training in ADEPT training of kindergarten teachers in the Building Blocks Model and correlation of the standards with classroom instruction. Student achievement improved at the 3rd grade level. In English/language arts, 37.1% scored below basic, down from 57.5% while in mathematics, 50.4% scored below basic down from 66.4%.

- Deficiency There was inadequate time for practice feedback and follow-up activities.

Career and Technology Center scheduled seven activities of which, three have been rescheduled to allow for availability of the consultant. The four activities completed focused on best practices and learning styles. Over the last three years 116 of the 143 students (81.1%) have been placed in the area trained.

- Deficiency There was inadequate time for practice feedback and follow up activities

Fleming Intermediate School scheduled seven activities. Instructional focus activities included math manipulatives training, training in best practices in science instruction, learning styles training, professional development in the Four Block Cunningham model, training in the Junior Great Books Program. Fleming Intermediate was the only school to respond that the teachers did not benefit from the retraining grants program. Student achievement produced mixed results. In 4th grade, scores improved as 56.3% scored below basic on English/language arts down from 79.8% and 73.8% scored below basic in mathematics down from 86.9%. In 5th grade, scores digressed as 65.4% scored below basic on English/language arts up from 50% and in mathematics, 91.4% scored below basic up from 79.7%. Sixth grade provided mixed results as 50.8% scored below basic on English/language arts down from 72.6% but in mathematics 80.3% scored below basic up from 79.5%.

- Deficiency There was inadequate time for practice feedback and follow up activities
- Deficiency There was inadequate time to address the three phases of the change process

Lower Lee Primary School scheduled six activities. Completed activities included a staff retreat for long range planning and improvement of the school climate, training in the Cunningham Four Block model, training in reaching the "at risk" learner and visiting exemplary schools. Student achievement in the 3rd grade on PACT showed improvement as 49.3% scored below basic down from 59.7% while in mathematics 71.8% scored below basic down from 74.2%.

- Deficiency There was inadequate time for practice feedback and follow up activities
- Deficiency there was inadequate time to address the three phases of the change process

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REC036085

Mount Pleasant High School scheduled eight activities. Completed activities included training in the Max Thompson Learning Focused School model, training in reaching the "at risk" learner, visitation of exemplary schools and programs, and teacher attendance at the writing conference, and training in improved classroom management. Student achievement on the exit exam digressed in all areas. Reading fell to 62% passing from 71.2%, mathematics fell to 56% from 72.7%, writing fell to 50% from 59.1%, and the percentage passing all three sections fell to 30% from 39.4%. The average SAT score also fell from 878 to 856.

- Deficiency There was inadequate time for practice, feedback and follow-up activities
- Deficiency There was inadequate time to address the three phases of the change process

West Lee Elementary School expended no money even though they were appropriated over \$20,000 for professional development activities in standards training and implementation in math and English/language arts. Student achievement on the PACT improved in grades three and four, digressed in grade six, and was mixed in grade five. On the 3rd grade English/language arts portion of PACT, 39.7% scored below basic, down from 61.1%, while on the mathematics portion 49.1% scored below basic, down from 63.9%. In 4th grade, 50% scored below basic on English/language arts, down from 57.5%, and in mathematics, 58.6% scored below basic, down from 70%. In the 5th grade, scores improved on the English/language arts portion as 55.3% scored below basic, down from 61.7%, but in mathematics scores digressed as 79.5% scored below basic, up from 74.5%. Sixth grade scores digressed in both areas as 51.2% scored below basic on English/language arts, up from 38.2%, and 74.4% scored below basic on mathematics, up from 67.6%.

- Deficiency No funds were expended to acquire new behaviors and long term improvement
- Deficiency No funds were expended to address the three phases of the change process

MARION COUNTY SCHOOL DISTRICT THREE

Rains/Centenary/Pleasant Grove Elementary School scheduled five activities. Two activities focused on Four Block Training, while a third provided extensive training for early childhood teachers. The final two activities focused on mathematics and science instruction. Student achievement improved in almost every category. In the 3rd grade, 20% scored below basic on English/language arts, down from 59%, and in mathematics, 52.8% scored below basic, down from 84.2%. In the 4th grade, 47.6% scored below basic on English/language arts, down from 65.9%, and in mathematics, 65.1% scored below basic, down from 85.4%. Fifth grade also showed gains as 51.9% scored below basic on English/language arts, down from 69%, and in mathematics, 77.4% scored below basic, down from 91.7%. In the sixth grade, 69.5% scored below basic on the mathematics portion, down from 75.9%, but in English/language arts, 50.8% scored below basic, up from 50%.

- Deficiency There was inadequate time for practice, feedback, and follow-up activities
- Deficiency There was inadequate time for the three phases of the change process

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Terrell's Bay High School scheduled six activities. Four activities focused on the area of content/standards including training in Four Blocks, a standards institute for grades 7-12, and visitation of schools with effective programs. In addition, workshops on SAT preparation and developing Positive Social Skills were held. Testing data supplied with the report showed gains in many areas. Student achievement on the PACT showed gains in both 7th and 8th grades. On English/language arts, 31.8% of 7th graders scored below basic, down from 40.5% while in mathematics, 51.1% scored below basic, down from 69.8%. In the 8th grade, 33.3% scored below basic on English/language arts, down from 55.6%, and in mathematics, 47.6% scored below basic, down from 74.1%. For the most part, exit exam scores showed improvement. In mathematics, 69.7% passed, up from 29.6%; in writing, 67.7% passed, up from 63%, and the percentage passing all three sections increased to 45.5% from 22.2%. Only in reading was there a drop in the passing rate as 82.8% passed, a decrease from 85.2%. The average SAT score also increased, up 27 points from 731 to 758.

Deficiency	There was inadequate time for practice, feedback, and follow up activities.
Deficiency	There was inadequate time for the three phases of the change process.

OBSERVATIONS AND COMMENTS

As the program operates its third year, some of the problems encountered in the past have been addressed. Proviso 1-67 of 2000 provided alterations in the funding procedures for the Retraining Grants. "First year retraining grants awarded pursuant to Section 59-18-1560 of the 1976 Code in the prior year may be carried forward to the current fiscal year and expended for the same purposes. Second and third year retraining grant funds may be released to districts on a limited basis through September for summer programs in advance of submission of end-of-year reports for prior fiscal year retraining grants." Funding for 2000-2001 should have been released prior to the beginning of school so that professional development activities occurred before the start of school rather than later in the school year. Better planning of professional development activities was evident; fewer one-day workshops were scheduled; the activities scheduled and completed fell within the guidelines for the retraining grants; and greater participation of teachers and administrators was apparent.

Most schools did not provide sufficient time for feedback and practice, but I anticipate that a multi-year emphasis on these programs will accomplish that. If a school's plan for 2000-2001 continued emphasis on these areas, the deficiency should be excused. Continuing emphasis shall be included in our summer 2001 review.

Despite the improvements cited above, several areas of concern remain. Many of the schools were unable to provide the data needed by the Education Oversight Committee in a timely manner because of the turnover in the principal leadership. More than half of the 27 schools participating in the Retraining Grant Program changed principals over the summer. The new principal was unaware of the previous professional development opportunities or unable to provide the data needed by the Education Oversight Committee staff. Frequent turnover in the leadership at a school also impacts the educational program and focus of a school. High rates of teacher turnover (as much as 32%) exacerbate the difficulties caused by leadership changes. Moreover, more than one-third of the teachers at each school studied had been at the school 5 years or less. In one school, 67% of the faculty had been there five or fewer years. Instability of administration and staff impacts the long-range plans of the school and student achievement. Teacher turnover also lessens the effectiveness of the Retraining Grant Program because teachers are not able to apply the knowledge they gain through the professional development activities over time.

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REC036087

December 7 2000

Mrs. Queen Davis
Chairman of the State Board of Education
State Department of Education
1429 Senate Street
Columbia SC 29201

Dear Mrs. Davis

Attached you will find the final report on the Retraining Grant Program established through the Education Accountability Act. This report supercedes the previous report dated October 20, 2000.

Only one school failed to respond to the request for information for the 1999-2000 school year: a request they also failed to respond to in 1998-1999. That school was

Denmark-Olar Middle School

I continue to have serious concerns about the continued use of state funds when a school is unable or unwilling to report on the way in which funds are used. The EOC staff is developing a mechanism by which we can obtain information just prior to the end of the fiscal year to overcome problems related to administrator turnover.

Sincerely

Jo Anne Anderson

C The Honorable Inez Tenenbaum
 Dr. Leonard McIntyre
 Dr. Russell Bedenbaugh
 Mr. Steve Abbott
 Dr. Nancy Sargent
 Dr. Paul Horne
 Impacted District Superintendents

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FINAL REPORT 2000-2001 RETRAINING GRANT PROGRAM

South Carolina
Education Oversight Committee
Agency A-85

Chairman
William Barnet, III

December 2001

EXP/PLT-JA-1419

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REC036089

**FINAL REPORT
2000-2001 RETRAINING GRANT PROGRAM**

STATUTORY PROVISIONS

The Education Accountability Act (§59 18 1560) establishes grant programs for schools or districts designated as below average or unsatisfactory. The State Board of Education working with the Accountability Division and the Department of Education must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years, if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to two additional years if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given."

PROCEDURES

The Division of Accountability has reviewed the guidelines for the Retraining Assistance Grants for School Faculty and Administration: the Report on the Retraining Grant funds for 1998-1999, the Report on the Retraining Grant funds for 1999-2000, the 2000-01 Retraining Grant Summary of Workshop Activities approved or provided by the State Department of Education and responses to a questionnaire co-authored by the Education Oversight Committee and State Department of Education staff and administered by the Education Oversight Committee staff. The third document included information regarding amount of funds budgeted and spent, the number of teachers and administrators served and, as appropriate, explanations of the use of funds. The survey also gathered important demographic information on the school, including the length of service at the school by the principal and the teachers, the education level of both groups, and the years of experience of both groups. Finally, the survey gathered information from the principal on the benefits of the Retraining Grant Program, support for the program from the superintendent and school board, and the availability of funding and consultant services.

The statute uses the phrase "effective use." For purposes of this evaluation, "effective use" was defined as having the intended or expected effect which is improved professional practice resulting in higher levels of student achievement. Student performance information used to establish school ratings on the individual school report cards and SAT and Advanced Placement scores at the high school level were used to determine effective use. School profile information provided through the School Report Cards was also utilized.

Funding for the retraining grants are provided through the State Department of Education. Each school is allocated a set amount per teacher. For the 2000-2001 school year, the allocated amount per certificated staff member was \$838.04. Each school submitted a retraining grant application outlining the activities planned for the school. The Office of School Quality reviewed the application and approved or rejected the planned activities. The school then received

funding for the approved activities. Of note is the fact that schools often requested less than their allocation and often spent less than they were approved to spend. During the 2000-2001 school year, \$750,000 was allocated to the retraining grant program. The Office of School Quality approved the expenditure of \$692,443. However, when the schools reported back how they spent the money, they spent only \$587,850.

Once the schools received the money, they took liberty in the manner in which they spent the money. It was not uncommon for a school to spend money on a professional conference such as the Summer Leadership Institute for Administrators even though that activity had not been approved in the grant request. This practice is likely to continue in the future as schools are not penalized for unapproved expenditures when the expenditure is discovered during the annual audit.

The criteria for effective use are drawn from the South Carolina Department of Education's Standards of Professional Development and published in the guidelines for the retraining grants. The most relevant criteria for the "effective use" review included the following:

- Funds are expended to accomplish the acquisition of new behavior and long term skill improvement.
- Funds are expended in a manner that addresses the three phases of the change process: initiation, implementation, and institutionalization.
- Funds are expended in activities that provide theory, demonstration, practice with feedback, and follow up.
- Funds are expended in a manner that recognizes differing levels of educator expertise (i.e., diverse participant needs).

With few exceptions, the programs were considered appropriate because of the acceptance of the school plan by the State Department of Education. Whenever a consistent theme through individual activities was evident, those groupings were considered together as the criteria were applied. For example, a school may have scheduled several activities around writing proficiency and these were considered to be integrated. Those programs that were considered inappropriate included grant writing, purchase of student instructional materials, webpage design, etc., or programs that served such a small number of teachers that extension of the information to other teachers was unlikely.

Based upon the application of these criteria and after reviewing student performance data from each of the schools, the Division of Accountability notes the deficiencies detailed below. Although every school is cited for providing inadequate time for the three phases of the change process, it is premature to expect institutionalization. Research has shown that institutionalization requires three to five years at a minimum. Institutionalization also is affected at these schools by the large turnover rate among the teachers. Some schools experience twenty-five to fifty percent turnover between school years. The general failure to provide adequate time for practice, feedback, and follow up activities suggests that school leaders do not understand the standards for professional development. Several principals reported inadequate time for follow up and cited the schedule for release of funds as a barrier to practice, feedback, and follow up.

SCHOOL REPORTS

ALLENDALE SCHOOL DISTRICT

Allendale Elementary School offered three different programs serving 15 participants. One program, the development of assessments that are "PACT like" was the only program continued from two previous grant cycles. The other two programs, implementation of standards based instruction and activities and training in writing across the curriculum met the criteria for effective use, though additional time and activities are needed to effect long term change. Each program included follow up exercises, but the principal reported that the teachers are not using in class what they had learned in the professional development activities. Student achievement improved in fifth grade mathematics, with the percentage scoring below basic dropping from 75 percent to 64 percent, while sixth graders made gains from 78.8 percent to 64 percent scoring below basic. English/language arts scores improved in the fifth grade, as 62 percent scored below basic in the fifth grade, down from 69.5 percent, and increased in the sixth grade from 76.9 percent below basic to 61.1 percent. Allendale Elementary School has been closed as of the 2001-02 school year and merged with Allendale Primary to form a new Allendale Elementary School. The school received an Average on the Improvement Rating but Unsatisfactory on the Performance Rating.

Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: There was inadequate time for practice, feedback, and follow up activities.

Allendale Fairfax High School scheduled six activities. Four activities centered on content and standards, including the development of curriculum guides with activities, model lessons, and resource suggestions, and participation in the High Schools That Work program. One activity focused on strategic planning in the areas of reading and writing. The other activity focused on school climate in the areas of classroom management and transition into the ninth grade. Five of the activities were continued from the previous year. Student achievement on the exit exam improved, with 56.7 percent of tenth graders passing all three portions of the exit exam on first try, up from 53.5 percent. Improvement continued in the sub-tests of mathematics and writing: math 80.0 percent, up from 68.7 percent, and writing 76.7 percent, up from 70.4 percent. First time passage on the reading sub test fell slightly from 73.7 percent to 71.7 percent. The Improvement Rating was Below Average, while the Performance Rating was Unsatisfactory.

Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Allendale Fairfax Middle School scheduled eight programs for the staff. Of these eight activities, five are continuing from previous years. Five programs focused on pedagogy. One program provided professional growth for teachers, one focused on school climate, and one concentrated on content standards. Half of the activities served less than 40 percent of the teachers at the school. Student achievement improved in all grades in both areas. In seventh grade English/language arts 58.3 percent of students scored below basic, down from 67.2 percent, in math 63.2 percent scored below basic, down from 70.7 percent. Significant improvement was noted in the eighth grade: 57.6 percent of students scored below basic in English/language arts, a drop from 59.8 percent, while 51.1 percent scored below basic in mathematics, a drop from 61.2 percent. The school earned an Excellent Improvement Rating though it had an Unsatisfactory Performance Rating.

Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Allendale Primary School offered three different programs serving from 8 to 40 participants. Two programs, Learning Centers Training for Pre-K and K teachers and Curriculum Guide Development for Language Arts, Mathematics, and Science, are correlated to content and standards and are continuing activities. The historically high turnover rate in the teaching force (15 of 47 will not return for 2001-02) may prevent the transfer or development of skills to a higher level. The other program learning how to write assessment items was new to the school. Student achievement improved in math in both third and fourth grade, 43.4 percent scored below basic in third grade, down from 56.4 percent, while 42.7 percent scored below basic in fourth grade down from 70 percent. English/language arts scores regressed slightly in third grade with 58.9 percent scoring below basic up from 55.4 percent, but significant improvement occurred in fourth grade with 39.6 percent scoring below basic down from 68.9 percent. The school Improvement Rating was Average with a Below Average Performance Rating.

Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: There was inadequate time for practice, feedback and follow-up activities.

Fairfax Elementary School offered four programs. All of the programs were new during the 2000-2001 school year. Two programs focused on the areas of pedagogy, while strategic planning and professional growth were the focus of the other two programs. Improvement in student achievement was noted in all four grades in mathematics and in fourth and fifth grade English/language arts. In third grade, 52.2 percent of the students scored below basic in English/language arts up from 47.2 percent, and 57.8 percent scored below basic in mathematics down from 58.2 percent. Fourth grade improvements were significant, 40.8 percent scored below basic in English/language arts down from 49 percent, while 44.9 percent scored below basic in mathematics down from 75.5 percent. In fifth grade, 50 percent of the students scored below basic in English/language arts down from 63.8 percent, while 56.5 percent scored below basic in mathematics down from 68.1 percent. Sixth graders improved in mathematics, with 48.5 percent scoring below basic, down from 65.9 percent, but regressed in English/language arts with 75.7 percent scoring below basic up from 62.5 percent. Fairfax Elementary received an Excellent Improvement Rating and a Below Average Performance Rating.

Deficiency: There has been inadequate time to address the three phases of the change process.

BAMBERG COUNTY SCHOOL DISTRICT TWO

Denmark Olar Elementary School scheduled nine activities. Six of the nine were continuing programs. Each activity engaged at least 25 percent of the faculty. Six of the programs addressed either content and standards or pedagogy. Improvement in student achievement was noted in third grade, only 20.5 percent scored below basic in English/language arts, down from 25.7 percent, and 24.9 percent scored below basic in mathematics down from 37.1 percent. Gains also were noted in fourth grade with 35.3 percent scoring below basic in English/language arts down from 52 percent, and 50 percent scoring below basic in mathematics down from 67.1 percent. Gains also were noted in sixth grade mathematics with 59.3 percent scoring below basic down from 71.3 percent, and in sixth grade English/language arts with 48.3 percent of students scoring below basic down from 61.6 percent. In fifth grade, students improved in mathematics, 72.9 percent scored below basic in mathematics down from 76.8 percent, in English/language arts, however, scores regressed, 50.8 percent scored below basic in English/language arts up from 50 percent. The school had an Unsatisfactory Improvement Rating and a Below Average Performance Rating.

Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: There was inadequate time for practice, feedback and follow up activities.

Denmark Olar High School scheduled five activities. All five activities were new to the school. Two activities concentrated on content and standards, one activity concentrated on school climate, one on professional growth, and one on effective scheduling strategies for students. Student achievement on the Exit Exam increased in two areas: 64.2 percent of students passed reading on the first try, up from 59 percent, while writing increased to 47.9 percent from 29 percent. In mathematics, the percentage of students passing fell to 28.2 percent from 53.5 percent. Only 19.4 percent of students passed all three sections, down from 21. The school earned a Below Average Improvement Rating and an Unsatisfactory Performance Rating.

Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Denmark Olar Middle School responded to the request for information for the first time in three years. They scheduled seven activities. All of the activities were continuing activities from the previous year. Six activities focused on content and standards or pedagogy. One concentrated on school climate. Teacher turnover at the school may hamper the effectiveness of the retraining grant program at the school as 19 of the 22 teachers at the school are new within the last 5 years and 11 will not return for the 2001-02 school year. Student achievement showed gains in both English/language arts and mathematics: 48.3 percent scored below basic in English/language arts, down from 61.6 percent; 69.3 percent scored below basic in mathematics, down from 61.3 percent. Seventh graders scored significant gains in English/language arts: 33.7 percent of students scored below basic, down from 59.8 percent. In eighth grade, the scores regressed: 50 percent of students scored below basic, up from 45.8 percent. In the area of mathematics, students regressed slightly in seventh grade from 70.4 percent below basic to 71 percent. Eighth graders improved slightly from 66.1 percent below basic to 65.3 percent. The school received an Average Improvement Rating and an Unsatisfactory Performance Rating.

Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

CLARENDON SCHOOL DISTRICT ONE

Scott's Branch Elementary/Middle School scheduled five activities, all of which were continuing from the previous year. Three activities focused on content and standards and two focused on professional growth. Improvements in student achievement were noted in several areas. Fourth graders improved in both English/language arts and mathematics: 31.9 percent scored below basic in English/language arts, down from 49.5 percent, while 43.9 percent scored below basic in mathematics, down from 64 percent. Fifth graders also improved in both areas, with 59.2 percent scoring below basic in English/language arts, down from 59.4 percent, and 65.3 percent scoring below basic in mathematics, down from 86.7 percent. Sixth grade math scores improved with 60.4 percent scoring below basic, down from 67.7 percent. Scores regressed in sixth grade English/language arts: 51.2 percent scored below basic, up from 48.5 percent. Seventh graders regressed in both areas: 39 percent scored below basic in English/language arts, up from 37.6 percent, while 70.4 percent scored below basic in mathematics, up from 68 percent. The school received a Good Improvement Rating and a Below Average Performance Rating for grades 4 and 5, but received an Unsatisfactory Improvement Rating and Below Average Performance Rating for grades 6 and 7.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Deficiency: There has been inadequate time to address the three phases of the change process.

Scott's Branch High School scheduled eight activities, seven of them continuing from previous years. All activities addressed content and standards or pedagogy. All activities but one served four or fewer teachers of the staff of 38 and school administrators attended only one activity. Eighth graders showed improvement in mathematics with 48.4 percent scoring below basic, down from 59.5 percent, and also improved in English/language arts as 42.1 percent scored below basic down from 54.3 percent. SAT scores were stagnant at 836. First time success on the exit exam improved in all areas: reading went up to 75.4 percent from 75.3 percent, writing improved from 73.7 percent from 71.2 percent, and 52.6 percent passed all three sections up from 52.1 percent. Mathematics improved to 63.2 percent passing on the first attempt, up from 63 percent. The school received a Below Average Rating on both Improvement and Performance Ratings for the eighth grade and Good Improvement Rating but Unsatisfactory Rating for grades 9-12.

Deficiency: There was inadequate time for practice, feedback, and follow up activities.
 Deficiency: There has been inadequate time to address the three phases of the change process.

St. Paul Primary School scheduled five activities. Three activities were continuing from previous years. Two activities focused on content and standards and three focused on strategic planning. Student achievement varied in the third grade. In English/language arts 30.7 percent of students scored below basic up from 69.4 percent, in mathematics, 44.5 percent scored below basic down from 47.6 percent. The school received an Unsatisfactory Improvement Rating and an Average Performance Rating.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.
 Deficiency: There has been inadequate time to address the three phases of the change process.

FLORENCE FOUR SCHOOL DISTRICT

Brockington Elementary School scheduled 19 activities, only three of which were continuing from previous years. Twelve activities focused on content and standards: four concentrated on school climate, two focused on technology, and one activity addressed another area. The school only spent \$9,880 of the \$31,845 awarded. Improvement in third grade PACT scores was noted. In English/language arts 44.5 percent scored below basic down from 50.6 percent, while 47.2 percent scored below basic in mathematics down from 53.4 percent. Fourth grade students also improved with 45.2 percent scoring below basic on English/language arts down from 63 percent and 56.2 percent scored below basic on mathematics down from 75 percent. Fifth grade, which moved from Johnson Middle School at the beginning of the 2000-01 school year, did not score well. On English/language arts 71.1 percent of the students scored below basic, up from 57.4 percent; in mathematics 80.5 percent scored below basic up from 66.3 percent. The school received an Unsatisfactory Improvement Rating and a Below Average Performance Rating.

Deficiency: There was inadequate time for practice, feedback and follow up activities.
 Deficiency: There has been inadequate time to address the three phases of the change process.

Johnson Middle School scheduled six activities. One of the activities was continuing from the year before. Four activities focused on content and standards: one concentrated on technology, and one addressed professional growth. None of the activities involved more than 3 of the 18 teachers and the principal participated in only one activity. The principal did not think the activities had an effect on student achievement. He also was uncertain there was support for the program at his school from the State Department of Education, his school board, or superintendent. PACT scores improved in English/language arts in all three grades. In sixth grade 62.2 percent scored below basic in English/language arts, down from 70.8 percent. 59.6 percent scored below basic in the seventh grade down from 63.5 percent and in eighth grade 56.7 percent scored below basic, down from 61.7 percent. Mathematics scores improved only in seventh grade, as 52.4 percent scored below basic compared to 57 percent the previous year.

Sixth and eighth grade mathematics scores regressed. 76.7 percent scored below basic in sixth grade, up from 66.3 percent, and in the eighth grade 66.7 percent scored below basic, up from 51.2 percent. The school received a Below Average Improvement Rating and an Unsatisfactory Performance Rating.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Deficiency: There has been inadequate time to address the three phases of the change process.

Timmonsville High School scheduled nine activities. None of the activities were continuing from previous years. Seven activities focused on content and standards or pedagogy and two focused on brain research. Exit Exam scores showed an increase in the success rate for first time takers in all areas of the test. The percent passing all three areas increased to 69.7 percent from 32.9 percent; those passing reading increased to 74.2 percent from 65.4 percent; mathematics increased to 78.8 percent from 54.3 percent; and writing increased to 78.8 percent from 50 percent. The average SAT score for the school increased 39 points, from 768 to 807, and more students took the SAT. The school received an Excellent Improvement Rating and a Below Average Performance Rating.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Deficiency: There has been inadequate time to address the three phases of the change process.

JASPER COUNTY SCHOOL DISTRICT

Jasper High School scheduled eight activities, all of which were continuing from previous years. Seven activities focused on content and standards; the other activity addressed professional growth. Student achievement on the exit exam improved on two sub-tests. In reading, 72 percent passed, up from 60 percent; 61.5 percent passed mathematics, up from 55.5 percent; and overall 48.1 percent passed all three tests, up from 40.6 percent. 64.1 percent passed writing, down from 65.7 percent. SAT scores increased from 730 to 769. The school received a Below Average Improvement Rating and an Unsatisfactory Performance Rating.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Deficiency: There has been inadequate time to address the three phases of the change process.

Ridgeland Elementary School scheduled eight activities, four of which were continuing from previous years. Four activities addressed content and standards; two focused on technology, and there was one activity each in strategic planning and school climate. Student achievement improved in both third and fourth grade in both English/language arts and fourth grade mathematics. On the English/language arts test, 39.8 percent of third graders scored below basic, down from 54.1 percent; and in mathematics, 37.7 percent scored below basic, up from 37.6 percent. In fourth grade, 38.8 percent scored below basic on English/language arts, down from 55.9 percent; while 58.9 percent scored below basic in mathematics, down from 70.1 percent. The school received Below Average Improvement and Performance Ratings.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Deficiency: There has been inadequate time to address the three phases of the change process.

Ridgeland Middle School conducted four activities. All four activities were continuing from previous years. Three of the four activities addressed content or standards. One activity focused on school climate. None of the four activities had more than 9 participants. Student achievement in the fifth grades improved in both English/language arts and mathematics with 61.5 percent scoring below basic in English/language arts, down from 66.3 percent; 75 percent of students scored below basic in mathematics, down from 77.6 percent. Achievement in the sixth grade improved: 65.6 percent scored below basic in English/language arts, down from 75 percent; and 73.5 percent scored below basic in mathematics, down from 82.8 percent. Seventh grade scores

went down. On English/language arts, 62.8 percent scored below basic, up from 62 percent, and in mathematics, 80.4 percent scored below basic, up from 76.8 percent. Eighth grade improved in both areas. 59.8 percent scored below basic in English/language arts, down from 66.7 percent, and 72.2 percent scored below basic in mathematics, down from 73.6 percent. The school received a Below Average Improvement Rating and an Unsatisfactory Performance Rating.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.
Deficiency: There was inadequate time to address the three phases of the change process.

West Hardeeville Elementary School scheduled four activities. Two of the four activities were continuing from the previous year. Two activities focused on content and standards, one activity addressed pedagogy, and one activity concentrated on technology. Student achievement in fifth and seventh grade improved in both areas, while results were mixed in fourth grade and regressed in both areas in third, sixth and eighth grades. In third grade, 52.9 percent scored below basic on English/language arts, up from 48.2 percent, while 70.6 percent scored below basic in mathematics, up from 52.4 percent. Fourth grade scores were 33.7 percent scored below basic in English/language arts, down from 53.6 percent, and in mathematics, 68.5 percent scored below basic, up from 61.8 percent. In fifth grade, 51.7 percent scored below basic in English/language arts, down from 62.9 percent, and 74.2 percent scored below basic in mathematics, down from 75.3 percent. In the sixth grade, 66.2 percent scored below basic on English/language arts, up from 41.4 percent, while 76.1 percent scored below basic in mathematics, up from 67.2 percent. Seventh graders showed gains in English/language arts, where 39.6 percent scored below basic, down from 56.7 percent, and in mathematics as 50.8 percent scored below basic, down from 84.8 percent. Eighth graders regressed in both areas. 68.3 percent scored below basic in English/language arts, up from 53.1 percent, and in mathematics 84.8 percent scored below basic, up from 44.4 percent. The school received an Average Improvement Rating and an Unsatisfactory Performance Rating.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.
Deficiency: There has been inadequate time to address the three phases of the change process.

LEE COUNTY SCHOOLS

Bishopville Intermediate School scheduled eight activities, all of which were continuing from previous years. Four activities focused on strategic planning, two addressed content and standards, and one activity each concentrated on school climate and professional growth. Student achievement improved in all grades in both English/language arts and mathematics. In fourth grade, 44.2 percent scored below basic on English/language arts, down from 62.8 percent, and in mathematics, 56.9 percent scored below basic, down from 79.3 percent. In the fifth grade, English/language arts scores improved as 64.9 percent scored below basic, down from 66.4 percent, and in mathematics a gain was noted as 75 percent scored below basic compared with 81.7 percent the previous year. In sixth grade, 67.3 percent scored below basic in English/language arts, down from 78.9 percent, while in mathematics, 70.7 percent scored below basic, down from 87.2 percent. The school received an Unsatisfactory Improvement and Performance Rating.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.
Deficiency: There has been inadequate time to address the three phases of the change process.

Bishopville Primary School scheduled twelve activities, eleven of which were new in 2000-01. Nine of the scheduled activities focused on content and standards, two activities related to technology, and one addressed professional growth. Three of the activities served three or fewer teachers. Student achievement improved at the third grade level. In English/language arts, 33.8 percent scored below basic, down from 37.1 percent, while in mathematics, 35.1 percent scored

below basic, down from 50.4 percent. The school received Average Improvement and Performance Ratings.

Deficiency: There was inadequate time for practice, feedback, and follow up activities.
Deficiency: There has been inadequate time to address the three phases of the change process.

Career and Technology Center scheduled five activities. Three activities addressed content and standards or pedagogy, one implemented technology and the fifth addressed school climate. The school had 63.4 percent master core competencies, 98.9 percent receive diplomas, and 90.9 percent were placed in their fields. The school received an Excellent Performance Rating, but no Improvement Rating is available.

Deficiency: There was inadequate time for practice, feedback, and follow up activities.

Fleming Intermediate School scheduled five activities. All activities were new to the school. Three activities addressed pedagogy, one activity focused on content and standards, and one concentrated on professional growth. Four activities benefited the teachers, one sent the principal to the Summer Leadership Conference. Student achievement produced mixed results. In fourth grade, scores improved as 47.7 percent scored below basic on English/language arts, down from 56.3 percent, and 76.5 percent scored below basic in mathematics, up from 73.8 percent. In fifth grade, scores improved as 51.7 percent scored below basic on English/language arts, down from 65.4 percent, and in mathematics, 77 percent scored below basic, down from 91.4 percent. Sixth grade provided mixed results as 66.2 percent scored below basic on English/language arts, up from 50.8 percent, but in mathematics, 77 percent scored below basic, down from 80.3 percent. The school received a Below Average Improvement Rating and an Unsatisfactory Performance Rating.

Deficiency: There was inadequate time for practice, feedback, and follow up activities.
Deficiency: There has been inadequate time to address the three phases of the change process.

Lee Central High School scheduled eight activities, seven of which were continuing from previous years. Five activities centered on content and standards and three addressed professional growth. Faculty turnover will hamper the implementation of these activities as 46 of 60 teachers will not return for the 2001-02 school year. Student achievement on the exit exam improved in all areas. Reading increased from 63.1 percent to 70.7 percent, writing improved from 51.2 percent to 64.7 percent, and mathematics improved from 55.7 percent to 69 percent. Students passing all three tests increased from 30.1 percent to 46.8 percent. SAT scores increased 68 points from 726 to 794. The school did not receive a rating for performance nor improvement because it is a new school.

Deficiency: There was inadequate time for practice, feedback, and follow up activities.
Deficiency: There has been inadequate time to address the three phases of the change process.

Lower Lee Primary School scheduled one activity. The activity was a continuation of a previous activity and involved training in the High Scope Model. The focus of the activity was content and standards. Only 2 of the 20 teachers at the school participated in the activity. Student achievement in the third grade on PACT showed improvement as 35.9 percent scored below basic on the English/language arts test, down from 49.3 percent, while in mathematics, 68.2 percent scored below basic, down from 71.8 percent. The school received an Average Improvement Rating and a Below Average Performance Rating.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.
Deficiency: There has been inadequate time to address the three phases of the change process.

Mount Pleasant Middle School scheduled one activity. The activity focused on writing IEP's for children with disabilities. This was a new activity and dealt with strategic planning. Student achievement on regressed in most areas. Student achievement regressed in the seventh grade as 70.6 percent scored below basic on English/language arts, up from 42.1 percent, while mathematics fell as 85.9 percent scored below basic, up from 59.6 percent. In the eighth grade English/language arts regressed. 63.7 percent scored below basic, up from 52.6 and mathematics saw a small improvement from 75.6 scoring below basic from 80.1 percent. The school received Unsatisfactory Improvement and Performance Ratings.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Deficiency: There has been inadequate time to address the three phases of the change process.

West Lee Elementary School scheduled four activities, of which one was a continuing program. Two activities addressed pedagogy while two activities addressed content and standards. Student achievement on the PACT regressed in grades three and in English/language arts in grade six. On the third grade English/language arts portion of PACT, 47.2 percent scored below basic, up from 39.7 percent, while on the mathematics portion 59.5 percent scored below basic, up from 49.1 percent. In fourth grade, gains were made as 35.3 percent scored below basic on English/language arts, down from 50 percent, and in mathematics, 46 percent scored below basic, down from 58.6 percent. In the fifth grade, scores improved on both fronts as 43.3 percent scored below basic in English/language arts, down from 55.3 percent, while in mathematics scores increased as 50 percent scored below basic, down from 79.5 percent. Sixth grade scores regressed in English/language arts as 53.3 percent scored below basic, up from 51.2 percent, but 32.3 percent scored below basic on mathematics, down from 74.4 percent. The school received an Average Improvement Rating and a Below Average Performance Rating.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Deficiency: There has been inadequate time to address the three phases of the change process.

MARION COUNTY SCHOOL DISTRICT THREE

Rains/Centenary/Pleasant Grove Elementary School scheduled five activities, all of which were continuing from previous years. All five activities focused content and standards. Student achievement improved in almost every category. In the third grade, 26.8 percent scored below basic on English/language arts, up from 20 percent, and in mathematics, 52.1 percent scored below basic, down from 52.8 percent. In the fourth grade, 34.2 percent scored below basic on English/language arts, down from 47.6 percent, and in mathematics, 26.7 percent scored below basic, down from 65.1 percent. Fifth grade also showed gains as 47.2 percent scored below basic on English/language arts, down from 51.9 percent, and in mathematics, 70 percent scored below basic, down from 77.4 percent. In the sixth grade, 60.4 percent scored below basic on the mathematics portion, down from 69.5 percent, and in English/language arts, 48.9 percent scored below basic, down from 50.8 percent. The school received an Average Improvement Rating and a Below Average Performance Rating.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Deficiency: There has been inadequate time to address the three phases of the change process.

Terrell's Bay High School scheduled five activities, all of which were continuing from previous years. Two activities focused on the area of content and standards, two addressed pedagogy, and one concentrated on SAT scores. Student achievement on the PACT regressed in both seventh and eighth grades. On English/language arts, 41.8 percent of seventh graders scored below basic, up from 31.8 percent, while in mathematics, 65.5 percent scored below basic, up from 51.1 percent. In the eighth grade, 36.4 percent scored below basic on English/language arts, up from 33.3 percent, and in mathematics, 47.8 percent scored below basic, up from 47.6 percent. Two sub-tests of the exit exam regressed. In mathematics, 61.9 percent passed, down

from 69.7 percent, and in reading 64.3 percent passed, down from 82.8 percent. The percentage of students passing all three sections increased to 47.6 percent from 45.5 percent. In writing there was an increase in the passing rate as 71.4 percent passed, an increase from 67.7 percent. The average SAT score also increased up 147 points from 758 to 905. The school received a Below Average Improvement and Performance Rating for grades 7 and 8, and received an Unsatisfactory Improvement and Performance Rating for grades 9-12.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Deficiency: There has been inadequate time to address the three phases of the change process.

RETRAINING SCHOOL	PERFORMANCE RATING	IMPROVEMENT RATING	GRADE
ALLENDALE			
Allendale Primary	Below Average	Average	Below Average
Allendale Elementary	Unsatisfactory	Average	Unsatisfactory
Fairfax Elementary	Below Average	Excellent	Good
Allendale-Fairfax Middle	Unsatisfactory	Excellent	Average
Allendale-Fairfax High	Unsatisfactory	Below Average	Unsatisfactory
BAMBERG			
Denmark Olar Elem	Below Average	Unsatisfactory	Unsatisfactory
Denmark Olar Middle	Unsatisfactory	Average	Unsatisfactory
Denmark Olar High	Unsatisfactory	Below Average	Unsatisfactory
CLARENDON			
St. Paul Primary	Average	Unsatisfactory	Below Average
Scott's Branch Elem	Below Average	Unsatisfactory	Unsatisfactory
Scott's Branch High (8)	Below Average	Below Average	Below Average
Scott's Branch Middle	Below Average	Good	Average
Scott's Branch High (9-12)	Unsatisfactory	Good	Below Average
FLORENCE			
Brockington Elem	Below Average	Unsatisfactory	Unsatisfactory
Timmonsville Middle	Unsatisfactory	Below Average	Unsatisfactory
Timmonsville Comprehens	Below Average	Excellent	Good
JASPER			
West Hardeeville Elem (K-5)	Unsatisfactory	Unsatisfactory	Unsatisfactory
Ridgeland Elementary	Below Average	Below Average	Below Average
West Hardeeville Elem (6-8)	Unsatisfactory	Average	Unsatisfactory
Ridgeland Middle	Unsatisfactory	Below Average	Unsatisfactory
Jasper Co. High	Unsatisfactory	Below Average	Unsatisfactory
LEE			
Bishopville Primary	Average	Average	Average
Bishopville High	Unsatisfactory	Unsatisfactory	Unsatisfactory
Fleming Middle	Unsatisfactory	Below Average	Unsatisfactory
Lower Lee Elem	Below Average	Average	Below Average
West Lee Elem	Below Average	Average	Below Average
McPleasant Middle	Unsatisfactory	Unsatisfactory	Unsatisfactory
Lee Central High	No Rating/New School		

MARION			
Raines-Centenary/Pleasant	Below Average	Average	Below Average
Terrells Bay High (7-9)	Below Average	Below Average	Below Average
Terrells Bay High (9-12)	Unsatisfactory	Unsatisfactory	Unsatisfactory

OBSERVATIONS AND COMMENTS

As the program operates in its fourth year some of the problems encountered in the past have been addressed. Proviso 1.67 of 2000 provided alterations in the funding procedures for the Retraining Grants. "First year retraining grants awarded pursuant to Section 59.18.1560 of the 1976 Code in the prior year may be carried forward to the current fiscal year and expended for the same purposes. Second and third year retraining grant funds may be released to districts on a limited basis through September for summer programs in advance of submission of end-of year reports for prior fiscal year retraining grants." Portions of the funds for 2001-2002 should have been released prior to the beginning of school so that professional development activities could occur before the start of school rather than later in the school year. Better planning of professional development activities was evident. Fewer one-day workshops were scheduled, the activities scheduled and completed fell within the guidelines for the retraining grants and overall a greater number of teachers and administrators participated in at least one activity funded through the program.

Eight concerns arose during the review.

- One troubling observation from the school surveys is that many activities took place without an administrator present. Administrators should be fully aware of the demands new strategies impose on a school and have sufficient understanding to support the changes personally and through allocation of time and resources.
- Most schools changed one or more activities from the previous year or added additional activities to the programs provided the previous year. Teachers must have ample time to implement new strategies or teaching practices and not be burdened with new strategies while implementing the old strategies.
- Retraining grant activities should be vertically aligned within a school district. While no evidence was uncovered that schools in a particular district were implementing opposing strategies, care must be taken to align each of the schools' strategies with the other schools and with the district strategic plan. Retraining grant activities at one district school should complement activities at other district schools.
- Schools must implement a reasonable number of activities each year. The number of activities scheduled by the schools funded during the 2000-2001 school year ranged from one to nineteen. How can a school implement nineteen different activities and expect each to have an impact on student achievement? Perhaps any future guidelines for the retraining grant program should specify an optimum number of activities to pursue at any given time.
- As in the past, many of the schools were unable to provide the data needed for the review in a timely manner because of the turnover in the principal leadership. Approximately one-fourth of the schools participating in the Retraining Grant Program changed principals during the summer of 2001. The new principal was unaware of the previous professional development opportunities or unable to provide the data. Frequent turnover in the leadership at a school also impacts the educational program and focus of a school. High rates of teacher turnover (as much as 50 percent) exacerbate the difficulties caused by leadership changes. Moreover, more than one third of the teachers at each school studied

had been at the school 5 years or less. In one school 67 percent of the faculty had been there five or fewer years. Instability of administration and staff impacts the long-range plans of the school and student achievement. Teacher turnover also lessens the effectiveness of the Retraining Grant Program because teachers are not able to apply the knowledge they gain through the professional development activities over time at the school where the training took place. Training must be repeated on a novice level each time new staff is hired. Is the retraining grant program truly benefiting the schools it is designed to assist, or is it helping teachers obtain jobs at other schools or schools districts not eligible for retraining funds?

- The Office of School Quality developed new guidelines for the program in September 2001. The new guidelines address some of the concerns listed above, but perhaps they should be reviewed annually. The best evaluation systems require a minimum of three years of data for review. If we review the program each year as part of a three-year process, the information gathered will allow an in depth examination of performance over time. We will be able to better analyze the data if we refine what we are expecting along the way.
- The amount of money allocated per teacher and per school should be examined. During the 2000-2001 school year, schools spent only 78.4 percent of the \$750,000 allocated. One elementary school spent just under 13.4 percent of the \$31,845 approved, and one high school spent only 18 percent of \$20,951 approved. Other schools spent above the allocated amount, explaining that additional professional development funds were used from school or district monies. On average, schools spent about 70 percent of the approved funds.

One additional issue must be addressed. A little more than half of the schools that have received retraining grants over the last three years no longer rated unsatisfactory on the Performance rating. As these schools move out of the retraining grant program, we should continue to monitor their progress. We need to work to ensure that these schools do not enter a revolving door of needing assistance one year and moving out from assistance the next. A goal of the retraining grant program should be to move these schools permanently out of the assistance program.



FINAL REPORT 2001-2002 RETRAINING GRANT PROGRAM

South Carolina
Education Oversight Committee
Agency A-85

Chairman
Robert Staton

October 2002

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**FINAL REPORT
2001 2002 RETRAINING GRANT PROGRAM**

STATUTORY PROVISIONS

The Education Accountability Act (§59 18-1560) establishes grant programs for schools or districts designated as below average or unsatisfactory. "The State Board of Education working with the Accountability Division and the Department of Education must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to two additional years. If the State Board of Education determines it is needed to sustain academic improvement, the funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given."

PROCEDURES

The Division of Accountability has reviewed the guidelines for the Retraining Assistance Grants for School Faculty and Administration, the Report on the Retraining Grant funds for 1998-1999, the Report on the Retraining Grant funds for 1999-2000, the Report on the Retraining Grant funds for 2000-2001, and responses to an on line questionnaire developed and administered by the Education Oversight Committee (EOC) staff with contributions by State Department of Education (SDE) staff. The on line survey included information regarding amount of funds budgeted and spent, the number of teachers and administrators served and, as appropriate, explanations of the use of funds. The survey also gathered important demographic information on the school including the length of service at the school by the principal and the teachers, the education level of both groups, and the years of experience of both groups. Finally, the survey gathered information from the principal on the benefits of the Retraining Grant Program, support for the program from the superintendent and school board, and the availability of funding and consultant services.

The academic year 2001-02 is the first year that receipt of a Retraining Grant was based on the report card rating. Prior to 2001-02, schools that received Retraining Grants were located in the seven school districts that were listed as "impaired" in accordance with the Education Improvement Act of 1984. Thirty schools received a Retraining Grant in 2000-01. After the issuance of the first School Report Card, 256 schools qualified for the Retraining Grant Program: 102 schools as unsatisfactory and 154 as below average. Of the 256 schools, 24 received money the three previous years because they are located in the formerly "impaired" school districts.

Schools rated unsatisfactory received notification that they qualified for the Retraining Grant Program in either November or December of 2001. Representatives from the schools were encouraged to attend a workshop on planning for the Retraining Grant Program and were provided a list of pre-approved activities from which they could select professional development opportunities for their schools. The planning workshops occurred in January and February 2002 with the expectation that the final School

Renewal Plan for each school would be submitted for approval by April 1, 2002. As part of the planning process, the Office of School Quality at SDE required each school to focus the activities on two goals: improvement of student achievement and improvement of parental and community involvement. Schools were expected to plan at least one activity to improve parental and community involvement.

Schools rated below average did not receive notification of their Retraining Grants until mid-April 2002. The schools rated below average had one opportunity to attend the planning workshop in June 2002. Most schools rated below average did not take advantage of the opportunity, but the Office of School Quality did make the information presented in the workshop available to the schools upon request. Schools rated below average had until October 1, 2002, to submit a School Renewal Plan. Once again, the Office of School Quality required each school to focus the activities on two goals: improvement of student achievement and improvement of parental and community involvement.

Funding for the retraining grants is provided through the State Department of Education. Each school is allocated a set amount per teacher. For the 2001-2002 school year, the allocated amount per certificated staff member at schools rated unsatisfactory was \$500, the amount per certificated staff member at schools rated below average was \$330.

Disbursement of the Retraining Grant funds also changed for the 2001-02 year. The change in disbursements occurred at the direction of the Office of Finance at the SDE. Prior to 2001-02, schools received the full amount of their funds upon the approval of their plan. Schools were allowed by proviso to carry forward funds not expended for fiscal years 1998-99 and 1999-2000, but all money should have been expended for the year 2000-01 or returned to the State. Beginning with 2001-02, schools received 25% of the allotted funds up front in order to conduct pre-approved activities, but the remainder of funds were provided as reimbursements for completed activities. School districts were expected to expend local funds and be reimbursed by the state.

Of significance is the fact that most schools did not spend the allotted funds during the 2001-02 school year. Schools rated unsatisfactory had half of the school year in which to expend the funds, and schools rated below average had just over two months in which to spend the funds. Coupled with the short time in which to spend the funds and the fact that a School Renewal Plan had to be submitted and approved prior to expenditure of funds over the 25% initially transferred funds, schools had little opportunity to spend the funds. Over \$4.5 million was allocated to the retraining grant program in 2001-02. As part of the survey of the schools, the schools were asked how much of their allocation they spent. Of the 215 schools that responded to the survey, 105 spent no money during 2001-2002, and only 28 schools spent the entire amount of their grant during the fiscal year. SDE anticipated that the schools would be unable to spend the money by the end of fiscal year 2002 and requested a proviso in the 2002-03 budget to allow the schools to carry the money forward for expenditure in 2002-03. However, the Office of Finance of the State Department of Education has requested that the funds be spent no later than December 1, 2002.

Schools receiving Retraining Grant funds were asked to complete a survey about how the funds were spent. The survey was available on-line and initially the principals had four weeks to complete the survey. By the end of the allotted time, less than 25% of the principals had responded. The deadline was extended twice for a total of six weeks. At the final deadline, 215 of the 256 principals had responded to at least one portion of the survey, a response rate of 83.7%. A copy of the survey is attached as the Appendix.

The survey consisted of five parts: a registration area where school name, principal's name, amount of grant awarded, amount of grant spent, and similar questions were asked. A respondent was required to complete part one of the survey in order to proceed with the remainder of the survey. Of the 215 responses, 20 completed only part one.

Part two of the survey requested information on the principal. The questions included information on the educational level of the principal, years of experience as a principal and in education as a whole, and information on how long the principal had been at the school. Information on the principal was requested in order to track the stability and experience of the leadership at the school.

Part three of the survey requested information on the certificated staff. Questions included information on the number of certificated staff positions at the school, number of non-certificated teachers at the school, number of teachers participating in the Teacher Loan Program, and educational level of the certificated staff. Information on teacher turnover, educational experience of the staff and longevity of the staff at the school also was collected. Teacher stability and educational level of the teaching staff are important to the potential success of the Retraining Grant Program, for if the staff of a school is constantly changing year after year, the long term impact of the Retraining Grant Program at the school will be significantly reduced.

Part four of the survey contained Likert scale questions focusing on five areas: the Retraining Grant Program, Funding, the Planning Process, Support for the Program, and General Information on the activities conducted. Respondents were asked to respond to 33 statements by choosing Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree from a pull down menu. Responses to the statements are contained in the table below.

LIKERT SCALE RESPONSE COUNT

STATEMENTS	RESPONSES					
	Agree	Disagree	Strongly Agree	Strongly Disagree	Undecided	Did Not Respond
Section I: The Program						
Teachers benefited from the program	11%	0%	37%	0%	7%	46%
Teachers used in class what they learned	20%	0%	25%	0%	9%	46%
Teachers felt pressured by the program	8%	29%	1%	7%	9%	46%
Student achievement was affected positively	22%	0%	14%	17%	0%	47%
Staff responsibilities for activities were identified	28%	0%	22%	0%	4%	45%
The program fostered improved instruction	21%	0%	27%	0%	7%	45%
Procedures exist to evaluate effectiveness of the program based on student needs and state assessment scores	31%	1%	15%	1%	7%	46%
Procedures exist to evaluate effectiveness of the program based on the school's Parental Involvement Goal(s)	27%	4%	6%	1%	17%	46%
Section II: Funding						
Funding was available in a timely manner	24%	23%	12%	11%	6%	24%
Funding was available for innovative professional development	33%	2%	32%	1%	6%	26%
The program adequately supported the implementation of the School Renewal Plan	32%	1%	33%	1%	5%	27%
The reimbursement model did not hinder implementation of the process	28%	7%	13%	3%	20%	29%
Distinct procurement procedures did not hinder the process	30%	6%	19%	1%	16%	29%
SDE procurement procedures did not hinder the process	31%	4%	16%	2%	18%	29%
Consultant resources were available	42%	1%	19%	0%	9%	28%
Section III: The Planning Process						
Guidelines for the Retraining Grant Program were clear	45%	8%	18%	2%	7%	21%
The SDE Model Revision Process for the program was helpful	44%	2%	18%	0%	12%	23%
SDE assistance was available	47%	1%	24%	0%	6%	22%
SDE assistance was utilized	44%	8%	20%	0%	5%	23%
SDE Pre-Approved Activities were utilized	37%	12%	18%	1%	6%	27%
Timeline for the Retraining Grant did not hinder implementation	25%	20%	9%	9%	13%	23%
Faculty were involved in the planning process	47%	3%	24%	0%	3%	23%
The School Improvement Council was involved in the planning process	52%	7%	15%	0%	3%	23%

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Section IV Support	Agree	Disagree	Strongly Agree	Strongly Disagree	Undecided	Did Not Respond
The school board was supportive of the Retraining Grant activities	37%	0%	31%	0%	8%	24%
The superintendent was supportive of the Retraining Grant activities	32%	0%	43%	0%	1%	23%
GENERAL INFORMATION						
Professional development was scheduled to minimize teacher absences during class time	27%	1%	41%	0%	2%	28%
Professional development was scheduled at times teachers could attend	32%	0%	38%	0%	2%	28%
Each activity was evaluated for effectiveness throughout the year	31%	2%	14%	0%	20%	33%
Teachers had adequate time to practice skills learned	32%	5%	15%	0%	14%	34%
Professional development emphasized active participant involvement	36%	0%	32%	0%	2%	29%
Professional development activities were based on research	32%	0%	37%	0%	2%	28%
Professional development activities were aligned with previous activities	37%	1%	24%	0%	6%	31%
Administrators participated in the professional development activities with teachers	34%	0%	33%	0%	3%	29%

The responses to several statements bear reflection. Respondents indicated that teachers benefit from the Retraining Grant Program and that the teachers use what they learn through the Program in class. Respondents were less certain that student achievement was affected by the Program, a logical response since the Program had not been in effect in most of these schools long enough to make a solid determination. The respondents also stated that school boards and superintendents supported the activities held at the school.

Respondents were divided on several issues. Less than 47% stated that funding was provided in a timely manner, and just 41% believed the reimbursement model did not hinder the implementation of the Program. There was some concern that school district procurement procedures hampered implementation of the Program (48.8% believed their district procurement procedures did not hamper the Program) and concern that State Department of Education (SDE) procurement procedures hampered implementation of the Program (47% believed SDE procurement procedures did not hamper the Program). Several principals indicated the reimbursement model was a problem because the school districts were short on funds due to budget reductions and school districts were unwilling to expend funds up front because they were concerned the funds would not be reimbursed.

Of primary concern from the Likert scale responses is the area of evaluation of the activities conducted under the Program. Less than one-third of the respondents stated that procedures existed to evaluate the effectiveness of the program based on the school's Parental Involvement Goals, and less than 50% believed that procedures existed to evaluate the effectiveness of the program based on student needs and state assessment scores. Sound ongoing evaluation of development activities is crucial to long term effectiveness of any professional development program. Less than half of the respondents to the survey (45.1%) believed each activity held as part of the Program was evaluated for effectiveness throughout the year.

Responses to the Likert scale statements should change as respondents have more experience with the Retraining Grant Program. However, the responses to the statements this year indicate that care and time needs to be given to evaluation of the activities provided under the Program. Review of procurement procedures and the disbursement/reimbursement process should occur to address the concerns expressed through the survey.

Part five of the survey requested information on the specific activities funded through the Retraining Grant Program. Respondents could provide up to seven different activities and were asked to provide planned activities if no activities had actually been conducted. Information requested on each activity included whether the activity was a continuation of an earlier activity or if the activity was from the list of pre-approved activities provided by SDE. Respondents also provided information on the content area the

activity addressed the format of the activity the objective or strategy the activity addressed from the School Renewal Plan of the school, how many teachers and administrators participated in the activity and what kind of follow up was provided for the activity

The statute uses the phrase "effective use" For purposes of this evaluation "effective use" was defined as having the intended or expected effect which is improved professional practice resulting in higher levels of student achievement In previous years, student performance information on the Palmetto Achievement Challenge Test (PACT) at the elementary and middle school levels and Exit Exam SAT/ACT and Advanced Placement scores at the high school level were used to determine effective use School profile information provided through PACT was also utilized as were the activities reported by the schools through the survey

The criteria for effective use are drawn from the South Carolina Department of Education's Standards of Professional Development and published in the guidelines for the retraining grants The most relevant criteria for the "effective use" review included the following

- Funds are expended to accomplish the acquisition of new behavior and long term skill improvement
- Funds are expended in a manner that addresses the three phases of the change process initiation, implementation and institutionalization
- Funds are expended in activities that provide theory demonstration practice with feedback and follow-up and
- Funds are expended in a manner that recognizes differing levels of educator expertise (i.e. diverse participant needs)

In previous years deficiencies were detailed for each school based on the application of these criteria and after reviewing student performance data from each school This year, however, deficiencies will be noted only for the schools that have received the Retraining Grant funds for more than one year No deficiencies will be noted for the 232 schools that received money for the first time in 2001-2002 due to the late receipt of funding and the resulting fact that student achievement at the schools would not have been impacted by the Program

However schools should take note that the data from the survey this year will be retained and reviewed along with data that will be requested in late spring 2003 Failure to respond to the survey in 2003 will result in the recommendation that funding be terminated for schools that did not respond

The following portions of this report provide a listing of each school based on length of time in the Retraining Grant Program and/or the Absolute Rating on the 2001 Report Card.

SCHOOLS WHICH RECEIVED FUNDING PRIOR TO 2001-2002

ALLENDALE SCHOOL DISTRICT

Allendale Elementary School received an unsatisfactory rating on the 2001 report card At the beginning of the 2001-02 school year Allendale Elementary School merged with Allendale Primary to form a new Allendale Elementary School The reconstituted Allendale Elementary School had a new principal and ten first year teachers During 2001-02, the school conducted four activities Two activities focused on PreK and kindergarten teachers A third activity provided training in the South Carolina Readiness Assessment Participation in the Fall Writing Conference by two teachers was the fourth activity None of the activities involved more than two teachers and none of the activities included administrators Achievement on PACT fell in both English/language arts and mathematics in third and fourth grades In third grade 52 percent of the student scored below basic on English/language arts up from 48.8 percent in mathematics 52 percent were below basic, up from 43.8 percent In fourth grade, 53.8 percent scored

below basic on English/language arts up from 39.1 percent, and in mathematics, 59.3 percent scored below basic up from 41.3 percent. Fifth grade students were not at the school in 2000-01 but in 2001-02 68.9 percent were below basic in English/language arts and 77.4 percent were below basic in mathematics.

Deficiency There has been inadequate time to address the three phases of the change process.

Deficiency The acquisition of new behavior and long term skill improvement for all teachers was not provided.

Deficiency The differing levels of educator expertise were not provided for.

Deficiency There was inadequate time for practice, feedback, and follow up activities.

Allendale Fairfax High School received an unsatisfactory rating on the 2001 report card. As part of the Retraining Program at the school this year, four activities were conducted. Two activities were continuations of previous activities and two were new. One activity was the development of a curriculum guide for science but only one teacher out of 54 staff members participated. An activity on discipline was attended by only six of the 54 teachers at the school. The other two programs served one teacher each. Administrators did not participate in three of the four activities. The principal of the school and seven of the 54 teachers were new to the school last year. Student achievement on the Exit Exam fell significantly in all three areas. In reading, 55.7 percent passed down from 71.7 percent the previous year. 63.4 percent passed mathematics down from 80 percent and 61.4 percent passed writing down from 76.7 percent. The percentage passing all three tests on the first attempt fell from 56.7 percent in 2001 to 36.1 percent in 2002. SAT scores on the other hand, increased 26 points with an increase in the number of students taking the test. Seventeen AP tests were taken but none were scored at 3 or better.

Deficiency There has been inadequate time to address the three phases of the change process.

Deficiency The acquisition of new behavior and long term skill improvement for all teachers was not provided.

Deficiency The differing levels of educator expertise were not provided for.

Deficiency There was inadequate time for practice, feedback, and follow up activities.

Allendale Fairfax Middle School received an unsatisfactory rating on the 2001 report card. The school conducted seven activities through the Retraining Grant program during 2001-2002. Three of the activities were continuations of previous activities and four were new. Six of the seven activities concentrated on programs dealing with content and standards and the seventh activity focused on pedagogy. All of the teachers were involved with one or more of the activities. Ten of the 27 teachers were new to the school in 2001-02, as was the principal. Seven teachers were first year teachers. Student achievement on PACT showed improvement in English/language arts for both seventh and eighth graders. 48.3 percent of seventh graders scored below basic down from 58.6 percent, and 52.7 percent of eighth graders were below basic, down from 56.4 percent. Sixth graders were at the school for the first time in 2001-02 and 54.5 percent scored below basic on the English/language arts examination. On the mathematics portion of the test, 58.4 percent of the sixth graders scored below basic. The percentage of students scoring below basic on the mathematics test decreased for seventh graders with 59.2 percent scoring below basic, down from 65.8 percent. Scores for eighth graders decreased 70.3 scored below basic, up from 53.8 percent.

Deficiency There has been inadequate time to address the three phases of the change process.

Deficiency There was inadequate time for practice, feedback, and follow up activities.

Fairfax Elementary School received a below average rating on the 2001 report card. During 2001-02, the school offered only one activity, Montessori training for PreK and kindergarten teachers. The teacher turnover rate at the school was low with only 2 new teachers being reported and 2001-02 was the second year for the principal. Results on PACT were mixed. Scores for third and sixth graders improved for both English/language arts and mathematics. In English/language arts 13.6 percent of third graders

were below basic, down from 45.1 percent. In mathematics, 31.8 percent were below basic, down from 57.7 percent. For sixth graders, 32.6 percent were below basic on English/language arts, down from 67.6 percent. 32.6 percent were below basic in mathematics, down from 48.6 percent. Scores for fourth graders fell in both mathematics and English/language arts. 51 percent were below basic in English/language arts, up from 31.4 percent, and 54.9 percent were below basic in mathematics, up from 36 percent. Fifth grade scores improved for English/language arts. 34.6 percent scored below basic, down from 38.1, but mathematics scored dropped as 51.9 percent scored below basic, up from 48.9 percent.

Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: The acquisition of new behavior and long-term skill improvement for all teachers was not provided.

Deficiency: The differing levels of educator expertise were not provided for.

BAMBERG COUNTY SCHOOL DISTRICT 2

Denmark-Olar Elementary School received an unsatisfactory rating on the 2001 report card. The school conducted five activities, of which four were new and one was a continuation. Three of the activities focused on content and standards. The vast majority of the teachers and two administrators attended three of the activities. Twenty-five percent of the teaching staff was new to the school in 2001-02, and included five first-year teachers. It was the second year at the school for the principal. English/language arts scores declined in third grade; 34.2 percent of third graders scored below basic, up from 19.3 percent. There was a small improvement in fourth grade, with 37.7 percent scoring below basic, down from 37.9 percent. Fifth graders had 43.3 percent below basic, down from 50.7 percent. Mathematics scores improved for fourth and fifth graders. 34.2 percent were below basic in fourth grade, down from 50 percent, while 59.3 percent were below basic in fifth grade, down from 75.3 percent. Mathematics scores fell in the third grade; 45.3 percent were below basic, up from 26.5 percent.

Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Denmark-Olar High School received an unsatisfactory rating on the 2001 report card. During 2001-02, the school conducted two activities. Both activities came from the SDE pre-approved activities list and were new to the school. The entire teaching staff and administration attended both activities. One activity focused on pedagogy, the other on school climate. The principal was new to the school in 2001-02, as were six of the 27 teachers. Student achievement on the Exit Exam increased in two areas: 58 percent of students passed mathematics on the first try, up from 28.8 percent, while writing increased to 60 percent from 47.9 percent. In reading, the percentage of students passing fell to 60 percent from 64.2 percent. The percentage of students passing all three sections increased to 38 percent, up from 19.4 percent. Average SAT scores for seniors fell from 793 to 786. Sixteen AP tests were taken but none were scored at 3 or better.

Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.

Denmark-Olar Middle School, for the third time in four years, provided no activities on which to evaluate the use of the Retraining Grant funds.

CLARENDON SCHOOL DISTRICT 1

Scott's Branch High School provided no activities on which to evaluate the use of the Retraining Grant funds

Scott's Branch Intermediate School, named Scott's Branch Middle in previous years, received an unsatisfactory rating on the 2001 report card. The school conducted four activities during the 2001-02 school year and all four were continuations of previous activities. Two activities were attended by the entire faculty, the other two served less than five teachers and no administrators. One activity focused on school climate, the other three addressed alignment and implementation of the state standards. The principal has been at the school for six years, and in 2001-02, only one teacher was new to the school. Student achievement on the PACT test improved for both sixth and seventh grade in mathematics and for English/language arts in the sixth grade. The percentage of student scoring below basic on the seventh grade English/language arts test increased slightly from 41.3 percent to 41.8 percent. Fourth and fifth graders were tested as part of the school for the first time in 2002, previously, they had been at Scott's Branch Elementary. On the English/language arts test, 38.6 percent of fourth graders scored below basic and 47.1 percent of fifth graders scored below basic. 40.2 percent of fourth graders scored below basic on the mathematics test, as did 33.3 percent of fifth graders.

Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: There was inadequate time for practice, feedback, and follow up activities.

FLORENCE SCHOOL DISTRICT 4

Brockington Elementary School received a below average rating on the 2001 report card. The school conducted four activities during the 2001-02 school year. Two were continuations from previous activities and two were new. All four activities focused on content and standards. None of the activities was attended by more than seven of the 42 teachers at the school and administrators did not attend two of the activities. Five teachers and the principal were new to the school in 2001-02. Improvement at all three grades levels in both English/language arts and mathematics occurred on the PACT test. In English/language arts, 33.3 percent scored below basic, down from 44.5 percent, while 35.4 percent scored below basic in mathematics, down from 47.2 percent. In fourth grade students also improved, with 35.4 percent scoring below basic on English/language arts, down from 46.5 percent, and 36.4 percent scored below basic on mathematics, down from 54.9 percent. On English/language arts, 48.5 percent of the fifth grade students scored below basic, down from 71.1 percent. In mathematics 39.7 percent scored below basic, down from 79.2 percent.

Deficiency: The acquisition of new behavior and long-term skill improvement for all teachers was not provided.

Deficiency: The differing levels of educator expertise were not provided for.

Johnson Middle School received an unsatisfactory rating on the 2001 report card. The school conducted five activities during the 2001-02 school year. Two of the activities were continuations of previous activities and three were new. Three or fewer of the 19 teachers at the school participated in four of the five activities. Thirteen teachers participated in the fifth activity, attendance at the Middle School Conference in Myrtle Beach. Administrators participated in only two of the activities. The principal and eight of the 19 teachers were new to the school in 2001-02. PACT scores on English/language arts varied depending on the grade level. In sixth grade, 62.2 percent scored below basic in English/language arts, up from 60.2 percent, 58.2 percent scored below basic in the seventh grade, down from 61.7 percent, and in eighth grade 57.5 percent scored below basic, up from 56.8 percent. Mathematics scores improved in sixth and eighth grade. In the sixth grade 74.3 percent scored below basic compared to 77.3 percent the previous year. In eighth grade, 57.5 percent scored below basic compared with 67.9

percent the previous year. In seventh grade mathematics scores regressed. 63.7 percent scored below basic in sixth grade, up from 51.9 percent.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.
Deficiency: There has been inadequate time to address the three phases of the change process.

Timmonsville High School received a below average rating on the 2001 report card. The school conducted three activities. All of the activities were continuations from previous years. Administrators participated in two activities. Most teachers had the opportunity to attend at least one activity. One activity focused on professional growth, another on technology, and the third on standards and content. The principal and six of the 26 teachers were new to the school in 2001-02. Exit Exam scores showed a decrease in the success rate for first time takers in all areas of the test. The percent passing all three areas fell to 49.2 percent from 69.7 percent, those passing reading decreased to 64.4 percent from 74.2 percent, mathematics decreased to 57.6 percent from 78.8 percent, and writing decreased to 72.4 percent from 78.8 percent. The average SAT score for the school increased 33 points, from 807 to 840. Ten AP tests were taken but none were scored at 3 or better.

Deficiency: There was inadequate time for practice, feedback, and follow up activities.
Deficiency: There has been inadequate time to address the three phases of the change process.

JASPER COUNTY SCHOOLS

Jasper High School received an unsatisfactory rating on the 2001 report card. The school conducted seven activities, two of which were continuations from previous years. Two activities focused on content and standards, the other five addressed pedagogy. Administrators participated in all seven activities and all but one activity involved at least 10 of the 42 teachers at the school. The principal was in place for only half of the year and 12 teachers were new to the school in 2001-02. Six of the twelve were first year teachers. Student achievement on the exit exam decreased on all sub tests. In reading, 67.4 percent passed, down from 72 percent; 61.3 percent passed mathematics, down from 61.5 percent, and 64.0 percent passed writing, down from 64.1 percent. Overall 41.3 percent passed all three tests, down from 48.1 percent. SAT scores decreased from 769 to 768. Thirty five AP tests were taken but none were scored at 3 or better.

Deficiency: There was inadequate time for practice, feedback, and follow up activities.
Deficiency: There has been inadequate time to address the three phases of the change process.

Ridgeland Elementary School received a below average rating on the 2001 report card. The school conducted no activities under the Retraining Grant Program, having received notification of the money in April. Seven activities are planned for 2002-03. The principal was in her second year and 14 teachers were new in 2001-02. The principal expected no less than eight teachers to leave by the beginning of the 2002-03 school year. Student achievement improved in the fourth grade in both English/language arts and mathematics. On the English/language arts test, 36.4 percent of fourth graders scored below basic, down from 39.7 percent, and in mathematics, 50 percent scored below basic, down from 56.9 percent. In third grade, 39.7 percent scored below basic on English/language arts, up from 38.8 percent, while 45.3 percent scored below basic in mathematics, up from 40.1 percent.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.
Deficiency: There has been inadequate time to address the three phases of the change process.
Deficiency: The acquisition of new behavior and long term skill improvement for all teachers was not provided.
Deficiency: The differing levels of educator expertise were not provided for.

Ridgeland Middle School received an unsatisfactory rating on the 2001 report card. The school conducted seven activities. Two activities were continuations from previous years. Six of the seven activities addressed content or standards, the seventh activity focused on professional growth. Five of the activities served five or fewer teachers. Administrators did not participate in three of the activities. Fourteen of the 40 teachers were new to the school in 2001-02 and it was the second year for the principal. Student achievement in the fifth grade improved in both English/language arts and mathematics with 54.3 percent scoring below basic in English/language arts, down from 59.8 percent. 71.4 percent of students scored below basic in mathematics, down from 75.8 percent. Achievement in the sixth grade improved in mathematics. 66.7 percent scored below basic, down from 71.9 percent, in English/language arts scores digressed. 69.1 percent scored below basic, up from 65.8 percent. Seventh grade scores went down. On English/language arts, 63.1 percent scored below basic, up from 60.6 percent, and in mathematics. 82.7 percent scored below basic, up from 77.8 percent. Eighth grade improved in mathematics, 68.8 percent scored below basic, down from 73.5 percent. 67.1 percent scored below basic in English/language arts, up from 61.3 percent.

Deficiency: There was inadequate time for practice, feedback, and follow-up activities.
 Deficiency: There was inadequate time to address the three phases of the change process.

West Hardeeville Elementary School received an unsatisfactory rating on the 2001 report card. The school conducted six activities. All of the activities were new. Two activities focused on content and standards and four on professional growth. None of the activities served more than four of the 56 teachers. Administrators participated in three of the activities. The principal was new to the school in 2001-02 as were 10 teachers. Student achievement in third, fifth, sixth and eighth grade improved in both areas, while results were mixed in fourth grade and regressed in both areas in seventh grade. In third grade, 54.1 percent scored below basic on English/language arts, down from 54.7 percent, and 69 percent scored below basic in mathematics, down from 73.5 percent. Fourth grade scores were 43.5 percent scored below basic in English/language arts, up from 32.1 percent, and in mathematics 56.7 percent scored below basic, down from 67.1 percent. In fifth grade, 35 percent scored below basic in English/language arts, down from 52.3 percent, and 55 percent scored below basic in mathematics, down from 76.1 percent. In the sixth grade, 57.4 percent scored below basic on English/language arts, down from 58.9 percent, while 64.2 percent scored below basic in mathematics, down from 74.7 percent. Seventh graders digressed in English/language arts, where 48.6 percent scored below basic, up from 38.7 percent, and in mathematics as 62.5 percent scored below basic, up from 52.4 percent. Eighth graders improved in both areas. 37 percent scored below basic in English/language arts, down from 55.8 percent, and in mathematics 52.2 percent scored below basic, down from 86.5 percent.

Deficiency: There was inadequate time for practice, feedback, and follow up activities.
 Deficiency: There has been inadequate time to address the three phases of the change process.

Deficiency: The acquisition of new behavior and long term skill improvement for all teachers was not provided.

Deficiency: The differing levels of educator expertise were not provided for.

LEE COUNTY SCHOOLS

Bishopville Intermediate School (recently renamed Dennis Intermediate School) received an unsatisfactory rating on the 2001 report card. The school conducted two activities, both of which were new to the school. One activity focused on professional growth of teachers and the other addressed content and standards. All teachers participated in one activity and about half of the 27 teachers at the school participated in the other. Administrators participated in both. Seven of the teachers were new to the school in 2001-02 and it was the second year for the principal. Student achievement improved in all grades in both English/language arts and mathematics. In fourth grade, 37.8 percent scored below basic on English/language arts, down from 46.8 percent, and in mathematics 53.8 percent scored below basic,

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down from 60.5 percent. In the fifth grade English/language arts scores improved as 59.4 percent scored below basic down from 68.5 percent, and in mathematics a gain was noted as 65.4 percent scored below basic compared with 79.1 percent the previous year. In sixth grade 59.8 percent scored below basic in English/language arts, down from 69 percent, while in mathematics, 56.3 percent scored below basic down from 69.6 percent.

Deficiency There was inadequate time for practice, feedback, and follow up activities.
Deficiency There has been inadequate time to address the three phases of the change process.

Fleming Intermediate School did not respond to the survey.

Lower Lee Elementary School did not respond to the survey.

Mount Pleasant Middle School provided no activities on which to evaluate the use of the Retraining Grant funds.

West Lee Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds.

MARION SCHOOL DISTRICT 7

Rains/Centenary/Pleasant Grove Elementary School received a below average rating on the 2001 report card. The school conducted three activities with the Retraining Grant funds, all of which were continuations from previous years. Two activities focused content and standards and one on pedagogy. Seven teachers participated in the program to assist teachers in obtaining a master's degree. Approximately half of the faculty participated in each of the other two activities. Administrators participated in one activity. There were no new teachers at the school in 2001-02 and it was the second year for the principal. Student achievement in the third grade digressed in English/language arts as 48.4 percent scored below basic, up from 26.8 percent, but improved in mathematics, as 40.6 percent scored below basic, down from 52.1 percent. In the fourth grade 22 percent scored below basic on English/language arts down from 34.2 percent, and in mathematics, 31.7 percent scored below basic up from 26.7 percent. Fifth grade also showed mixed results as 48.8 percent scored below basic on English/language arts up from 47.2 percent, but in mathematics 31.7 percent scored below basic down from 70 percent. In the sixth grade 42.9 percent scored below basic on the mathematics portion down from 48.9 percent, and in English/language arts 61.2 percent scored below basic, up from 60.4 percent.

Deficiency There was inadequate time for practice, feedback, and follow up activities.
Deficiency There has been inadequate time to address the three phases of the change process.

Terrell's Bay High School received a below average rating on the 2001 report card for grades 7 and 8 and an unsatisfactory rating for grades 9-12. The school conducted three activities, two of which were continuations from previous years. Two activities focused on the area of content and standards and one on professional growth. The entire faculty participated in two of the activities. Administrators participated in all three activities. Four teachers were new to the school in 2001-02, as was the principal. Student achievement on the PACT regressed in both seventh and eighth grades. On English/language arts 55.2 percent of seventh graders scored below basic up from 41.8 percent while in mathematics, 74.6 percent scored below basic up from 65.5 percent. In the eighth grade 53.4 percent scored below basic on English/language arts up from 33.3 percent and in mathematics 67.8 percent scored below basic up from 47.8 percent. All sub-tests of the exit exam improved. In mathematics 63.2 percent passed up from 61.9 percent and in reading 68.4 percent passed up from 64.3 percent. The percentage of students passing all three sections increased to 52.6 percent from 47.6 percent. In writing

there 89.5 percent passed an increase from 71.4 percent. The average SAT score decreased down 94 points from 905 to 811. Only one AP examination was taken and it did not earn a score of 3 or better. Deficiency: There was inadequate time for practice, feedback, and follow-up activities. Deficiency: There has been inadequate time to address the three phases of the change process.

SCHOOLS RATED UNSATISFACTORY IN 2001

AIKEN COUNTY SCHOOLS

Ridge Spring Monetta Elementary/Middle School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year.

Ridge Spring-Monetta High School provided no activities on which to evaluate the use of the Retraining Grant funds.

ANDERSON COUNTY SCHOOL DISTRICT 5

South East Street Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year.

BARNWELL COUNTY SCHOOL DISTRICT 19

Blackville-Hilda High School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year.

Macedonia Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds.

BEAUFORT COUNTY SCHOOLS

James J. Davis Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year.

Whale Branch Elementary School reported four activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year.

Whale Branch Middle School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year.

BERKELEY COUNTY SCHOOLS

Cainhoy Middle School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year.

Cross High School reported four activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year.

CALHOUN COUNTY SCHOOLS

Calhoun County High School did not respond to the survey

CHARLESTON COUNTY SCHOOLS

Alice Birney Middle School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Baptist Hill High School did not respond to the survey

Brentwood Middle School did not respond to the survey

Burke High School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Clyde Sanders Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Edmund A. Burns Elementary School did not respond to the survey

Lincoln High School did not respond to the survey

Mary Ford Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

Morningside Middle School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

M. R. Rivers Middle School did not respond to the survey

Norman C. Toole Military Middle School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

R. B. Stall High School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

R. D. Schroder Middle School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

St. John's High School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Wilmington Fraser Elementary School did not respond to the survey

CHEROKEE COUNTY SCHOOLS

Luther Vaughn Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Mary Bramlett Elementary School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

CHESTERFIELD COUNTY SCHOOLS

Central High School provided no activities on which to evaluate the use of the Retraining Grant funds

COLLETON COUNTY SCHOOLS

Ruffin High School, which merged with Walterboro High School at the beginning of the 2002-03 school year, reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

DARLINGTON COUNTY SCHOOLS

Darlington High School provided no activities on which to evaluate the use of the Retraining Grant funds

Spaulding Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Spaulding Jr. High School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

DILLON COUNTY SCHOOL DISTRICT 2

Dillon High School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

J. V. Martin Jr. High School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

FAIRFIELD COUNTY SCHOOLS

Fairfield Central High School did not respond to the survey

Fairfield Intermediate School reported six activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Fairfield Middle School did not respond to the survey

Geiger Elementary School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

FLORENCE COUNTY SCHOOL DISTRICT 3

Lake City High School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

GEORGETOWN COUNTY SCHOOLS

Carver's Bay Middle School did not respond to the survey

GREENVILLE COUNTY SCHOOLS

Hollis Academy reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Lakeview Middle School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Monaview Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Parker Academy provided no activities on which to evaluate the use of the Retraining Grant funds

Tanglewood Middle School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

HAMPTON COUNTY SCHOOL DISTRICT 2

Estill Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

Estill High School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Estill Middle School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

MARLBORO COUNTY SCHOOLS

Bennettsville Middle School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Olio Elementary/Middle School provided no activities on which to evaluate the use of the Retraining Grant funds

Marlboro County High School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

McColl Elementary/Middle School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

MCCORMICK COUNTY SCHOOLS

McCormick High School did not respond to the survey

McCormick Middle School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

NEWBERRY COUNTY SCHOOLS

Newberry Middle School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

ORANGEBURG COUNTY CONSOLIDATED DISTRICT 3

Ellorree High School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Ellorree Elementary School reported four activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Holly Hill Middle School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Holly Hill-Roberts High School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

ORANGEBURG COUNTY CONSOLIDATED DISTRICT 5

Bowman High School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Brookdale Middle School reported six activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Nix Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

North High School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Robert E. Howard Middle School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

RICHLAND COUNTY SCHOOL DISTRICT 1

Alcorn Middle School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

C. A. Johnson High School provided no activities on which to evaluate the use of the Retraining Grant funds

Crane Creek Elementary School merged with Denny Terrace Elementary School to form Forest Heights Elementary School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Eau Claire High School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Heyward Gibbs Middle School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Sarah Nance Elementary/Watkins Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

W. A. Perry Middle School did not respond to the survey

SPARTANBURG COUNTY SCHOOL DISTRICT 7

Cleveland Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Myles W. Whitlock Jr. High School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

SUMTER COUNTY SCHOOL DISTRICT 17

Chestnut Oaks Middle School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

SUMTER COUNTY SCHOOL DISTRICT 2

Mayewood Middle School reported six activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

UNION COUNTY SCHOOLS

Jonesville High School did not respond to the survey

WILLIAMSBURG COUNTY SCHOOLS

Battery Park Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

C. E. Murray High School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

D. P. Cooper Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

Kingstree Sr. High School did not respond to the survey

YORK COUNTY SCHOOL DISTRICT 3

Sunset Park Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

SCHOOLS RATED BELOW AVERAGE IN 2001

ABBEVILLE COUNTY SCHOOLS

Calhoun Falls High School provided no activities on which to evaluate the use of the Retraining Grant funds

AIKEN COUNTY SCHOOLS

A. L. Corbett Middle School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

ANDERSON COUNTY SCHOOL DISTRICT 5

Southwood Middle School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

BARNWELL COUNTY SCHOOL DISTRICT 19

Blackville-Hilda Jr. High School provided no activities on which to evaluate the use of the Retraining Grant funds

BARNWELL COUNTY SCHOOL DISTRICT 45

Guinyard-Butler Middle School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

BEAUFORT COUNTY SCHOOLS

Beaufort Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

H. E. MacCraken Middle School provided no activities on which to evaluate the use of the Retraining Grant funds

BERKELEY COUNTY SCHOOLS

Berkeley Middle School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Cross Elementary School did not respond to the survey

J. K. Gourdin Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

Sedgefield Middle School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

St. Stephen Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

St. Stephen Middle School reported four activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Timberland High School reported six activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

CALHOUN COUNTY SCHOOLS

Bethlehem Elementary School did not respond to the survey

John Ford Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

St. John Elementary School did not respond to the survey

CHARLESTON COUNTY SCHOOLS

Chicora Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Haut Gap Middle School provided no activities on which to evaluate the use of the Retraining Grant funds

Hunley Park Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Jane Edwards Elementary School did not respond to the survey

Malcolm C. Hursey Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Mahida F. Durston Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Midland Park Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

Mt. Zion Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

North Charleston Elementary School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

North Charleston High School provided no activities on which to evaluate the use of the Retraining Grant funds

Pepperhill Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

Ronald E. McNair Elementary School did not respond to the survey

W. B. Goodwin Elementary School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

CHEROKEE COUNTY SCHOOLS

Gaffney Middle School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Gaffney Sr. High School provided no activities on which to evaluate the use of the Retraining Grant funds

John E. Ewing Middle School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

CHESTER COUNTY SCHOOLS

Chester Middle School provided no activities on which to evaluate the use of the Retraining Grant funds.

Chester Sr. High School did not respond to the survey

Great Falls Middle School did not respond to the survey

Lewisville Middle School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

CLARENDON COUNTY SCHOOL DISTRICT 2

Manning Jr. High School provided no activities on which to evaluate the use of the Retraining Grant funds

COLLETON COUNTY SCHOOLS

Bells Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Black Street Elementary School reported six activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Colleton Middle School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Forest Circle Middle School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Forest Hills Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Hampton Street Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Ivenia Brown Elementary School did not respond to the survey

Northside Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Smoaks Middle School did not respond to the survey

Walterboro High School provided no activities on which to evaluate the use of the Retraining Grant funds

DARLINGTON COUNTY SCHOOLS

Brunson Dargan Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Darlington Jr. High School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Hartsville Jr. High School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

J. L. Cain Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Lamar Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Lamar High School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Rosenwald/St. David's Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Thornwell Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Washington Street Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

DILLON COUNTY SCHOOL DISTRICT 1

Lake View High School did not respond to the survey

Lake View Middle School did not respond to the survey

DILLON COUNTY SCHOOL DISTRICT 2

Gordon Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

DORCHESTER COUNTY SCHOOL DISTRICT 4

Harleyville-Ridgeville Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds.

St. George Middle School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

EDGEFIELD COUNTY SCHOOLS

Douglas Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Johnson-Edgefield-Trenton Middle School provided no activities on which to evaluate the use of the Retraining Grant funds.

FAIRFIELD COUNTY SCHOOLS

Fairfield Primary School reported six activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Kelly Miller Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

FLORENCE COUNTY SCHOOL DISTRICT 1

Dewey Carter Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

North Vista Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Southside Middle School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Williams Middle School reported four activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

FLORENCE COUNTY SCHOOL DISTRICT 3

J. Paul Truluck Middle School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Olanta Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Ronald E. McNair Jr. High School provided no activities on which to evaluate the use of the Retraining Grant funds

GEORGETOWN COUNTY SCHOOLS

J. B. Beck Middle (Georgetown Middle) School provided no activities on which to evaluate the use of the Retraining Grant funds.

Rosemary Middle School did not respond to the survey

Sampit Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

GREENVILLE COUNTY SCHOOLS

Alexander Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Berea Middle School provided no activities on which to evaluate the use of the Retraining Grant funds

Carolina High School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Greer Middle School did not respond to the survey

Grove Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Sans Souci Intermediate School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Sirrine Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Southside High School did not respond to the survey

Woodmont High School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Woodmont Middle School did not respond to the survey

GREENWOOD COUNTY SCHOOL DISTRICT 51

Ware Shoals High School provided no activities on which to evaluate the use of the Retraining Grant funds

HORRY COUNTY SCHOOLS

Loris Middle School reported four activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

KERSHAW COUNTY SCHOOLS

North Central High School did not respond to the survey

Pine Tree Hill Elementary provided no activities on which to evaluate the use of the Retraining Grant funds

LANCASTER COUNTY SCHOOLS

Barr Street Middle School did not respond to the survey

Buford Middle School provided no activities on which to evaluate the use of the Retraining Grant funds

Clinton Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds.

Kershaw Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds.

Lancaster High School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

South Middle School provided no activities on which to evaluate the use of the Retraining Grant funds

LAURENS COUNTY SCHOOL DISTRICT 56

Bell Street Middle School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Joanna Woodson Elementary School reported four activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Martha Dendy Sixth Grade Center reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

LEXINGTON COUNTY SCHOOL DISTRICT 4

Sandhills Middle School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

MARION COUNTY SCHOOL DISTRICT 1

Johnakin Middle School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Manon Intermediate School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

MARION COUNTY SCHOOL DISTRICT 2

Palmetto Elementary School reported four activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Palmetto School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

MARION COUNTY SCHOOL DISTRICT 7

Brittons Neck Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Brittons Neck High School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

MARLBORO

Bennettsville Elementary School did not respond to the survey

Blenheim Elementary/Middle School did not respond to the survey

Wallace Elementary/Middle School provided no activities on which to evaluate the use of the Retraining Grant funds

NEWBERRY

Boundary Street Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Newberry High School provided no activities on which to evaluate the use of the Retraining Grant funds

Whitmire High School provided no activities on which to evaluate the use of the Retraining Grant funds

OCONEE COUNTY SCHOOL DISTRICT

Tamassee-Salem High School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Tamassee-Salem Middle School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

ORANGEBURG CONSOLIDATED SCHOOL DISTRICT 3

Holly Hill Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

ORANGEBURG CONSOLIDATED SCHOOL DISTRICT 4

Carver Edisto Middle School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Hunter Kinard-Tyler Elementary School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Hunter Kinard Tyler High School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

ORANGEBURG COUNTY SCHOOL DISTRICT 5

Bowman Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Mellichamp Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

North Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Orangeburg Wilkinson Sr. High School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

Riverton Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Shendan Elementary School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

William J. Clark Middle School provided no activities on which to evaluate the use of the Retraining Grant funds.

RICHLAND COUNTY SCHOOL DISTRICT 1

Annie Burnside Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

Burton/Virginia Pack Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Hopkins Elementary School did not respond to the survey

Hopkins Middle School provided no activities on which to evaluate the use of the Retraining Grant funds

Hyatt Park Elementary School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Lower Richland High School provided no activities on which to evaluate the use of the Retraining Grant funds

Southeast Middle School did not respond to the survey

St. Andrews Middle School provided no activities on which to evaluate the use of the Retraining Grant funds

Webber Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

W. G. Sanders Middle School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

W. J. Keenan High School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

SALUDA COUNTY SCHOOLS

Saluda Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds

Saluda Middle School did not respond to the survey

SPARTANBURG COUNTY SCHOOL DISTRICT 6

Fairforest Middle School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

SPARTANBURG COUNTY SCHOOL DISTRICT 7

Carver Jr. High School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Mary H. Wright Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Park Hills Elementary School reported two activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

W. Herbert Chapman Elementary School reported three activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Z. L. Madden Elementary School reported one activity that was conducted during the 2001-02 school year or planned for the 2002-03 school year

SUMTER COUNTY SCHOOL DISTRICT 2

Furman Middle School reported seven activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

UNION COUNTY SCHOOLS

Excelsior Middle School did not respond to the survey

Jonesville Elementary School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Sims Jr. High School did not respond to the survey

WILLIAMSBURG COUNTY SCHOOLS

Chavis Middle School did not respond to the survey

Kingstree Elementary School reported five activities that were conducted during the 2001-02 school year or planned for the 2002-03 school year

Kingstree Jr. High School did not respond to the survey

OBSERVATIONS AND RECOMMENDATIONS

Implementation of the Retraining Grant Program with a large number of schools has presented several challenges. The fiscal timeline for the Retraining Grant Program, especially the first year a school receives a grant, is difficult to match with the development of a School Renewal Plan and the implementation of the professional development program at the school. Providing the training necessary to develop a sound School Renewal Plan is imperative if changes are to be made in instruction at schools where student achievement and instructional practices have fallen short of desired goals in the past. Getting principals to attend the training sessions provided by the Office of School Quality and to respond to the survey needed by the Division of Accountability remain difficult.

Because it takes time to implement long-lasting change in a school it is too early to evaluate the effectiveness of the activities conducted by the schools new to the Retraining Grant Program. The effectiveness of the activities will become more evident over the next year or two.

Effectiveness of the Retraining Grant Program at the 24 schools that have had the program for more than one year is hampered by the constant turnover in the administration at those schools which prevents continuity in instructional focus. The large turnover in the teaching staff further hampers the effectiveness of the Program as institutionalization of better instructional practices is limited by having to constantly train new teachers in the activities. Both the administration and teaching staff must become more stable at these schools for institutionalization and therefore long lasting change to occur.

The positive aspects of the Retraining Grant Program are

- A specific planning program for implementation of the Retraining Grant Program is available from the Office of School Quality at SDE.
- Principals state that teachers benefit from the Program and use what they learn through the Program in the classroom.
- Faculty are involved in the planning process.
- School board members and superintendents are supportive of the Retraining Grant activities conducted at the schools.
- Professional development was scheduled to minimize teacher absences from the classroom.
- Professional development activities chosen by the schools were based on research.

Areas of concern with the Retraining Grant Program are

APPENDIX

EXP/PLT-JA-1463

DEF_0898-0058

REC036133

Retraining Grant Program
Survey Year
2001 2002

GENERAL INSTRUCTIONS

This is a form fill-in document. Please fill in the appropriate areas and either fax it to us or mail it back in. Thanks for taking the time to fill out this important Survey.

SCHOOL INFORMATION

District	Beds/Code	School
Principal Name	Email Address	
Telephone	Grant Awarded	
Funds Expended	Month Notified of Retraining Grant Award	☐ April ☐ November ☐ December
Past Planning Process Used	☐ SACS ☐ ACT 135 ☐ OTHER	
If another Past Planning Process was used, please specify what process		
Has the SDE Model Revision Process been implemented for the Retraining Grant Program		☐ YES ☐ NO ☐ NOT YET
Instructional liaison who significantly contributed to the revision of the School Renewal Plan		
☐ HUB Curriculum Specialist ☐ Teacher Specialist ☐ SDE Curriculum Specialist ☐ Principal Leader ☐ Principal Specialist		

PRINCIPAL INFORMATION

Number of years the principal has been at the school	
Number of years the principal has been a principal at any school	
Number of years the principal has worked in the field of education	
Certified Level	
☐ BA ☐ BA 18 ☐ M.Ed ☐ M.Ed 30 ☐ Ph.D	

TEACHER INFORMATION

(fill in the total number in each field)

1. Number of teaching positions at the school				
2. Number of certified staff				
3. Number of teachers teaching out of area of certification.				
4. Number of teachers with critical needs permits				
5. Number of teachers in the S.C. Teacher Loan Program				
(Note: Answers to Fields 2 and 3 must total Field 1.)				
6. Number of teachers in each range according to years of total experience				
First Year	1-5	6-10	11-15	16+
7. Number of teachers in each range according to how long at this school				
First Year	1-5	6-10	11-15	16+
8. Number of unduplicated teachers in each category (One teacher is one Certificated Level)				
Bachelors	Bachelors +18	Masters	Masters +30	Doctorate
9. Number of teachers in each range according to how far they travel to the school				
1-10 miles	11-25 miles	Over 25 miles		
10. Number of teachers not returning for any reason next year				

GENERAL INFORMATION

EXP/PLT-JA-1464

DEF_0898-0059

REC036134

Retraining Grant Program
Survey Year
2001 2002

Answer the questions about the Retraining Grant Program using the pull-down menu, which includes a Likert scale of Strongly_Agree Agree Undecided Disagree Strongly_Disagree.

Section I. The Program (Leave blank if no activities have been conducted.)

Teachers benefited from the program	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Teachers used in class what they learned	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Teachers felt pressured by the program	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Student achievement was affected positively	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Staff responsibilities for activities were identified	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
The program fostered improved instruction	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Procedures exist to evaluate effectiveness of the program based on student needs and state assessment scores	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Procedures exist to evaluate effectiveness of the program based on the school's Parental Involvement Goal(s)	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree

Section II. Funding

Funding was available in a timely manner	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Funding was available for innovative professional development	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
The program adequately supported the implementation of the School Renewal Plan	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
The reimbursement model did not hinder implementation of the process	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
District procurement procedures did not hinder the process	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
SDE procurement procedures did not hinder the process	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Consultant resources were available	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree

Section III. The Planning Process

Guidelines for the Retraining Grant Program were clear	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
The SDE Model Revision Process for the program was helpful	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
SDE assistance was available	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
SDE assistance was utilized	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
SDE Pre-Approved Activities were utilized	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Timeline for the Retraining Grant did not hinder implementation	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Faculty were involved in the planning process	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
The School Improvement Council was involved in the planning process	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree

Section IV. Support

The school board was supportive of the Retraining Grant activities	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
The superintendent was supportive of the Retraining Grant activities	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree

Retraining Grant Program
Survey Year
2001 2002

GENERAL INFORMATION

Answer the questions about the Retraining Grant Program using the pull-down menu which includes a Likert scale of Strongly_Agree Agree Undecided Disagree Strongly_Disagree

Professional development was scheduled to minimize teacher absences during class time	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Professional development was scheduled at times teachers could attend	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Each activity was evaluated for effectiveness throughout the year	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Teachers had adequate time to practice skills learned	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Professional development emphasized active participant involvement	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Professional development activities were based on research	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Professional development activities were aligned with previous activities	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree
Administrators participated in the professional development activities with teachers	☐ Strongly_Agree	☐ Agree	☐ Undecided	☐ Disagree	☐ Strongly_Disagree

List evidence other than test scores of the effectiveness of your Retraining Grant Program.

Retraining Grant Program
Survey Year
2001 2002

ACTIVITY FORM ONE

1 Activity Name	
2 SDE Pre-Approved Activity	☐ YES ☐ NO
3 This activity was a continuation of a previous activity	
☐ YES ☐ NO	
a) If yes, how many years has this activity been ongoing	
4 List the objective or strategy this activity addressed from the School Renewal Process	
Individually-guided- Learning designed by the teacher that relates to the school renewal plan	☐
Inquiry Action research/Collateral study groups	☐
Participation in a process Curriculum development/School Improvement	☐
Teacher Observation Peer coaching/Clinical supervision/Teacher evaluation	☐
Training Participation in a course workshop or seminar or conference	☐
Specify Other	
5 Format of professional development offered	
Individually-guided- Learning designed by the teacher that relates to the school renewal plan	☐
Inquiry Action research/Collateral study groups	☐
Participation in a process Curriculum development/School Improvement	☐
Teacher Observation Peer coaching/Clinical supervision/Teacher evaluation	☐
Training Participation in a course workshop or seminar or conference	☐
Specify Other	
6 Describe how the professional development activity supported the strategy identified in Field 4 above	
7 Content Area	
Content and Standards	☐
Pedagogy	☐
Professional Growth (Team Building/Stress Management/Cultural Diversity)	☐
School Climate (Classroom management/Discipline/Safety)	☐
Strategic Planning (Analyzing Test Data/School and Community Relations/Planning Retreats)	☐
Technology	☐
Specify Other	
8 Number of teachers who participated	
9 Number of administrators who participated	
10 Number of teacher specialists who participated, if applicable	
11 Amount of funds allocated for this activity	

Retraining Grant Program
Survey Year
2001 2002

12 Method used to determine if participant knowledge or skill increased

Demonstration Lesson	☐
Learning Assessment	☐
Lesson Plan	☐
Personal Learning Log	☐
Observation	☐
Teacher Interview	☐

Specify Other

13 Type of follow-up provided directly related to this activity

Classroom visitation by another teacher	☐
Classroom visitation by consultant	☐
Personal Learning Log	☐
Teacher portfolios	☐

Specify Other

14 Manner in which this activity was supported by the administration

Administrators participated with teachers	☐
Teachers encouraged to collaborate with other teachers	☐
Teachers recognized for successes	☐
Innovation encouraged	☐

Specify Other

PACT SCORES

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS OF SPRING 2001 ADMINISTRATION GRADE 3

DISTRICT ABBEVILLE	YEAR	English Language Arts					Mathematics								
		135 DAY ADM	% FREE REDUCED LUNCH	NUMBER TESTED	MEAN SCALE SCORE	% BELOW BASIC	% BASIC	% PROFI- CIENT	% AD- VANCED	NUMBER TESTED	MEAN SCALE SCORE	% BELOW BASIC	% BASIC	% PROFI- CIENT	% AD- VANCED
AIKEN	2001	288	64.0	271	305.7	21.7	37.3	36.6	3.0	273	308.7	24.5	42.1	15.0	18.3
	2000			306	304.5	25.8	37.3	30.7	0.2	104	308.0	27.6	48.7	14.5	8.2
	2001	2053	50.7	1944	307.3	15.6	30.6	41.1	3.7	1090	309.2	23.2	40.8	17.8	18.0
ALL FEMALE	2001	149	90.2	133	293.8	22.8	34.4	39.1	3.7	1815	306.7	20.4	43.7	19.8	11.3
	2000			166	294.5	7.7	27.0	18.8	0.0	136	297.4	48.5	39.7	9.6	7.7
	2001	471	36.5	541	309.9	9.2	40.3	44.4	5.5	163	296.8	60.3	39.9	9.2	0.6
ANDERSON 1	2001	278	44.5	272	311.5	11.0	26.8	57.8	4.8	248	316.0	0.3	32.8	28.8	29.3
	2000			240	307.5	18.3	39.6	40.0	4.2	247	310.1	17.0	48.6	22.3	14.2
	2001	290	58.7	208	305.8	17.2	39.7	43.1	0.0	212	307.1	23.4	46.2	20.3	9.0
ANDERSON 2	2001	214	51.9	107	307.5	18.6	38.6	39.1	5.6	218	303.4	11.5	45.8	18.1	4.8
	2000			212	308.1	18.4	30.7	47.2	3.8	201	309.8	22.4	40.8	10.4	17.4
	2001	872	48.1	775	308.8	12.5	38.5	45.7	3.9	800	310.7	21.0	37.0	21.8	20.3
ANDERSON 3	2001	141	70.8	137	301.4	28.3	48.9	24.1	0.7	140	301.1	42.1	40.0	11.4	6.4
	2000			124	300.8	33.1	45.2	20.2	1.6	124	303.7	26.8	58.1	8.1	7.3
	2001	91	90.0	89	301.3	21.3	64.0	13.5	1.1	92	304.7	27.2	47.8	17.4	7.7
ANDERSON 4	2001	68	90.8	63	295.8	48.0	28.8	23.8	1.8	68	295.2	60.3	18.1	13.2	7.4
	2000			68	298.0	51.5	16.2	29.4	2.9	67	294.3	61.7	28.4	7.5	3.0
	2001	48	63.6	81	302.2	28.4	42.0	29.5	0.0	83	303.2	32.3	48.2	14.5	4.8
ANDERSON 5	2001	220	58.6	223	303.5	28.7	17.2	31.8	2.7	231	304.4	37.2	39.9	13.0	14.3
	2000			224	302.5	28.3	39.3	32.8	1.8	228	303.2	32.7	47.8	13.3	8.2

ALL GRADES AVAILABLE AT WWW.MYSCHOOLS.COM/REPORTS/PACT01

REC036145

E P/PLT-RS-0532

DEF_1117

REC036146

EXP/PJT-RS-C533

DEF_1117 0002

BFAIFORT	2001	1333	430	1198	304 8	24 5	37	14 3	3 7	1235	303 6	36 0	38.3	15 8	10 1
	2000			1195	303 6	28 2	32 9	38 1	2 8	1233	302.5	36 3	43.5	15 8	8 6
BFRKELEY	2001	078	44 1	2011	306 0	17 8	41 5	18 0	2 6	2028	306 6	27 1	43.3	18 2	13 3
	2000			2044	304 9	22 5	38 5	18 6	2 4	2053	304 2	31 5	45 4	15 9	7 3
CALHOUN	2001	171	83 1	170	302 6	22 9	51 8	23 5	1 8	169	305 3	30 8	48 5	14 8	5 8
	2000			183	302 3	25 2	52 1	20 9	1 8	163	303 3	30 1	54 6	11 0	4 1
CHARLESTON	2001	3572	80 5	3374	306 7	18 9	38 4	39 8	3 9	3410	307 0	28 4	37 4	15 7	18 5
	2000			3560	304 5	26 5	35 0	34 1	4 4	3578	304 2	33 4	41.0	16 0	10 6
CHEROKEE	2001	728	51 4	703	302 4	27 9	37 1	33 1	1 8	714	307 9	25 4	38 9	18 1	17 6
	2000			715	300 0	35 9	35 1	26 9	1 5	718	303 1	32 3	48 5	12 6	6 7
CHESTER	2001	563	62 7	532	301 7	31 0	42 5	24 2	2 3	540	301 9	40 0	42 0	10 7	7 2
	2000			503	302 1	30 0	39 4	27.5	3 0	571	299 7	42 4	45 2	10 0	2 5
CHESTERFIELD	2001	666	65 9	632	302 8	28 8	38 2	37.2	1 7	850	304 6	34 6	38 5	15 1	11 8
	2000			594	301 5	34 8	29 8	32 5	2 8	591	301 2	38 3	42 3	14 3	5 1
CLARENDON 1	2001	197	95 2	101	300 1	30 7	48 5	19 8	1 0	101	299 9	44 6	41 6	11 8	2 0
	2000			103	302 2	30 1	44 7	22 1	2 9	105	298 8	48 8	38 1	8 5	4 8
CLARENDON 2	2001	248	80 8	243	302 0	26 9	48 1	25 1	0 8	250	305 7	28 9	44 4	17 2	10 4
	2000			248	305 0	20 5	45 0	31 4	3 1	270	305 3	28 5	48	15 2	7 8
CLARENDON 3	2001	103	61 2	101	304 0	18 8	45 5	33 7	2 0	99	306 0	33 3	15 4	16 2	15 2
	2000			100	306 7	19 0	43 0	36 0	2 0	102	304 1	28 4	48 0	17 6	8 9
COLLETON	2001	564	70 6	507	300 8	32 5	41 0	28 4	1 0	523	298 4	47 0	41 1	8 2	3 6
	2000			502	298 7	42 0	31 3	21 1	2 0	502	298 8	52 8	38 4	7 0	1 8
CARLINGTON	2001	956	72 3	896	298 0	35 3	36 9	27 0	0 8	908	301 0	42 3	40 6	8 5	8 6
	2000			833	299 2	38 3	36 0	24 0	1 1	864	298 9	43 8	43 3	9 5	3 5
DILLON 1	2001	70	83 0	79	299 8	39 2	32 9	27.8	0 0	78	305 4	34 2	38 0	16 5	11 4
	2000			66	300 9	37 9	24 2	34 8	1 0	88	303 1	43 9	28 8	15 2	12 1
DILLON 2	2001	308	81 9	287	303 6	30 7	39 4	34 1	3 8	288	306 7	28 8	37 6	17 0	18 7
	2000			284	303 0	28 8	10 8	37 1	2 5	284	303 5	33 1	43 7	17 3	8 0
DILLON 3	2001	125	97 2	121	306 4	14 9	43 8	39 7	1 7	121	304 1	35 6	38 4	18 8	8 3
	2000			107	303 0	27 1	44 9	27 1	0 9	199	303 7	35 8	40 4	15 0	8 3
DORCHESTER 2	2001	1218	37 8	1240	306 6	17 1	39 4	40 2	3 3	1242	307 8	24 8	41 7	18 3	15 2
	2000			1300	307 2	19 5	31 7	44.3	4 6	1303	307 2	23 8	49 4	21 4	8 7
DORCHESTER 4	2001	215	78 8	188	301 8	25 3	50 5	23 2	1 0	201	301 4	37 3	43 8	11 9	7 0
	2000			211	301 2	30 8	38 4	30 8	0 0	214	297 7	49 5	19 7	8 9	1 9
EDCEFIELD	2001	344	48 7	328	308 8	15 8	42 8	39 6	2 1	337	308 9	72 8	38 0	22 8	18 6
	2000			359	303 8	20 6	38 5	38.7	4 2	348	305 7	77 8	47 4	15 3	9 7

REC036147

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FAIRFIELD	2001	280	15 4	271	299 0	39 1	38 0	21 4	1 3	273	298 9	47 5	38 1	10 3	4 0
	2000			306	297 4	42 2	35 0	22 2	0 7	307	295 8	53 4	38 1	7 2	1 3
FLORENCE 1	2001	1078	60 2	1041	304 5	22 5	41 7	34 1	1 7	1055	304 8	32 5	41 0	18 0	10 4
	2000			1048	304 4	21 7	39 8	38 4	2 2	1048	303 5	34 1	47 7	15 9	6 3
FLORENCE 2	2001	101	71 4	90	303 6	24 4	30 0	44 4	1 1	108	301 2	40 7	38 0	17 0	8 3
	2000			82	302 8	26 8	40 2	30 5	2 4	82	303 1	30 5	37 7	12 2	3 7
FLORENCE 3	2001	352	82 4	310	302 2	11 0	18 9	30 0	1 3	330	302 5	38 5	39 7	12 7	9 1
	2000			336	300 1	32 4	19 0	25 3	3 3	337	299 0	43 9	40 7	10 4	6 0
FLORENCE 4	2001	73	88 3	72	295 2	44 4	25 0	30 6	0 0	72	280 3	47 2	37 5	15 1	0 0
	2000			89	286 8	50 6	24 7	23 6	1 1	88	297 9	53 4	35 2	8 0	3 4
FLORENCE 5	2001	117	38 7	117	307 7	17 9	35 7	42 0	4 5	100	308 9	23 6	46 2	15 1	15 1
	2000			112	307 5	18 8	30 3	40 2	1 8	113	307 3	23 9	44 2	22 1	9 7
GEORGETOWN	2001	771	60 2	757	304 0	24 2	36 4	35 1	2 2	772	303 7	35 0	40 4	14 9	9 7
	2000			843	303 4	26 9	38 7	31 6	2 8	843	301 7	38 8	46 0	13 0	4 2
GREENVILLE	2001	4861	39 8	4573	307 4	18 5	34 0	47 3	4 3	4872	308 2	28 5	38 3	17 3	18 0
	2000			4674	306 3	22 1	33 3	38 8	9 0	4899	306 8	25 7	45 1	19 1	10 1
GREENWOOD 50	2001	709	55 5	690	304 9	21 7	38 8	35 1	4 3	692	307 4	25 6	41 8	17 8	14 9
	2000			720	303 9	24 7	37 8	35 5	2 2	726	308 0	28 1	45 0	15 2	11 7
GREENWOOD 51	2001	104	48 1	109	303 2	21 1	44 0	33 9	0 9	107	313 0	17 8	34 6	24 3	23 4
	2000			89	301 1	29 2	41 8	26 1	1 1	90	306 3	28 7	43 3	18 9	11 1
GREENWOOD 52	2001	175	48 4	110	305 0	22 7	40 0	37 3	0 0	118	303 8	33 8	44 0	17 2	5 2
	2000			127	308 3	14 2	47 2	37 0	1 8	132	304 9	25 0	51 5	17 4	6 1
HAMPTON 1	2001	225	60 2	223	307 0	28 0	46 2	25 6	2 2	228	305 0	34 2	41 7	13 2	11 4
	2000			236	301 3	29 7	39 8	28 2	1 3	235	301 3	39 1	44 7	10 6	6 6
HAMPTON 2	2001	130	90 7	118	295 2	46 6	37 3	16 1	0 0	119	297 8	50 4	32 8	16 8	0 0
	2000			112	292 4	57 1	34 8	8 0	0 0	113	281 4	09 9	26 5	3 5	0 0
HORRY	2001	2274	59 5	2148	308 3	16 9	34 5	43	5 1	2190	310 3	21 1	39 0	19 4	20 5
	2000			2166	308 8	21 5	32 9	40 3	5 4	2251	308 8	25 4	45 1	17 2	12 3
JASPER	2001	227	95 4	203	298 3	44 3	32 5	22 2	1 0	213	297 8	49 3	36 2	9 4	5 2
	2000			205	295 8	51 7	30 2	17 1	1 0	207	298 3	43 5	45 4	7 7	1 4
KIRKSHAW	2001	726	49 0	710	303 4	27 3	35 2	38 1	2 4	713	307 4	28 8	40 3	15 1	18 0
	2000			787	308 0	21 0	37 9	38 6	5 4	797	307 8	23 2	44 0	22 5	10 3
LANCASTER	2001	911	53 4	872	301 2	31 5	38 8	39 2	1 5	879	306 7	29 0	38 7	16 8	15 7
	2000			928	301 4	33 7	38 1	28 0	1 3	933	305 0	28 4	44 4	18 4	7 8
LAURENS 56	2001	465	53 5	429	302 6	27 3	41 3	29 8	1 9	448	302 6	38 8	44 2	11 2	7 8
	2000			477	300 6	34 0	37 1	28 4	2 5	482	301 5	37 1	49 8	8 9	4 4

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E P/PJT-PS-0535

LAIRFNS 56	2001	274	88.8	268	299.9	3.8	38.1	23.8	2.2	269	302.3	39.8	37.2	17.8	9.3
	2000			294	302.0	33.7	30.7	12.3	3.7	283	301.5	38.2	41.8	12.3	7.8
LLE	2001	275	90.9	255	299.0	36.1	41.8	21.6	0.8	265	298.1	47.2	39.6	10.2	3.0
	2000			253	290.9	41.1	39.5	17.8	1.6	253	295.5	58.1	35.2	6.3	2.4
LEXINGTON 1	2001	1425	28.5	1382	310.4	17.2	30.0	52.3	5.4	1389	313.5	14.5	38.4	23.7	25.4
	2000			1315	308.5	15.6	31.9	48.6	6.9	1313	310.3	18.2	44.5	21.7	15.6
LEXINGTON 2	2001	190	53.7	699	307.3	20.6	32.8	42.3	4.3	702	308.4	21.6	36.5	17.1	18.8
	2000			773	308.4	20.5	37.3	38.3	3.8	775	307.5	24.0	45.0	20.1	10.9
LEXINGTON 3	2001	191	63.4	184	303.1	28.8	42.4	31.0	0.0	184	305.3	29.3	46.2	14.7	9.8
	2000			198	300.0	37.4	38.9	22.7	7.0	198	299.3	38.9	48.5	12.6	7.0
LEXINGTON 4	2001	272	64.3	267	303.1	27.9	40.1	30.5	1.5	264	305.6	31.4	35.6	17.8	15.2
	2000			278	303.4	23.0	42.4	32.4	2.2	2.9	304.6	30.1	47.3	14.3	8.2
LEXINGTON 5	2001	1171	20.8	1109	313.2	9.3	25.2	56.7	8.8	1118	315.7	14.0	29.2	24.4	12.4
	2000			1178	313.7	10.2	23.7	54.6	11.5	1138	314.6	12.1	36.0	27.0	24.9
MACTHAWK	2001	85	88.2	81	300.7	28.6	46.9	22.2	1.2	84	301.6	39.3	42.9	14.3	1.8
	2000			104	300.7	28.8	44.2	26.9	0.0	103	299.8	35.0	58.3	7.8	1.0
MARION 1	2001	257	78.9	247	295.3	47.4	34.0	18.2	0.4	250	298.5	53.1	30.1	10.9	5.9
	2000			266	300.6	37.2	30.8	29.3	2.8	287	300.3	45.7	35.2	11.2	7.9
MARION 2	2001	165	88.3	148	300.8	23.7	34.1	18.9	1.4	163	300.3	41.7	41.1	12.9	4.3
	2000			174	298.7	37.4	38.5	22.4	1.7	174	298.3	47.7	39.7	10.9	1.7
MARION 3	2001	41	95.3	46	300.6	28.3	55.5	15.2	0.0	51	297.2	54.9	35.3	9.8	0.0
	2000			75	301.8	20.0	62.9	17.1	0.0	76	297.6	52.8	41.7	2.8	2.8
MARION 4	2001	36	89.5	38	298.7	38.1	47.2	16.7	0.0	38	303.1	39.6	42.1	16.8	2.6
	2000			75	298.4	48.0	38.0	16.0	0.0	25	307.7	16.0	58.0	18.0	12.0
MARKBORO	2001	484	84.5	458	289.7	37.7	35.7	25.0	1.5	457	302.0	36.3	45.1	13.3	5.3
	2000			410	287.0	44.4	34.1	21.8	0.0	411	297.8	50.9	37.2	8.8	3.2
NEWBERRY	2001	491	67.5	428	303.1	28.6	37.1	32.4	1.9	479	305.3	32.1	39.6	16.7	12.5
	2000			487	300.6	34.0	37.9	27.2	0.9	487	300.4	42.8	42.2	10.3	4.7
OLONET	2001	807	49.0	779	306.3	15.7	42.5	38.5	2.3	793	307.5	28.1	43.4	16.9	13.0
	2000			775	306.3	20.5	36.1	39.8	3.7	789	305.4	27.2	46.1	19.6	7.8
ORANGEBURG 1	2001	303	88.5	289	301.8	29.1	40.1	30.1	0.7	308	302.1	37.3	41.8	12.1	8.8
	2000			294	298.7	17.4	37.4	24.1	1.0	303	298.8	46.2	40.9	7.9	5.0
ORANGEBURG 4	2001	343	74.0	312	301.8	32.1	39.1	26.9	1.9	324	303.2	37.0	41.0	14.2	7.7
	2000			328	300.2	15.6	35.9	28.0	0.6	331	299.7	42.3	48.5	7.9	3.3
ORANGEBURG 5	2001	679	82.4	594	300.8	30.3	45.3	23.7	0.7	604	300.3	41.7	43.4	9.9	5.0
	2000			682	298.7	38.9	37.3	22.6	1.0	598	297.1	61.0	39.6	8.0	2.7

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EXP/PLT-PS-CS36

PICKENS	2001	1327	37.6	1232	309.0	15.5	33.8	49.3	5.4	1270	310.4	22.6	36.5	18.8	21.2
	2000			1275	307.8	20.7	32.1	39.8	7.8	1278	308.1	27.0	45.4	16.9	10.7
RICHLAND 1	2001	2124	71.1	1983	303.4	28.8	35.9	31.7	3.5	2007	302.8	39.3	36.7	12.2	11.9
	2000			2182	301.0	34.8	33.3	28.9	3.0	2203	299.5	45.9	38.0	10.8	5.5
RICHLAND 2	2001	1324	37.5	1305	310.0	13.8	32.8	47.9	5.7	1328	312.8	17.2	35.5	21.5	25.9
	2000			1231	311.1	14.1	28.5	51.3	8.1	1231	310.3	19.9	41.1	20.4	18.6
SALUDA	2001	196	64.6	190	296.3	41.8	34.2	22.1	2.1	192	294.8	52.1	36.5	7.8	3.8
	2000			182	298.4	40.1	26.9	31.3	1.6	183	295.1	44.2	34.8	8.6	1.8
SPARTANBURG 1	2001	352	47.5	336	308.3	13.7	35.1	47.6	3.8	342	312.9	14.9	36.8	28.1	20.2
	2000			333	308.0	18.8	28.4	47.7	5.1	337	310.3	15.7	44.8	26.1	17.4
SPARTANBURG 2	2001	545	35.0	549	308.9	13.8	34.2	47.4	4.6	576	312.2	15.5	40.8	21.5	22.2
	2000			601	308.5	18.8	32.4	45.8	5.0	607	311.2	14.5	47.4	20.8	17.3
SPARTANBURG 3	2001	236	51.2	219	307.0	15.1	38.4	45.2	1.4	230	309.3	20.4	38.8	28.5	13.5
	2000			234	308.8	15.4	34.8	45.7	4.3	245	309.9	18.4	42.4	22.4	16.7
SPARTANBURG 4	2001	274	44.4	270	304.9	23.0	37.0	39.3	1.7	274	304.2	32.1	43.1	17.9	10.9
	2000			227	305.1	24.7	38.8	33.0	1.1	233	301.0	38.9	48.1	9.4	5.8
SPARTANBURG 5	2001	461	45.0	457	308.5	18.2	40.0	40.9	2.8	470	313.0	18.0	37.4	19.6	20.8
	2000			507	309.5	17.0	28.2	47.5	7.3	511	313.0	14.5	37.6	24.5	21
SPARTANBURG 6	2001	771	43.4	699	308.8	12.6	34.8	48.8	8.0	737	312.8	17.8	37.0	19.3	26.1
	2000			675	308.8	16.6	31.4	47.6	4.4	678	309.8	21.2	41.4	20.9	16.4
SPARTANBURG 7	2001	718	68.7	684	302.2	37.3	34.6	29.6	3.5	696	304.1	19.6	32.8	12.5	15.4
	2000			685	302.4	33.7	31.9	28.7	5.7	692	302.0	38.9	37.3	14.2	8.7
SUMMITER 2	2001	755	70.3	718	305.5	18.5	41.4	38.6	1.5	739	304.9	29.8	46.0	14.1	10.1
	2000			770	304.7	24.0	37.8	35.2	3.0	780	302.5	14.7	47.6	12.4	5.3
SUMMITER 17	2001	780	60.5	687	307.8	14.8	39.3	41.8	4.0	724	305.6	30.9	41.4	15.5	12.2
	2000			645	303.5	25.4	39.4	33.3	1.9	671	299.8	42.0	45.0	8.8	4.2
UNION	2001	397	67.7	369	303.9	25.7	38.2	33.6	2.4	378	305.0	32.8	42.1	17.8	11.4
	2000			401	302.3	32.2	33.7	32.9	1.2	407	304.7	29.8	48.9	16.0	7.1
WILLIAMSBURG	2001	481	93.2	432	304.0	22.0	45.1	30.8	1.4	444	310.1	18.7	44.8	18.0	18.5
	2000			412	300.6	31.1	45.1	22.8	1.2	412	304.5	28.9	46.8	17.5	6.8
YORK 1	2001	390	50.5	388	304.7	22.9	40.2	34.3	2.8	391	305.0	30.7	43.5	14.6	11.3
	2000			371	303.1	28.4	39.9	30.7	3.0	371	303.2	30.5	51.8	12.7	5.1
YORK 2	2001	396	35.3	382	308.4	10.2	39.3	46.1	4.5	388	314.9	12.8	33.5	24.8	29.4
	2000			379	309.3	15.8	27.7	50.1	6.3	379	311.7	15.8	42.5	21.9	20.1
YORK 3	2001	1158	39.9	1129	306.6	18.8	35.1	40.8	4.8	1171	308.6	20.8	35.1	17.7	20.4
	2000			1190	305.5	24.7	31.2	38.2	5.8	1186	305.8	30.3	40.2	18.7	10.8

YORK 4	2000	434	16 0	429	312 5	9 8	28 2	88 9	5 4	433	316 1	12 0	33 8	21 1	33 1
STATE LEVEL	2000			389	312 6	8 5	28 3	58 1	7 0	349	315 7	10 0	37 1	25 6	27 3
STATE LEVEL	2001	53243	55 3	50649	306 6	21 5	37 1	36 6	3 4	51478	307 1	28 2	38 0	16 8	16 0
STATE LEVEL	2000			51900	304 7	25 8	34 4	36 0	4 0	52249	304 7	31 0	43 6	16 0	9 4

EXP-PS-0537

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REC036150

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
RESULTS OF SPRING 2001 ADMINISTRATION
GRADE 5**

DISTRICT ARREVILLE	YEAR	English Language Arts *** **										** Mathematics					
		135-DAY ATTN	% FREE REFUSED LUNCH	NUMBER TESTED	MEAN		% BASIC		% CENT	AD- VANC'D	NUMBER TESTED	MEAN		% BASIC		% CENT	AD- VANC'D
					SCORE	BASIC	SCORE	BASIC				SCORE	BASIC				
AIKEN	2001	757	81.0	258	500.0	32.2	49.2	17.1	16	268	504.3	39.1	38.0	12.4	10		
	2000			329	500.4	31.0	47.4	21.0	06	338	503.0	43.8	42.0	9.8	4.5		
ALLENDALF	2001	1802	51.1	1666	503.6	21.8	0.3	26.3	16	1679	508.1	27.0	41.5	19.8	11.7		
	2000			1865	504.1	22.0	44.2	28.9	2.9	1877	505.0	32.1	42.8	14.5	10.5		
ANDERSON 1	2001	144	92.3	113	482.6	47.5	37.2	5.3	0.0	121	494.0	81.2	20.9	3.8	4.1		
	2000			152	488.7	67.8	78.3	3.9	0.0	152	490.7	73.9	25.7	1.3	0.0		
ANDERSON 2	2001	532	77.2	472	506.9	15.3	46.4	36.8	2.6	401	508.0	23.2	45.2	19.8	11.8		
	2000			577	505.5	18.5	46.3	31.7	3.5	589	506.0	30.1	44.7	18.6	8.7		
ANDERSON 3	2001	244	4.8	216	504.1	22.2	46.8	29.6	1.4	223	508.2	29.8	39.8	17.0	13.5		
	2000			262	501.3	27.6	46.8	24.8	0.8	270	503.5	38.7	42.2	11.9	9.3		
ANDERSON 4	2001	214	49.1	188	502.5	25.6	47.8	24.7	1.0	190	503.8	37.4	38.8	20.0	5.8		
	2000			196	502.7	22.4	61.0	26.0	0.5	200	499.0	48.0	38.5	9.0	1.5		
ANDERSON 5	2001	211	43.8	194	507.0	11.3	56.7	31.4	1.5	192	510.7	21.4	43.8	20.8	14.1		
	2000			215	505.2	20.5	44.2	34.0	1.4	221	507.3	28.5	45.7	18.7	9.0		
BAMBERG 1	2001	881	46.2	737	504.2	20.1	49.8	28.1	2.0	769	506.8	33.4	35.4	17.3	13.0		
	2000			899	500.8	30.8	42.4	24.5	2.3	901	501.0	40.6	42.2	10.3	7.0		
BAMBERG 2	2001	141	69.2	128	499.1	37.0	57.0	9.4	0.8	133	502.1	39.1	42.1	16.5	2.3		
	2000			126	500.8	30.2	49.2	18.0	1.8	127	502.5	37.0	48.0	7.9	7.1		
BARNWELL 19	2001	92	81.2	69	492.8	50.7	42.0	7.2	0.0	72	492.5	73.6	20.8	4.2	1.4		
	2000			92	493.7	50.0	40.2	4.8	0.0	99	489.2	77.8	18.2	3.0	1.0		
BARNWELL 29	2001	70	84.5	65	490.4	58.8	32.3	10.8	0.0	69	482.2	68.8	21.7	1.2	1.4		
	2000			73	482.8	58.2	30.1	13.7	0.0	75	489.8	65.3	28.0	4.0	2.7		
BARNWELL 45	2001	81	52.5	74	498.7	29.7	56.8	13.5	0.0	84	498.8	47.8	36.8	8.8	8.0		
	2000			73	501.7	26.0	47.9	26.0	0.0	73	500.1	50.7	31.8	13.7	4.1		
	2001	105	61.7	185	498.9	41.9	40.8	17.2	0.0	184	500.5	45.7	34.8	14.1	5.4		
	2000			232	498.6	40.5	41.8	16.8	0.9	232	497.8	63.4	35.8	7.8	3.0		

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P/P-T-RS-0538

REC036152

DEF_1117 0008

E/P/PT-RS-0539

BEAUFORT	2001	1219	53.3	1072	503.8	23.8	45.3	29.6	1.5	1097	504.8	35.9	15.5	16.6	12.0
	2000			1214	501.5	30.4	42.3	25.1	2.1	1220	500.0	45.8	40.1	8.6	5.7
BERKLEY	2001	2054	53.4	1847	502.5	22.3	51.7	23.0	1.0	1952	502.5	41.0	39.7	13.4	5.9
	2000			2113	501.1	27.0	49.8	22.0	0.9	2129	501.4	41.4	43.1	11.2	4.2
CALHOUN	2001	170	79.1	187	497.4	40.7	45.5	13.2	0.8	167	501.2	46.1	37.1	11.4	3.4
	2000			185	498.0	33.1	45.4	18.4	1.1	184	500.9	17.0	49.5	1.8	3.8
CHARLESTON	2001	1471	58.7	1077	503.4	25.4	44.9	26.9	2.8	1006	504.5	38.8	34.8	15.3	11.1
	2000			1348	502.7	28.0	44.4	23.0	2.6	1452	501.6	43.5	38.9	11.8	8.0
CHEROKEE	2001	672	57.3	627	499.2	32.5	48.5	20.3	0.8	639	506.6	34.6	33.3	20.2	11.9
	2000			727	499.4	17.6	45.3	20.2	1.8	729	503.5	36.1	47.5	13.0	7.4
CHESTER	001	547	59.7	501	498.2	37.5	46.1	15.8	0.6	510	495.9	53.0	31.0	7.8	2.2
	2000			670	497.8	37.9	48.0	14.4	1.8	572	494.3	81.9	31.1	4.9	2.1
CHESTERFIELD	001	504	64.8	548	499.2	33.2	48.5	18.8	1.5	553	502.8	43.2	11.8	13.4	9.6
	2000			601	498.6	35.4	43.9	19.1	1.5	602	497.6	49.8	37.2	9.1	3.3
CLARENDON 1	2001	108	97.2	88	491.8	59.2	34.7	8.1	0.0	98	492.4	65.3	27.6	5.1	2.0
	2000			98	491.9	59.4	34.4	0.3	0.0	98	494.4	85.7	11.2	1.0	1.0
CLARENDON 2	2001	256	74.0	246	497.9	17.0	50.8	13.4	0.8	248	498.9	50.4	32.6	11.8	5.3
	2000			272	498.0	38.8	50.0	12.5	0.7	280	493.8	69.4	26.8	5.4	1.4
CLARENDON 3	2001	82	80.2	78	502.1	22.4	3.1	27.4	0.0	79	506.0	35.4	39.2	16.5	8.8
	2000			82	502.4	28.0	53.7	18.3	0.0	83	504.7	33.7	48.2	14.5	3.6
COLLETON	2001	486	72.5	444	497.8	37.8	50.0	12.2	0.2	451	498.0	57.1	34.8	8.9	4.2
	2000			483	496.8	43.3	43.7	12.0	1.0	492	495.5	59.8	33.5	5.3	1.4
DARLINGTON	2001	835	69.0	782	497.2	39.3	47.6	16.1	1.0	798	498.3	51.1	32.7	10.0	5.3
	2000			838	497.0	41.2	44.0	13.5	1.3	885	495.0	59.8	29.7	7.1	3.4
DILLON 1	2001	55	91.5	58	490.0	80.7	30.4	8.8	0.0	58	489.7	71.4	25.0	1.8	1.8
	2000			78	495.2	48.7	37.2	17.8	1.1	78	495.4	55.1	34.6	9.0	1.3
DILLON 2	2001	273	84.9	248	492.9	55.2	30.8	12.1	2.0	248	489.1	54.5	23.2	9.8	12.6
	2000			293	495.4	50.9	31.4	15.7	2.0	294	497.6	54.1	29.9	9.9	8.1
DILLON 3	2001	176	70.1	103	497.3	38.8	48.5	11.7	1.0	103	503.8	38.8	40.8	11.7	8.7
	2000			111	498.6	38.7	46.8	13.5	0.9	110	500.4	47.3	36.2	10.8	7.8
DORCHESTER 2	2001	1275	34.7	1232	504.2	19.4	48.1	28.8	1.6	1236	506.9	30.9	38.3	20.3	10.5
	2000			1339	504.8	19.7	48.8	30.7	2.8	1343	508.8	27.0	48.3	18.3	8.3
DORCHESTER 4	2001	191	79.8	155	497.3	36.8	52.9	10.1	0.0	159	499.7	45.9	37.1	12.0	4.4
	2000			202	496.1	43.1	49.8	7.4	0.0	201	494.2	60.7	33.8	4.0	1.5
EDGEFIELD	2001	303	50.4	278	502.7	25.5	52.5	19.8	2.2	289	507.7	29.0	39.0	18.2	13.8
	2000			350	501.4	27.4	46.0	24.8	1.7	350	501.9	42.3	42.8	10.3	8.8

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E/P/PS-PS-C540

FAIRFIELD	2001	300	82.6	238	487.8	57.5	40.2	7.3	0.0	758	497.8	64.7	27.1	7.0	1.2
	2000			308	493.4	51.3	17.0	11.4	0.3	305	490.8	89.5	28.2	2.0	0.1
FLORENCE 1	2001	847	57.8	897	501.5	22.0	49.7	23.2	1.4	897	501.5	45.9	33.0	15.4	5.7
	2000			1066	501.1	27.7	49.8	21.3	1.2	1070	499.4	47.2	40.5	7.7	4.7
FLORENCE 2	2001	83	07.4	76	502.6	22.4	57.9	18.7	0.0	79	508.4	27.8	43.0	17.7	11.4
	2000			79	502.7	21.5	51.9	28.6	0.0	82	507.8	24.4	52.4	8.8	13.4
FLORENCE 3	2001	324	80.1	274	495.2	45.3	41.2	13.1	0.4	289	500.7	48.8	28.4	12.1	10.7
	2000			320	497.3	41.6	18.8	19.1	0.0	343	501.2	43.1	37.0	11.4	8.5
FLORENCE 4	2001	81	88.0	76	488.0	71.1	28.3	2.8	0.0	77	488.8	80.3	16.9	1.3	1.3
	2000			94	492.8	57.4	14.0	8.5	0.0	95	481.7	88.1	10.5	1.7	0.0
FLORENCE 5	2001	117	3.4	114	501.5	32.6	43.8	21.1	2.6	118	488.8	52.8	25.0	15.5	8.8
	2000			113	500.9	28.3	52.2	17.7	1.8	111	502.0	43.4	18.3	14.2	8.7
GEORGETOWN	2001	782	65.8	707	500.4	30.4	48.0	18.7	1.0	720	503.9	18.3	38.8	14.4	9.4
	2000			822	500.7	29.1	47.7	22.1	1.1	824	501.4	42.1	43.1	9.0	5.8
GREENVILLE	2001	4578	38.8	4188	505.8	19.0	44.7	32.8	3.7	4265	506.8	31.8	38.3	19.3	12.5
	2000			4596	606.4	21.4	41.2	33.2	4.3	4823	505.7	33.7	19.8	15.0	10.8
GREENWOOD 50	2001	693	48.7	668	500.7	28.8	48.8	22.9	1.4	670	608.6	31.0	38.6	18.8	12.5
	2000			717	500.3	30.5	44.7	23.0	1.8	714	504.6	37.3	37.1	14.7	10.8
GREENWOOD 51	2001	93	61.7	89	489.7	31.5	51.7	16.7	1.1	89	501.6	49.4	32.8	11.2	6.7
	2000			83	498.6	12.5	45.8	21.7	0.0	83	501.0	41.4	38.6	14.5	3.6
GREENWOOD 52	2001	104	48.1	92	507.0	10.8	53.3	34.8	1.1	98	504.3	40.8	12.7	21.4	6.1
	2000			140	502.6	27.8	45.7	25.7	0.7	140	505.1	30.0	48.8	19.0	6.4
HAMPTON 1	2001	277	88.0	211	499.9	35.5	44.1	18.5	1.8	216	500.4	45.8	36.1	13.4	4.8
	2000			224	500.8	18.8	48.6	20.1	1.8	228	499.1	44.7	45.8	9.2	0.4
HAMPTON 2	2001	118	82.7	104	493.5	48.0	48.2	4.8	0.0	107	488.5	78.8	20.6	1.0	0.9
	2000			119	489.7	88.4	10.1	3.4	0.0	118	488.1	85.7	14.3	0.0	0.0
HARBOY	2001	2088	58.0	1888	505.1	17.8	49.3	30.0	2.8	1810	508.5	30.7	34.0	18.4	15.9
	2000			2126	503.6	24.7	43.8	29.2	2.3	2147	503.9	37.6	40.1	13.5	8.8
JASPER	2001	207	77.8	187	489.9	58.2	34.6	7.1	0.0	194	489.4	76.7	20.1	4.1	1.0
	2000			279	488.5	65.3	28.4	7.9	0.4	242	487.2	78.5	18.1	4.5	0.8
KERSHAW	2001	863	51.8	830	502.3	27.3	45.6	25.8	1.8	835	506.2	35.8	35.3	18.1	11.0
	2000			764	501.1	11.3	44.0	23.3	1.4	788	501.7	44.3	37.1	11.7	8.8
LAKE ASTER	2001	780	51.8	736	497.8	17.0	45.4	17.0	0.7	747	502.6	40.2	35.7	15.8	8.2
	2000			884	488.3	34.7	44.9	19.2	1.2	874	489.2	47.4	38.0	10.1	4.6
LAUREN 55	2001	471	58.2	363	502.4	28.2	43.5	24.8	2.5	381	606.4	33.9	37.5	17.8	10.8
	2000			607	408.1	37.9	39.8	20.1	2.4	500	600.1	46.8	33.6	14.8	4.7

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LAURENS 56	2001	271	81.0	268	407.3	42.5	36.5	21.1	0.0	296	503.0	40.6	34.6	16	8.3
	2000			309	490.8	34.2	43.7	17.8	0.3	308	499.3	47.8	39.5	8.4	4.5
LFE	2001	276	90.4	184	490.3	37.1	38.6	3.8	0.6	187	480.8	71.7	22.5	5.3	0.6
	2000			235	488.2	64.3	31.1	4.3	0.4	236	485.2	84.7	13.8	1.3	0.4
LEXINGTON 1	2001	1290	27.8	1239	508.6	13.8	47.3	40.0	3.9	1249	511.8	21.0	38.5	21.9	18.7
	2000			1346	508.4	13.5	41.7	40.6	4.1	1359	511.5	20.1	42.2	20.0	17.1
LEXINGTON 2	2001	685	51.3	641	504.3	20.9	47.4	28.2	2.5	646	507.8	29.8	37.2	18.9	14.4
	2000			678	503.4	26.7	44.7	27.0	2.7	682	506.4	32.1	41.3	14.4	12.2
LEXINGTON 3	2001	174	22.2	167	501.4	26.9	40.7	21.8	1.8	167	511.6	47.5	37.7	12.0	7.8
	2000			171	500.2	34.6	33.3	24.8	3.5	172	499.7	43.6	40.7	8.7	7.0
LEXINGTON 4	2001	246	64.8	250	496.0	44.4	44.0	11.6	0.0	250	485.2	62.8	24.8	6.4	5.2
	2000			251	497.7	33.5	50.2	15.5	0.8	257	498.7	48.6	39.1	9.1	2.7
LEXINGTON 5	2001	1132	17.8	1101	510.8	10.3	39.8	43.5	8.8	1110	515.2	18.1	30.5	23.4	27.0
	2000			1176	508.7	11.3	39.6	44.0	5.0	1174	514.9	14.6	39.1	24	21.4
MCCORMICK	2001	80	81.8	97	493.6	44.6	48.7	7.8	1.1	93	493.8	83.4	28.0	7.5	1.1
	2000			87	495.0	44.3	45.4	9.3	1.0	87	491.7	70.1	26.8	3.1	0.0
MAWSON 1	2001	208	72.8	195	493.4	52.8	35.4	11.8	0.0	181	494.9	61.8	27.2	8.1	4.7
	2000			240	494.2	48.8	37.1	13.8	0.4	242	499.2	60.3	28.1	6.3	1.1
MARION 2	2001	178	83.7	180	488.3	40.0	43.8	15.6	0.8	188	486.5	85.7	22.3	4.8	7.2
	2000			202	495.9	42.8	43.1	14.4	0.0	201	491.5	85.2	27.9	5.5	1.5
MARION 3	2001	47	97.8	36	494.3	47.2	50.0	2.8	0.0	41	494.1	70.7	22.0	1.3	0.0
	2000			52	494.6	1.9	40.4	7.7	0.0	53	489.5	77.4	17.0	5.7	0.0
MARION 4	2001	27	84.1	23	486.2	79.1	47.8	13.0	0.0	24	491.3	70.8	25.0	4.2	0.0
	2000			32	485.2	53.1	34.4	12.5	0.0	36	487.7	75.0	22.2	2.8	0.0
MARIBORO	2001	362	82.1	372	498.3	43.1	48.7	9.9	0.1	334	493.6	64.4	28.1	5.4	2.1
	2000			379	494.8	48.0	39.3	12.4	0.3	380	492.0	85.1	28.6	3.8	1.3
NE WATFORD	2001	419	83.9	359	488.3	40.1	39.6	18.9	1.4	371	504.1	39.4	32.9	17.5	10.2
	2000			418	488.8	37.6	40.7	20.3	1.4	432	499.9	50.5	37.6	10.6	8.1
OLUNEE	2001	785	49.6	719	504.0	19.7	50.3	28.9	1.0	725	505.1	32.8	43.0	18.0	8.1
	2000			741	503.3	21.7	49.8	28.7	1.8	752	503.1	37.9	43.6	10.9	7.7
ORANGEBURG 3	2001	202	89.8	241	494.1	44.8	45.6	8.5	0.0	245	491.7	60.8	28.2	8.2	2.9
	2000			202	483.8	51.0	42.1	7.0	0.0	306	491.9	88.6	27.1	1.3	1.0
ORANGEBURG 4	2001	429	77.5	292	488.9	39.7	47.9	12.3	0.0	286	498.9	55.8	34.8	7.1	2.4
	2000			322	488.6	36.0	48.9	18.5	0.6	323	493.7	67.5	31.6	4.0	0.9
ORANGEBURG 5	2001	457	79.7	505	495.7	46.0	42.6	12.1	0.4	515	486.2	59.6	29.1	7.8	3.3
	2000			670	496.3	43.3	42.5	13.3	0.8	680	493.8	67.4	29.1	8.2	2.2

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PILKENS	2001	1225	36 9	1123	505 5	17 7	47 2	32 1	2 9	1151	505 5	33 3	18 5	19 7	8 5
	2000			1341	505 2	19 4	47 0	35 0	2 8	1350	504 1	35 1	44 4	13 0	7 0
RICHLAND 1	2001	1972	65 5	1757	502 1	27 0	48 0	22 4	2 7	1805	502 0	46 1	31 6	11 9	10 4
	2000			2063	500 0	33 4	43 9	20 3	2 3	2087	497 5	54 8	31 3	8 2	8
RICHLAND 2	2001	1286	32 4	1233	507 0	15 7	44 3	37 1	2 8	1244	511 7	26 1	29 3	22 0	21 7
	2000			1277	505 8	19 9	41 7	34 9	3 5	1285	510 8	27 8	39 8	18 8	17 6
SALIDA	2001	178	65 3	170	495 2	45 9	76 5	15 3	2 4	172	494 5	55 8	72 8	7 0	4 7
	2000			45	495 9	43 8	79 7	15 8	0 7	148	498 1	49 3	79 7	8 2	7 7
SPARTANBURG 1	2001	767	44 2	179	504 8	18 8	40 8	31 8	2 7	336	511 6	10 9	38 4	20	15 2
	2000			349	505 9	18 9	43 8	34 4	2 8	334	509 9	22 0	45 2	21 8	11 0
SPARTANBURG 2	2001	114	36 7	75	504 4	19 8	47 7	70 6	1 9	591	511 0	21 3	72 2	25 5	15 9
	2000			541	502 0	25 9	47 9	25 1	1 1	051	506 1	30 4	44 7	15 4	0 5
SPARTANBURG 3	2001	213	54 0	218	504 2	20 6	49 5	29 4	0 5	226	506 8	27 9	45 8	19 5	7 1
	2000			737	502 9	24 9	48 5	21 1	1 3	237	504 1	36 4	48 1	11 4	5 1
SPARTANBURG 4	2001	214	48 5	210	500 0	35 2	42 4	21 4	1 0	213	499 5	46 0	38 2	13 1	4 7
	2000			50	503 4	27 8	40 4	28 0	4 0	254	502 0	42 1	38 8	15 0	4 3
SPARTANBURG 5	2001	764	41 3	342	504 9	18 4	48 2	31 3	2 0	342	510 1	26 8	35 4	10 9	10 1
	2000			489	502 6	26 7	43 1	27 1	3 2	472	505 0	34 5	40 3	15 0	10 2
SPARTANBURG 6	2001	706	45 0	623	505 8	18 7	42 5	35 5	2 2	843	508 9	28 1	38 2	19 9	15 7
	2000			701	504 3	23 7	43 2	29 7	3 4	706	507 1	31 8	78 1	18 7	11 6
SPARTANBURG 7	2001	737	65 9	681	500 2	35 4	38 8	21 8	3 2	703	502 0	44 4	30 0	14 9	10 7
	2000			690	500 3	37 0	37 2	23 0	2 8	703	501 2	46 5	33 9	10 0	9 7
SUMTER 2	2001	737	68 8	667	502 5	21 1	57 3	19 9	1 0	874	506 8	30 3	42 0	18 1	9 6
	2000			728	502 1	24 0	53 0	22 3	0 7	739	501 8	39 9	47 5	9 1	3 5
SUMTER 17	2001	634	62 3	583	502 0	24 5	51 0	22 9	0 7	572	504 8	37 8	37 2	14 5	10 6
	2000			11	499 9	30 5	50 4	18 3	0 8	710	501 8	40 1	44 4	10 8	4 9
UNION	2001	373	60 7	327	499 5	37 1	49 8	17 4	0 8	346	500 0	48 7	35 1	10 7	5 5
	2000			395	496 4	42 0	77 7	19 2	1 0	401	495 3	60 8	28 4	7 7	1 2
WILLIAMSBURG	2001	479	92 1	391	497 1	39 0	48 8	11 3	0 3	398	500 2	48 0	38 4	10 6	3 0
	2000			428	498 0	35 5	54 2	10 3	0 0	478	498 5	57 8	36 2	6 0	0 2
YORK 1	2001	445	47 1	791	501 4	26 3	50 1	22 8	0 8	389	503 8	40 8	35 3	15 5	8 3
	2000			418	499 4	34 4	48 2	19 0	0 5	418	501 2	41 1	45 0	9 6	4 1
YORK 2	2001	370	32 4	358	508 1	15 8	44 5	76 3	2 2	359	518 1	13 6	38 2	20 9	27 1
	2000			350	506 0	21 7	40 0	34 3	4 0	350	509 9	23 7	40 0	21 1	15 1
YORK 3	2001	1099	39 5	1038	503 6	24 5	43 9	29 3	2 2	1059	507 5	30 2	37 6	18 3	13 8
	2000			1188	503 4	28 7	42 8	29 3	2 5	1175	504 6	74 2	42 8	14 3	8 7

Y WIP 4	2001	434	16 9	423	510 4	8 5	42 1	44 0	5 4	427	512 11	18 6	36 8	7 4	18 6
	2000			447	508 0	15 9	38 5	41 2	4 5	47	511.2	19 5	43 0	21 0	18 5
STATE LEVEL	2001	42828	53 4	45835	502 5	26 0	46 4	25 6	2 1	46560	504 8	37 2	35 3	16 5	11 0
	2000			51608	501 7	28 9	43 8	25 0	2 2	52089	502 2	41 3	38 8	12 2	7 7

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**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
RESULTS OF SPRING 2001 ADMINISTRATION
GRADE 6**

DISTRICT	YEAR	English Language Arts								Mathematics						
		133-DAY ADM	% FREE REDUCED LUNCH	NUMBER TESTED	MEAN SCALE SCORE	% BELOW BASIC	% BASIC	% PROFI- CIENT	% AD- VANCED	NUMBER TESTED	MEAN SCALE SCORE	% BELOW BASIC	% BASIC	% PROFI- CIENT	% AD- VANCED	
ABBEVILLE	2001	330	99.7	718	599.5	40.4	38.1	21.9	1.8	323	605.8	32.5	40.2	18.0	9.1	
	2000			285	602.6	31.2	37.2	28.3	5.3	290	604.2	32.6	37.6	17.9	8.9	
ADKEN	2001	1889	48.5	1767	605.8	25.1	38.3	29.4	7.2	1776	608.6	27.7	38.6	20.3	13.5	
	2000			1877	604.1	31.3	33.3	26.9	8.8	1878	605.8	33.7	38.9	17.6	9.3	
ALLENDALE	2001	177	93.3	106	601.2	65.7	26.7	7.8	0.0	107	595.5	50.9	34.8	6.5	0.0	
	2000			148	587.9	73.0	21.6	4.7	0.7	149	590.6	75.2	22.1	7.0	0.7	
ANDERSON 1	2001	879	34.0	583	610.6	15.6	36.7	38.4	11.3	587	612.9	17.2	39.5	20.0	10.7	
	2000			409	611.0	16.7	31.2	39.6	12.6	518	608.0	20.1	41.3	22.4	6.2	
ANDERSON 2	2001	100	48.4	254	605.9	24.0	38.2	34.3	3.5	267	607.8	24.7	45.3	20.2	9.7	
	2000			269	607.1	28.0	34.9	28.8	12.3	281	606.1	30.2	47.0	19.3	7.5	
ANDERSON 3	2001	210	47.6	182	605.6	22.0	46.7	28.6	2.7	184	604.4	33.7	44.0	15.8	6.5	
	2000			195	606.2	23.8	37.9	31.8	8.7	197	602.9	36.6	41.6	18.3	3.8	
ANDERSON 4	2001	278	41.7	210	604.3	28.7	39.0	31.4	2.9	218	607.5	30.7	40.4	10.3	9.6	
	2000			190	609.3	28.9	35.3	28.4	7.4	189	607.1	32.8	34.9	19.0	13.2	
ANDERSON 5	2001	274	45.2	615	604.9	27.5	39.3	28.7	4.5	620	608.7	29.3	42.8	18.8	9.4	
	2000			638	601.2	37.9	29.4	28.0	6.7	638	603.2	41.4	36.0	14.0	8.6	
BAMBERG 1	2001	157	73.0	126	608.5	38.9	38.1	20.6	2.4	132	605.1	35.6	37.1	15.9	11.4	
	2000			126	602.5	31.6	39.0	20.5	2.9	140	605.0	24.7	40.7	20.0	5.0	
BAMBERG 2	2001	97	80.8	91	594.2	48.4	36.3	13.2	2.2	88	589.7	69.3	23.9	5.7	1.1	
	2000			97	594.3	67.1	24.1	12.6	1.1	87	590.6	71.3	24.1	4.6	0.0	
BARNWELL 19	2001	88	88.5	79	594.0	54.4	27.8	15.2	2.6	79	594.2	59.5	28.6	17.7	1.3	
	2000			81	583.5	56.0	23.9	17.3	0.0	87	594.1	60.9	28.7	8.2	1.1	
BARNWELL 29	2001	75	62.2	67	605.5	16.4	52.2	31.3	0.0	71	608.0	23.9	47.9	16.9	11.7	
	2000			68	601.6	34.0	33.7	28.7	4.7	66	602.4	40.7	39.5	14.0	5.8	
BARNWELL 45	2001	275	50.6	221	599.9	43.0	33.5	19.6	4.1	221	599.5	47.1	36.7	11.8	4.5	
	2000			218	600.8	38.4	34.3	22.2	5.1	213	600.7	40.4	44.8	13.1	1.9	

2002-2003-2004-2005-2006-2007-2008-2009-2010-2011-2012-2013-2014-2015-2016-2017-2018-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080-2081-2082-2083-2084-2085-2086-2087-2088-2089-2090-2091-2092-2093-2094-2095-2096-2097-2098-2099-2100-2101-2102-2103-2104-2105-2106-2107-2108-2109-2110-2111-2112-2113-2114-2115-2116-2117-2118-2119-2120-2121-2122-2123-2124-2125-2126-2127-2128-2129-2130-2131-2132-2133-2134-2135-2136-2137-2138-2139-2140-2141-2142-2143-2144-2145-2146-2147-2148-2149-2150-2151-2152-2153-2154-2155-2156-2157-2158-2159-2160-2161-2162-2163-2164-2165-2166-2167-2168-2169-2170-2171-2172-2173-2174-2175-2176-2177-2178-2179-2180-2181-2182-2183-2184-2185-2186-2187-2188-2189-2190-2191-2192-2193-2194-2195-2196-2197-2198-2199-2200-2201-2202-2203-2204-2205-2206-2207-2208-2209-2210-2211-2212-2213-2214-2215-2216-2217-2218-2219-2220-2221-2222-2223-2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-2579-2580-2581-2582-2583-2584-2585-2586-2587-2588-2589-2590-2591-2592-2593-2594-2595-2596-2597-2598-2599-2600-2601-2602-2603-2604-2605-2606-2607-2608-2609-2610-2611-2612-2613-2614-2615-2616-2617-2618-2619-2620-2621-2622-2623-2624-2625-2626-2627-2628-2629-2630-2631-2632-2633-2634-2635-2636-2637-2638-2639-2640-2641-2642-2643-2644-2645-2646-2647-2648-2649-2650-2651-2652-2653-2654-2655-2656-2657-2658-2659-2660-2661-2662-2663-2664-2665-2666-2667-2668-2669-2670-2671-2672-2673-2674-2675-2676-2677-2678-2679-2680-2681-2682-2683-2684-2685-2686-2687-2688-2689-2690-2691-2692-2693-2694-2695-2696-2697-2698-2699-2700-2701-2702-2703-2704-2705-2706-2707-2708-2709-2710-2711-2712-2713-2714-2715-2716-2717-2718-2719-2720-2721-2722-2723-2724-2725-2726-2727-2728-2729-2730-2731-2732-2733-2734-2735-2736-2737-2738-2739-2740-2741-2742-2743-2744-2745-2746-2747-2748-2749-2750-2751-2752-2753-2754-2755-2756-2757-2758-2759-2760-2761-2762-2763-2764-2765-2766-2767-2768-2769-2770-2771-2772-2773-2774-2775-2776-2777-2778-2779-2780-2781-2782-2783-2784-2785-2786-2787-2788-2789-2790-2791-2792-2793-2794-2795-2796-2797-2798-2799-2800-2801-2802-2803-2804-2805-2806-2807-2808-2809-2810-2811-2812-2813-2814-2815-2816-2817-2818-2819-2820-2821-2822-2823-2824-2825-2826-2827-2828-2829-2830-2831-2832-2833-2834-2835-2836-2837-2838-2839-2840-2841-2842-2843-2844-2845-2846-2847-2848-2849-2850-2851-2852-2853-2854-2855-2856-2857-2858-2859-2860-2861-2862-2863-2864-2865-2866-2867-2868-2869-2870-2871-2872-2873-2874-2875-2876-2877-2878-2879-2880-2881-2882-2883-2884-2885-2886-2887-2888-2889-2890-2891-2892-2893-2894-2895-2896-2897-2898-2899-2900-2901-2902-2903-2904-2905-2906-2907-2908-2909-2910-2911-2912-2913-2914-2915-2916-2917-2918-2919-2920-2921-2922-2923-2924-2925-2926-2927-2928-2929-2930-2931-2932-2933-2934-2935-2936-2937-2938-2939-2940-2941-2942-2943-2944-2945-2946-2947-2948-2949-2950-2951-2952-2953-2954-2955-2956-2957-2958-2959-2960-2961-2962-2963-2964-2965-2966-2967-2968-2969-2970-2971-2972-2973-2974-2975-2976-2977-2978-2979-2980-2981-2982-2983-2984-2985-2986-2987-2988-2989-2990-2991-2992-2993-2994-2995-2996-2997-2998-2999-3000-3001-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REAFUFORI	2001	1311	48 81	1208	603 1	34 2	33 1	75 1	6 8	1226	600 9	42 9	37 5	17 7	6 9
	2000			1216	602 8	35 3	29 8	75 8	9 3	1235	600 9	46 0	33 2	14 3	8 6
BRFKIFY	2001	2281	52	2149	603 6	29 6	38 7	76 3	5 4	2156	604 4	34 7	41 4	17 4	7 4
	2000			2070	603 8	29 8	36 5	77 8	5 8	2082	605 8	31 7	42 8	17 8	7 8
CAIHOUN	2001	187	78 41	171	600 3	38 2	41 5	16 4	7 9	169	603 5	36 7	40 8	14 8	7 7
	2000			185	599 3	38 8	38 8	18 8	3 6	167	600 5	47 8	34 1	13 7	4 8
CHARLESTON	2001	3 89	57 8	318 5	603 2	34 1	34 4	24 8	6 7	3236	602 8	42 2	33 6	14 8	9 7
	2000			3482	601 4	37 8	32 0	23 3	8 7	3581	600 7	48 5	31 3	13 2	7 1
CHEROKEE	2001	757	49 81	688	600 4	77 6	36 3	23 1	2 9	727	603 3	38 8	38 0	15 5	7 7
	2000			691	598 8	40 5	32 3	22 7	4 5	698	601 1	45 8	34 5	14 7	5 7
CHIEFER	2001	81	56 7	549	597 8	44 8	37 0	15 5	2 7	563	595 1	61 2	30 7	6 3	2 7
	2000			533	594 4	52 2	34 5	12 0	1 3	533	596 0	56 7	34 7	7 7	0 9
CHILSTERFIELD	2001	675	62 0	554	601 0	37 4	13 8	75 8	2 3	814	603 3	38 6	38 5	17 7	7 7
	2000			610	599 2	47 2	33 3	21 3	5 2	610	601 0	43 8	37 4	13 0	5 7
CLARENDON 1	2001	97	97 01	80	596 1	51 3	37 6	11 3	0 0	88	596 0	60 5	31 4	7 0	1 2
	2000			88	595 4	48 5	41 4	10 1	0 0	89	597 0	67 7	28 3	4 0	0 0
CLARENDON 2	2001	318	71 8	282	595 5	42 2	34 8	20 0	2 5	282	600 3	44 0	37 6	16 6	2 8
	2000			262	601 0	34 7	18 8	24 8	1 5	279	600 4	44 4	41 9	10 8	2 9
CLARENDON 3	2001	42	64 1	82	600 7	29 3	42 4	14 0	3 7	83	601 9	45 8	39 8	9 8	4 8
	2000			78	604 6	30 8	13 3	30 8	5 1	78	604 9	33 3	44 8	18 7	5 1
COLLETON	2001	568	77 2	499	597 4	48 5	34 5	14 4	2 8	505	597 8	53 3	34 7	8 3	2 8
	2000			439	596 0	49 7	32 3	16 1	1 9	547	598 7	58 5	30 0	8 4	2 2
DARINGTON	2001	551	69 71	875	598 2	45 4	32 7	19 8	2 2	888	599 5	47 8	35 2	12 7	4 8
	2000			737	599 1	44 1	33 0	18 7	4 2	784	598 5	52 4	33 8	10 5	3 4
DELLON 1	2001	83	73 81	60	596 6	45 3	38 8	11 7	3 8	79	602 4	41 8	40 6	11 4	6 3
	2000			78	599 7	39 5	32 9	25 0	2 8	78	597 0	53 8	30 8	11 5	3 8
DELLON 2	2001	307	82 8	783	599 3	42 8	29 7	24 4	3 2	284	597 1	52 1	33 8	10 2	3 9
	2000			287	597 5	48 8	23 3	23 7	4 2	290	596 2	54 8	32 4	11 7	1 0
DELLON 3	2001	128	65 61	113	603 8	34 5	31 9	29 2	4 4	113	602 9	42 5	38 9	14 2	4 4
	2000			121	601 4	34 7	42 1	22 3	0 8	123	598 8	44 7	47 2	8 1	0 0
EXETER, HESTER 2	2001	1444	30 01	1412	605 4	27 1	36 0	30 3	6 7	1418	608 8	24 8	19 8	22 7	12 6
	2000			1363	603 4	30 7	3 7	26 2	5 4	1373	603 1	37 0	42 8	15 4	5 0
DORCHESTER 4	2001	226	80 31	201	593 8	52 7	39 3	6 5	1 5	202	595 2	58 9	34 7	8 9	1 5
	2000			188	597 4	48 0	35 4	15 8	2 6	180	588 8	48 4	40 6	8 8	4 2
EDCIEFIELD	2001	447	57 1	331	602 4	33 6	39 3	22 7	4 5	328	603 4	37 4	44 1	11 8	6 7
	2000			331	600 0	37 7	38 1	21 1	3 8	332	599 8	45 8	37 0	14 2	3 0

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FAIRFIELD	2001	322	84.6	278	598.7	47.5	17.4	14.7	0.4	286	637.3	9.1	12.2	7.7	1.4
	2000			279	693.2	59.9	34.8	14.0	0.4	278	692.2	64.4	30.7	5.4	0.0
FLORENCE 1	2001	1120	64.3	1051	602.7	33.3	37.1	25.8	1.7	1051	603.4	17.8	41.4	13.9	6.9
	2000			1033	602.8	32.4	38.7	24.0	4.6	1043	602.8	41.6	38.5	13.7	6.6
FLORENCE 2	2001	86	81.6	81	604.0	28.4	34.5	32.1	0.0	83	606.6	31.1	42.2	10.9	8.4
	2000			72	603.6	39.8	37.5	29.7	2.8	80	607.1	48.8	28.8	15.0	7.5
FLORENCE 3	2001	329	75.8	268	603.2	32.5	38.2	26.1	5.2	283	607.2	27.9	42.4	21.9	7.8
	2000			112	597.2	46.2	33.0	17.6	3.2	327	597.9	52.0	14.8	9.4	7.7
FLORENCE 4	2001	97	81.4	90	591.4	62.2	28.9	8.9	0.0	90	588.9	76.7	21.1	2.2	0.0
	2000			89	588.7	70.8	23.8	5.6	0.0	89	593.0	66.3	31.5	2.2	0.0
FLORENCE 5	2001	120	99.2	112	604.5	28.8	41.1	27.7	4.5	113	607.4	31.9	12.7	23.0	12.4
	2000			108	602.6	33.3	10.1	24.1	6.6	110	604.4	40.0	39.1	11.8	0.1
GEORGETOWN	2001	875	60.7	795	599.3	40.9	35.8	19.9	3.4	798	602.5	42.0	15.8	14.6	7.7
	2000			805	600.3	37.1	34.5	22.0	6.3	809	603.0	40.5	35.4	14.7	9.4
GREENVALE	2001	4505	36.8	4504	605.9	26.0	15.4	30.9	7.7	4624	606.0	33.0	38.0	17.0	11.4
	2000			4288	605.0	29.2	33.0	28.8	9.1	4341	603.7	39.1	36.6	16.7	7.0
GREENWOOD 50	2001	707	49.1	741	602.0	32.9	17.1	25.0	5.0	742	603.7	36.9	39.8	14.7	8.0
	2000			684	602.1	31.4	18.0	27.5	5.1	684	604.5	34.6	39.2	19.2	7.0
GREENWOOD 51	2001	80	17.0	80	604.7	21.3	43.8	13.8	1.3	79	606.1	21.5	45.8	22.8	10.1
	2000			120	601.7	30.8	41.7	20.8	6.7	120	604.4	33.3	40.0	20.0	5.7
GREENWOOD 52	2001	1.2	46.1	141	606.1	29.1	32.6	27.7	10.6	135	607.6	28.9	41.5	19.3	10.4
	2000			119	603.5	28.9	42.9	28.1	4.2	116	604.2	31.0	50.9	16.4	1.7
HAMPTON 1	2001	230	62.9	207	606.7	22.2	18.2	34.8	4.8	212	606.4	28.2	45.7	20.3	5.2
	2000			205	602.8	32.2	38.5	23.4	4.9	207	607.0	41.1	41.5	15.5	1.8
HAMPTON 2	2001	136	87.5	121	592.9	63.8	28.1	8.7	0.0	119	590.0	88.1	27.7	4.2	0.0
	2000			83	589.5	69.9	23.7	5.4	1.1	94	588.6	85.1	11.7	2.1	1.1
HORRY	2001	2427	55.0	2183	605.8	26.2	38.4	29.6	7.8	2178	607.7	29.6	36.8	20.4	13.3
	2000			2045	604.9	28.0	33.4	28.9	10.7	2057	605.0	35.4	37.6	17.8	9.1
JASPER	2001	264	11.3	228	590.3	65.8	24.1	9.8	0.4	249	588.9	74.7	20.9	4.0	0.8
	2000			210	587.5	65.7	22.9	7.6	3.8	212	589.8	78.3	17.5	3.8	0.5
KERSHAW	2001	812	48.3	786	603.6	32.6	33.1	28.0	6.4	792	603.8	40.0	35.7	16.3	8.0
	2000			749	604.0	30.7	34.3	28.6	8.1	750	602.8	39.2	42.4	12.8	5.0
LANCASTER	2001	934	50.2	874	598.7	42.3	33.3	21.5	2.9	881	601.9	41.3	38.1	15.9	8.7
	2000			849	598.4	42.6	33.8	20.3	3.5	853	600.8	48.1	17.4	11.5	3.0
LAURENS 5	2001	522	48.8	460	603.7	30.0	38.9	28.5	2.6	482	604.7	34.9	40.2	18.4	8.5
	2000			468	600.2	37.5	11.8	24.4	6.8	493	600.2	48.2	33.9	14.0	3.9

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LAUREN 50	200	313	65 0	86	97 4	46 2	32 9	19 0	1 0	288	601 1	40 9	41 3	14 3	1 4
LE	2000	244	80 7	289	590 0	47 9	34 6	17 8	3 7	208	600 7	47 5	37 2	16 0	3 3
LEXINGTON 1	2000			211	590	04 9	25 6	8 0	0 5	214	591 2	68 8	29 4	7 3	0 5
LEXINGTON 2	2001	1407	25 9	55	587 3	67 1	25 9	6 3	0 8	257	587 0	83 3	15 2	1 6	0 0
LEXINGTON 3	2000			1392	610 2	18 7	36 3	36 8	10 3	1392	611 2	21 8	17 9	24 1	18 2
LEXINGTON 4	2000	727	51 4	1342	010 5	17 0	34 7	35 5	11 7	1315	612 0	20 5	17 6	25 2	16 7
LEXINGTON 5	2000			669	604 9	28 6	36 5	27 7	7 3	678	608 8	27 0	38 6	21 4	13 0
LEXINGTON 6	2001	188	10 0	727	606 9	25 0	37 7	32 4	8 4	712	608 5	28 5	35 4	21 6	13 0
LEXINGTON 7	2000			155	604 8	71 5	31 6	29 7	7 1	159	605 9	37 7	33 3	17 0	11 9
LEXINGTON 8	2001	263	57 3	158	599 8	44 9	27 2	20 8	7 0	159	601 7	45 7	32 7	17 0	5 0
LEXINGTON 9	2000			253	600 6	37 2	39 5	19 0	4 3	260	611 8	40 0	39 6	15 0	5 4
MCORMICK	2001	1237	18 7	251	598 6	41 4	39 0	17 9	1 6	254	597 3	51 8	40 9	6 7	0 8
MARION 1	2000			1186	612 1	17 0	36 8	37 6	13 7	1186	616 2	14 9	12 2	27 4	25 5
MARION 2	2001	87	87 9	1138	612 6	15 5	20 1	40 9	15 9	1144	615 5	14 9	34 3	26 0	27 0
MARION 3	2000			84	590 7	54 8	35 7	8 7	1 2	86	591 2	88 8	27 1	9 7	0 0
MARION 4	2001	261	78 1	248	594 9	54 4	28 2	18 5	2 8	250	595 5	58 4	27 2	10 4	4 0
MARION 5	2000			254	595 1	58 3	22 8	16 1	4 7	256	597 8	55 5	34 4	6 6	3 3
MARION 6	2001	193	78 7	150	607 2	28 0	61 3	20 7	0 0	151	598 1	55 0	36 4	4 8	4 0
MARION 7	2000			126	607 7	30 2	43 7	23 8	2 4	124	601 9	42 7	41 9	8 9	6 3
MARION 8	2001	57	78 4	48	595 1	52 1	37 5	10 4	0 0	51	594 1	82 7	27 5	7 8	2 0
MARION 9	2000			59	594 8	50 8	37 3	11 8	0 0	59	595 0	68 5	28 8	1 7	0 0
MARLBORO	2001	73	91 2	28	597 0	33 8	28 6	17 9	0 0	32	590 0	73 0	27 0	0 0	0 0
NEWBERRY	2000			25	596 4	52 0	72 0	16 0	0 0	28	583 7	61 6	34 6	3 8	0 0
OLDFIELD	2001	430	82 5	384	595 6	50 0	33 3	14 6	2 1	381	596 6	55 4	31 5	10 8	2 4
ORANCEBURG 3	2000			420	592 0	60 8	27 5	13 3	2 3	420	593 9	64 1	27 0	6 5	7 3
ORANCEBURG 4	2001	478	61 1	419	599 6	46 3	29 1	20 8	3 8	423	602 9	42 8	31 1	15 6	8 5
ORANCEBURG 5	2000			427	597 0	47 5	25 5	20 6	6 3	439	599 5	48 0	29 6	14 6	5 9
ORANCEBURG 6	2001	649	47 9	806	603 4	29 3	38 2	27 5	7 7	787	604 6	37 0	36 7	16 9	9 4
ORANCEBURG 7	2000			872	603 9	31 3	38 2	28 1	6 3	875	603 3	40 3	37 4	18 9	6 4
ORANCEBURG 8	2001	337	87 61	788	596 7	51 7	30 9	15 8	1 7	290	598 3	52 1	40 3	8 6	1 0
ORANCEBURG 9	2000			274	593 1	58 2	31 0	11 7	1 1	288	593 1	88 7	27 8	4 5	1 4
ORANCEBURG 10	2001	352	87 3	785	602 1	33 2	42 7	21 0	3 1	300	598 4	54 7	32 7	10 0	3 0
ORANCEBURG 11	2000			718	597 2	40 8	41 8	18 7	0 9	319	594 8	59 2	35 7	7 8	1 3
ORANCEBURG 12	2001	594	76 01	572	597 8	42 2	40 6	15 8	1 4	559	596 6	55 3	33 5	6 8	4 5
ORANCEBURG 13	2000			577	593 6	53 4	30 8	14 4	1 4	581	595 2	62 0	27 9	7 6	2 6

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WICKENS	2001	1415	12.3	1320	607.4	21.5	37.3	14.2	7.0	1316	607.4	27.1	43.8	18.8	10.1
	2000			1285	606.3	25.0	34.0	32.0	9.0	1269	606.3	31.0	41.4	18.4	9.1
RIEHLAND 1	2001	2185	61.9	1943	600.4	40.9	74.1	20.1	4.9	1994	598.8	52.2	29.7	10.9	7.2
	2000			2015	598.8	46.1	32.0	18.3	3.7	1977	598.4	58.5	27.1	10.3	3.1
RIEHLAND 2	2001	1367	36.0	1330	607.5	21.2	33.9	33.0	9.0	1321	810.1	26.0	33.0	23.2	17.8
	2000			1314	607.5	25.0	31.1	29.3	12.6	1320	009.3	28.2	35.4	19.4	17.0
SALUDA	2001	1111	58.6	1153	599.4	38.6	33.3	24.8	3.3	1153	600.3	43.8	34.8	19.0	2.6
	2000			1151	597.0	49.7	20.1	12.6	8.8	1151	606.6	58.9	28.8	7.3	4.0
SPARTANBURG 1	2001	767	40.7	744	606.8	22.7	34.9	38.3	8.1	747	612.2	18.2	38.6	28.8	14.4
	2000			296	610.8	19.8	31.4	34.6	14.5	301	612.6	18.6	35.9	28.9	16.6
SPARTANBURG 2	2001	642	40.1	643	608.3	19.3	38.0	33.6	8.1	653	608.2	27.4	40.6	19.3	12.7
	2000			612	607.1	22.9	34.6	33.0	9.5	613	606.5	31.6	38.3	20.9	8.2
SPARTANBURG 3	2001	258	52.0	271	606.1	22.2	43.0	30.8	4.1	229	607.9	28.4	47.4	18.3	10.9
	2000			263	605.1	27.0	38.5	24.3	9.1	266	603.9	37.0	39.8	15.5	7.9
SPARTANBURG 4	2001	254	38.7	248	603.0	32.1	36.2	26.8	4.9	247	603.9	37.7	37.2	18.7	8.9
	2000			276	602.0	38.2	33.8	20.9	7.1	227	600.0	50.7	31.7	13.7	4.0
SPARTANBURG 5	2001	484	48.1	487	604.8	28.5	38.0	28.1	7.5	488	608.1	24.4	41.0	20.1	14.5
	2000			426	605.8	27.7	30.8	32.4	9.2	432	608.4	30.1	36.3	18.6	15.0
SPARTANBURG 6	2001	741	37.3	694	605.6	28.7	35.9	30.0	7.5	704	608.0	36.1	35.1	18.9	10.9
	2000			699	605.0	29.6	32.2	30.8	7.4	692	603.9	37.4	36.6	18.5	7.9
SPARTANBURG 7	2001	751	60.4	682	603.2	35.2	34.2	22.3	8.4	683	602.7	41.0	33.2	16.5	9.4
	2000			681	602.2	36.2	31.6	22.8	9.4	669	603.8	41.9	32.0	15.5	10.6
SUMTER 2	2001	876	70.7	797	602.7	31.9	40.3	23.6	4.4	806	602.6	17.7	45.0	12.8	4.5
	2000			763	599.8	38.5	38.7	19.7	3.1	760	598.9	49.9	40.0	7.8	2.2
SUMTER 17	2001	789	58.9	682	601.8	35.1	38.7	21.7	3.5	702	602.5	41.3	37.0	16.5	6.1
	2000			687	607.9	43.5	33.4	18.7	3.4	696	600.6	45.7	38.1	11.8	4.5
UNION	2001	421	55.5	370	600.2	39.7	30.5	21.6	7.2	380	600.8	44.7	37.9	13.2	4.7
	2000			389	598.0	45.2	27.2	22.9	4.8	396	597.1	53.5	34.1	9.8	2.5
WILLIAMSBURG	2001	556	91.9	431	600.5	33.9	47.3	17.9	0.9	441	600.5	45.4	38.3	12.5	7.8
	2000			379	598.1	43.5	41.2	13.7	1.8	380	600.2	48.6	42.1	9.2	2.1
YORK 1	2001	439	49.1	386	604.7	25.9	40.7	27.5	6.0	408	607.9	26.4	43.3	18.7	11.6
	2000			429	601.5	35.2	36.4	27.2	4.2	432	604.6	38.0	30.3	10.8	8.8
YORK 2	2001	368	25.7	382	606.9	24.9	31.8	38.7	8.8	382	612.3	19.9	36.5	27.3	10.3
	2000			375	602.8	31.2	38.0	25.9	8.9	375	608.0	28.5	37.3	21.3	12.8
YORK 3	2001	1247	31.2	1188	605.4	28.8	32.3	31.1	7.7	1215	608.6	27.4	36.2	22.1	14.2
	2000			1121	603.7	32.2	33.0	27.2	7.6	1088	608.9	27.1	38.7	20.6	13.6

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YDNR4	001	407	1 1	452	009 7	14 2	37 8	40 7	7 3	455	014 1	15 0	35 0	29 0	10 8
	20001			412	011 3	15 0	33 3	38 0	14 1	411	014 0	17 0	35 0	25 3	21 2
STAIR LEVEL	20001	5330	51 4	50010	003 5	31 7	18 0	25 6	5 8	51400	004 5	38 4	37 0	16 0	9 6
	2000			50475	002 3	34 0	33 3	25 1	6 0	50864	002 8	41 4	36 0	15 1	7 4

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**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
RESULTS OF SPRING 2001 ADMINISTRATION
GRADE 7**

DISTRICT	YEAR	English Language Arts										Mathematics									
		135-DAY	% FREE	NUMBER	MEAN	%	%	%	AD-	NUMBER	MEAN	%	%	%	%	AD-					
		ADM	REFUSED LUNCH		TESTED	SCORE	BELW BASIC	BASIC	PROFICIENT	ANCED	TESTED	SCORE	BELW BASIC	BASIC	PROFICIENT	ANCED	TESTED				
ABBEVILLE	2001	309	38.8	297	702.1	31.0	44.8	23.0	14	287	717.3	32.8	33.8	20.6	12.9						
	2000			208	702.4	30.1	44.1	23.1	27	300	705.8	37.0	37.7	12.0	11.3						
AIKEN	2001	196	46.5	177	704.8	25.3	4.0	28.8	39	1781	708.5	35.6	33.2	17.7	13.4						
	2000			1720	704.7	27.1	39.8	28.4	47	1773	707.9	27.7	42.9	18.2	11.1						
ALLENDALE	2001	156	92.4	120	693.7	58.3	28.3	11.7	17	128	695.8	83.3	22.7	10.2	3.9						
	2000			118	690.5	67.2	26.7	5.2	0.9	111	690.4	70.7	27.6	1.7	0.0						
ANDERSON 1	2001	553	30.0	511	708.1	15.9	38.8	39.7	5.9	513	710.8	24.6	35.5	21.7	18.7						
	2000			531	708.3	18.8	38.1	32.8	11.2	559	712.1	21.1	38.2	20.0	19.7						
ANDERSON 2	2001	317	41.6	252	706.1	24.2	42.5	31.3	2.0	260	707.0	31.2	41.2	15.0	12.7						
	2000			261	707.1	20.3	42.5	33.0	4.2	268	710.4	23.3	39.5	22.6	14.7						
ANDERSON 3	2001	208	49.8	172	703.5	23.8	47.1	28.7	2.3	181	702.0	40.9	40.9	14.4	3.9						
	2000			193	702.2	33.7	40.9	22.8	2.6	106	700.7	43.4	42.3	9.7	4.6						
ANDERSON 4	2001	204	39.1	201	702.5	28.4	44.8	25.4	1.5	201	703.2	41.3	34.3	17.4	7.0						
	2000			172	702.2	33.7	41.9	22.1	2.3	173	702.6	39.9	42.8	12.7	4.6						
ANDERSON 5	2001	878	42.5	800	703.0	28.8	42.1	28.1	3.0	813	708.1	37.5	30.5	10.1	15.9						
	2000			878	700.5	34.1	47.3	21.1	2.6	875	705.0	38.9	35.4	13.8	13.8						
BAMBERG 1	2001	147	80.1	123	701.8	30.9	47.7	18.7	3.3	131	708.2	38.0	28.7	11.7	20.8						
	2000			120	700.8	37.5	42.5	15.0	4.0	125	705.2	42.4	28.0	12.0	17.6						
BAMBERG 2	2001	87	87.7	83	699.1	33.7	53.0	13.3	0.0	86	693.2	70.9	17.4	9.3	2.3						
	2000			82	691.0	59.8	31.7	8.5	0.0	81	690.6	70.4	28.4	1.2	0.0						
BARNWELL 10	2001	91	84.8	84	697.7	51.2	20.8	17.8	1.2	82	694.0	89.6	19.5	8.5	2.4						
	2000			83	700.1	38.1	43.4	18.1	2.4	84	693.8	89.0	23.8	4.8	2.4						
BARNWELL 29	2001	79	56.8	71	708.7	15.1	58.8	24.7	1.4	74	705.2	35.1	37.8	16.2	10.8						
	2000			48	710.5	8.3	41.7	48.8	4.2	48	715.3	14.8	11.3	25.0	29.7						
BARNWELL 45	2001	226	48.0	216	698.5	42.6	38.4	18.1	0.9	218	695.7	60.2	31.0	6.0	2.8						
	2000			214	702.7	32.2	38.3	25.2	4.2	218	702.8	41.3	30.2	18.3	4.1						

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BLAUFORT	2001	1704	48.3	1285	702.5	17	19.3	25.8	2.4	1297	700.8	48.8	29.8	13.3	8.4
	2000			1235	702.2	32.2	40.8	7.5	4.5	1283	701.4	45.5	15.2	12.0	7.3
BLAKELEY	2001	2197	40.3	2018	701.9	31.8	43.4	22.2	2.5	2027	704.7	38.5	35.8	16.0	9.6
	2000			2098	702.0	29.6	47.9	19.3	3.1	2114	706.0	34.6	43.5	13.7	8.2
CAITHORN	2001	161	76.0	160	698.4	47.5	41.3	15.0	1.3	161	701.7	48.4	34.8	9.3	7.5
	2000			158	698.0	43.0	43.7	12.7	0.6	1.9	698.9	52.8	34.6	8.4	3.1
CHARLESTON	2001	1614	5	3294	701.5	34.0	41.2	22.1	2.7	3307	701.5	48.9	30.0	12.3	8.8
	2000			1184	701.0	32.3	39.9	24.0	4.2	3225	702.5	43.8	34.8	12.7	8.7
CHEMUNEE	2001	742	53.1	671	690.3	38.6	37.9	21.8	1.8	699	701.1	48.5	27.0	14.6	9.3
	2000			717	698.7	42.5	35.8	19.4	2.2	711	698.8	50.8	35.0	9.8	3.4
CHUSTER	2001	562	54.0	513	644.6	52.2	34.5	12.7	0.8	515	693.5	87.8	24.7	8.8	1.0
	2000			509	687.7	43.0	41.2	13.8	2.0	503	698.4	53.1	15.8	8.5	4.6
CHESTERFIELD	2001	646	59.5	543	702.9	31.1	39.8	25.8	3.5	567	703.5	42.2	31.2	18.2	10.4
	2000			580	701.7	3.1	40.2	21.4	3.4	591	700.0	47.5	39.9	8.5	4.1
CLARKIN N1	2001	100	87.2	95	698.7	38.9	46.3	14.7	0.0	95	693.6	70.5	25.3	3.2	1.1
	2000			101	698.8	37.8	48.5	12.9	0.0	100	692.4	68.0	28.0	4.0	0.0
CLARENIXON 2	2001	302	72.0	283	699.4	41.0	38.5	19.1	1.4	284	701.3	48.6	28.5	14.8	8.1
	2000			284	700.3	35.9	45.1	18.3	0.7	207	701.9	45.5	39.7	13.1	9.7
CLARENIXON 3	2001	82	44.6	81	704.4	22.2	43.2	34.6	0.0	75	705.2	37.3	37.3	20.0	5.3
	2000			91	701.1	30.8	45.1	20.9	3.3	92	700.8	44.6	43.5	6.5	5.4
COLLETON	2001	617	87.7	534	698.8	43.8	38.8	16.5	1.1	541	695.5	63.0	28.3	7.9	0.7
	2000			515	699.2	38.6	45.0	15.0	1.4	518	698.3	50.9	40.5	7.9	0.8
DARLINGTON	2001	934	66.0	852	696.1	50.8	33.8	14.4	0.8	868	695.5	81.3	25.8	8.2	3.8
	2000			775	697.8	48.8	37.5	14.1	1.5	801	697.0	50.6	13.5	5.9	3.1
DILLON 1	2001	68	74.6	71	698.6	40.8	40.8	18.9	1.4	71	696.6	59.2	28.8	12.7	1.4
	2000			67	696.7	47.8	35.8	14.9	1.5	67	700.3	44.8	37.3	13.4	4.1
DILLON 2	2001	314	70.9	283	695.3	52.3	33.2	13.4	1.1	283	693.4	70.7	17.7	9.5	2.1
	2000			309	694.5	52.4	34.6	11.7	1.3	311	693.2	66.3	27.3	5.1	2.3
DILLON 3	2001	120	72.8	106	701.9	30.2	53.8	15.1	0.9	106	703.8	34.8	47.2	14.2	3.8
	2000			126	703.1	18.3	60.3	19.8	1.8	127	705.0	29.9	50.4	13.7	3.9
DORCHESTER 2	2001	1439	29.1	1398	704.7	21.8	48.6	29.0	2.8	1399	706.4	32.2	38.7	19.1	10.0
	2000			1298	704.4	24.8	48.2	23.9	5.1	1300	703.9	30.5	43.2	12.5	7.8
DORCHESTER 4	2001	195	66.5	180	697.8	43.9	39.4	15.6	1.1	182	698.7	40.5	40.1	4.4	6.0
	2000			191	696.0	47.1	39.3	12.0	1.6	193	696.7	67.6	38.3	3.0	2.6
EDGEFIELD	2001	320	55.9	300	703.2	28.0	48.7	23.3	1.0	297	700.3	48.5	35.7	12.1	3.7
	2000			345	700.5	33.0	46.1	19.7	1.2	345	699.7	47.2	41.7	9.9	1.2

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FARFIELD	2001	280	80.8	249	696.3	49.0	38.1	13.7	1.7	740	606.0	80.2	33.7	7.3	0.8
	2000			252	693.4	67.1	28.6	13.1	1.2	252	603.4	81.9	30.7	8.3	1.6
FLORENCE 1	2001	123.0	51.2	1095	700.7	38.2	41.7	20.8	1.8	1095	697.8	58.6	21.8	9.7	4.6
	2000			1097	702.0	32.7	43.2	19.9	4.2	1103	699.8	50.7	34.1	10.1	5.6
FLORENCE 2	2001	88	66.3	69	706.2	20.3	40.6	19.1	0.0	77	704.5	40.3	37.5	14.3	13.0
	2000			83	704.9	20.5	47.0	31.3	1.2	87	709.4	21.3	48.7	16.1	10.3
FLORENCE 3	2001	146	74.0	796	697.4	45.6	38.8	18.6	1.0	304	701.0	48.1	34.5	12.7	7.7
	2000			286	694.6	51.4	37.4	9.8	1.4	290	699.4	53.4	30.7	10.0	5.0
FLORENCE 4	2001	84	87.8	64	692.0	59.5	37.1	8.3	0.0	84	698.3	2.4	33.3	13.1	1.7
	2000			85	688.3	63.0	31.8	4.7	0.0	86	694.8	57.0	39.5	3.5	0.0
FLORENCE 5	2001	127	51.6	117	701.1	35.0	47	18.8	3.4	117	703.4	43.0	37.5	17.9	6.0
	2000			116	704.6	28.4	39.7	28.4	3.4	118	705.7	30.4	37.3	15.3	11.0
GEORGETOWN	2001	880	50.3	835	698.7	37.4	41.4	17.8	3.6	829	701.0	48.1	33.4	12.8	7.7
	2000			848	700.1	36.8	41.8	18.3	3.1	853	700.6	47.0	34.2	10.3	6.4
GREENVILLE	2001	458.7	34.3	4244	704.1	27.7	40.0	28.9	4.0	4276	705.0	38.9	31.3	10.1	12.7
	2000			4248	703.8	28.0	39.2	29.9	3.2	4275	704.2	38.7	38.0	14.6	8.2
GREENWOOD 50	2001	890	48.2	879	701.3	32.5	39.8	25.9	1.8	879	701.4	44.3	33.5	13.7	6.5
	2000			649	703.1	29.1	42.1	23.7	5.1	649	701.4	44.8	36.1	12.8	6.5
GREENWOOD 51	2001	110	47.0	101	700.1	37.7	48.5	13.9	4.0	102	701.7	47.1	36.3	9.8	6.8
	2000			85	697.9	45.9	35.3	18.9	2.4	85	699.9	48.2	38.5	9.4	5.9
GREENWOOD 52	2001	126	38.4	119	706.1	17.8	47.1	32.8	2.5	114	708.1	28.4	43.0	21.9	4.6
	2000			113	707.7	19.5	41.6	33.8	6.3	110	709.0	21.8	47.3	19.1	11.8
HAMPTON 1	2001	198	84.2	173	705.2	20.8	48.8	27.7	2.9	183	698.4	50.8	41.0	8.0	2.2
	2000			187	705.8	24.1	44.4	25.1	8.4	200	700.5	45	40.0	11.0	3.5
HAMPTON 2	2001	98	82.2	85	695.8	44.3	31.8	11.8	1.2	88	693.8	88.2	27.3	2.1	2.3
	2000			84	697.1	47.8	41.7	10.7	0.0	87	693.9	62.1	35.8	7.3	0.0
HORRY	2001	2749	53.5	2060	704.7	26.8	38.8	29.3	5.1	2063	705.9	37.1	32.5	17.5	12.6
	2000			2135	704.8	25.4	41.5	28.2	4.9	2148	704.6	36.2	40.0	14.3	9.4
JASPER	2001	212	78.2	192	693.6	55.7	30.7	13.0	0.5	195	692.8	71.4	19.4	5.9	3.6
	2000			197	691.5	80.4	33.5	6.1	0.0	204	688.7	78.4	19.1	1.5	0.0
KESHAW	2001	176	46.6	772	704.4	25.2	43.5	27.4	3.9	738	703.5	38.6	38.0	15.4	8.0
	2000			744	702.9	29.8	40.9	26.1	3.2	742	701.6	43.0	38.6	12.7	5.5
LANCASTER	2001	869	45.2	828	698.7	41.5	37.9	18.3	1.3	826	701.7	48.4	29.2	14.5	8.0
	2000			803	699.9	38.7	39.1	19.3	3.0	806	700.7	47.5	38.0	11.7	4.8
LAURENS 55	2001	502	51.6	431	707.8	28.1	45.9	23.2	2.8	431	702.8	49.9	38.8	13.1	6.4
	2000			495	698.8	38.2	38.2	20.8	2.8	497	700.7	43.5	38.2	12.2	6.0

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LAUREN J6	2001	274	58 0	248	699 7	40 2	36 1	20 5	3 2	249	698 7	51 8	32 1	8 2	8 8
LEF	2000			275	697 5	44 0	38 0	18 7	3 3	275	694 4	62 9	28 7	4 7	3 0
	2000	250	83 2	224	687 0	70 5	25 4	3 6	0 4	223	688 1	85 8	11 5	2 1	0 4
LEXINGTON 1	2001	1387	23 6	192	691 3	82 0	28 1	8 8	1 0	193	688 0	76 1	21 2	3 1	0 5
	2000			1342	708 6	16 7	38 5	37 2	6 8	1344	711 5	25 5	32 8	21 0	20 9
LEXINGTON 2	2001	758	48 0	1513	708 1	12 8	40 2	35 2	6 8	1514	710 7	22 4	41 9	20 5	15 9
	2000			706	708 2	21 1	42 4	32 7	3 8	702	709 5	27 1	35 9	18 6	18 5
LEXINGTON 3	2001	179	50 4	633	700 6	21 7	43 4	20 0	5 4	635	711 7	22 3	38 8	18 8	20 0
	2000			165	702 1	33 9	35 8	28 1	4 8	166	704 8	36 5	35 5	21 1	7 8
LEXINGTON 4	2001	254	46 9	180	701 8	30 6	44 4	22 7	2 8	180	703 5	38 9	33 6	18 1	7 7
	2000			731	698 2	39 4	40 3	19 8	0 4	733	697 6	51 5	34 0	10 2	4 1
LEXINGTON 5	2001	1196	15 2	742	701 6	31 4	47 5	19 0	2 1	244	701 5	30 8	45 8	9 4	4 9
	2000			1173	708 8	15 5	39 7	39 0	5 8	1155	715 6	18 0	37 5	23 3	28 2
M MCKINICK	2001	78	81 7	1138	710 3	13 8	40 2	35 5	0 5	1137	718 3	15 8	35 0	21 5	27 9
	2000			78	692 6	57 8	37 2	0 0	0 0	78	688 9	78 7	17 8	2 6	1 3
MARION 1	2001	270	73 1	108	693 5	49 1	38 0	12 0	0 0	107	694 4	85 4	28 0	4 7	1 9
	2000			258	695 8	52 7	32 9	13 8	0 8	241	702 3	43 2	34 4	15 8	6 6
MARION 2	2001	143	80 6	249	695 4	48 2	40 7	9 6	2 0	249	697 1	57 0	30 3	9 8	2 8
	2000			138	698 8	44 1	44 8	10 3	0 7	135	698 3	60 0	30 4	8 7	3 0
MARION 3	2001	68	97 1	142	695 4	48 5	43 0	9 8	0 7	144	695 0	60 4	31 9	4 8	2 8
	2000			55	693 9	41 8	47 3	9 1	1 8	55	697 5	65 5	32 7	0 0	1 8
MARION 4	2001	31	82 8	44	689 3	31 8	62 3	16 9	0 0	47	698 1	51 1	38 3	8 5	2 1
	2000			34	699 4	40 0	48 7	13 3	0 0	33	699 4	48 5	39 4	12 1	0 0
MARLBORO	2001	427	78 4	34	697 4	47 1	44 1	5 9	2 9	39	688 7	78 8	17 8	5 1	0 0
	2000			377	697 8	46 7	32 6	18 3	2 4	382	698 8	58 8	24 6	11 5	7
METTERBY	2001	400	61 4	370	697 5	44 1	38 4	18 5	1 1	371	696 1	60 1	30 5	7 8	1 8
	2000			387	699 7	39 8	38 0	22 7	1 5	394	701 7	47 0	28 9	13 5	10 7
OCCONE	2001	894	41 2	418	699 3	47 8	34 7	17 7	4 8	417	782 1	45 1	34 3	12 2	8 4
	2000			851	702 8	30 9	39 2	26 7	3 2	841	701 3	47 4	33 1	12 6	7 0
ORANGEBURG 3	2001	308	85 8	777	703 7	29 7	38 0	28 8	3 7	773	704 8	36 7	40 6	15 4	8 3
	2000			265	696 5	45 3	40 0	14 0	0 8	258	697 9	55 1	32 0	9 4	3 6
ORANGEBURG 4	2001	717	70 8	267	692 8	61 3	31 7	6 3	0 7	288	691 2	73 3	21 8	2 4	0 3
	2000			261	701 2	29 1	54 0	16 9	0 0	259	697 8	54 4	37 5	8 8	1 5
ORANGEBURG 5	2001	608	74 2	289	704 7	21 8	48 8	23 9	5 5	289	701 4	43 8	38 4	18 4	7 8
	2000			382	694 2	52 2	39 2	8 0	0 8	353	695 5	80 9	30 6	6 2	2 3
				585	696 1	48 8	38 8	10 6	1 9	588	696 4	58 9	28 7	7 1	5 3

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MOCKERS	2001	1261	20 6	1165	706 9	19 7	43 4	32 0	4 8	1159	706 4	33 2	39 3	17 8	9 7
	2000			1168	706 1	22 0	44 3	27 0	5 8	1179	707 1	11 2	41 3	16 3	11 2
RICHMOND 1	2001	2094	57 8	1883	699 8	18 2	40 1	19 8	7 0	1881	699 5	51 3	28 8	12 8	7 5
	2000			1982	698 4	41 8	37 8	17 8	2 8	2000	696 5	57 7	10 2	10 4	6 8
RICHMOND 2	2001	1472	30 7	1421	707 4	21 9	34 8	17 7	5 6	1418	709 8	79 2	32 1	19 0	19 7
	2000			1354	701 5	19 7	39 9	14 9	5 5	1354	706 1	30 0	37 0	18 4	14 6
SALUDA	2001	151	54 4	150	689 2	38 0	38 7	19 3	4 0	144	700 6	49 3	34 7	9 7	8 1
	2000			158	685 1	47 5	38 7	11 8	1 9	157	695 6	55 6	30 4	7	2 5
SPARTANBURG 1	2001	310	35 1	322	705 6	24 2	38 8	34 2	7 8	325	708 3	30 8	37 2	17 8	14 2
	2000			330	707 9	18 2	40 6	34 5	0 7	310	710 0	21 9	42 4	18 7	14 8
SPARTANBURG 2	2001	615	33 7	587	718 8	10 6	40 0	41 8	7 8	574	710 7	23 2	18 0	22 8	18 2
	2000			579	704 2	18 1	37 0	38 8	8 0	587	706 1	28 1	18 3	18 4	14 1
SPARTANBURG 3	2001	278	47 1	231	705 0	24 2	47 3	29 8	2 8	247	707 3	10 4	38 8	21 1	11 7
	2000			218	704 2	22 9	47 2	27 6	2 3	219	706 0	31 1	47 8	15 1	10 8
SPARTANBURG 4	2001	233	41 7	225	708 5	35 1	43 6	19 1	2 2	231	697 8	59 3	23 8	10 0	6 9
	2000			217	703 8	25 3	48 8	22 6	2 3	218	704 9	18 8	39 7	12 8	8 7
SPARTANBURG 5	2001	464	44 7	474	701 2	32 9	42 2	20 5	4 4	475	703 7	41 5	12 2	17 1	13 3
	2000			412	704 0	28 0	19 8	33 0	1 5	412	706 0	32 0	40 8	18 7	10 4
SPARTANBURG 6	2001	737	36 4	669	705 8	22 3	42 2	31 7	3 8	672	705 2	37 9	32 9	18 8	18 8
	2000			704	706 6	27 7	40 8	38 8	8 8	704	704 8	35 2	41 9	13 8	9 7
SPARTANBURG 7	2001	716	60 8	633	700 2	37 9	38 2	19 1	3 8	644	700 8	46 8	28 8	14 1	9 2
	2000			653	699 7	48 8	35 6	28 7	3 2	670	700 7	48 2	31 5	11 2	9 1
SUMMIT 2	2001	789	68 5	697	709 7	35 4	44 2	18 9	1 4	687	700 8	47 1	36 7	12 0	3 3
	2000			624	699 8	37 3	44 7	17 3	0 8	625	700 6	45 0	44 5	8 6	2 1
SUMMIT 17	2001	603	58 8	581	701 0	33 7	41 8	22 3	2 2	589	701 0	48 7	32 7	12 7	5 8
	2000			634	699 5	37 4	42 7	17 4	2 5	635	698 8	49 4	39 8	7 1	3 5
UTAH 1	2001	436	68 2	376	699 2	41 3	38 8	17 2	2 8	384	698 5	52 9	31 0	11 2	4 9
	2000			403	700 0	37 2	41 4	18 4	2 0	413	699 2	48 9	37 5	8 5	5 1
WILLIAMSBURG	2001	533	88 0	417	698 2	41 2	47 7	10 4	0 7	412	699 6	50 2	38 4	9 5	3 9
	2000			388	697 5	39 6	50 6	9 8	0 0	393	698 9	50 9	39 9	8 8	2 3
YORK 1	2001	424	43 4	387	702 8	27 8	47 3	22 7	2 1	395	711 3	28 3	33 4	23 0	17 7
	2000			354	703 2	28 0	49 2	22 0	2 8	354	708 4	30 2	39 8	18 4	11 8
YORK 2	2001	410	30 1	387	705 1	28 4	18 0	30 0	5 7	388	710 1	30 7	29 6	20 8	19 1
	2000			378	701 6	31 1	38 8	24 7	4 3	376	706 2	32 4	18 3	17 0	11 7
YORK 3	2001	1215	32 3	1100	703 9	27 3	41 8	27 0	3 9	1128	708 2	33 4	32 4	17 2	17 0
	2000			1182	703 4	30 0	41 0	24 4	4 6	1177	706 7	32 9	38 3	14 2	13 8

YOUTH	2001	431	11.8	432	709.1	16.4	38.2	39.7	0	433	715.3	20.1	11.2	18.7	29.8
	2000			415	709.4	16.4	38.3	37.6	7.7	416	711.9	21.6	36.9	18.6	20.7
STATE LEVEL	2001	53904	49.1	49322	702.4	31.4	40.6	25.0	3.1	49130	703.4	42.7	32.0	14.8	10.5
	2000			49439	702.4	31.9	40.8	23.4	4.0	49765	703.1	40.9	17.4	13.0	8.8

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REC036168

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
RESULTS OF SPRING 2001 ADMINISTRATION
GRADE 6**

DISTRICT	YEAR	----- English Language Arts -----							----- Mathematics -----						
		1999-2000 ADP	% ADP	NUMBER TESTED	MEAN SCALE SCORE	% BELOW BASIC	% BASIC	% PROF	% ADV	NUMBER TESTED	MEAN SCALE SCORE	% BELOW BASIC	% BASIC	% PROF	% ADV
ADRIEVILLE	2001	297	53.3	275	800.7	39.3	41.1	18.8	0.7	276	804.3	18.4	45.1	17.4	6.2
	2000			276	799.2	39.5	43.1	15.9	1.4	278	801.7	43.2	40.3	10.1	6.6
AIKEN	2001	1811	43.1	1649	804.8	25.4	48.5	24.8	3.3	1645	808.9	28.3	47.5	18.8	7.6
	2000			1767	804.2	27.8	43.2	24.4	4.6	1768	806.7	27.3	43.3	18.1	11.1
ALLENDALE	2001	100	89.8	92	795.3	67.6	40.2	7.2	0.0	94	787.4	51.1	43.7	3.7	0.0
	2000			184	791.8	59.8	33.5	6.7	0.0	185	794.8	81.8	35.2	3.0	0.0
ANDERSON 1	2001	605	28.8	537	808.2	16.2	40.7	31.7	8.4	644	811.8	17.3	46.7	23.3	12.7
	2000			598	807.0	19.1	45.9	30.4	4.7	552	810.8	19.8	40.0	20.1	13.4
ANDERSON 2	2001	283	37.9	254	805.5	19.7	54.3	24.0	2.0	267	809.9	20.2	50.2	21.0	8.6
	2000			249	801.8	30.5	50.2	18.5	0.8	249	808.5	23.7	57.8	12.4	6.0
ANDERSON 3	2001	283	48.8	176	802.5	31.8	48.9	18.5	2.8	177	804.3	38.7	48.8	13.0	2.3
	2000			200	800.0	18.8	49.0	16.5	2.5	204	801.2	47.7	48.5	7.4	2.0
ANDERSON 4	2001	174	33.8	167	803.9	24.0	53.9	20.4	1.8	168	803.3	30.9	50.0	10.7	2.4
	2000			191	801.4	31.9	47.6	18.8	1.6	192	803.8	38.5	48.4	11.5	6.7
ANDERSON	2001	815	43.0	813	802.3	31.8	46.8	20.0	1.5	822	805.5	31.0	45.0	18.7	8.7
	2000			814	801.0	34.8	38.8	22.9	3.7	811	804.8	34.0	40.8	14.7	10.0
BAMBERG 1	2001	121	11.1	101	802.8	27.7	52.5	17.8	2.0	108	804.8	33.3	48.1	7.4	10.2
	2000			124	804.3	26.6	50.0	20.2	3.2	125	808.9	28.8	61.7	14.4	5.6
BAMBERG 2	2001	80	95.7	72	798.4	50.9	38.9	11.1	0.0	78	794.0	55.3	34.7	0.0	0.0
	2000			59	788.4	45.8	47.4	10.2	1.7	62	793.4	66.1	30.6	1.8	1.6
BARLOWELL 18	2001	97	76.3	81	798.6	45.5	47.8	10.7	2.3	89	797.1	58.4	34.8	4.5	2.2
	2000			82	797.6	48.3	35.3	11.8	3.2	95	800.3	44.2	43.2	8.4	4.2
BARLOWELL 20	2001	57	4.7	48	811.5	8.7	39.1	47.6	4.3	48	817.3	8.7	43.8	73.9	23.9
	2000			81	807.1	21.8	37.5	34.1	8.8	89	810.1	19.1	47.2	19.1	14.6
BARLOWELL 45	2001	228	35.8	212	799.9	39.2	42.0	16.6	2.4	217	799.2	49.1	41.0	8.5	1.4
	2000			201	797.4	43.3	40.3	13.9	2.5	197	798.4	47.7	41.1	10.2	1.6

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REC036170

DEF_1117 0026

EXP/PJT-PS-0557

REAFORT	2001	1333	44.8	1227	807.2	32.2	48.0	19.1	2.7	1247	801.0	42.8	41.8	10.4	4.1
	2100			1185	820.8	35.7	41.3	18.8	4.2	1208	801.6	41.7	39.5	12.0	6.9
HERKULEY	2001	2140	47.0	1990	802.3	28.9	52.3	17.0	1.0	1802	805.2	28.9	53.5	13.0	3.7
	2000			1895	801.7	33.1	45.5	18.8	2.5	2006	808.1	28.5	48.4	18.2	0.0
CAIHUUN	2001	158	82.5	140	790.1	52.1	37.1	10.7	0.0	139	788.4	50.4	41.7	5.8	7.2
	2000			135	798.6	45.2	41.5	11.1	2.2	135	800.5	44.4	41.6	11.1	3.0
CHAMLESTON	2001	3301	60.6	2866	803.3	30.4	44.4	21.9	3.3	2074	803.7	39.3	41.0	14.1	5.6
	2000			2852	801.3	38.2	41.3	18.9	3.6	2097	802.9	39.6	41.4	12.8	6.4
CHIROKEE	2001	723	47.1	647	798.8	40.2	45.3	14.1	0.6	668	799.8	48.6	41.1	8.4	1.8
	2000			634	796.2	47.9	33.4	18.8	7.1	638	798.4	47.8	37.8	11.3	3.0
CHESTER	2001	490	43.4	463	798.0	44.7	43.2	10.4	1.7	462	798.1	50.4	30.8	6.3	1.5
	2000			478	79.8	50.4	38.3	10.3	1.0	480	798.7	58.5	33.5	5.8	2.1
CHESTERFIELD	2001	844	57.0	558	802.4	31.8	47.8	18.0	2.5	661	803.2	38.5	40.1	10.7	3.2
	2000			679	780.3	40.4	41.0	17.2	1.4	630	801.3	41.4	44.0	10.2	4.4
CLARENDON 1	2001	108	87.1	95	797.2	42.1	48.5	8.4	0.0	94	796.9	47.8	48.8	5.3	0.0
	2000			81	795.4	44.3	43.2	2.9	0.0	78	798.1	59.5	35.4	5.1	0.0
CLARENDON 2	2001	276	69.7	263	800	31.7	53.2	15.2	0.4	262	804.8	29.0	58.4	11.1	1.5
	2000			281	797.1	47.7	37.7	14.2	0.4	283	800.9	42.8	47.4	8.6	6.4
CLARENDON 3	2001	97	60.6	97	799.5	35.1	51.5	12.4	1.0	93	801.7	39.8	57.7	4.3	3.2
	2000			103	794.4	48.1	43.6	8.3	0.0	106	797.9	42.6	52.8	4.6	0.0
COLLETON	2001	475	88.9	474	800.5	38.1	60.2	13.4	0.2	428	799.7	46.3	47.2	3.8	0.7
	2000			475	800.6	38.9	48.4	14.8	1.8	437	802.3	37.9	49.4	10.4	2.3
CLARENDON	2001	861	82.4	751	797.8	44.5	42.7	10.8	1.8	748	801.1	43.8	44.8	8.1	2.7
	2000			733	797.7	48.3	38.3	14.1	1.4	756	801.0	43.7	41.4	11.2	1.1
DILLON 1	2001	70	74.7	68	799.3	39.7	39.7	19.1	1.4	66	801.6	42.8	30.2	18.7	2.9
	2000			68	793.7	60.3	30.8	8.8	0.0	70	798.5	57.1	27.8	15.7	4.3
DILLON 2	2001	327	78.5	291	797.5	42.6	43.3	13.4	0.7	288	798.1	60.1	32.8	4.8	2.4
	2000			300	792.8	60.7	26.0	9.7	3.7	301	791.7	65.4	27.8	3.7	3.0
DILLON 3	2001	145	83.0	119	802.6	24.4	69.7	15.1	0.8	118	806.7	20.3	60.8	10.7	2.5
	2000			117	803.2	28.2	61.3	15.4	5.1	116	806.7	28.8	51.7	14.4	1.1
DORCHESTER 2	2001	1424	25.7	1388	804.4	24.3	50.8	22.1	2.9	1366	808.4	28.1	60.1	15.3	6.4
	2000			1400	803.8	26.4	47.1	22.4	4.1	1407	804.2	31.3	50.7	13.4	4.5
DORCHESTER 4	2001	206	80.8	185	783.0	60.0	33.5	5.9	0.6	182	784.5	82.0	38.8	1.8	0.0
	2000			194	791.1	83.4	28.8	5.2	1.6	183	794.0	80.6	38.3	2.6	0.6
FOX FRIED	2001	328	57.8	300	804.1	25.7	50.0	22.3	2.0	288	801.3	40.8	48.7	8.1	1.3
	2000			298	802.2	31.2	48.3	18.1	1.3	286	800.3	42.6	49.7	8.7	1.0

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FAIRFIELD	2001	26.2	75.4	726	799.1	46.9	47.8	9.3	0.0	224	785.5	60.7	35.3	2.7	1.3
	2000			756	794.3	47.3	48.8	7.0	0.0	256	797.9	61.7	35.9	2.3	0.0
FLORENCE 1	2001	118.9	50.0	1050	802.2	32.9	48.0	17.9	3.2	1054	798.8	50.4	38.9	7.7	3.0
	2000			1109	800.1	40.7	76.1	16.8	3.2	1113	789.7	47.1	40.5	8.5	3.9
FLORENCE 2	2001	80	51.9	77	804.3	18.1	63.9	16.7	1.4	76	806.5	22.4	63.2	11.8	2.6
	2000			78	801.9	38.5	77.7	25.6	2.8	81	804.8	35.8	45.7	14.8	3.7
FLORENCE 3	2001	724	08.1	267	797.1	44.2	44.8	10.9	0.4	286	800.0	47.9	40.8	8.7	7.4
	2000			285	793.5	66.8	34.7	7.7	1.8	292	799.0	52.4	72	11.7	3.6
FLORENCE 4	2001	88	80.9	98	791.5	58.7	38.9	4.4	0.0	90	783.6	66.7	33.7	0.0	0.0
	2000			81	793.6	81.7	33.7	4.9	0.0	82	796.3	51.2	42.7	4.8	1.2
FLORENCE 5	2001	123	48.8	111	803.2	31.5	42.3	27.6	3.6	112	808.0	31.3	41.1	21.4	8.1
	2000			111	799.8	38.1	49.5	14.4	0.0	114	804.5	32.5	49.1	14.0	4.4
GEORGETOWN	2001	003	57.4	759	799.7	37.0	45.6	15.7	1.7	757	801.6	43.8	43.2	10.3	2.9
	2000			787	800.8	73.3	47.5	17.7	1.5	795	802.9	36.0	49.8	10.7	7.5
GREENVILLE	2001	4800	31.0	4779	803.6	78.2	44.2	24.8	2.8	4304	804.1	38.7	43.2	14.6	5.4
	2000			4207	802.7	32.5	38.7	24.1	4.8	4238	803.5	37.9	40.4	14.4	7.3
GREENWOOD 50	2001	818	47.0	635	802.7	32.4	43.3	27.6	1.7	635	807.0	40.8	45.2	9.6	4.3
	2000			679	801.8	31.8	40.8	22.2	5.3	680	807.7	38.8	42.4	14.6	4.3
GREENWOOD 61	2001	83	53.0	71	799.1	38.8	53.6	8.6	1.4	71	800.8	50.7	35.2	11.3	2.8
	2000			98	797.7	48.9	39.8	12.2	1.0	99	797.1	53.5	41.4	3.0	7.0
GREENWOOD 52	2001	122	57.9	114	807.5	14.0	44.4	28.1	3.5	107	810.0	13.1	63.8	17.8	5.0
	2000			111	804.8	27.0	43.2	26.1	3.8	110	807.8	27.8	68.1	14.5	2.7
HAMPTON 1	2001	193	64.0	177	803.6	74.9	60.3	23.7	1.1	181	801.6	47.0	45.8	10.5	1.7
	2000			187	801.2	41.7	42.8	15.0	1.1	103	798.1	51.8	47.0	3.8	2.6
HAMPTON 2	2001	144	62.3	96	790.9	64.8	34.4	1.0	0.0	808	781.6	79.6	20.4	0.0	0.0
	2000			123	797.0	78.4	27.8	0.8	0.0	124	789.0	74.2	26.0	0.8	0.0
HORRY	2001	2238	50.7	2009	804.7	75.0	48.6	25.0	3.5	1979	808.8	28.7	48.7	18.3	8.4
	2000			2001	803.7	29.8	42.4	23.7	5.0	2020	806.4	30.3	43.4	17.3	8.0
JASPER	2001	188	74.1	158	792.8	82.0	34.8	3.7	0.0	184	791.5	75.6	23.2	1.2	0.0
	2000			190	791.5	87.1	35.8	2.1	0.0	192	794.0	84.1	33.9	1.8	0.3
KELSHAW	2001	811	47.7	733	803.1	29.0	44.3	22.9	2.8	739	802.3	39.0	48.8	10.8	1.4
	2000			714	801.1	37.8	44.7	21.4	2.1	718	803.0	36.2	50.0	8.1	5.7
LANCASTER	2001	869	43.2	816	799.5	38.5	44.7	14.8	2.3	838	801.5	47.8	42.2	11.7	3.2
	2000			788	798.0	47.5	40.0	18.2	2.3	781	801.2	42.0	44.0	10.1	3.8
LAURENS 38	2001	408	43.2	435	802.3	33.1	43.2	27.3	1.4	445	802.8	42.0	44.7	9.7	3.8
	2000			437	798.0	42.8	39.1	15.1	3.2	437	789.3	48.1	41.0	7.8	3.4

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LAURENS 58	2001	250	67.5	250	788.5	42.0	41.2	15.6	1.2	250	797.7	50.0	73.8	7.6	2.8
LIE	2001	181	73.2	748	796.4	43.8	39.8	13.7	2.8	249	794.9	60.8	31.7	7.7	0.4
LEXINGTON 1	2000			727	789.5	70.8	33.3	3.0	0.0	168	790.9	75.8	23.2	1.2	0.0
LEXINGTON 2	2001	175.7	24.3	1308	807.1	18.9	49.4	10.7	3.4	1303	808.8	72.0	50.7	1.8	0.4
LEXINGTON 3	2000	62.4	45.3	1284	805.8	22.7	45.2	26.8	5.5	1789	809.2	74.1	41.5	70.8	11.7
LEXINGTON 4	2001	205	48.0	846	804.2	24.8	50.2	22.8	2.7	848	810.0	23.1	47.7	19.6	17.6
LEXINGTON 5	2000	2.7	55.8	188	801.2	37.8	16.8	18.3	2.2	190	804.1	37.8	40.6	17.4	4.2
LEXINGTON 6	2001	11.7	13.8	1143	809.2	14.8	44.3	34.1	5.8	1131	814.2	14.1	42.0	24.0	18.8
LEXINGTON 7	2000	94	73.3	67	795.9	47.4	14.3	6.2	2.1	96	795.1	15.6	32.3	1.0	1.0
LEXINGTON 8	2001	281	12.8	234	796.0	49.1	38.3	10.3	1.3	208	802.1	41.8	42.8	11.6	3.8
LEXINGTON 9	2000	165	72.2	248	795.2	52.4	3.0	10.6	2.0	247	799.5	44.5	44.5	8.8	4.0
LEXINGTON 10	2001	58	87.9	181	794.3	50.8	35.4	13.8	0.0	148	797.3	52.0	42.8	3.4	2.0
LEXINGTON 11	2000	33	84.8	42	800.8	33.3	54.8	11.9	0.0	48	798.0	47.8	43.5	8.6	2.2
LEXINGTON 12	2001	198	76.6	327	797.8	14.0	45.3	10.4	0.3	333	797.7	52.3	39.6	7.8	0.7
LEXINGTON 13	2000	4.1	57.4	400	799.7	41.0	41.8	15.0	2.3	395	800.0	48.8	39.6	8.9	3.0
LEXINGTON 14	2001	749	38.4	699	804.6	24.3	47.4	25.8	2.8	695	805.0	30.8	52.2	12.4	4.7
LEXINGTON 15	2000	327	82.8	750	805.2	27.8	38.5	27.8	8.3	749	805.2	31.8	45.4	17.1	5.7
LEXINGTON 16	2001	205	63.7	267	803.3	25.1	53.8	18.8	1.1	264	803.6	38.3	45.8	11.0	4.9
LEXINGTON 17	2000	583	73.5	618	798.3	48.1	42.8	10.0	1.2	523	798.5	40.5	38.8	8.0	2.8

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PICKENS	2001	1214	27.2	1109	805.6	22.1	47.1	28.0	2.9	1106	808.4	23.0	50.2	18.1	8.1
	2000			1175	805.3	24.3	43.9	28.8	5.7	1179	808.8	24.4	47.0	17.7	10.9
RITCHLAND 1	2001	2077	48.7	1800	800.8	38.1	41.2	18.0	7.7	1818	800.2	48.0	35.7	9.8	4.5
	2000			1828	798.1	43.3	38.7	16.5	3.5	1843	798.8	50.7	34.2	10.1	7.0
RITCHLAND 2	2001	1978	30.5	1318	808.4	22.8	42.1	31.0	4.1	1307	807.3	28.5	43.5	17.8	9.3
	2000			1389	805.8	24.4	40.7	27.4	7.5	1390	807.2	28.3	44.0	14.6	12.2
SALUDA	2001	157	62.1	151	795.7	40.4	40.4	13.2	0.0	138	800.0	44.9	44.2	9.4	1.4
	2000			153	796.2	47.7	32.0	16.1	3.9	153	801.0	48.4	36.0	11.8	5.2
SPARTANBURG 1	2001	351	10.0	328	807.3	17.7	40.3	20.5	6.5	333	808.7	20.1	49.5	23.1	7.2
	2000			316	807.3	10.6	44.1	28.1	8.0	324	809.4	21.6	48.8	21.9	7.7
SPARTANBURG 2	2001	503	30.2	554	808.4	12.8	50.0	31.2	5.1	554	809.2	24.0	50.2	18.8	7.0
	2000			608	806.8	19.5	42.4	32.0	6.0	606	808.7	24.8	44.1	21.9	8.4
SPARTANBURG 3	2001	226	46.8	188	804.7	21.4	56.8	20.9	1.0	208	808.2	28.2	52.4	17.6	5.8
	2000			259	804.2	23.9	51.4	22.0	2.7	263	805.8	27.4	52.1	10.0	4.8
SPARTANBURG 4	2001	218	41.3	211	801.3	32.7	49.8	17.1	0.5	211	802.2	41.2	43.1	12.8	2.8
	2000			203	801.3	28.1	50.2	19.7	1.0	208	803.0	38.5	44.2	13.5	3.8
SPARTANBURG 5	2001	432	35.6	420	803.3	25.7	49.5	21.0	3.8	421	804.7	33.7	45.6	14.5	6.2
	2000			413	801.8	15.1	39.2	20.3	5.3	414	804.0	32.9	48.8	13.0	7.5
SPARTANBURG 6	2001	716	32.2	648	805.7	18.8	51.1	28.8	2.3	658	804.2	33.6	50.2	12.5	3.7
	2000			628	804.7	28.1	45.1	22.3	8.5	635	805.3	33.2	43.5	16.1	7.2
SPARTANBURG 7	2001	705	53.8	620	799.6	40.3	41.0	18.9	1.8	624	801.9	42.3	41.0	13.8	3.0
	2000			678	799.6	38.1	37.1	21.7	3.2	627	802.8	42.4	35.2	14.2	8.1
SUMTER 2	2001	682	63.2	609	800.7	35.5	48.1	15.3	0.2	610	801.4	39.2	53.0	8.7	1.1
	2000			684	798.7	44.1	41.8	13.5	0.7	703	800.2	46.4	45.8	0.4	2.4
SUMTER 17	2001	687	57.8	608	801.8	32.8	47.5	19.3	0.7	601	800.9	43.6	44.9	10.5	1.0
	2000			675	798.9	40.8	40.4	18.3	2.7	672	799.9	46.0	40.0	10.4	3.6
UNION	2001	409	53.7	381	800.3	34.1	51.0	13.8	1.4	362	807.4	38.1	51.1	8.0	7.8
	2000			311	800.3	38.0	48.8	16.0	0.3	341	800.7	39.8	48.1	8.2	4.1
WILLIAMSBURG	2001	440	84.2	390	800.6	32.9	57.4	0.4	0.3	350	801.0	48.0	53.1	6.8	0.3
	2000			436	798.7	39.2	51.1	9.2	0.5	441	799.5	44.8	48.5	5.8	0.7
YORK 1	2001	395	36.8	360	800.8	34.7	48.4	16.1	0.8	381	803.5	34.1	45.1	13.4	3.4
	2000			377	799.1	40.8	38.7	17.5	3.2	379	803.3	38.5	40.1	13.2	8.2
YORK 2	2001	351	27.8	343	803.7	25.7	49.9	22.2	7.3	348	809.1	25.1	44.5	18.2	12.1
	2000			358	802.2	30.2	42.2	23.5	4.2	379	810.3	23.1	40.8	20.1	15.8
YORK 3	2001	1243	24.5	1182	802.7	32.0	43.4	21.4	3.2	1175	805.2	34.4	47.2	14.2	8.2
	2000			1108	802.8	31.7	41.8	22.4	4.1	1114	804.8	38.4	40.4	14.2	9.1

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CRK 4	2001	438	13.2	439	808 8	15.3	45.3	35.1	4.3	439	810 9	17.8	46.5	24.8	10.9
	7000			396	807 6	17.2	46.5	30.8	5.6	388	809 8	22.5	45.7	22.0	10.4
STATE LEVEL	7001	517.7	45.8	47205	802 8	30.7	43.9	20.9	2.5	47346	803 8	37.1	44.6	13.0	5.3
	7000			46486	801 2	35.1	41.3	20.0	3.6	46838	803 2	38.0	42.3	12.1	6.6

EX 2/PLT-PS-0561

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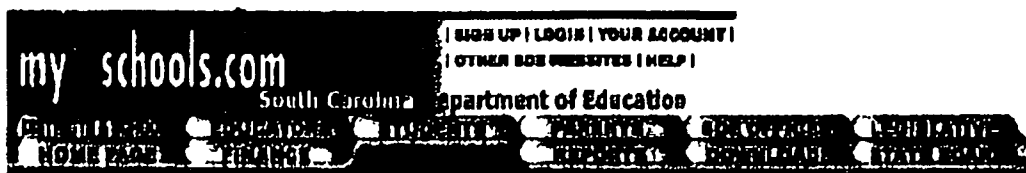


Exhibit 11
(Florence 4-Harrison)

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2002 PACT Test Scores - By District

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Florence 4

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Located on this page is the PACT score data for the District and links to data for schools of Florence 4 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	456	0.7	49.8	38.4	11.4	0.4	11.8	458	0.2	52	37.8	8.7	1.5	10.3
Male	222	1.3	56.3	32.4	10.8	0.5	11.3	224	0.4	53.1	37.1	7.1	2.7	9.8
Female	234		43.6	44	12	0.4	12.4	234		50.9	38.5	10.3	0.4	10.7
White	56		30.4	44.6	25		25	56		35.7	50	10.7	3.6	14.3
African American	398	0.8	52.8	37.7	9	0.5	9.5	400	0.3	54.5	36.3	8.3	1	9.3
Asian/Pacific Is	1	0						1	0					
Hispanic	1							1						
Am Indian/Alaskan	0	0						0	0					
Not Disabled	390	0.8	47.9	39.5	12.1	0.5	12.6	392	0.3	49	40.3	8.9	1.8	10.7
Disabled	66		60.6	31.8	7.6		7.6	66		69.7	22.7	7.6		7.6
Migrant	0	0						0	0					
Non migrant	456	0.7	49.8	38.4	11.4	0.4	11.8	458	0.2	52	37.8	8.7	1.5	10.3
Limited Eng Prof	0	0						0	0					
Non LEP	454	0.7	50	38.1	11.5	0.4	11.9	456	0.2	52	37.7	8.8	1.5	10.3
Subsidized Meals	366	0.9	51.4	40.2	7.9	0.5	8.5	368	0.3	53.8	37.5	7.6	1.1	8.7
Full Pay Meals	85		40	32.9	27.1		27.1	85		44.7	37.6	14.1	3.5	17.6

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DEF_1290

Scores by Grade

Year	Grade	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
2001	Grade 3	69		46.4	21.7	31.9		31.9	69		44.9	37.7	17.4		17.4
2001	Grade 4	71	9	46.5	38	15.5		15.5	71	9	54.9	36.6	5.6	2.8	8.5
2001	Grade 5	76	1.3	71.1	26.3	2.6		2.6	77		79.2	16.9	2.6	1.3	3.9
2001	Grade 6	88	2.2	60.2	30.7	9.1		9.1	88	2.2	77.3	20.5	2.3		2.3
2001	Grade 7	81	1.2	61.7	29.6	8.6		8.6	81	1.2	51.9	33.3	13.6	1.2	14.8
2001	Grade 8	81	2.4	56.8	38.3	4.9		4.9	81	2.4	67.9	32.1			
2002	Grade 3	78	1.3	33.3	44.9	20.5	1.3	21.8	79		35.4	44.3	16.5	3.8	20.3
2002	Grade 4	65	1.5	35.4	47.7	16.9		16.9	66		36.4	53	10.6		10.6
2002	Grade 5	68		48.5	42.6	8.8		8.8	68		39.7	45.6	11.8	2.9	14.7
2002	Grade 6	74	1.3	62.2	33.8	4.1		4.1	74	1.3	74.3	21.6	4.1		4.1
2002	Grade 7	91		58.2	29.7	11	1.1	12.1	91		63.7	25.3	8.8	2.2	11
2002	Grade 8	80		57.5	35	7.5		7.5	80		57.5	41.3	1.3		1.3

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REC036176

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DISTRICT PROFILE INDICATORS OF DISTRICT PERFORMANCE

	This District	Change from Last Year	Districts With Students Like Ours	Median District
DISTRICT				
Dollars per student	\$7,439	N/A	\$6,964	\$6,484
Prime instructional time	88.3%	Up from 88.6%	88.4%	88.4%
Student-teacher ratio	20.6 to 1	N/A	18.8 to 1	20.2 to 1
Vacancies for more than nine weeks	N/A	N/A	2.0%	0.3%
STUDENTS (n=1,493)				
Advanced placement/intl baccalaureate program exam success rate	0%	N/A	2.4%	43.8%
Attendance rate	95.4%	Down from 95.9%	95.4%	95.7%
Taking PACT (ELA) off grade level	18.5%	N/A	8.4%	5.8%
Taking PACT (Math) off grade level	13%	N/A	6.9%	3.4%
Retention rate	10.6%	Up from 8.3%	7.1%	6.0%
TEACHERS (n=110)				
Professional Development days per teacher	8.4 Days	Up from 8.1	8.2 Days	7.8 Days
Attendance rate	95.4%	Up from 94.3%	95.2%	95.2%
Advanced Degrees	33.6%	Down from 38.6%	34.3%	44.4%
Continuing contracts	65%	Down from 73.1%	74.3%	81.4%
Out-of-field permits	2.7%	Down from 9.7%	5%	2.2%
Teachers returning from the previous year	73.8%	Up from 73.5%	82.4%	89.5%
Average salary	\$34,569	Up 0.7%	\$34,809	\$33,143

DISTRICT FACTS

DISTRICT				
Annual dropout rate	2.5%	Down from 3.0%	4.1%	1.9%
Percentage spent on teacher salaries	N/A	N/A	47%	50.9%
Superintendent's years in the district	N/A	N/A	9	5
Parent conferences	80.4%	N/A	77.4%	81.0%
Opportunities in the district	N/A	N/A	0	0
Number of schools	3	No change	5	8
Number of alternative schools	N/A	N/A	0	0
Number of charter schools	0	No change	0	0
Number of magnet schools	N/A	N/A	0	0
Portable classrooms	20.2%	N/A	6.5%	6.5%
Attendance rate of district office staff	94.3%	Down from 95.8%	97.6%	97.3%
Average administrative salary	\$57,632	Up 6.1%	\$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	24	N/A	78	100
Percent eligible for gifted and talented programs	2%	Up from 1.8%	5.3%	10.5%
Percentage with disabilities other than speech	12.4%	No change	9.2%	10.5%

Hampton 2 School District
319 Fourth Street
Estill SC 29918



Grades K-12
Enrollment 1,493 Students
Superintendent Mr. Dennis Thompson Jr. 803-625-2875
Board Chair Mrs. Myrtle Sumter 803-625-2187

THE STATE OF SOUTH CAROLINA

Annual District
Report Card

2001

DISTRICT SUPERINTENDENT'S REPORT

The mission of Hampton County School District 2 is to ensure that all students reach their potential by providing challenging educational experiences. We believe that it takes the whole community to educate our children. We further believe that in order for our students to be successful, change is necessary.

To meet the task of providing the challenging educational experiences necessary for success and change, the district is implementing Cunningham Reading, Everyday Mathematics, Saxon's Phonics, Scientific Learning's Fast for Word, Lightspan, Compass Learning, and utilizing hands-on science kits. These instructional programs or approaches are being used to improve student learning and test scores.

The district has received considerable assistance with after school and summer school instruction from several 21st Century federal grants. Without these grants, it would have been very difficult to provide the resources to re-enforce the South Carolina Curriculum Standards taught during the regular school day.

We continue our efforts to place quality, certified professional staff in all teaching vacancies. This has been very difficult due to the vast teacher shortage in certain areas. To fill these vacancies, we work cooperatively with the South Carolina Center of Teacher Recruitment, utilize the Internet to list our vacancies, advertise in the newspapers, recruit prospective teachers from colleges and universities, and participate in the South Carolina Teacher Expo annually.

Even with these obstacles, excellence in education is our top priority.

Dennis Thompson Jr.

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.myschools.com.

REC036183

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ABSOLUTE RATING

Unsatisfactory

IMPROVEMENT RATING

Average

Number of districts with students like ours 11

The absolute ratings for those districts ranged from unsatisfactory to 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.

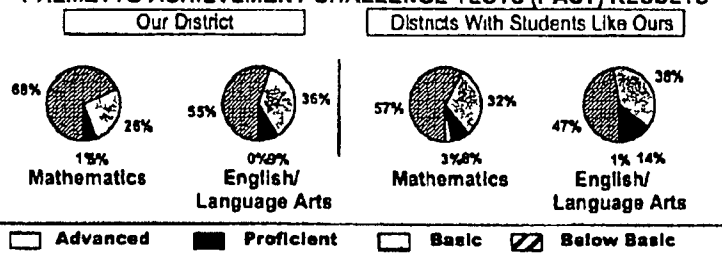
Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal.

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



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		Percent of Seniors		Percent of Students Scoring Basic or Above on the PACT	
	Passing the Exit Exam	Qualifying for LIFE Scholarships	ELA	Math		
All Students	88.8%	7.1%	44.9%	32.2%		
Students with disabilities other than Speech	100.0%	0.0%	41.2%	18.9%		
Students without disabilities	86.3%	7.8%	47.1%	35.1%		
Gender						
Male	88.5%	0.0%	40.9%	28.7%		
Female	84.8%	13.8%	52.8%	37.1%		
Ethnic Group						
African American	86.0%	6.1%	46.5%	33.3%		
Hispanic	N/A	N/A	N/A	N/A		
White	100.0%	33.3%	N/A	N/A		
Other	N/A	N/A	N/A	N/A		
Lunch Status						
Free/Reduced-Price Lunch	88.2%	5.9%	45.7%	32.4%		
Pay for Lunch	83.3%	11.1%	52.2%	35.8%		

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

	First time Examinees		
	1999	2000	2001
Our district	28.4%	32.1%	28.4%
Passed all 3 subtests	20.3%	24.7%	27.3%
Passed 2 subtests	7.2%	7.4%	14.0%
Passed 1 subtest	14.1%	14.8%	13.0%
Passed no subtest			
Districts with students like ours	21.8%	24.9%	24.1%
Passed all 3 subtests	24.2%	22.7%	20.1%
Passed 2 subtests	17.7%	17.5%	17.6%
Passed 1 subtest	16.2%	14.9%	11.5%
Passed no subtest			

LIFE scholarships at four year institutions

	Eligible	Percent of Seniors		Meeting SAT/ACT Requirement
		Meeting Grade Point Average Requirement		
Our District	7.7%	28.8%	7.7%	
Districts Like Ours	5.1%	30.5%	5.3%	

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	376	450	303	450	378	450	18.1	18.8	18.2	18.3	19.5	19.5	19.2	19.2	19.3	19.3
State	484	486	482	486	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	1018	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
Grade 4	47.8	50.0	43.7	50.0	50.5	50.0
Grade 7	45.8	50.0	59.4	50.0	54.7	50.0
Grade 10	47.8	50.0	59.4	50.0	54.7	50.0

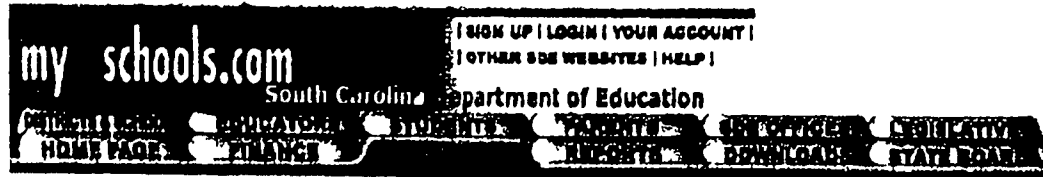
National Assessment of Education Progress A national criterion-referenced achievement test

Percent of Students

Test	Grade	Year	Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	1998	0	1	13	23	64	69	21	17
Writing	8	1998	0	1	13	23	64	69	21	17
Mathematics	8	2000	2	2	18	23	47	45	34	31

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2002 PACT Test Scores - By District

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Hampton 2

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

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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	609	13.7	50.1	41.5	8.4		8.4	610	13.6	65.6	28.9	5.2	0.3	5.6
Male	305	13.4	58.4	34.8	6.9		6.9	305	13.4	65.2	30.8	3.6	0.3	3.9
Female	304	14.1	41.8	48.4	9.9		9.9	305	13.8	65.9	26.9	6.9	0.3	7.2
White	14	6.7	35.7	57.1	7.1		7.1	14	6.7	57.1	35.7	7.1		7.1
African American	585	13.9	50.3	41.2	8.5		8.5	586	13.7	66	28.5	5.1	0.3	5.5
Asian/Pacific Is	0	0						0	0					
Hispanic	10	16.7	60	40				10	16.7	50	40	10		10
Am Indian/Alaskan	0	0						0	0					
Not Disabled	526	15.6	48.1	42.4	9.5		9.5	527	15.4	63	31.1	5.5	0.4	5.9
Disabled	83		62.7	36.1	1.2		1.2	83		81.9	14.5	3.6		3.6
Migrant	0	0						0	0					
Non migrant	537	13.7	51	40.8	8.2		8.2	538	13.6	65.4	29.4	5.2		5.2
Limited Eng Prof	0	0						0	0					
Non LEP	606	13.7	49.8	41.7	8.4		8.4	607	13.6	65.6	28.8	5.3	0.3	5.6
Subsidized Meals	553	0.2	51.4	41.4	7.2		7.2	554		66.6	28	5.2	0.2	5.4
Full Pay Meals	47		27.7	48.9	23.4		23.4	47		53.2	38.3	6.4	2.1	8.5

http://www.myschools.com/tracks/testscores/pact/2002/show_district_pact_scores.cfm?ID=1965

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Scores by Grade

Year	Grade	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		
2001	Grade 3	133	1 5	47 4	37 6	15		15	134	0 7	53 7	31 3	14 9		14 9		
2001	Grade 4	104	1 9	46 2	43 3	10 6		10 6	104	1 9	62 5	30 8	3 8	2 9	6 7		
2001	Grade 5	115	1 7	50 4	44 3	5 2		5 2	113	3 4	74 3	23	1 8	0 9	2 7		
2001	Grade 6	133	2 2	61 7	30 8	7 5		7 5	133	2 2	66 9	28 6	4 5		4 5		
2001	Grade 7	95	3 1	56 8	31 6	10 5	1 1	11 6	96	2 1	68 8	27 1	2 1	2 1	4 2		
2001	Grade 8	97	30	60 8	37 1	2 1		2 1	107	22 9	82 2	17 8					
2002	Grade 3	115	4 2	45 2	42 6	12 2		12 2	115	4 2	55 7	35 7	8 7		8 7		
2002	Grade 4	121	8 3	53 7	38 8	7 4		7 4	122	7 6	64 8	28 7	6 6		6 6		
2002	Grade 5	98	16 9	45 9	48	6 1		6 1	98	16 9	55 1	36 7	8 2		8 2		
2002	Grade 6	86	23 2	59 3	31 4	9 3		9 3	86	23 2	72 1	26 7	1 2		1 2		
2002	Grade 7	108	15	51 9	41 7	6 5		6 5	108	15	78 7	20 4	0 9		0 9		
2002	Grade 8	81	16 5	44 4	46 9	8 6		8 6	81	16 5	69 1	23 5	4 9	2 5	7 4		

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2002 PACT Test Scores - By School

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Estill Elementary - Hampton 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	236	6.3	49.6	40.7	9.7		9.7	237	6	60.3	32.1	7.6		7.6
Male	113	7.4	61.9	30.1	8		8	113	7.4	61.1	33.6	5.3		5.3
Female	123	5.4	38.2	50.4	11.4		11.4	124	4.6	59.7	30.6	9.7		9.7
White	6	14.3	33.3	50	16.7		16.7	6	14.3	33.3	50	16.7		16.7
African American	225	6.3	50.2	40	9.8		9.8	226	5.8	61.9	31	7.1		7.1
Asian/Pacific Is	0	0						0	0					
Hispanic	5							5						
Am Indian/Alaskan	0	0						0	0					
Not Disabled	216	6.9	47.2	42.1	10.6		10.6	217	6.5	58.1	34.1	7.8		7.8
Disabled	20		75	25				20		85	10	5		5
Migrant	0	0						0	0					
Non migrant	234	6.3	49.6	40.6	9.8		9.8	235	6	60.4	31.9	7.7		7.7
Limited Eng Prof	0	0						0	0					
Non LEP	235	6.3	49.4	40.9	9.8		9.8	236	6	60.6	31.8	7.6		7.6
Subsidized Meals	215	0.5	50.2	41.4	8.4		8.4	216		61.6	31	7.4		7.4
Full Pay Meals	19		36.8	36.8	26.3		26.3	19		47.4	42.1	10.5		10.5

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Scores by Grade

Year	Grade	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
2001	Grade 3	133	1 5	47 4	37 6		15	15	134	0 7	53 7	31 3	14 9		14 9
2001	Grade 4	104	1 9	46 2	43 3		10 6	10 6	104	1 9	62 5	30 8	3 8	2 9	6 7
2001	Grade 5														
2001	Grade 6														
2001	Grade 7														
2001	Grade 8														
2002	Grade 3	115	4 2	45 2	42 6		12 2	12 2	115	4 2	55 7	35 7	8 7		8 7
2002	Grade 4	121	8 3	53 7	38 8		7 4	7 4	122	7 6	64 8	28 7	6 6		6 6
2002	Grade 5														
2002	Grade 6														
2002	Grade 7														
2002	Grade 8														

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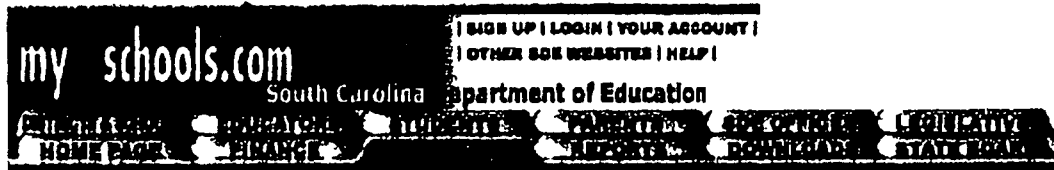


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2002 PACT Test Scores - By School

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Estill Middle - Hampton 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	292	18.2	52.1	40.8	7.2		7.2	292	18.2	68.8	27.7	3.4		3.4
Male	152	16.5	58.6	35.5	5.9		5.9	152	16.5	67.8	29.6	2.6		2.6
Female	140	20	45	46.4	8.6		8.6	140	20	70	25.7	4.3		4.3
White	7		28.6	71.4				7		71.4	28.6			
African American	282	18.3	52.5	40.1	7.4		7.4	282	18.3	68.8	27.7	3.5		3.5
Asian/Pacific Is	0	0						0	0					
Hispanic	3	40						3	40					
Am Indian/Alaskan	0	0						0	0					
Not Disabled	246	20.9	50.8	41.1	8.1		8.1	246	20.9	66.7	30.1	3.3		3.3
Disabled	46		58.7	39.1	2.2		2.2	46		80.4	15.2	4.3		4.3
Migrant	0	0						0	0					
Non migrant	288	18.2	51.7	41	7.3		7.3	288	18.2	68.8	27.8	3.5		3.5
Limited Eng Prof	0	0						0	0					
Non LEP	290	18.2	51.7	41	7.2		7.2	290	18.2	68.6	27.9	3.4		3.4
Subsidized Meals	271		53.1	39.9	7		7	271		69	27.3	3.7		3.7
Full Pay Meals	14		14.3	71.4	14.3		14.3	14		64.3	35.7			

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Scores by Grade

Year	Grade	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
2001	Grade 3														
2001	Grade 4														
2001	Grade 5	115	1 7	50 4	44 3	5 2		5 2	113	3 4	74 3	23	1 8	0 9	2 7
2001	Grade 6	133	2 2	61 7	30 8	7 5		7 5	133	2 2	66 9	28 6	4 5		4 5
2001	Grade 7	94	3 1	56 4	31 9	10 6	1 1	11 7	95	2 1	68 4	27 4	2 1	2 1	4 2
2001	Grade 8														
2002	Grade 3														
2002	Grade 4														
2002	Grade 5	98	16 9	45 9	48	6 1		6 1	98	16 9	55 1	36 7	8 2		8 2
2002	Grade 6	86	23 2	59 3	31 4	9 3		9 3	86	23 2	72 1	26 7	1 2		1 2
2002	Grade 7	108	15	51 9	41 7	6 5		6 5	108	15	78 7	20 4	0 9		0 9
2002	Grade 8														

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Estill High - Hampton 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	81	16.5	44.4	46.9	8.6		8.6	81	16.5	69.1	23.5	4.9	2.5	7.4
Male	40	16.7	47.5	45	7.5		7.5	40	16.7	67.5	27.5	2.5	2.5	5
Female	41	16.3	41.5	48.8	9.8		9.8	41	16.3	70.7	19.5	7.3	2.4	9.8
White	1							1						
African American	78	17.2	42.3	48.7	9		9	78	17.2	67.9	24.4	5.1	2.6	7.7
Asian/Pacific Is	0	0						0	0					
Hispanic	2							2						
Am Indian/Alaskan	0	0						0	0					
Not Disabled	64	20	40.6	48.4	10.9		10.9	64	20	65.6	25	6.3	3.1	9.4
Disabled	17		58.8	41.2				17		82.4	17.6			
Migrant	0	0						0	0					
Non migrant	15	16.5	60	40				15	16.5	80	20			
Limited Eng Prof	0	0						0	0					
Non LEP	81	16.5	44.4	46.9	8.6		8.6	81	16.5	69.1	23.5	4.9	2.5	7.4
Subsidized Meals	67		47.8	47.8	4.5		4.5	67		73.1	20.9	4.5	1.5	6
Full Pay Meals	14		28.6	42.9	28.6		28.6	14		50	35.7	7.1	7.1	14.3

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DEF_1387-0007

HCSD2_21858

Scores by Grade

Year	Grade	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	
2001	Grade 3															
2001	Grade 4															
2001	Grade 5															
2001	Grade 6															
2001	Grade 7	1	0						1	0						
2001	Grade 8	97	30	60.8	37.1		2.1		2.1	107	22.9	82.2	17.8			
2002	Grade 3															
2002	Grade 4															
2002	Grade 5															
2002	Grade 6															
2002	Grade 7															
2002	Grade 8	81	16.5	44.4	46.9		8.6		8.6	81	16.5	69.1	23.5	4.9	2.5	7.4

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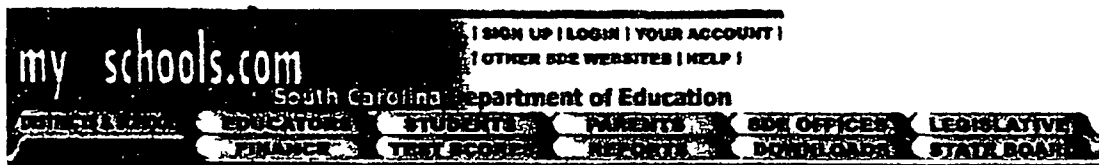


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HCSD2_21859

DEF_1387-0008

REC036198



Hampton 2 School District

319 Fourth Street

Estill South Carolina 29918

[Back to 2002 Report Card Main Page](#)

Grades K 12

Enrollment 1523 Students

SUPERINTENDENT
BOARD CHAIRDennis Thompson Jr
Mrs. Myrtle Sumter803 625 2875
803 625 2187ABSOLUTE RATING
IMPROVEMENT RATINGUnsatisfactory
Below average

Absolute Ratings of Similar Districts

Unsatisfactory	Below Average	Average	Good	Excellent
1	7	0	0	0

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Percents	OUR DISTRICT		DISTRICTS LIKE OURS	
	MATH	ELA	MATH	ELA
Advanced	0.3		2	0.5
Proficient	4.5	7.7	8	12.0
Basic	24.9	75.8	33.5	41.0
Below Basic	70.3	56.9	55.8	46.5

PERFORMANCE BY STUDENT GROUPS

GROUP	First Exam		DIFF		Scoring basic or above on PACT	
	% Pass	% Fail	% Pass	% Fail	% ELA	% Math
All Students	76.85	23.15	77	23	706	43
Disabilities	39	61	8	92	80	20
Without Disab	82.4	17.6	69	31	330	51
Male	85.7	14.3	37	63	352	36
Female	84.6	15.4	40	60	354	50
African Amer	45.1	54.9	76	24	679	42
Hispanic	N/A	N/A	0	100	2	3
White	N/A	N/A	100	0	1	60

Exhibit 13
(Hampton 2 - Thompson)

<http://www.myschools.com/reportcard/2002/districts/D2502.htm>

11/5/2002

Defendants Exhibit
1388

HCSD2_21860

DEF_1388

REC036199

Hampton 2 School District Report Card 2002

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Other	N/A	N/A	0	N/A	0	N/A	N/A
Free/Reduced	47	83	0	70	2	9	554
Pay for Lunch	27	88	9	7	14	3	47

TENTH GRADE PASSAGE OF 1 OR MORE SUBTESTS OF THE EXIT EXAM

	First-time examinees					
	This district			Districts Like Ours		
	2000	2001	2002	2000	2001	2002
Passed all 3 subtests	12	1	45	3	39	7
Passed 2 subtests	24	7	27	3	33	3
Passed 1 subtest	28	4	14	3	14	7
Passed no subtest	14	8	13	0	14	3

LIFE Scholarships at 4-year institutions

Percents	Eligible	Meeting GPA	Meeting SAT/ACT
This district	3	9	26
Districts like ours	4	9	30

SAT	VERBAL	MATH	TOTAL
Year	2001	2002	2001
Score	459	457	459

ACT	ENGLISH	MATH	READING	SCIENCE	TOTAL
Year	2001	2002	2001	2002	2001
Score	15	6	16	5	16

SCHOOL PROFILE

1523
109

STUDENTS
TEACHERS

	OUR DISTRICT	LAST YEAR	DISTRICTS LIKE OURS	MEDIAN DISTRICT
Dollars/Student (\$)	8404	Up 13 0%	8232	7012
Pr we Instructional time (%)	91 1	89 4	88 8	99 9
Student/teacher ratio (1)	19 4	20 6	17 1	18 6
Vacancies-9 weeks or more (%)	1 9	6 0	2 4	0 4
AP/Int l Bac Partic.p rate (%)	8 4	N/A	6 0	9 3
AP/Int l Bac Success rate (%)	0 0	N/A	0 0	52 7
Student Attendance (%)	95 2	95 8	95 2	96 0
ELA-off level (%)	13 0	16 5	9 5	7 1
Math-off level (%)	11 1	13 0	8 1	5 6
Retention rate (%)	4 1	10 6	9 6	5 6
Prof develop days/teacher (%)	5 0	8 4	5 0	5 0
Teacher attendance rate (%)	95 2	95 4	95 0	95 0
Advanced Degrees-teachers (%)	32 1	30 0	37 1	46 6
Con itting contracts (%)	70 6	65 0	72 2	83 1
Out-of-field permits (%)	10 1	5 0	2 8	2 0
Teachers returning (%)	78 8	73 8	80 8	88 6
Teacher Salary (\$)	36592	Up 4 7%	36728	39023
Dropout rate (%)	3 9	2 5	3 6	3 1
Spent on teacher salaries (%)	42 7	N/A	50 5	53 7
Years as superintendent	2 3	1 0	2 5	3 0
Parent Conferences (%)	87 3	80 4	86 5	93 9
Arts Opportunities Rating	Good	Fair	Good	Excellent
Number of schools (count)	7	3	6	8
Alternative schools (count)	0	0	0	0

<http://www.myschools.com/reportcard/2002/districts/D2502.htm>

11/5/2002

HCSD2_21861

DEF_1388 0002

REC036200

Hampton 2 School District Report Card 2002

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Charter schools _____ (count)	0	0	0	0
magnet schools _____ (count)	0	0	0	0
Portables _____ (%)	22.1	20.2	7.0	6.6
Attendance district office _____ (%)	94.2	94.8	94.9	96.8
Administrative salary _____ (\$)	61154	Up 5.7%	65073	66570
Adult enrollment	66	N/A	71	129
Adult completions _____	5	N/A	16	37
Suspended or expelled _____ (%)	1.5	N/A	1.4	1.5
Gifted and talented _____ (%)	1.6	2.0	5.1	10.6
Disabilities (except speech) _____ (%)	12.8	12.4	10.4	10.7

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11/5/2002

HCSD2_21862

DEF_1388 0003

REC036201

DISMISSAL FORM

NAME Brooks Tyrin
 LAST FIRST MIDDLE
 DATE OF BIRTH May 27, 1985 AGE 15
 SCHOOL PRESENTLY ATTENDING Estial High GRADE 8th

Tyrin is being dismissed from the following program

TYPE. Profoundly Mentally Handicapped
Trainable Mentally Handicapped
Educable Mentally Handicapped
X Learning Disabled
Emotionally Handicapped
Hearing Handicapped
Orthopedically Handicapped
Visually Handicapped
Other

MODEL Self-Contained, Itinerant, Resource
Other (specify)

This dismissal is warranted due to the following reason(s)

X Parent request
Does not qualify for continued service
Other

Signature Jersey Bruce Gooden
 Person designated to dismiss
 child from special program

Date of Dismissal 05/22/01

Confidential/Protective Order

HCSD2_40002

DEF_1413

REC036204

is there evidence of environmental, cultural, or economic effect? ☒ No ☐ Yes (explain)

The multidisciplinary evaluation team has considered the information available on the student's social health and developmental history which was presented to the staff by a representative of the student's school. We certify by our signatures that this report reflects our conclusions, the dated and signed opinions of dissenting members must be written on the back and that if a student is being considered for a program for the disabled, we have reviewed the student's Individualized Education Program and find it to be appropriate.

05-22-01
Signing Date Signatures (3 Professional Staff)

Position
Chairperson, Administrator
& School Psychologist

Jenny B. Ladd

[Signature]

[Signature]

[Signature]

[Signature]

OER

cc Parent
Principal
Referring Person

Psychological Services

*Mrs. Brooks requested that Lynn go into all
Regular classes next year. She will contact
the Special Needs office if she needs further
assistance for Lynn next school year.*

Confidential/Protective Order

HCSD2_40003

DEF_1413 0002

REC036205

PARENTAL CONSENT FOR PLACEMENT PS-11

Your child Lynn Brooks has been recommended for
(Student's Name)
placement in a Regular Class only class
(Category Model)
Please check one of the responses below DOB 05-27-85

☒ I give permission for the placement of my child as described above and I have been given a Parent Handbook To Special Education and understand the written explanations of my due process rights under state and federal law

☒ I do not give permission for the placement of my child as described above and I been given a Parent Handbook To Special Education and understand the written explanations of my due process rights under state and federal law

PERMISSION FOR RELEASE OF INFORMATION

I, Brenda L. J. Brooks give my permission for all persons of Hampton 2 School District who are providing direct educational psychological or other related services to my child/ward to have access to the confidential files concerning my child/ward, Tyrin G. Brooks Jr maintained in the school district office. I understand that no information will be released without prior approval by the Director of Programs for the Handicapped or his/her designee. Persons requesting this information must indicate in writing the specific information being requested and the purpose of its use. I further understand that if I deny permission for any individual person or persons to have access to this information, this will not affect the decision to place my child/ward in an appropriate educational program.

Signature [Signature] Date 5/22/00
Mailing Address PO Box 55, East Lansing 48829-0055
Phone Number (803) 625-1040

I HAVE BEEN GIVEN A PARENT HANDBOOK TO SPECIAL EDUCATION AND UNDERSTAND THE WRITTEN EXPLANATIONS OF MY DUE PROCESS RIGHTS UNDER STATE AND FEDERAL LAW

I am the (check one) ☒ Parent ☐ Legal Guardian
☐ Surrogate Parent

Confidential/Protective Order

HCSD2_40004

DEF_1413 0003

REC036206

School Year: 2000/01

_____	Interim
_____	Initial
X	Annual Review
_____	Special Review

Contact(s) Brenda Brooks Box 55, Estill, SC 29918

Contract(s) _____

Teacher C. Bodall Medicaid # School Estill High School Date of IEP Meeting 05/17/2000

Primary Disability **Learning Disabled**

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

*Indicate name of test, observation/checklist, or other method of assessment.

Tynn's low grade level will affect the involvement and progress in the general curriculum.

Confidential/Protective Order

HCSD2 40005

DEF_1413.0004

REC036207

Name Brooks, Tynn G

RELATED SERVICES

(Goals, objectives, and levels of performance are required for all related services involving any type of instructional activity)

☐ Yes ☒ No If yes, Specify and state frequency of each.

PHYSICAL EDUCATION

- ☒ Regular
☐ Adaptive (Describe modifications below)
☐ Specially Designed (Include goals and objectives)
☐ Not Applicable
☐ Requirements Met
☐ Medical Exemption

Modifications Needed

OCCUPATIONAL EDUCATION

- ☐ Regular
☐ Adaptive (Describe modifications below)
☐ Specially Designed (Include goals and objectives)
☒ Not Applicable

Modifications Needed

TRANSITION SERVICES

___ NA (Transition services needs must be discussed for students 14 and older during the effective dates of the IEP. Transition services will be discussed for younger students if the parent(s), or the IEP committee determines it is appropriate.)

Student Interests and Preferences

Tynn loves to play basketball and other sports

☒ For students age 14 and older during the effective dates of the IEP, include a statement of the transition service needs, focusing on the courses of study.

Tynn will research career interest areas

___ For students age 16 and older during the effective dates of the IEP, see attached objectives in the areas of

- ___ Instruction
___ community experiences
___ employment/other post school living objectives

If there are no transition objectives in areas checked above for students 16 and older, provide a justification.

For students age 17 and older during the effective dates of the IEP, the student has been informed of all rights under IDEA.

___ Yes ___ No

EXTENDED SCHOOL YEAR

- ☒ Extended school year services have been discussed and will be provided (see attached ESY Addendum)
☐ Extended school year services will be determined at an IEP meeting prior to the end of the school year
☒ Extended school year services have been discussed and are not appropriate at this time

Confidential/Protective Order

BCSD2_40006

DEF_1413 0005

REC036208

Name Brooks, Tyrin G

DISCIPLINE

The student will follow rules/guidelines as outlined in the school student handbook

☒ Yes

☐ No Explain adaptations to be made:

BEHAVIORAL INTERVENTION PLAN

☒ Yes (See Attached Plan,

☐ No

DIPLOMA/CERTIFICATE

☒ State High School Diploma (Ext Exam)

☐ N/A (K-8)

☐ District Certificate

☐ District Diploma

☐ State Certificate

PARTICIPATION IN STATE WIDE TESTING

Based on this student's present level of performance and his/her goals and objectives this committee recommends the following state-wide and district testing participation

State Mandated Criterion-Referenced Assessment (Name and Grade Level of Assessment)

PACT

Student will be tested Y (Y/N) Reading Y (Y/N) Math Y (Y/N) Science Y (Y/N) Writing Y (Y/N)

Specify Any Accommodations Needed By Sub-test (Refer to Allowable Accommodations Sheet)

If No Explain why assessment is not appropriate for the student (Explain for each section not tested)

If Student is Not to be Tested Specify Method of Alternative Assessment:

State-Mandated Norm-Referenced Assessment (Name of Assessment)

Yes No X N/A

Specify Any Accommodations Needed (Refer to Allowable Accommodations Sheet)

If No Explain why assessment is not appropriate for the student

If Student is Not to be Tested Specify Method of Alternative Assessment

District Norm-Referenced Assessment (Name and Grade Level of Assessment)

Yes No X N/A

Specify Any Accommodations Needed.

If No Explain why assessment is not appropriate for the student:

If Student is Not to be Tested Specify Method of Alternative Assessment:

PROMOTION/RETENTION

Are alternative promotion/retention standards required?

☐ Yes Describe

☒ No

Confidential/Protective Order

HCSD2_40007

DEF_1413 0006

REC036209

Name Brooks Tynn G

REPORTING TO PARENTS

Progress toward annual goals will be reported to parents every quarter through
report cards and will be measured by

- ☒ Accomplishment of short term objectives
- ☐ Norm-referenced tests
- ☐ Criterion-referenced tests
- ☒ Curriculum-based measures
- ☐ Observation
- ☐ Other _____

Confidential/Protective Order

HCSD2_40008

DEF_1413 0007

REC036210

Name Brooks Tynn G

MODIFICATIONS TO REGULAR EDUCATION

What supplementary aids and services will be provided to the student, or on behalf of the student, to support this student's advancement toward attainment of the annual goals and participation in academic, nonacademic, and extracurricular activities in the general educational curriculum and environment? N/A

Supplementary Services/Supports		Supplementary Aids
Service/Support	Frequency	
☐ Inherent		☒ Classroom Modifications
☐ direct	<u> </u> /week	☒ Instruction Adaptations
☐ indirect	<u> </u> /week	☐ Time Management
☒ Resource	<u>5.0</u> /week <u>period</u>	☐ Augmentative Communication
☐ Interpreting	<u> </u> /week	☐ Large Print/Braille Textbooks
☐ Consultation	<u> </u> /week	☐ Auditory Trainer/Amplification
☐ Notetaking	<u> </u> /week	☒ Curriculum Adaptations
☐ Assistive Technology Services	<u> </u> /week	☐ Behavior Management
☐ Training for General Educators	<u> </u> /semester or year	☐ Assistive Technology Device(s)
☐ Other <u> </u>	<u> </u> /week	☐ Other <u> </u>

Describe specific supplementary services/supports to be provided and indicate the anticipated location.

The teacher will give direct instruction and use lower level materials in the Resource Room.

Describe specific supplementary aids to be provided and indicate the anticipated location.
give extra time to complete assignments. Shorten assignments.

Hours/week or periods/week in special education 5
Hours/week or periods/week in regular education 15

LRE RECOMMENDATIONS

Is this student to be removed from the general educational environment?

☐ yes ☒ no (If yes, complete LRE Recommendations Parts I and II)

Is this student to be placed in the school he or she would normally attend if not disabled?

☒ yes ☐ no (If no, complete LRE Recommendations Part II)

Confidential/Protective Order

HCSD2_40009

DEF_1413 0008

REC036211

RF
Name Brooks Tynn G

COMMITTEE MEMBERS

The individuals listed below have attended the IEP/LRE meeting and participated as equal members in the development of this IEP. Consideration has been given to the following:

- ☒ The strengths of the child and the concerns of the parent(s) for enhancing the child's education
- ☒ Potential harmful effects and benefits of the services/placement
- ☐ The language needs for a child with limited English proficiency related to the IEP
- ☐ For a child who is blind or visually impaired, provision of instruction in braille and the use of braille, unless it has been determined that braille is not appropriate for the child. (Refer to attachment if needed.)
- ☐ Communication needs, and in the case of a child who is deaf or hard of hearing, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

By signature below we agree with the educational and related services to be provided to this student as delineated in this IEP. Our LRE recommendations and this student's placement are based on the completed IEP and the regulations under the Individuals with Disabilities Education Act.

Signature	Position	Date
<u>[Signature]</u>	<u>Parent</u>	<u>5-17-00</u>
<u>Sarah Ben</u>	<u>Reading S</u>	<u>5/17/00</u>
<u>[Signature]</u>	<u>Long Costa S</u>	<u>5/17/00</u>
<u>[Signature]</u>	<u>Coordinator (OER)</u>	<u>5-17-00</u>

- ☒ I have attended the IEP/LRE meeting and have participated as an equal member of the committee in developing this IEP and in determining the least restrictive environment and placement for my child.
- ☒ I have read the IEP/LRE documents or had them read to me and understand their contents.
- ☒ I agree with the educational and related services to be provided to my child as delineated in this IEP.
- ☒ I have received a copy of the IEP/LRE documents.
- ☒ I understand the IEP/LRE process.

Signature of Parent/Legal Guardian/Surrogate

Month Day Year

Confidential/Protective Order

HCSD2_40010

DEF_1413 0009

REC036212

VIEW FOR EXTENDED SCHOOL YEAR ELIGIBILITY

Student's Name Brooks Tynn G School Estill High School

Date of Birth 05/27/1985 Classification Learning Disabled

Model Resource room

Person Completing Form C Bedell Position Special Ed Teacher

1 Is the student achieving passing grades in the regular education program?

☐ Yes ☒ No ☐ NA

Comment(s)

2 Is the student experiencing success in meeting the objectives of the IEP?

☐ Yes ☒ No

Comment(s)

3 At the start of the school year was the teacher able to begin instruction at the level indicated by the current IEP in critical skill areas?

☒ Yes ☐ No

Comment(s)

4 Was the student working on new critical skills indicated by the current IEP by the beginning of the second nine-week grading period?

☒ Yes ☐ No

Comment(s)

5 Does this student routinely display a loss of critical skills following interruptions in instruction during the regular school year?

☐ Yes ☒ No

Comment(s)

6 Is this student able to maintain the critical skills identified in the IEP without extended school year programming?

☒ Yes ☐ No

Comment(s)

7 Would extended disruption of services render the student's current year's program of no meaningful educational benefit?

☐ Yes ☒ No

Comment(s)

Based on the above review of the pupil's performance it is my professional opinion that this pupil.

☐ should be considered by the student's multidisciplinary evaluation team for extended school year eligibility

☒ does not appear to need consideration by the student's multidisciplinary evaluation team for extended school year eligibility

Signature C Bedell

Date 5/19/00

Confidential/Protective Order

HCSD2_40011

DEF_1413 0010

REC036213

IEP GOALS/OBJECTIVES

NAME Brooks Tyron G

GOAL The student will show growth in reading recognition by mastering 80_% of the following short term objectives

☒	Instructional
☐	Related Service
☐	Transition

LOCATION OF SERVICES resource room

DATE 05/17/2000 Page 1 of 3

Short Term Objectives	Criteria for Mastery	Evaluation Method	Evaluation Schedule	Review Date(s)	Results
The student will pronounce in isolation words on a 4th grade level	85% Correct	Curriculum-Based Assessment	Quarterly		
The student will read selections written on a 4th grade level	90% Accurate	Curriculum-Based Assessment	Quarterly		
The student will decode and use correctly inflected words with the endings ing/er/est/s/es/or ed	75% Correct	Curriculum-Based Assessment	Quarterly		
The student will correctly double consonants before adding ed or ing when necessary	80% Accurate	Curriculum-Based Assessment	Quarterly		
The student will decode/identify meaning of/use correctly in context words with affixes ness/able/ible/ment/ ion/tion/de/dis	75% Accurate	Curriculum-Based Assessment	Quarterly		

RESULTS KEY M Mastered P Progressing SP Slowly Progressing NT Not Taught R Regression NP No Progress

Confidential/Protective Order

HCSD2_40012

DEF_1413 0011

REC036214

IEP GOALS/OBJECTIVES

NAME Brooks Tynn G

GOAL The student will improve in reading comprehension by mastering 80% of the following short term objectives.

☒	Instructional
☐	Related Service
☐	Transition

LOCATION OF SERVICES resource room

DATE 05/17/2000 Page 2 of 3

Short Term Objectives	Criteria for Mastery	Evaluation Method	Evaluation Schedule	Review Date(s)	Results
The student will read and follow directions written on a 4th grade level	80% Accurate	Curriculum-Based Assessment	Quarterly		
The student will read and correctly identify the sequence of events in a passage written on a 4th grade level	75% Accurate	Curriculum-Based Assessment	Quarterly		
The student will identify causes and effects in passages written on a 4th grade level	75% Accurate	Curriculum-Based Assessment	Quarterly		
The student will make inferences or draw conclusions from information provided in passages written on a 4th grade level	75% Accurate	Curriculum-Based Assessment	Quarterly		
The student will identify the main idea in a passage written on a 4th grade level	75% Accurate	Curriculum-Based Assessment	Quarterly		

RESULTS KEY M Mastered P Progressing SP Slowly Progressing NT Not Taught R Regression NP No Progress

Confidential/Protective Order

HCSD2_40013

DEF_1413 0012

REC036215

IEP GOALS/OBJECTIVES

NAME Brooks, Tynn G

GOAL: The student will show growth in written language skills by mastering % of the following short term objectives

☒	Instructional
☐	Related Service
☐	Transition

LOCATION OF SERVICES resource room

DATE 05/17/2000 Page 3 of 3

Short Term Objectives	Criteria for Mastery	Evaluation Method	Evaluation Schedule	Review Date(s)	Results
The student will write a log cal-coherent paragraph about a given topic with no irrelevant statements	No irrelevant statements	Writing Sample	1st 9 weeks		
The student will write a 5-10 sentence paragraph with no more than 2 errors in word usage	No more than 2 errors	Classwork	2nd 9 weeks		
The student will punctuate sentences using period/question mark/comma/ and exclamation point	80% Correct	Classwork/teacher test	Quarterly		
The student will correctly spell 5-10 high frequency spelling words per week	80% Accuracy	Weekly/unit spelling test	Weekly		
The student will proof-read work missing no more than 2 3 errors	2 3 errors	Writing Sample	2nd 9 weeks		

RESULTS KEY M Mastered P Progressing SP Slowly Progressing NT Not Taught R Regression NP No Progress

Confidential/Protective Order

HCSD2_40014

DEF_1413 0013

REC036216

CONTINGENCY PLAN

STUDENT Tyler Brown DOB _____ DATE 5/1

The student has shown a history of behavior problems which may require a contingency plan. This plan is expected to be applicable in most situations in which the student may be involved. However, other interventions may be used if necessary. The following behaviors have been identified with the student's frequency and duration to impact educational performance.

1. Disruptive behavior
2. Inappropriate language
3. Inappropriate behavior
4. Inappropriate behavior
5. Inappropriate behavior

Behavior Management Options. Check all that apply.

Proactive Plans	Corrective Plans
☒ Classroom management system	☒ Denial or loss of privileges
☒ Reinforce appropriate behavior	☐ Exclusion within class
☒ Remove alternative/positive behavior	☐ Time-out
☒ Verbal & nonverbal warnings	☐ Phone call to parent
☐ Control materials/supplies	☐ Adaptive/positive consequences with student
☐ Change activity	☐ Admin. conference with student/parent
☐ Planned ignoring	☐ Lunch detention
☐ Redirection	☐ After school detention
☐ Social skills training	☐ Saturday detention
☐ Teacher/student private conference	☐ In-school suspension
☐ Contracting	☐ Partial day suspension
☐ Contracting	☐ Out-of-school suspension
☐ Other _____	☐ Other _____

Discussion/comments Contingency plan - Mother will be contacted
& attend classes with him

The severity or circumstances of a particular situation may require the use of behavior management options not checked above. The school always has the right to involve the police or other social agencies if circumstances warrant.

I am in agreement with this contingency plan.

Student	_____	Date	_____
Parent/Guardian	_____	Date	_____
Teacher	_____	Date	_____
Principal	_____	Date	_____

ESTILL HIGH SCHOOL
Report Card First Quarter 1999-00

Date: 10/27/99
Page: 1

Brooks, Jr., Tylin Grena'

Grade Point Avg: 0.000
Credits Earned: 0.000
Class Rank: 1 of 132

Grade 8

Course/Teacher	1st Qtr	2nd Qtr	1st Sem	3rd Qtr	4th Qtr	2nd Sem	Yr Gr
Physical Educat/Health Per 1 F Grund	88						
Conduct Good, Effort Good, Attitude Good Cooperates well with teacher							
Pre-Algebra- 8th Grade Per 2 S Burkett	56						
Conduct Fair, Effort Poor, Attitude Fair Low test scores Fails to complete homework Inconsistent effort							
Earth Science Per 4 L Martin	25						
Conduct Unacceptable, Effort Fair, Attitude Fair Parent conference requested Must be more attentive in class Excessive talking in class							
LANGUAGE ARTS - GRADE 8 Per 5 J Bostick	61						
Conduct Unacceptable, Effort Unacceptable, Attitude Fair Attitude changes from day to day Excessive talking in class Not working to potential							
Eighth Grade Reading Per 6 S Green	50						
Conduct Poor, Effort Unacceptable, Attitude Fair More serious approach is necessary Frequently tardy to class Seems to lack interest in subject							
South Carolina History Per 8 S Glover	61						
Conduct Poor, Effort Poor, Attitude Poor Excessive talking in class Not working to potential Fails to complete homework							
LD Tutorial Per 9 C Bedell	71						
Conduct Fair, Effort Fair, Attitude Fair Excessive talking in class More serious approach is necessary							

Confidential/Protective Order

HCSD2_40016

DEF_1413.0015

REC036218

ESTILL HIGH SCHOOL
Report Card First Quarter 1999-00

Date 10/27/99
Page 2

Brooks jr , Tyrin Grena'

Course/Teacher	1st Qtr	2nd Qtr	1st Sem	3rd Qtr	4th Qtr	2nd Sem	Yr Gr
98-100 A+	96- 97	A					94- 95 A-
92- 93 B+	88- 91	B					86- 87 B-
83- 85 C+	79- 82	C					76- 78 C-
70- 75 D	0- 69	F					A+ Superior
A Excellent	A-	Very Good					B+ Very Good
B Good	B-	Good					C+ Average
C Average	C-	Average					D Passing
F Failing	WP	W/D Passing					WF W//D Failing
NC No Credit	I	Incomplete					

Excessive tardies can prevent your child from receiving credit for
courses Check with your child's teacher frequently

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HCSD2_40017

DEF_1413 0016

REC036219

ESTILL HIGH SCHOOL
Report Card Third Quarter 1999-00

Date: 4/13/00
Page: 1

Brooks, Tylin Grena
Grade 8
Homeroom Teacher: P Brantley

Grade Point Avg: 0.000
Credits Earned: 0.000
Class Rank: 4 of 156
Advisor: P Brantley

Course/Teacher	1st Qtr	2nd Qtr	1st Sem	3rd Qtr	4th Qtr	2nd Sem	Yr Gr
Physical Educat/Health Per 1 P Grund	88	70	79	45			
Conduct Fair, Effort Unacceptable, Attitude Fair Does not dress for Physical Education							
Pre-Algebra- 8th Grade Per 2 S Burkett	56	63	60	56			
Conduct Fair, Effort Poor, Attitude Fair Low test scores Fails to complete homework Poor concentration							
Earth Science Per 4 L Martin	25	I	I	32			
Conduct Unacceptable, Effort Unacceptable, Attitude Unacceptable Excessive talking in class Easily distracted Parent conference requested							
LANGUAGE ARTS - GRADE 8 Per 5 J Bostick	61	55	58	23			
Conduct Unacceptable, Effort Unacceptable, Attitude Unacceptable Excessive talking in class Not working to potential Fails to complete classwork							
Eighth Grade Reading Per 6 S Green	50	46	48	41			
Conduct Poor, Effort Unacceptable, Attitude Fair Not working to potential Finds subject difficult							
South Carolina History Per 8 S Glover	61	51	56	35			
Conduct Unacceptable, Effort Unacceptable, Attitude Unacceptable Not working to potential Must improve study habits Excessive absences							
LD Tutorial Per 9 C Bedell	71	40	56	28			
Conduct Unacceptable, Effort Unacceptable, Attitude Unacceptable Excessive absences Does not respect rules							

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HCSD2_40018

DEF_1413.0017

REC036220

ESTILL HIGH SCHOOL
Report Card Second Quarter 1999-00

Date: 1/20/00
Page: 1

Brooks, Jr., Tylin Grena'

Grade Point Avg: 0.000

Grade 8

Credits Earned: 0.000

Homeroom Teacher: P Brantley

Class Rank: 4 of 156

Advisor: P Brantley

Course/Teacher	1st Qtr	2nd Qtr	1st Sem	3rd Qtr	4th Qtr	2nd Sem	Yr Gr
Physical Educat/Health Per 1 F Grund	88	70	79				
Conduct Fair, Effort Poor, Attitude Fair Does not dress for Physical Education							
Pre-Algebra- 8th Grade Per 2 S Burkett	56	I	I				
Conduct Good, Effort Fair, Attitude Good Low test scores Inconsistent effort Easily distracted							
Earth Science Per 4 L Martin	25	I	I				
Conduct Poor, Effort Fair, Attitude Poor Parent conference requested Excessive talking in class Low test scores							
LANGUAGE ARTS - GRADE 8 Per 5 J Bostick	61	55	58				
Conduct Poor, Effort Poor, Attitude Poor Fails to complete homework Excessive talking in class More serious approach is necessary							
Eighth Grade Reading Per 6 S Green	50	46	48				
Conduct Fair, Effort Unacceptable, Attitude Fair Inconsistent effort Easily discouraged Poor work habits							
South Carolina History Per 8 S Glover	61	51	56				
Conduct Unacceptable, Effort Unacceptable, Attitude Unacceptable Fails to complete classwork Must improve study habits Not working to potential							
LD Tutorial Per 9 C Bedell	71	40	56				
Conduct Unacceptable, Effort Unacceptable, Attitude Unacceptable Excessive absences More serious approach is necessary Poor work habits							

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HCSD2_40019

DEF_1413.0018

REC036221



COMBINED TEST RECORD & WRITTEN EXPRESSION RESPONSE BOOKLET

Name Brook Turner N

Address _____

PHC 0 _____

Sex ☒ M ☐ F Grade Placement/Educational Level 8

School Agency CS+11-5

Teacher Counselor _____

Examiner C. J. Smith

Reasons for Testing
Be as specific as possible include referral source if any

Date & Age Data 27 1947 47

Test Date 30 34 17

Birth Date 25 02 21

Chronological Age 14 10 20

Rounded Chronological Age 11-1

Round the age to the year and nearest month. If the number of days is greater than 15 add one month and drop the days. If 15 or less, drop the days.

Notice to Users

The PIAT-R is not intended for use in situations where multi-in-testing legislation stipulates that copies of test items and correct responses be distributed to subjects' parents or the general public. Such disclosures may make the norms meaningless in future testing.

Level of Written Expression administered

☐ Level I (turn to p. 15)
☒ Level II (turn to p. 15)
☐ Prompt A
☒ Prompt B

Note to Examiners

The Written Expression Response Booklet is used by the subject to record his or her responses to the Written Expression subtest. All directions for administering the subtest are found in the manual and in Volume IV of the Book of Plates. The test record contains space for recording the time limits for writing the story and the subject's responses to Written Expression are scored in the test record.



466

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HCSD2_40020

DEF_1413 0019

REC036222

Spelling

Training Exercises

	Trial 1	Trial 2	Trial 3
Exercise A	(3) _____	(3) _____	(3) _____
Exercise B	(4) _____	(4) _____	(4) _____
Exercise C	(2) _____	(2) _____	(2) _____

Basal and Ceiling Rules

Basal: highest 5 consecutive correct responses
Ceiling: lowest 7 consecutive responses containing 5 errors

Starting Point

The item number that corresponds to the subject's raw score on Mathematics.

1 (3) _____	25 (2) _____
2 (4) _____	26 (1) _____
3 (1) _____	27 (1) _____
4 (1) _____	28 (4) _____
5 (2) _____	29 (4) _____
6 (3) _____	30 (2) _____
7 (4) _____	31 (1) _____
8 (3) _____	32 (3) _____
9 (2) _____	33 (2) _____
10 (1) _____	34 (4) _____
11 (4) _____	35 (3) <u>1</u>
12 (4) _____	36 (2) <u>1</u>
13 (3) _____	37 (3) <u>1</u>
14 (4) _____	38 (4) <u>1</u>
15 (2) _____	39 (4) <u>1</u>
16 (1) _____	40 (1) <u>0</u>
17 (1) _____	41 (3) <u>1</u>
18 (2) _____	42 (2) <u>1</u>
19 (3) _____	43 (4) <u>1</u>
20 (2) _____	44 (2) <u>1</u>
21 (2) _____	45 (1) <u>1</u>
22 (4) _____	46 (4) <u>1</u>
23 () _____	47 (3) <u>1</u>
24 (3) _____	48 (2) <u>1</u>

49 (2) <u>1</u>	75 (4) <u>0</u>
50 (1) <u>1</u>	76 (3) <u>1</u>
51 (2) <u>1</u>	77 (1) <u>1</u>
52 (4) <u>1</u>	78 (3) <u>1</u>
53 (1) <u>1</u>	79 (1) <u>0</u>
54 (1) <u>1</u>	80 (2) <u>1</u>
55 (3) <u>0</u>	81 (1) <u>0</u>
56 (2) <u>1</u>	82 (3) <u>0</u>
57 (4) <u>1</u>	83 (3) <u>1</u>
58 (4) <u>1</u>	84 (4) <u>0</u>
59 (1) <u>1</u>	85 (1) <u>1</u>
60 (4) <u>1</u>	86 (3) <u>1</u>
61 (1) <u>1</u>	87 (3) <u>0</u>
62 (1) <u>1</u>	88 (2) <u>0</u>
63 (2) <u>1</u>	89 (4) <u>0</u>
64 (2) <u>1</u>	90 (1) <u>0</u>
65 (3) <u>0</u>	91 (4) _____
66 (3) <u>1</u>	92 (2) _____
67 (1) <u>1</u>	93 (4) _____
68 (2) <u>1</u>	94 (1) _____
69 (3) <u>1</u>	95 (3) _____
70 (2) <u>1</u>	96 (3) _____
71 (1) <u>1</u>	97 (4) _____
72 (2) <u>1</u>	98 (3) _____
73 (3) <u>1</u>	99 (1) _____
74 (2) <u>1</u>	100 (4) _____

SPELLING
 Ceiling Item 90
 minus Errors 12
 equals RAW SCORE 78

Written Expression, LEVEL II (Grades 2-12)

Student's Name

Tyler, Bruce

Testing Date

4 - 6

The story I'm writing about is a woman trying to persuade the bird to pick the way of F. The bird is driving in the car and is about to run the bird. I see people sitting down and the people walking down the road. The bird is flying looking for something to eat. The woman is feeding the bird. The bird is building a nest and the bird is happy, but the bird has a little strip. The woman is driving the car.

Written Expression, LEVEL II (Grades 2-12)

Time writing begins _____

+ 20

Stop writing at _____

Note: Explanation of the scoring for all Level II items is found in Part II and in Appendix A.2 of the manual.

The rating scale below is to be used for items 1-15. For each item, circle the appropriate score. 2 = almost always or very well
1 = sometimes or moderately well
0 = rarely or poorly if at all

1 Letters and words are legible	2	1	0
2 Thoughts are expressed in complete sentences whether or not punctuation is used.	2	1	0
3 Subject and verb agree in number and person	2	1	0
4 Verb tense is appropriate to the intended meaning and is consistent with the development of the composition	2	1	0
5 Past tense forms of verbs are used correctly	2	1	0
6 Run-on sentences are avoided.	2	1	0
7 Pronouns are used correctly	2	1	0
8 Sentences begin with capital letters	2	1	0
9 Sentences end with correct punctuation marks.	2	1	0
10 The person used in telling the story is clear and consistent throughout.	2	1	0
11 The composition is properly placed on the page with some use of margins and spacing between words	2	1	0
12 Sentences are free from superfluous words.	2	1	0
13 Sentences are related to each other in content.	2	1	0
14 The general meaning of sentences is understandable	2	1	0
15 Words are selected appropriately to convey the intended meaning.	2	1	0

The rating scale below is to be used for items 16-24.
For each item circle the appropriate score. 2 = Yes
0 = No

16 Paragraphs are identifiable and each paragraph conveys a single thought.	2	0
17 Redundancy in ideas is avoided	2	0
18 The composition has an identifiable ending or conclusion	2	0
19 The composition tells a story and does not just describe the picture prompt.	2	0
20 The central characters or objects in the picture prompt are given a more prominent role in the composition than the rest of the scene is given	2	0
21 The composition involves some interaction among the characters	2	0
22 The composition refers to events that happen prior to the scene depicted in the picture prompt.	2	0
23 The composition refers to events that happen after the scene depicted in the picture prompt.	2	0
24 The composition appropriately incorporates metaphor simile or allegory	2	0

WRITTEN EXPRESSION,
LEVEL II

RAW SCORE 16

Written Expression, LEVEL I (Kindergarten—Grade 1)

Training Exercises

	Trail 1	Trail 2	Trail 3
Exercise A.	_____	_____	_____
Exercise B.	_____	_____	_____
Exercise C.	_____	_____	_____

Note: Every subject must start by writing his or her name.
 Basal and ceiling rules do not apply to this subtest.
 Explanation of the scoring for Level I items is found in
 Part II and in Appendix A.1 of the manual.

Number of points (maximum 8) from writing name _____

Subtotal _____

COPYING ITEMS

1 O	1 0	5 Come here!	1 0
2 g	1 0	6 can't	1 0
3 Pump	1 0	7 Walk, please	1 0
4 x ray	1 0	8 "How?"	1 0

DICTATION ITEMS

9 E (either capital or lowercase)	1 0	12 Bill	1 0
10 Q (capital)	1 0	13 cake	0
11 p (lowercase)	1 0	14 bridges	1 0
		15. won't	1 0

Items 1–15 Subtotal _____

SENTENCE ITEMS

	SENTENCE ITEMS						TOTAL SUBCREDITS	NEEDED TO PASS	SCORE
	SUBCREDITS	Each recognizable and correct word	Each correct capitalization	Each correct punctuation	No inappropriate words	No inappropriate capitalization or punctuation			
16							6	1	0
17							9	1	0
18							9	1	0

Items 16–18 Subtotal _____

WRITTEN EXPRESSION, LEVEL I

RAW SCORE

Student's name _____
Testing date _____

RAW SCORES		DERIVED SCORES	
Grade Placement _____ Chronological Age _____		☐ Grade Equivalents ☐ Age Equivalents (Table G.1 or G.2)	☐ Standard Scores ☐ Grade (L, J, F, W, S) ☐ Age/G 4 ¹
_____ % confidence		_____ % confidence ²	
General Information Raw Score SEM Values by Confidence Level 60% 80% 90% Grade / Age K 7/5 13 2 3 5 6 8 12/10 18 2 3 4		Percentile Ranks (Table G.3) _____ % confidence	
Reading Recognition Raw Score SEM Values by Confidence Level 60% 80% 90% Grade / Age K 12 5 18 2 3 4		_____ % confidence	
Reading Comprehension Raw Score SEM Values by Confidence Level 60% 80% 90% Grade / Age K 12/7 18 3 5 6		_____ % confidence	
TOTAL READING¹ Raw Score SEM Values by Confidence Level 60% 80% 90% Grade / Age K 12/15 18 4 7 8 K/19 18 4 7 8		_____ % confidence	
Mathematics Raw Score SEM Values by Confidence Level 60% 80% 90% Grade / Age K 8/5 8 2 3 4 5 12/10 18 3 5 6		_____ % confidence	
Spelling Raw Score SEM Values by Confidence Level 60% 80% 90% Grade / Age K 8/5 17 2 3 4 7 12/18 3 5 6		_____ % confidence	
TOTAL TEST² Raw Score SEM Values by Confidence Level 60% 80% 90% Grade / Age K 8/5 14 8 10 12 9 12/15 10 5 8 10		_____ % confidence	
_____ % confidence		_____ % confidence	

Written Expression
☐ Level 1
☒ Level II Prompt A B
 (Write one)

Raw Score _____
 Grade-based _____
 Stanine _____
 (Levels II and III; Table G.6 or G.7)

Developmental _____
 Scaled Score _____
 Level II only (Table G.4)

WRITTEN LANGUAGE COMPOSITE

Spelling Raw Score **78**
 Written Expression Raw Score **16**

9 + **2**
 Scaled Score Scaled Score
 Table L1 or L2

Scaled Score Sum **11**

Standard Score
☐ Grade (Table L.2 or L.3)
☐ F W S (write one)
☒ Age (Table L.3 or L.4)
 _____ % confidence (F or L 10)

71
 _____ SEM _____ SEM

Percentile Rank
3
 _____ SEM _____ SEM
 (Table G.5)

PERFORMANCE EVALUATION

Report:	Excellent	Average	Poor	Cooperativeness	Antagonistic	Average	Obliging
Need for Praise	Extreme	Average	Negligible	Persistence	Minimal	Average	Persevering
Attention Span	Long	Average	Short	Decisiveness	Confident	Average	Indecisive
Anxiety	Relaxed	Average	Tense	Assertiveness	Timid	Average	Forceful

Record observations about the subject, incidents that occurred during testing or other factors that might have an effect on the validity or the interpretation of these PIAT-R results

Student Tyler Brown
School/District Estill High School/Hampton School District No. Two
First Invitation Date 05/11/08
Second Invitation Date 05/08/08

☐	Initial IEP
☒	Annual Review
☐	Special Review
☐	Transition
☐	Reevaluation Plan

Dear Mr. Brown,

You are invited to participate as an equal member of an IEP/staffing committee which will meet on 11/11/08
at Estill High School

- ☐ To discuss the findings of the recent evaluation and determine eligibility for special education services. Before we begin the IEP meeting, we will provide you with a copy of the evaluation report and discuss it with you. If you prefer to have a copy of the evaluation report prior to the meeting, please contact us and we will send one to you.
- ☐ To develop an initial individual education plan (IEP) if appropriate.
- ☒ To conduct an annual review of your child's IEP.
- ☐ To conduct a special review of your child's IEP (if this is a proposed change in identification or placement, please see attachment).
- ☒ To discuss transition service needs or to develop a transition plan.
- ☐ To review existing evaluation data and develop a reevaluation plan.

If it is determined that your child qualifies or should continue in a program of special education, an Individualized Education Program (IEP) will be developed and the least restrictive placement will be determined. An IEP is a written document which includes goals and objectives to ensure that your child receives an appropriate education which has been designed to meet his/her special learning needs.

If your child is 14 years of age or older (or will turn 14 during the effective dates of the IEP), the IEP/staffing committee will discuss transition service needs, focusing on his/her courses of study. If your child is 16 years of age or older (or will turn 16 during the effective dates of the IEP), the IEP/staffing committee will discuss transition services and incorporate a Transition Services Plan into the IEP. Your child will be invited to participate as an equal member of the IEP/staffing committee anytime transition service needs or services are discussed. At that time, we will discuss your child's interests and preferences as they relate to the development of the transition plan. Transition services will be discussed for younger children if the IEP/staffing committee or you determine it is appropriate.

The following participants will be in attendance at the meeting:

Name and Position		Name and Position	
<u>C. BEDELL</u>	<u>SP EDUC. TEACHER</u>	<u>SARA BROWN</u>	<u>TEACHER</u>
<u>J. BUTTICA</u>	<u>ENGLISH TEACHER</u>	<u>C. HOPKINS</u>	<u>ASST. PRINCIPAL or designee</u>
<u>Tyler Brown</u>	<u>student</u>		

You may bring other participants to the meeting if you wish. Additionally, you have the right to determine whether your child shall attend the meeting. If transition will be discussed, we will invite your child. If there is a communication problem, please notify me five (5) days prior to the meeting and an interpreter will be provided. You will be provided a copy of your child's IEP. Your child's IEP will be reviewed and revised annually, and you will be invited to participate in the annual review meeting. You may request a new IEP/staffing meeting any time you feel it is necessary. It is important that you be involved in making all educational decisions regarding your child. Attached is the booklet Handbook for Special Education which includes a full explanation of all procedural safeguards. For additional information, please call me at 625-3291.

Please complete the attached Parent Invitation Response form and return it to me within five (5) calendar days to let me know your plans regarding this meeting. I look forward to seeing you at the meeting. I feel it is very important for you to attend this meeting. If you have any problems with transportation, location, or time, please let me know by calling 625-3291 or writing a note on the Parent Invitation Response.

Sincerely,

C. Bedell, Resource Teacher
Name and Position

Attachments

- ☒ Parent Invitation Response
- ☒ Handbook for Special Education
- ☐ Parent Information Sheet
- ☐ Proposal to Change Identification or Placement
- ☐ Other (specify):

Confidential/Protective Order

HCSD2_40026

DEF_1413 0025

REC036228

PARENT INVITATION RESPONSE

Please check one of the following:

- ☒ I will attend the meeting as scheduled.
☐ I cannot attend the meeting as scheduled but would like to reschedule for _____
☐ do not wish to attend the meeting and do not wish to reschedule

Tyrin Brooks
Name of Student

5/17/00 - Est. 11 HS
(Date/Time/Location)

Signature of Parent/Legal Guardian/Surrogate Parent

Date

For students age 14 and older (or anytime transition is to be discussed)

STUDENT RESPONSE My signature below indicates I am aware of the time of the IEP meeting and have been invited

not available for signature
Student Signature

5/18/00
Date

WAIVER STATEMENT (When applicable)

The seven (7) day requirement for parent notification of an IEP/staffing meeting is hereby waived with my permission.
I understand the reason for the waiver to be _____

Signature of Parent/Legal Guardian/Surrogate Parent

Date

Please return this page only to

Mr. Bell

Office Use Only

Home Visit Date _____

Follow-Up Letter Date _____
Regular _____ Certified _____

Name of Person Making Contact

Confidential/Protective Order

HCSD2_40027

DEF_1413 0026

REC036229

Vol 0000000000

☒	Annual Review
☐	Special Review

Turin T. S. C.
Student
Essil High School/Hampton School District No
School/District
5-6-60
Date

Dear Mr. T. S. C.

I am sorry you were unable to attend the IEP/staffing meeting on May 17, 1960
at Essil High School concerning the special learning needs of your
child

During the meeting, the IEP/staffing committee reviewed/developed an Individualized Education Program
(IEP) for your child. A copy of the IEP is enclosed. Please read the IEP carefully. Refer to your
Handbook for Special Education for a review of basic rights and responsibilities for parents of
students in special education programs. If you have additional questions concerning this information,
please call me at 625-3201.

Thank you for your cooperation.

Sincerely,

C. B. Bell Resource Teacher
Name and Position

Enclosure

IEP

Confidential/Protective Order

HCSD2_40028

DEF_1413 0027

REC036230

NOTIFICATION IEP

Student Tylin Brooks
 School/District Estill High School/Hamilton School District No. Two
 First Invitation Date 05/1/00
 Second Invitation Date 05/01/00

☐	Initial IEP
☒	Annual Review
☐	Special Review
☐	Transition
☐	Reevaluation Plan

Dear Ms Brooks

You are invited to participate as an equal member of an IEP/staffing committee which will meet on Friday, May 12, 2000 at Estill High School

- ☐ To discuss the findings of the recent evaluation and determine eligibility for special education services. Before we begin the IEP meeting, we will provide you with a copy of the evaluation report and discuss it with you. If you prefer to have a copy of the evaluation report prior to the meeting, please contact us and we will send one to you.
- ☐ To develop an initial individual education plan (IEP), if appropriate.
- ☒ To conduct an annual review of your child's IEP.
- ☐ To conduct a special review of your child's IEP (if this is a proposed change in identification or placement, please see attachment).
- ☒ To discuss transition service needs or to develop a transition plan.
- ☐ To review existing evaluation data and develop a reevaluation plan.

If it is determined that your child qualifies for or should continue in a program of special education, an Individualized Education Program (IEP) will be developed and the least restrictive placement will be determined. An IEP is a written document which includes goals and objectives to ensure that your child receives an appropriate education which has been designed to meet his/her special learning needs.

If your child is 14 years of age or older (or will turn 14 during the effective dates of the IEP), the IEP/staffing committee will discuss transition service needs focusing on his/her courses of study. If your child is 16 years of age or older (or will turn 16 during the effective dates of the IEP), the IEP/staffing committee will discuss transition services and incorporate a Transition Services Plan into the IEP. Your child will be invited to participate as an equal member of the IEP/staffing committee anytime transition service needs or services are discussed. At that time, we will discuss your child's interests and preferences as they relate to the development of the transition plan. Transition services will be discussed for younger children if the IEP/staffing committee or if you determine it is appropriate.

The following participants will be in attendance at the meeting:

Name and Position	Name and Position
<u>C. BEDELL</u> SP. EDUC. TEACHER	<u>SARA GUNNETT</u> ^{Reading} ~~Special~~ TEACHER
<u>J. BOUTILK</u> ENGLISH TEACHER	<u>C. HOPKINS</u> ASST. PRINCIPAL or des. gnce
<u>Tylin Brooks</u> student	

You may bring other participants to the meeting if you wish. Additionally, you have the right to determine whether your child shall attend the meeting. If transition will be discussed, we will invite your child. If there is a communication problem, please notify me five (5) days prior to the meeting and an interpreter will be provided. You will be provided a copy of your child's IEP. Your child's IEP will be reviewed and revised annually, and you will be invited to participate in the annual review meeting. You may request a new IEP/staffing meeting any time you feel it is necessary. It is important that you be involved in making all educational decisions regarding your child. Attached is the booklet Handbook for Special Education which includes a full explanation of all procedural safeguards. For additional information, please call me at 625-3291.

Please complete the attached Parent Invitation Response form and return it to me within five (5) calendar days to let me know your plans regarding this meeting. I look forward to seeing you at the meeting. I feel it is very important for you to attend this meeting. If you have any problems with transportation, location, or time, please let me know by calling 625-3291 or writing a note on the Parent Invitation Response form.

Sincerely,
C. Bedell, Resource Teacher
 Name and Position

- Attachments
- ☒ Parent Invitation Response
 - ☒ Handbook for Special Education
 - ☐ Parent Information Sheet
 - ☐ Proposal to Change Identification or Placement
 - ☐ Other (specify):

Confidential/Protective Order

HCSD2_40029

DEF_1413 0028

REC036231

MS SARA BUR
Progress report for TYRIN BROOKS

Sunday Mar 14 2000

PRE-ALGEBRA
MS. S BURKETT

Final Average 39.6
Final Grade F

Grade Scale

A	93.50
B	85.50
C	75.50
D	69.50
F	0.00

Name	Category	Your Score	Points Possible	%	Your Grade
HOMEWORK	Subtotal	20.8	100	20	F
TEST	Subtotal	38.0	100	38	F
QUIZ	Subtotal	60.0	100	60	F
Term #4	Subtotal	39.6	100	39	F

Absent Days 34
Tardy Days 22

Attendance Record

Absent	9/29/99	10/11/99	11/15/99	12/16/99
	1/14/00			
SUSPENDED	12/3/99	1/6/00	1/7/00	
	1/10/00	2/3/00	2/4/00	
	2/7/00	2/16/00	2/17/00	
	2/18/00	2/22/00	2/23/00	
	2/25/00	2/28/00	2/29/00	
	3/1/00	3/2/00	3/3/00	
	3/8/00	3/9/00	3/10/00	
	4/10/00	4/11/00	4/12/00	
	4/13/00	5/2/00	5/3/00	
	5/4/00	5/9/00		
Tardy	9/2/99	9/7/99	9/9/99	9/13/99
	9/21/99	9/22/99	10/5/99	10/6/99
	10/13/99	10/14/99	10/25/99	11/1/99
	11/4/99	12/2/99	12/7/99	2/1/00
	2/11/00	5/5/00	5/8/00	
ENTERED	8/17/99			
EXCUSED TARDY	10/12/99	4/14/00		

Confidential/Protective Order

HCSD2_40030

DEF_1413 0029

REC036232

2F

ON THE JOB Series-MATHEMATICS Level I
Laboratory Aide/Assistant
Exercise B
Whole Numbers

tyrin brooks
March 23 2000

Score 5/10 (50%)
Mastery percentage level 90%

Problems answered incorrectly
14 16 19 20

Time on Task 2 12
Instructional Feedback Option On

Confidential/Protective Order

HCSD2_40031

DEF_1413 0030

REC036233

STUDENT TEACHER PARENT COMPACT

PARENT GUARDIAN AGREEMENT

I, the person who is the parent or guardian of this student, hereby agree to the following terms of this compact.

- ☒ I will ensure that my child is present at school every day.
- ☒ I will ensure that my child is prepared for school every day.
- ☒ I will ensure that my child is well rested and ready to learn.
- ☒ I will ensure that my child is well behaved and follows the rules.
- ☒ I will ensure that my child is well behaved and follows the rules.
- ☒ I will ensure that my child is well behaved and follows the rules.
- ☒ I will ensure that my child is well behaved and follows the rules.
- ☒ I will ensure that my child is well behaved and follows the rules.

Signature _____

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Complete and turn homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct.

Signature _____

TEACHER AGREEMENT

It is important that student achieve. Therefore, I shall strive to do the following:

- Provide homework assignments for students.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.

Signature _____

PRINCIPAL AGREEMENT

I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between parents and students.
- Encourage teachers to regularly provide homework assignments to students.
- Classroom activities.

Signature _____

Tyrin Brooks

phone: 286

Date 8/23/99

Time 10.00pm

Weekly program report

To whom it may concern: beginning

Please allow my son Tyrin G. Brooks 9-10

to change his schedule from

1st Interval class.

~~Brenda Brooks~~
Brenda Brooks

- 1) Physical Educat/Health = F Grund (GYM)
- 2) Pre-Algebra - 8th Grade = S Burke
- 3) 8th Grade Homeroom A = P Brantley
- 4) Earth Science H Oberg
- 5) Language Arts Grade -8 = J Bostick
- 6) Focus on Success -8 = T Dawkins
- 7) Lunch - lower class men
- 8) South Carolina History = S Glover
- 9) Eighth Grade Reading = S Green

call Shanna Lewis
mom - 3.30

Student John Brooks
School/District Est. 11 High School
First Invitation Date 8/30/98
Second Invitation Date _____
Des Mr. Brooks

_____	Initial IEP
_____	Annual Review
☒	Special Review
_____	Transition
_____	Reevaluation Plan

You are invited to participate as an equal member of an IEP/staffing committee that will meet on September 2, 1998 at Est. 11 High School in the guidance office at 3:30pm.

- [] To discuss the findings of the recent evaluation and determine eligibility for special education services. Before we begin the IEP meeting, we will provide you with a copy of the evaluation report and discuss it with you. If you prefer to have a copy of the evaluation report prior to the meeting, please contact us and we will send one to you.
- [] To develop an initial individualized education program (IEP), if appropriate.
- [] To conduct an annual review of your child's IEP.
- [x] To conduct a special review of your child's IEP. (If this is a proposed change in identification or placement, please see attachment.)
- [] To discuss transition service needs or to develop a transition plan.
- [] To review existing evaluation data and develop a reevaluation plan.

If it is determined that your child qualifies for or should continue in a program of special education, an Individualized Education Program (IEP) will be developed and the least restrictive placement will be determined. An IEP is a written document, which includes goals and objectives to ensure that your child receives an appropriate education which has been designed to meet his/her special learning needs.

If your child is 14 years of age or older (or will turn age 14 during the effective dates of the IEP), the IEP/staffing committee will discuss transition service needs, focusing on his/her courses of study. If your child is 16 years of age or older (or will turn age 16 during the effective dates of the IEP), the IEP/staffing committee will discuss transition services and incorporate a Transition Services Plan into the IEP. Your child will be invited to participate as an equal member of the IEP/staffing committee anytime transition service needs or services are discussed. At that time, we will discuss your child's interests and preferences as they relate to the development of the transition plan. Transition services will be discussed for younger children if the IEP/staffing committee or if you determine it is appropriate.

The following participants will be in attendance at the meeting:

Name and Position	Name and Position
Mr. Clifford Hopkins, Admin Asst	<u>Mr. D. Burkhead, Ed. Director</u>
Mrs. Eleanor Hazen, Counselor	<u>Mr. J. Burkhead, Ed. Director</u>
Dr. Jerry Buie Loadholt, Director	<u>Mr. J. Burkhead, Ed. Director</u>
<u>Mr. J. Burkhead, Ed. Director</u>	<u>Mr. J. Burkhead, Ed. Director</u>
<u>Mr. J. Burkhead, Ed. Director</u>	<u>Mr. J. Burkhead, Ed. Director</u>

You may bring other participants to the meeting if you wish. Additionally, you have the right to determine whether your child shall attend the meeting. If transition will be discussed, we will invite your child. If there is a communication problem, please notify me five (5) days prior to the meeting and an interpreter will be provided. You will be provided a copy of your child's IEP. Your child's IEP will be reviewed and revised annually and you will be invited to participate in the annual review meeting. You may request a new IEP/staffing meeting any time you feel it is necessary. It is important that you be involved in making all educational decisions regarding your child. Attached is the booklet, Parent Handbook to Special Education, which includes a full explanation of all procedural safeguards. For additional information, please call me at: 625-2875.

Please complete the attached Parent Invitation Response form and return it to me within five (5) calendar days to let me know your plans regarding this meeting. I look forward to seeing you at the meeting. Feel it is very important for you to attend this meeting. If you have any problems with transportation, location or time, please let me know by calling 625-2875 or writing a note on the Parent Invitation Response.

Sincerely,

Jerry Buie Loadholt, Ed. Director
Name and Position

Attachments

- ☐ Parent Invitation Response
- ☐ Parent Handbook to Special Education
- ☐ Parent Information Sheet
- ☐ Proposal to Change Identification or Placement
- ☐ Other (specify): _____

Confidential/Protective Order

HCSD2_40034

DEF_1413 0033

REC036236

Student Lynn Brooks
School/District Est. 11 High School
First Invitation Date 8/30/91
Second Invitation Date _____

Initial IEP
Annual Review
☒ Special Review
Transition
Reevaluation Plan

Date 8/30/91 Rescheduled for 9/8/91 requested by mother - 3:30pm

You are invited to participate as an equal member of an IEP/staffing committee that will meet on September 7, 1991 at Est. 11 High School in the guidance office at 3:30pm

- ☐ To discuss the findings of the recent evaluation and determine eligibility for special education services. Before we begin the IEP meeting, we will provide you with a copy of the evaluation report and discuss it with you. If you prefer to have a copy of the evaluation report prior to the meeting, please contact us and we will send one to you.
- ☐ To develop an initial individualized education program (IEP), if appropriate.
- ☐ To conduct an annual review of your child's IEP.
- ☒ To conduct a special review of your child's IEP (if this is a proposed change in identification or placement, please see attachment.)
- ☐ To discuss transition service needs or to develop a transition plan.
- ☐ To review existing evaluation data and develop a reevaluation plan.

If it is determined that your child qualifies for or should continue in a program of special education, an Individualized Education Program (IEP) will be developed and the least restrictive placement will be determined. An IEP is a written document which includes goals and objectives to ensure that your child receives an appropriate education which has been designed to meet his/her special learning needs.

If your child is 14 years of age or older (or will turn age 14 during the effective dates of the IEP), the IEP/staffing committee will discuss transition service needs, focusing on his/her courses of study. If your child is 16 years of age or older (or will turn age 16 during the effective dates of the IEP), the IEP/staffing committee will discuss transition services and incorporate a Transition Services Plan into the IEP. Your child will be invited to participate as an equal member of the IEP/staffing committee anytime transition service needs or services are discussed. At that time, we will discuss your child's interests and preferences as they relate to the development of the transition plan. Transition services will be discussed for younger children if the IEP/staffing committee or you determine it is appropriate.

The following participants will be in attendance at the meeting.

Name and Position	Name and Position
Mr. Clifford Hopkins, Admin Asst	<u>Mr. J. Hopkins, Ed. Asst.</u>
Mrs. Eleanor Hazel, Counselor	<u>Mrs. J. Hazel, Ed. Asst.</u>
Dr. Jenny Bue Loadholt, Director	<u>Dr. J. Bue Loadholt, Director</u>
<u>Ms. J. Bue Loadholt, Ed. Asst.</u>	<u>Ms. J. Bue Loadholt, Ed. Asst.</u>

You may bring other participants to the meeting if you wish. Additionally, you have the right to determine whether your child shall attend the meeting. If transition will be discussed, we will invite your child. If there is a communication problem, please notify me five (5) days prior to the meeting and an interpreter will be provided. You will be provided a copy of your child's IEP. Your child's IEP will be reviewed and revised annually, and you will be invited to participate in the annual review meeting. You may request a new IEP/staffing meeting any time you feel it is necessary. It is important that you be involved in making all educational decisions regarding your child. Attached is the booklet, Parent Handbook to Special Education, which includes a full explanation of all procedural safeguards. For additional information, please call me at 625-2875.

Please complete the attached Parent Invitation Response form and return it to me within five (5) calendar days to let me know your plans regarding this meeting. I look forward to seeing you at the meeting. I feel it is very important for you to attend this meeting. If you have any problems with transportation, location or time, please let me know by calling 625-2875 or writing a note on the Parent Invitation Response.

Sincerely,

Jenny Bue Loadholt, Ed. D., Director
Name and Position

Attachments:

- ☒ Parent Invitation Response
- ☐ Parent Handbook to Special Education
- ☐ Parent Information Sheet
- ☐ Proposal to Change Identification or Placement
- ☐ Other (specify) _____

Confidential/Protective Order

HCSD2_40035

DEF_1413 0034

REC036237

Grades for Tyrin Brooks Reading

100

85

30

70

0

100

100

56 * Major Test

50

90

Average 68.1

→ Story "The Dog on the Roof"

Tyrone Brooks

Pre-Algebra ✓

Earth Science (Math)

PA ✓

Reading ✓

Science ✓

Math ✓

English ✓

History ✓

Art ✓

Physical Education ✓

Music ✓

Health ✓

Foreign Languages ✓

Other ✓

Electives ✓

Practical Experience ✓

Community Service ✓

Student Government ✓

Clubs and Organizations ✓

Sports ✓

Other Activities ✓

Remarks

Signature

Date

Confidential/Protective Order

HCSD2_40037

DEF_1413 0036

REC036239

Tyrin Brooks

Average is 70.

South Carolina History

Ms Glover

MS SARA BURKETT

Wednesday, September 1, 1999

Progress Report for**TYRIN BROOKS**

Page 1

MS. S BURKETT

PRE-ALGEBRA

Room # T-101

Section # 8 45 9 3

Period SECOND

Total Points 655 0

Maximum Possible Points 800 0

Final Average 81 8

Final Grade C

Overall Rank 14

Absent Days 0

Tardy Days 1

Grade Scale

A	93 50
B	85 50
C	75 50
D	69 50
F	0 00

Name	Date	Category	Score	Max	%	Grd	Mean
DIS CODE	8/17/99	HOMEWOR	100	100	100	A	100
REQ&PRC	8/17/99	HOMEWOR	100	100	100	A	100
SDMT	8/24/99	HOMEWORK	**	100	**	**	100
PAGE 6	8/25/99	HOMEWOR	0	100	0	F	73
PAGE 12	8/26/99	HOMEWORK	100	100	100	A	96
PAGE 13	8/27/99	HOMEWOR	100	100	100	A	100
PATTERN	8/27/99	QUIZ	55	100	55	F	73
PAGE 18	8/31/99	HOMEWOR	100	100	100	A	89
PAGE 21	9/1/99	HOMEWOR	100	100	100	A	100
PAGE 25	9/1/99	**	**	**	**	**	**
HOMEWO	Subtotal	HOMEWOR	500 0	600	83	C	94
HOMWOR	Subtotal	HOMWORK	100 0	100	100	A	96
QUIZ	Subtotal	QUIZ	55 0	100	55	F	73
**	Subtotal	**	**	**	**	**	**
Term #1	Subtotal		655 0	800	81	C	91

X = Exempt. NC = No Credit

Missing Work		
Name	Date	Category
SDMT	8/24/99	HOMEWORK
PAGE 25	9/1/99	**

→ This was a letter to be signed
→ This is today's homework

Assignment Descriptions

DIS CODE= DISCIPLINE CODE

REQ&PRC= COURSE REQUIREMENT AND PROCE

SDMT = LETTER

PAGE 6 = #6 8 10 12 14 16 18,20

PAGE 12 = #10 12 14 16 18,19

PAGE 13 = #20,22,24,28 30,32

PATTERN= SECTIONS 1 1&1 2

PAGE 18 = #6 8,10 12,14 16 18,20,22

PAGE 21 = #24,26,28,30,32 34 36 38

PAGE 25 = #8,10 12,14

Attendance Record

ENTERED 8/17/99

Confidential/Protective Order

HCSD2_40039

DEF_1413 0038

REC036241

PLACEMENT FORM

LEARNING DISABILITIES

Name: Black, John Age: 13-7

Grade: 8th School: ...

Birth Date: ...

Address: ...

City: ... State: ... Zip: ...

Parent Name: ... Parent Address: ...

Parent City: ... Parent State: ... Parent Zip: ...

Parent Phone: ...

Referral Source: ...

Referral Date: ...

Referral Description: ...

Referral Agency: ...

Referral Contact: ...

Referral Phone: ...

Referral Fax: ...

Referral Email: ...

Referral Notes: ...

Referral Status: ...

Referral Comments: ...

Referral Signature: ...

Referral Date: ...

Referral Agency: ...

Referral Contact: ...

Referral Phone: ...

Referral Fax: ...

Referral Email: ...

Referral Notes: ...

Referral Status: ...

Referral Comments: ...

Referral Signature: ...

Referral Date: ...

Referral Agency: ...

Referral Contact: ...

Referral Phone: ...

Referral Fax: ...

Referral Email: ...

Referral Notes: ...

Confidential/Protective Order

HCSD2_40040

DEF_1413 0039

REC036242

**PSYCHOEDUCATIONAL REPORT
CONFIDENTIAL**

**HAMPTON SCHOOL DISTRICT TWO
ESTILL, SOUTH CAROLINA**

NAME Tynn Brooks
SCHOOL Estill Middle
REFERRED BY Lizzie Young
PARENTS Brenda Brooks
ADDRESS P O Box 55
Estill SC 29918
TELEPHONE 625-2865

DATE EVALUATED 1999-01-11
DATE OF BIRTH 1985-05-27
CHRONOLOGICAL AGE 13-7
GRADE 7
EXAMINER Richard Osterman
School Psychologist I

REASON FOR REFERRAL

Problems in reading

PLACEMENT AT TIME OF EVALUATION

Public school regular class

<u>SCREENING</u>	<u>DATE</u>	<u>RESULTS</u>
HEARING	10-05-98	Adequate
VISION	10-05-98	Adequate
SPEECH/ LANGUAGE	10-28-98	Adequate

ASSESSMENT PROCEDURES

Wechsler Intelligence Scale for Children - Third Edition (WISC-III)
Developmental Test of Visual - Motor Integration (VMI)
Goodenough - Harris Drawing Test
Peabody Individual Achievement Test - Revised (PIAT-R)
Wide Range Achievement Test 3 (WRAT 3)
Social History
Review of Records

TEST BEHAVIOR AND BACKGROUND

Tynn is a pleasant student. He demonstrated on-task behavior throughout the testing session. His responses tended to be impulsive. Rapport was good. The student's cooperation was good. Quality and quantity of the examinee's conversation were considered to be adequate. No distractibility was noted when faced with more difficult tasks. Perseverance was good. The student responded favorably to praise. Physical activity level was normal for a student of this age. Overall effort during this testing session was considered to be good.

The examinee lives with both parents and two siblings. The student's relationship with family members is reported to be good. Relationship with peers is good. Developmental milestones are reported to be normal. No serious illnesses or accidents have been reported. The examinee has been retained two grades in school. Academic achievement in school is generally below average.

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HCSD2_40041

DEF_1413 0040

REC036243

The Developmental Test of Visual-Motor Integration (4th Edition-Revised) is a sequence of twenty-four geometric forms to be copied with pencil on paper. It may be used for ages two to adult. Scores are reported as standard scores with an arithmetic average of 100 and a standard deviation of 15. This means that two out of three students score between 85 and 115.

Standard Score = 84 Percentile = 14 Age Equivalent = 9-6

The Goodenough Hays Drawing Test is a nonverbal test of intellectual maturity for ages 2 to 16. A drawing is scored by checking off the presence of specified characteristics which are related to the examinee's accuracy of observation and development of conceptual thinking. The standard score is not identical to the intelligence quotient derived from other tests. It is however based on an arithmetic average of 100 and a standard deviation of 15; therefore two out of three examinees score between 85 and 115. The examinee obtained the following:

Standard Score = 71

The Peabody Individual Achievement Test - Revised is a measure of academic achievement and provides a gross indication of performance in several areas of achievement. The standard score is based on an arithmetic mean of 100 and a standard deviation of 15. Therefore approximately two-thirds of the examinees score between 85 and 115. It is suitable for students ages 5 to 19 years.

<u>Subtest</u>	<u>Grade Equiv</u>	<u>Age Equiv</u>	<u>Standard Score-Age</u>	<u>Percentile Rank</u>
Reading Comprehension	4.0	9-5	73	4
Spelling	6.1	11-7	89	23
Written Expression			68	2

The Wide Range Achievement Test - Revision 3 is administered as a measure of academic achievement and provides a gross estimation of performance in three areas of achievement. The standard score on the WRAT 3 is based on an arithmetic average of 100 and standard deviation of 15; therefore approximately two-thirds of the examinees score between 85 and 115.

<u>Subtest</u>	<u>Standard Score</u>	<u>Percentile</u>	<u>Grade Rating</u>
Reading	72	3	3
Spelling	74	4	3
Arithmetic	81	10	4

Administered by school personnel on 10-02-98

SUMMARY AND CONCLUSIONS

Tynn was referred for evaluation to determine eligibility in a program for the disabled. Analysis of psychoeducational test data, health screening, and background information reveals the following: There is no significant physiological dysfunction in hearing, vision, or speech. No evidence of cultural/social deprivation is reported. Verbal mental ability, as measured by this test battery, is in the average range; non-verbal mental ability, as measured by this test battery, is in the average range. Academic achievement is below average in all areas measured.

BROOKS Tynn

4

Academic achievement in Reading Recognition, Reading Comprehension, and Written Expression is severely discrepant with intellectual ability level. The school district's multidisciplinary team should consider all available data in addition to this psychoeducational evaluation report in making a placement decision regarding this student's educational needs. In conclusion, the examinee appears to meet South Carolina State Department of Education guidelines for classification as Learning Disabled.

See attached recommendations.


Anna Gregg Fowler Ed.S
School Psychologist II

Confidential/Protective Order

HCSD2_40043

DEF_1413 0042

REC036245

Recommendations for Tynn Brooks

- Insure a minimum vocabulary key for each subject area
- Place greater emphasis upon written expression and writing abilities
- Assign required readings and involve the student in play acting the different characters or verbally explaining the materials read
- Make use of crossword puzzles scrabble games analogy games Also have the student make up word games and crossword puzzles
- Increase dictionary work whereby the student might be requested to give word origins or trace the development of meanings to current day usage
- Make use of advanced jigsaw puzzles
- Emphasize the copying of material from the board and from books (words sentences figures numbers)
- Require the student to separate real words from nonsense words
- Have the student categorize picture topics or subjects such as transportation -- land sea air food -- fats proteins carbohydrates
- The student's desk may be moved close to the blackboard and the student may be requested to work problems from a vertical plane (board) rather than a horizontal plane (desk)
- Have the student outline underline or highlight important points in reading material
- Provide the student with a quiet place to read such as a study carrel
- Have the student verbally paraphrase material that has just been reading in order to assess comprehension
- Make a list of main points from the student's reading material written on the student's reading level
- Use a lower-grade-level text as alternative reading material in subject areas
- Provide the student with a dictionary requiring him/her to find the definitions of those words not recognized
- Include predictable reading books in the class library Predictability can make books more appealing to beginning readers and build confidence as well
- Tape record reading material for the student to listen to as he/she reads along

HAMPTON SCHOOL DISTRICT TWO
POST OFFICE BOX 1028
ESTILL SOUTH CAROLINA 29918

LETTER OF NOTICE OF EVALUATION SCHEDULE

PS-16N

January 6, 1999

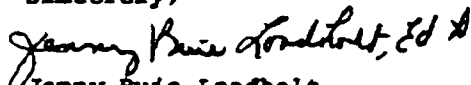
Mrs Brenda Brooks
Post Office Box 55
Estill South Carolina 29918

Dear Mrs Brooks

This is a notice to inform you that your child, Tyrin Brooks is scheduled for an evaluation on January 7-13, or the weeks of January 4-8, or January 11-15, 1999

I will advise you of any alternate testing dates if changes in this schedule are necessary. The testing will be held in his school. If you have any questions or concerns, call me at 625-2875

Sincerely,


Jenny Buie Loadholt
School Psychologist

Confidential/Protective Order

HCSD2_40045

DEF_1413 0044

REC036247

PARENTAL CONSENT FOR PLACEMENT PS-11

Your child, Yvonne Brooks has been recommended for
(Student's Name)
placement in a Learning Disabilities - Resource class
(Category Model)
Please check one of the responses below DOB 5-27-85

☒ I give permission for the placement of my child as described above and I have been given a Parent Handbook To Special Education and understand the written explanations of my due process rights under state and federal law

☐ I do not give permission for the placement of my child as described above and I have been given a Parent Handbook To Special Education and understand the written explanations of my due process rights under state and federal law

PERMISSION FOR RELEASE OF INFORMATION

I, BRENDA Lee J. Brooks give my permission for all persons of Hampton 2 School District who are providing direct educational, psychological or other related services to my child/ward to have access to the confidential files concerning my child/ward, maintained in the school district office I understand that no information will be released without prior approval by the Director of Programs for the Handicapped or his/her designee Persons requesting this information must indicate in writing the specific information being requested and the purpose of its use I further understand that if I deny permission for any individual person or persons to have access to this information this will not affect the decision to place my child/ward in an appropriate educational program

Signature [Signature] Date 2/16/99
Mailing Address 8037 625 3865
Phone Number 8037 625 3865
move file wrong dated 2/17/99

I HAVE BEEN GIVEN A PARENT HANDBOOK TO SPECIAL EDUCATION AND UNDERSTAND THE WRITTEN EXPLANATIONS OF MY DUE PROCESS RIGHTS UNDER STATE AND FEDERAL LAW

I am the (check one) ☒ Parent ☐ Legal Guardian
☐ Surrogate Parent

Confidential/Protective Order

HCSD2_40046

DEF_1413 0045

REC036248

HAWKINS COUNTY SOUTHERN DISTRICT

P. O. Box 1028
Estill, South Carolina 29918
Telephone (803) 625-2875
Fax (803) 625-2573

PS-10

☒ Initial Eval Learning Disabilities Evaluation Team Report ☐ Reeval

Student's Name Lynna Brooks Date of Birth 5-27-85

Teacher Lynna Young School Estill Middle

Date of Team Meeting 2-17-99 Evaluation Date 1-11-99 Grade 7

1 Does the committee believe that the student is learning disabled? ☒ Yes ☐ No

2 The learning disability is believed to be in the checked area(s)

☐ oral expression	☒ basic reading skill	☐ mathematics reasoning
☐ listening comprehension	☒ reading comprehension	☐ not applicable
☒ written expression	☐ mathematics calculation	

3 The highest IQ score is 95.

4 The basis for diagnosis is checked below (check a, b, or c):

a ☒ There is a severe discrepancy of 23.11 standard score points between the highest IQ score and the lowest appropriate achievement test scores(s).
The discrepancy is not correctable without special education

Discrepant Achievement Area(s)	Standard Score
<u>Reading Recognition</u>	<u>for 23 72</u>
<u>Reading Comprehension</u>	<u>for 23 73</u>
<u>Written Expression</u>	<u>for 23 68</u>

The following achievement test was used. ☒ Feabody Individual Achievement Test - Revised
☒ Wide Range Achievement Test III Other (specify) _____

b ☐ There is a severe discrepancy between ability and achievement in _____
The discrepancy, which is not correctable without special education, is documented in the student's folder filed at Pupil Services

c ☐ There is not a severe discrepancy between ability and achievement in _____

5 Relevant behavior noted during observation and its relationship to academic functioning
none noted

5 Are there educationally relevant medical findings? ☒ No ☐ Yes (specify on back)

The pupil has been provided with learning experiences appropriate for the pupil's age and ability levels as documented by the following:

Educational Intervention	Dates	Results
<u>Verbal reinforcement for appropriate behavior</u>	<u>10-14-98 to 10-17-98</u>	<u>ineffective</u>
<u>Parent conference</u>	<u>10-24-98</u>	<u>ineffective</u>
<u>Ignoring inappropriate behavior</u>	<u>11-20-98 to 11-20-98</u>	<u>no effect</u>

Has the pupil been observed? ☒ Yes ☐ No Observer Shirley Hodges
Position School Counselor Setting Reading Date 10-2-98

Can this pupil be excluded from special education services for the learning disabled due to any of the following

Visual Handicap	☐ Yes ☒ No	Emotional Disturbance	☐ Yes ☒ No
Hearing Handicap	☐ Yes ☒ No	Environmental, Cultural or Economic Disadvantage	☐ Yes ☒ No
Motor Handicap	☐ Yes ☒ No		
Mental Retardation	☐ Yes ☒ No		

Confidential/Protective Order

HCSD2_40047

DEF_1413 0046

REC036249

Student Lynn Brown 5-27-85
First Middle Last Name Date of Birth

School East Middle Evaluation Date 1-11-99

Academic ability is generally assessed to be below average average above ave.
Achievement is assessed to be as follows

	Arith- metic	Mathe- matics	Reading Recognition	Reading Comprehension	Spelling	General Information	Write Exp
Above Average							
Average					☒		
Below Average	☒		☒	☒			☒

The educational implication of the evaluation and/or staffing is that according to current regulations, the student's needs to be placed as checked below

Type full time in regular program ☒ learning disabled
profoundly mentally handicapped ☐ emotionally handicapped
trainable mentally handicapped ☐ hearing handicapped
educable mentally handicapped ☐ orthopedically handicapped
Other (specify) ☐ visually handicapped
Model self-contained ☒ resource ☐ itinerant ☐ not applicable
other (specify)

The checked items indicate why the recommended placement is believed to be least restrictive

A self-contained class is the least restrictive environment in which it is
believed that the student will function adequately
☒ The student will be in the regular school program part of each school day
The student will be full time in the regular program
Other (specify)

The specific tests and procedures upon which the recommendation is based are checked below

<u>AAMD Adaptive Behavior Scale</u>	<u>Kinetic Family Drawing</u>
<u>Bayley Scale of Infant Development</u>	☒ <u>Peabody Individual Achievement Test</u>
<u>Bender Visual Motor Gestalt</u>	<u>Peabody Picture Vocabulary Test-Rev</u>
<u>Burks' Behavior Rating Scale</u>	<u>Stanford-Binet Intelligence Scale-R</u>
<u>California Test of Personality</u>	<u>Vineland Social Maturity Scale</u>
<u>Catell Infant Intelligence Scale</u>	<u>Wechsler Adult Intelligence Scale-R</u>
☒ <u>Goodenough-Harris Drawing Test</u>	☒ <u>Wechsler Intelligence Scale for Chi</u>
<u>House-Tree Person</u>	☒ <u>Wide Range Achievement Test-2</u>
<u>Incomplete Sentences</u>	<u>Written expression samples</u>
☒ <u>Other (specify) <u>Berry VMI</u></u>	

Is there evidence of environmental, cultural, or economic effect? ☒ No
Yes (explain)

The multidisciplinary evaluation team has considered the information available on the student's social health, and developmental history, which was presented at the staffing by a representative of the student's school. We certify by our signatures that this report reflects our conclusions (the dated and signed opinions of dissenting members must be written on the back of both copies) and that if the student is being considered for a program for the handicapped, we have reviewed the student's Individualized Education Program and find it to be appropriate.

<u>2-17-99</u>	Signatures (3 Professional Staff)	Position
Staffing Date	<u>Jerry Bruce Lindhau</u>	Chairperson, Administrator, *
	<u>Angie Phelan</u>	School Psychologist
	<u>[Signature]</u>	<u>Spec Ed Teacher</u>
	<u>[Signature]</u>	<u>Counselor</u>
	<u>[Signature]</u>	<u>Teacher</u>
	<u>[Signature]</u>	<u>Teacher</u>
cc Parent		<u>parent mother</u>
Principal		
Referring person	<u>[Signature]</u> Psychological Services	

Confidential/Protective Order

HCSD2_40048

DEF_1413 0047

REC036250

MISSION TO EVALUATE

PS-4C

Date
Student
Identification #

9/30/98
Tyrin Brooks

Dear Mrs Brooks
(Parent/Legal Guardian/Surrogate Parent)

Tyrin Brooks has been referred by Ms. Young
(Name of Student) (Name of referring person)
Teacher on 9/28/98 for screening and an individual evaluation because
(Position) (Date)

he/she appears to be experiencing difficulty in the following areas which may be interfering with his/her academic progress

Reasons for referral: Low test scores, Need lots of attention
From peers, Lack of homework

Description of any options considered and the reasons why those options were rejected.

Ignoring inappropriate behavior, Positive reinforcement
Removal from Group, Parent Conference

Each evaluation procedure, test, record, or report used as a basis for the proposed action:

Vision, ITEX, Speech, WRAT Screening

Other factors relevant to the proposed action.

Information Team agree to test

Specific tests that will be administered to your child are indicated with a check mark and may be found on pages ___ or the Parent Handbook to Special Education that is attached to this letter. Should additional testing appear to be necessary, we will administer the additional appropriate instruments and inform you of all results.

You will be fully informed of the evaluation schedule and the results of the evaluation. No change will be made in your child's educational placement without your knowledge and written permission. All parental rights and a list of sources of free/low cost legal services are included in the Parent Handbook to Special Education. You do have the right to refuse permission for the evaluation with the understanding that we can request a hearing to present our reasons for requesting an evaluation.

If you have any questions or concerns, contact me at 652-5558 (Phone #). Please sign and return the attached permission to evaluate to me as soon as possible.

Sincerely

[Signature]
Guidance Counselor

Enclosures Parent Handbook to Special Education
Permission to Evaluate

3.92

Confidential/Protective Order

HCSD2_40049

DEF_1413 0048

REC036251

This form is to be used when there is a need for a Surrogate parent for a pupil who (1) is now receiving special educational services, or (2) who is suspected of needing special educational services.

Name of Pupil Tyron Bonds Date of Birth 5-27-85

Grade/Special Education Assignment _____

Name of School Estell Middle Teacher _____

Name of Caregiver Brenda Bonds

Address P.O. Box 55

Estell, SC 29918

Phone (home) _____ (business) _____

Relationship to child.

☒ Parent _____ Other Relative (specify) _____

_____ Guardian

_____ Foster Parent _____ Other (specify) _____

The pupil is represented by parent(s) or
by a legal guardian.

☒

The pupil's parents are unknown.
Attach written verification.

The pupil's parents have not been located after
reasonable efforts on the part of the Agency.
Attach copy of written documentation of efforts.

The pupil's parents request that a surrogate be
appointed to represent them in educational decisions
regarding their handicapped child.
Attach copy of written authorization from the parent
to appoint a surrogate.

The pupil is a Ward of the State.
Attach a copy of a Court Order or other verification.

Other _____

Based on these findings a Surrogate Parent

☐ must be appointed

☒ does not need to be appointed

J. Bond
Signature of Coordinator of Programs for the Handicapped

12-17-98
Date

65

SP1

Confidential/Protective Order

HCSD2_40050

DEF_1413 0049

REC036252

Tyrin Urison

Date 5/23/99
Time 10:00pm

To Whom It May Concern:

Please allow my son Tyrin G. Brooks

to change his schedule from

Self Instructional class.

~~Brenda Brooks~~
Brenda Brooks

- 1) Physical Education/Health = F Grund (Gym)
- 2) Pre-Algebra - 8th grade = S Burke++
- 3) 8th Grade Homeroom A = P Brantley
- 4) Earth Science H Oberg
- 5) Language Arts Grade - 8 = J Bostick
- 6) Focus on Success - 8 = T Dawkins
- 7) Lunch - lower class men
- 8) South Carolina History = S Glover
- 9) Eighth Grade Reading = S Green

Student Signe Brooks
School/District Still High School
First Invitation Date 8/30/95
Second Invitation Date

Initial IEP
Annual Review
☒ Special Review
Transition
Reevaluation Par

Des Mr. Brooks Rescheduled for 9/8/95 requested by mother - 3:30 PM

You are invited to participate as an equal member of an IEP/staffing committee that will meet on September 8, 1995 at Still High School in the guidance office at 3:30 PM.

- ☐ To discuss the findings of the recent evaluation and determine eligibility for special education services. Before we begin the IEP meeting, we will provide you with a copy of the evaluation report and discuss it with you. If you prefer to have a copy of the evaluation report prior to the meeting, please contact us and we will send one to you.
- ☐ To develop an initial individualized education program (IEP), if appropriate
- ☐ To conduct an annual review of your child's IEP
- ☒ To conduct a special review of your child's IEP (If this is a proposed change in identification or placement, please see attachment.)
- ☐ To discuss transition service needs or to develop a transition plan
- ☐ To review existing evaluation data and develop a reevaluation plan

If it is determined that your child qualifies for or should continue in a program of special education, an Individualized Education Program (IEP) will be developed and the least restrictive placement will be determined. An IEP is a written document, which includes goals and objectives to ensure that your child receives an appropriate education which has been designed to meet his/her special learning needs.

If your child is 14 years of age or older (or will turn age 14 during the effective dates of the IEP), the IEP/staffing committee will discuss transition service needs, focusing on his/her courses of study. If your child is 16 years of age or older (or will turn age 16 during the effective dates of the IEP), the IEP/staffing committee will discuss transition services and incorporate a Transition Services Plan into the IEP. Your child will be invited to participate as an equal member of the IEP/staffing committee anytime transition service needs or services are discussed. At that time we will discuss your child's interests and preferences as they relate to the development of the transition plan. Transition services will be discussed for younger children if the IEP/staffing committee or if you determine it is appropriate.

The following participants will be in attendance at the meeting:

Name and Position	Name and Position
Mr. Clifford Hopkins, Admin Asst	<u>Ms. J. [unclear] Ed. [unclear]</u>
Mrs. Eleanor Hazel, Counselor	<u>Ms. J. [unclear] Ed. [unclear]</u>
Dr. Jerry Buie, Leadholt Director	<u>Ms. [unclear] Ed. [unclear]</u>
<u>Ms. [unclear] Ed. [unclear]</u>	<u>Ms. [unclear] Ed. [unclear]</u>

You may bring other participants to the meeting if you wish. Additionally, you have the right to determine whether your child shall attend the meeting. If transition will be discussed, we will invite your child. If there is a communication problem, please notify me five (5) days prior to the meeting and an interpreter will be provided. You will be provided a copy of your child's IEP. Your child's IEP will be reviewed and revised annually and you will be invited to participate in the annual review meeting. You may request a new IEP/staffing meeting any time you feel it is necessary. It is important that you be involved in making all educational decisions regarding your child. Attached is the booklet, Parent Handbook to Special Education which includes a full explanation of all procedural safeguards. For additional information, please call me at 625-2875.

Please complete the attached Parent Invitation Response form and return it to me within five (5) calendar days to let me know your plans regarding this meeting. I look forward to seeing you at the meeting. I feel it is very important for you to attend this meeting. If you have any problems with transportation, location or time, please let me know by calling 625-2875 or writing a note on the Parent Invitation Response.

Sincerely,

Jerry Buie Leadholt, Ed. D., Director
Name and Position

Attachments

- ☒ Parent Invitation Response
- ☐ Parent Handbook to Special Education
- ☐ Parent Information Sheet
- ☐ Proposal to Change Identification or Placement
- ☐ Other (specify)

Confidential/Protective Order

HCSD2_40052

DEF_1413 0051

REC036254

Sydney K. Davis
Name of Student

Please check one of the following:

- ☐ I will attend the meeting as scheduled.
☐ I cannot attend the meeting as scheduled, but would like to reschedule for _____
Date/Time/Location
☐ I do not wish to attend the meeting and I do not wish to reschedule.
☐ I would like to have the IEP/LRE meeting conducted by telephone conference on _____
Date and Time/Phone Number

Signature of Parent/Legal Guardian/Surrogate Parent

Date

For students age 14 and older (or anytime transition is to be discussed)

STUDENT RESPONSE. My signature below indicates I am aware of the time of the IEP meeting and have been invited.

Student Signature

Date

WAIVER STATEMENT (When applicable):

The seven (7) day requirement for parent notification of an IEP/staffing meeting is hereby waived with my permission. I understand the reason the waiver is to be _____

Signature of Parent/Legal Guardian/Surrogate Parent

Date

Please return this page only to Bettie Manuel, Admin Asst
Special Services
District Office

Office Use Only

Phone Contact Date _____

Name of Person Making Contact

Confidential/Protective Order

HCSD2_40053

DEF_1413 0052

REC036255

Student John Brooks
School/District Escoll High School
First Invitation Date 8/20/93
Second Invitation Date _____
Date Mr. Brooks

Initial IEP
Annual Review
☒ Special Review
Transition
Reevaluation Plan

You are invited to participate as an equal member of an IEP/staffing committee that will meet on September 2, 1993 at Escoll High School in the guidance office at 3:30 p.m.

- ☐ To discuss the findings of the recent evaluation and determine eligibility for special education services. Before we begin the IEP meeting, we will provide you with a copy of the evaluation report and discuss it with you. If you prefer to have a copy of the evaluation report prior to the meeting, please contact us and we will send one to you.
- ☐ To develop an initial individualized education program (IEP), if appropriate.
- ☐ To conduct an annual review of your child's IEP.
- ☒ To conduct a special review of your child's IEP (if this is a proposed change in identification or placement, please see attachment).
- ☐ To discuss transition service needs or to develop a transition plan.
- ☐ To review existing evaluation data and develop a reevaluation plan.

If it is determined that your child qualifies for or should continue in a program of special education, an Individualized Education Program (IEP) will be developed and the least restrictive placement will be determined. An IEP is a written document which includes goals and objectives to ensure that your child receives an appropriate education, which has been designed to meet his/her special learning needs.

If your child is 14 years of age or older (or will turn age 14 during the effective dates of the IEP), the IEP/staffing committee will discuss transition service needs focusing on his/her courses of study. If your child is 16 years of age or older (or will turn age 16 during the effective dates of the IEP), the IEP/staffing committee will discuss transition services and incorporate a Transition Services Plan into the IEP. Your child will be invited to participate as an equal member of the IEP/staffing committee anytime transition service needs or services are discussed. At that time, we will discuss your child's interests and preferences as they relate to the development of the transition plan. Transition services will be discussed for younger children if the IEP/staffing committee or if you determine it is appropriate.

The following participants will be in attendance at the meeting:

Name and Position	Name and Position
Mr. Clifford Hopkins, Admin. Asst.	<u>Mr. J. [unclear] [unclear]</u>
Mrs. Eleanor Hazer, Counselor	<u>Mr. [unclear] [unclear]</u>
Dr. Jerry Buie Loadholt, Director	<u>Mr. [unclear] [unclear]</u>
<u>Mr. [unclear] [unclear]</u>	<u>Mr. [unclear] [unclear]</u>
<u>Mr. [unclear] [unclear]</u>	<u>Mr. [unclear] [unclear]</u>

You may bring other participants to the meeting if you wish. Additionally, you have the right to determine whether your child shall attend the meeting. If transition will be discussed, we will invite your child. If there is a communication problem, please notify me five (5) days prior to the meeting and an interpreter will be provided. You will be provided a copy of your child's IEP. Your child's IEP will be reviewed and revised annually, and you will be invited to participate in the annual review meeting. You may request a new IEP/staffing meeting any time you feel it is necessary. It is important that you be involved in making all educational decisions regarding your child. Attached is the booklet, Parent Handbook to Special Education, which includes a full explanation of all procedural safeguards. For additional information, please call me at 625-2875.

Please complete the attached Parent Invitation Response form and return it to me within five (5) calendar days to let me know your plans regarding this meeting. I look forward to seeing you at the meeting. I feel it is very important for you to attend this meeting. If you have any problems with transportation, location or time, please let me know by calling 625-2875 or writing a note on the Parent Invitation Response.

Sincerely,

Jerry Buie Loadholt, Ed. D., Director
Name and Position

Attachments:

- ☒ Parent Invitation Response
- ☐ Parent Handbook to Special Education
- ☐ Parent Information Sheet
- ☐ Proposal to Change Identification or Placement
- ☐ Other (specify) _____

Confidential/Protective Order

HCS2_40054

DEF_1413 0053

REC036256

PROPOSAL TO CHANGE IDENTIFICATION OR PLACEMENT

Student's Name Tyrin Brooks

Date 1/21/99

We plan to propose the following action subject to your input and our discussions during the IEP/staffing committee meeting:

Description of the Proposed Action To place Tyrin on a resource pull-out program for one period daily for a quarter on Reading, Recognition, Reading Comprehension and Written Expression

Prior to a final decision you and the other members of the IEP/staffing committee will be asked to consider whether this is in the best interest of your child. Below is an explanation of why this proposal is being made, a description of the procedures on which this proposal is based and any other options considered and why they were rejected. Please review this information carefully and call me if you have any questions.

Reasons for the proposal Test results revealed a significant disability in the Reading and Written Expression area

Description of each evaluation procedure, test, record or report used as a basis for this proposal:

see attached psychological report

Other options considered and reasons why these options were rejected NA

A description of any other factors relevant to this proposed action NA

Confidential/Protective Order

REC036258

DEF_1413 0055

HCSD2_40056

Regular Classroom Intervention Form Student's Full Name Tyrin Brooks O B: 5/27/95
Teacher Initiated Intervention (Minimum of 15 days required) School FRS

Statement of Problem (At least one)	Date Initiated	Date Terminated	Effectiveness of Intervention (Check one)				
			Very Ineffective	Ineffective	No Effect	Effective	Very Effective
1 Behavior Contracts							
2 Special projects							
3 Alter instructional presentation							
4 Rearranging seating							
5 Ignoring inappropriate behavior	9/30/98	10-30-98			✓		
6 Temporary removal from group	9/30/98	10-20-98				✓	
7 Close proximity to student							
8 Use of study cart							
9 Preferential seating							
10 Peer tutor							
11 Supplementary material							
12 Special instruction outside regular class							
13 Reading Tutorial Program							
14 Homework-assignment sheet signed by parent							
15 Conference with student	Oct. 8	Oct 8/98			✓		
16 Modification of student's schedule							
17 Verbal reinforcement for appropriate behavior	Oct. 14/98	Oct. 17/98		✓			
18 Individual teacher assistance							
19 Removal of distractions							
20 Rewarding appropriate behavior with "free"							
21 Use of token economy							
22 Other (specify):							
Other Interventions							
1 Referral to assistant principal							
2 Referral to principal							
3 Referral to counselor							
4 In-school suspension							
5 Parent Conference/telephone Oct 30/98				✓			
6							
7 Vision/Hearing Check							

Teacher's Signature

[Signature]

Date

10-30-98

Reg Class Intervenor Form

REFERRAL FOR SPECIAL SERVICES PS-1
HAMPTON COUNTY SCHOOL DISTRICT TWO

1. Student's Full Name Tyrin Brooks
First Middle Last

Address PO Box 55 Estill, SC Zip Code 29918

2 Parent's Name or Guardian Brenda Brooks Phone 625-2865

3 Date of Birth 5/27/85 Age _____ Sex M ☒ F

4. School EMS Grade 7 Teacher Young Subject _____

5. List specific academic and/or social behavior and/or physical problems of the child which require the above service(s).
1 Constant need to have attention from peers
2 Immature
3 He is capable of doing his work but he is too peer
4 He is peer

6. List the specific techniques and methods used to remediate the above behaviors other than individual attention and parent conferences.
1 Conference with student
2 Allowed him to be a leader in subject that he
3 good at.
4 _____

7 Has student previously been referred for psychological evaluation? _____ If "yes", when? _____

8 Full name, date of birth (confirmed by school record based upon information on birth certificate presented when student enrolled in school), address and phone number

Verified by: B. Hodge
Signature

9 Name of Family Physician _____
Street/Box _____ City _____ State _____ Zip Code _____

10 Please add any additional comments if you desire to further clarify the referral.

X Signature of Teacher Lisa Young
Time available for conference _____
Signature of Principal _____ Date Referred _____

Revised 11/18/96

Confidential/Protective Order

HCSD2_40057

DEF_1413 0056

REC036259

NAME OF STUDENT Tyrin Grade 7
Brook

REFERRAL FOR SPECIAL SERVICES - PS-2
BEHAVIOR CHECKLIST CIRCLE THE FREQUENCY NUMBER

1-No significant problem	2-Sometimes a problem
3-Mild, but frequent Problem	4-Serious Problem
5-Severe, frequent problem	
- (1) 2 3 4 5 Excessive motor activity at inappropriate times
(getting out of desk, jumping up and down, etc)
- (1) 2 3 4 5 Short attention span
- (1) 2 3 4 5 Lack of concentration during lecture or on task
- (1) 2 3 4 5 Too persistent in concentration during lecture
or on task
- (1) 2 3 4 5 Attention to irrelevant or external stimuli
- (1) 2 3 4 5 Can adapt readily to changes in schedule,
activities, teachers, (etc)
- (1) 2 3 4 5 Accurately duplicates drawings, sentences words
- (1) 2 3 4 5 Letters produced correctly
- (1) 2 3 4 5 Discriminates between sounds (auditory
discrimination)
- (1) 2 3 4 5 Is aware of body parts
- (1) 2 3 4 5 Can discriminate left from right up from down
(specify, if problem)
- (1) 2 3 4 5 Shows good muscle control
- (1) 2 3 4 5 Can remember ideas and concepts presented orally
- (1) 2 3 4 5 Can remember written words, sentences
- (1) 2 3 4 5 Can remember sequences of events
- (1) 2 3 4 5 Can remember arithmetic processes
- (1) 2 3 4 5 Can generalize ideas and concepts
- (1) 2 3 4 5 Exhibits friendly positive attitude toward
schoolmates
- (1) 2 3 4 5 Exhibits a positive attitude toward school
and school work

-1-

Confidential/Protective Order

HCSD2_40058

DEF_1413 0057

REC036260

- ④ 2 3 4 5 Comes to school neat and clean (bathes, clean clothes)
- ④ 2 3 4 5 Comes to school hungry
- ④ 2 3 4 5 Comes to school sleepy - shows signs of drowsiness
- ① 2 3 4 5 Keeps hair and hands clean and neat during school hours
- ① 2 3 4 5 Is taking medication (Specify) _____
- ① 2 3 4 5 Uses drugs illegally
- ① 2 3 4 5 Is sluggish lethargic
- ① 2 3 4 5 Complains of physical ailments
- ② 2 3 4 5 Fixed expression - lack of emotional reactivity
- ① 2 3 4 5 Destructiveness in regard to his own/or others' property
- ② 2 3 4 5 Repetitive speech
- ② 2 3 4 5 Easily flustered and confused
- ② 2 3 4 5 Belongs to a gang
- ② 2 3 4 5 Temper tantrums
- ② 2 3 4 5 Clumziness, awkwardness poor muscle control
- ② 2 3 4 5 Passivity, suggestibility, easily led by others
- ② 2 3 4 5 Incoherent speech

Other (assign frequency numbers)

Jeorge tends to show off in front of his peers. He likes attention.

Leigie Young
Signature of Referrant

Teacher
Position

11/24/98
Date of completion

-3-

Acharya
S. Smith

NAME OF STUDENT Tyrin Brown Grade 7

REFERRAL FOR SPECIAL SERVICES - PS-2
BEHAVIOR CHECKLIST CIRCLE THE FREQUENCY NUMBER

- 1-No significant problem 2-Sometimes a problem
3-Mild but frequent Problem 4-Serious Problem
5-Severe, frequent problem

- 1 2 3 4 5 Excessive motor activity at inappropriate times
(getting out of desk, jumping up and down, etc)
- 1 2 3 4 5 Short attention span
- 1 2 3 4 5 Lack of concentration during lecture or on task
- 1 2 3 4 5 Too persistent in concentration during lecture
or on task
- 1 2 3 4 5 Attention to irrelevant or external stimuli
- 1 2 3 4 5 Can adapt readily to changes in schedule,
activities, teachers, (etc)
- 1 2 3 4 5 Accurately duplicates drawings, sentences words
- 1 2 3 4 5 Letters produced correctly
- 1 2 3 4 5 Discriminates between sounds (auditory
discrimination)
- 1 2 3 4 5 Is aware of body parts
- 1 2 3 4 5 Can discriminate left from right, up from down
(specify, if problem)
- 1 2 3 4 5 Shows good muscle control
- 1 2 3 4 5 Can remember ideas and concepts presented orally
- 1 2 3 4 5 Can remember written words, sentences
- 1 2 3 4 5 Can remember sequences of events
- 1 2 3 4 5 Can remember arithmetic processes
- 1 2 3 4 5 Can generalize ideas and concepts
- 1 2 3 4 5 Exhibits friendly, positive attitude toward
schoolmates
- 1 2 3 4 5 Exhibits a positive attitude toward school
and school work

-1-

Confidential/Protective Order

HCSD2_40060

DEF_1413 0059

REC036262

- (1) 2 3 4 5 Comes to school neat and clean (bathes clean clothes)
- (1) 2 3 4 5 Comes to school hungry
- (1) 2 3 4 5 Comes to school sleepy - shows signs of drowsiness
- (1) 2 3 4 5 Keeps hair and hands clean and neat during school hours
- (1) 2 3 4 5 Is taking medication (Specify) _____
- (1) 2 3 4 5 Uses drugs illegally
- (1) 2 3 4 5 Is sluggish lethargic
- (1) 2 3 4 5 Complains of physical ailments
- 1 2 (3) 4 5 Fixed expression - lack of emotional reactivity
- 1 (2) 3 4 5 Destructiveness in regard to his own/or others' property
- 1 (2) 3 4 5 Repetitive speech
- 1 2 (3) 4 5 Easily flustered and confused
- 1 2 (3) 4 5 Belongs to a gang
- 1 2 3 (4) 5 Temper tantrums
- (1) 2 3 4 5 Clumsiness awkwardness, poor muscle control
- 1 2 (3) 4 5 Passivity suggestibility, easily led by others
- 1 (2) 3 4 5 Incoherent speech
- Other (assign frequency numbers) .

Train cooperation when under direct supervision;
otherwise, he is a loose cannon.

L Smith
 Signature of Referrant

Teacher
 Position

12-6-98
 Date of Completion

-3-

VISION HEARING SPEECH LANGUAGE SCREENING

Tyrin Brooks
Student's Name

Young
Teacher

5-27-88
DOB

*SCREENING MUST HAVE BEEN COMPLETED WITHIN THE PAST NINE MONTHS

VISION

Initial Screening Rescreening

Distance Vision

Uncorrected	Corrected
20/20	
20/20	
20/20	

Near Vision

Uncorrected	Corrected
20/20	
20/20	
20/20	

Disposition

☒ No further action indicated
☐ Referral made

HEARING

Initial Screening Right Left

1000 Hz (at 20dB)	Pass Fail	Pass Fail
2000 Hz (at 20dB)	Pass Fail	Pass Fail
4000 Hz (at 20 or 25dB)	Pass Fail	Pass Fail

Date 10/5/98

Rescreening

1000 Hz (at 20dB)	Pass Fail	Pass Fail
2000 Hz (at 20dB)	Pass Fail	Pass Fail
4000 Hz (at 20 or 25dB)	Pass Fail	Pass Fail

Date _____

Rescreening

1000 Hz (at 20dB)	Pass Fail	Pass Fail
2000 Hz (at 20dB)	Pass Fail	Pass Fail
4000 Hz (at 20dB)	Pass Fail	Pass Fail

Date _____

Disposition

☒ No further action indicated
☐ Action indicated

Received the 10/19/98

SPEECH LANGUAGE

Assessment	Pass	Fail
Oral Perceptual		
Articulation		
Voice		
Fluency		
Receptive Language		
Expressive Language		

Comments

Disposition

☐ Currently Enrolled in Speech

☒ No further action indicated

☐ Schedule for Speech-Language evaluation

☐ Language development class

Cecilia B. M'Kemp
Examiner

Michael M. M'Kemp
Speech Language Clinician

Date 10/28/98

Confidential/Protective Order

HCSD2_40062

DEF_1413 0061

REC036264

ESTILL MIDDLE SCHOOL
Post Office Box 817
Estill, South Carolina 29918
(803) 625-2658
J Hopkins Principal

PERMISSION TO SCREEN

Student's Name Tyrin Brooks Grade 7
Parent/Guardian's Name Brenda Brooks
Date _____

The above student has undergone an intervention program recommended by a committee of staff members at Estill Middle School. The committee has recommended that this student be referred for psychoeducational screening and steps taken to determine his/her educational needs.

☒ I give permission for my child, Tyrin Brooks, to participate in screening tests to determine possible educational needs. Scores from these screening tests may be used as part of the psychological and for placement purposes.

Parent's signature [Signature] Date 9-30-98

☐ I do NOT give permission for my child, _____ to receive screening tests. I understand that it is the recommendation of the intervention committee that these tests be administered to determine my child's educational needs.

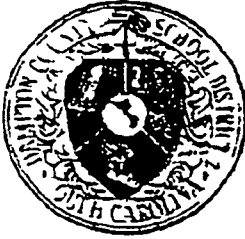
Parent's signature _____ Date _____

Confidential/Protective Order

HCSD2_40063

DEF_1413 0062

REC036265



Hampton County School District 2

P. O. Box 1028
Estill, South Carolina 29918
Telephone (803) 625-2875
Fax (803) 625-2573

Dr. Leonard A. McInty
Superintendent

PS4-B

PERMISSION TO EVALUATE

PLEASE CHECK ONE.

- ☒ I have been given a Parent Handbook to Special Education and understand the written explanations of my due process rights under state and federal law and give permission for my child Tyler Brooks to receive the evaluation(s) as indicated
- ☐ I have been given a Parent Handbook to Special Education and understand the written explanations of my due process rights under state and federal law and do not give permission for my child _____ to receive the evaluation(s) as indicated
- ☐ Current reports from eye specialist, medical doctors, or audiologists are available, and I am willing to share these reports as part of my child's evaluation. Please contact me for my signed permission.
- ☐ Current reports from another school district/agency are available, and I am willing to share these reports as part of my child's evaluation. Please contact me for my signed permission.

Signature [Signature] Date 12-17-98
Mailing Address P.O. Box 55 Estill, SC 29918
Phone Number (803) 625-2865

I am the (check one) Parent ☒ Legal Guardian ()
Surrogate Parent ()

Confidential/Protective Order

HCSD2_40064

DEF_1413 0063

REC036266

OBSERVATION CHECKLIST FOR SUSPECTED LEARNING DISABILITIES

STUDENT Tyrin Brooks DOB 5/27/95
 Last First Middle
 OBSERVER S. Hodges TITLE Gen'l Counselor
 (Certified personnel on appropriate level other than the student's regular classroom teacher. This observation cannot be conducted by a teacher's assistant.)
 DATE 10-2-98 AREA OBSERVED READING ✓ MATH _____
 TIME OF DAY _____ SETTING Classroom
 ARRANGEMENT OF ROOM Two Groups ENVIRONMENTAL VARIABLES Sunny
 INSTRUCTION TO OBSERVER Please make the student's classroom teacher aware of the behaviors you need to observe. Observation time is at least 15-30 minutes

BEHAVIOR

Place a tally mark for each time you observed given behavior.

|||| Ex Lack of attention to oral directions
 _____ Defeated attitude
 _____ Lack of attention to oral directions
 _____ Constant movement (fidgeting)
 _____ Poor self-concept (how demonstrated) _____
 _____ Short attention span
 _____ Misunderstanding oral directions
 _____ Distractability (Small distractions interfere with staying on task)
 _____ Poor left-right orientation
 _____ Poor motor control (awkwardness, lack of rhythm)

ACADEMICREADING

_____ Reverses, rotates, or inverts letters, words, numbers
 (Example b for d, g for p, dog for God, saw for was, 6 for 9, 5 for 2)
 _____ Circles when directions call for underlining
 _____ Omits letters, words, numbers when copying
 _____ *Skips lines when reading orally
 _____ *Uneven left to right progression when reading
 _____ *Fluctuates from line to line when reading
 _____ *Fails to blend sounds into words
 _____ *Guesses at words without applying word attack skills
 _____ Fails to notice small differences in words, letters, (Example dig, dog)
 _____ *Fails to notice small differences in sounds (Example time, cine, th, v)

Other Observations or Comments Student has legible handwriting

*Must be observed during reading instructions. Other items may be completed from student's written work over past two (2) weeks.

CONTINUED ON BACK

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HCSD2_40065

DEF_1413 0064

REC036267

HAMPTON COUNTY SCHOOL DISTRICT 2

Division of Psychological Services

PARENT CONFERENCE INFORMATION

Social Health and Developmental History - Form PS-3

Copy of Parent Rights Form PS-44
Permission for Individual Psychoeducational Evaluation
- Form PS - 4B

DATE	9-25-92	SCHOOL	EMS
STUDENT NAME	Tyrone Brooks	DATE	5-27-85
PERSON BEING INTERVIEWED	Brenda Brooks		
RELATIONSHIP TO CHILD	Mother	TELEPHONE NUMBER	625-2845
ADDRESS	P.O. Box 55 Est. 11, S.C. 29918		
INTERVIEWER NAME	S. Hodge	POSITION	Guid Counselor

This form is designed to provide needed additional information in order to plan effective psychological and/or special education intervention. It is to be completed if the school desires a psychological and/or special education evaluation of the psychologist.

INSTRUCTIONS

- The form is to be filled in by the interviewing teacher/principal and not by the parent or guardian. It is not designed to be sent home for completion.

All parents are not required to answer any questions.

For completion have parent sign Permission for Individual Psychoeducational Evaluation Form PS-4B found on the last page unless the handicap is suspected to be no visual hearing or orthopedic. The parent should receive the Process Booklet and the Copy of Parent Rights - Form PS-44 B. This line

- Once the Permission for Individual Psychoeducational Evaluation Form PS-44 has been signed by the parent, the complete packet must be sent to Psychological Services immediately.

Confidential/Protective Order

HCSD2_40066

DEF_1413 0065

REC036268

PARENT CONFERENCE INFORMATION

NAME OF STUDENT Tyrin Brooks

A. General Family Background

Mother's name Brenda BrooksAge 37 Highest Grade Completed 15Occupation StudentEmployer SCSU

General health & Physical Condition

GoodFather's name Tyrin Brooks SrAge 39 Highest Grade CompletedOccupation Burial ValetEmployer Community Vaults

General health & Physical Condition

ExcellentCircle one Living with family
Divorced Remarried DeceasedCircle one Living with family
Divorced Remarried DeceasedWith whom is child currently living? Parents

List brothers and sisters

Names	Age	Sex	Living at Home (Yes or No)	School or Occupation	Grade
1 <u>Tyrin Jr.</u>	<u>13</u>	<u>M</u>	<u>Y</u>	<u>Middle</u>	<u>7</u>
2 <u>Nicholas</u>	<u>10</u>	<u>M</u>	<u>Y</u>	<u>15</u>	<u>5</u>
3					
4					
5					

List other persons who are currently living in the home

Age	Age	Sex	Occupation	Relationship
1 <u>N/A</u>				
2				
3				

Has he lived with adults other than his natural parents Yes No If Yes please explainWho is directly responsible for the rearing of this child? ParentsWhen he arrives home from school is he under direct adult supervision? Most timesType of dwelling (house apartment) Trailer Own or Rent RentingNumber of times this child has changed homes 1What are his household duties or chores at home that he does on a regular basis (e.g. pets, household work, etc.)? Clean room, take out trash, rake yard

8 Interpersonal Relationship with Student

How does he get along with his father (e.g. what kind of things do they enjoy together what do they disagree on and/or what do they do about their disagreements?) Good

How does he get along with his mother or guardian (e.g. what kind of things do they enjoy together what do they disagree on and/or what do they do about their disagreements?) Good

How does he get along with other adult members living in the house? Please describe N/A

How does he get along with his brothers & sisters? (e.g. what kind of things do they enjoy together what do they disagree on and/or what do they do about their disagreements?) They have good and bad days, overall good relationship.

How many friends does the child have? Circle one Many friends several friends no friends

Have you noticed any changes in the way he gets along with his friends NO

What happens when he gets mad? He Talks alot

Have you noticed any recent changes in the way he shows his feelings (response to frustration irritability satisfaction mood swings tears etc) NO

What does he find upsetting? Anything sometimes

How does the family handle this? placed on punishment

What are some of the worst things that ever happened to him? (i.e. death in the family separation etc) Death of Grandfather

DISCIPLINE

Name some of the things your child does that require discipline (specifics) Bad in School, Fighting with Sister, not doing homework

How often does your child require disciplining? (number of times daily and/or weekly) Daily

Who disciplines your child and how is he disciplined? Parents, NO phone, T.V. GAMES stay home.

What methods work best? Staying home

What methods work least? No phone

What is the child's reaction to discipline? _____

In what areas of discipline do you and your spouse disagree? Paddling

MEDICAL HISTORY

Did the mother have any of the following diseases during pregnancy? Circle one(s)

German Measles
Mumps
Polio
Heart Disease

Anemia
Diabetes
Kidney Disease
Other _____

Were there any unusual circumstances, occurrences or problems during pregnancy or birth? Circle One: Unknown Yes No

If yes, please explain type and severity of problem _____

Was the baby premature (number of months)? NO

Who delivered the baby? Check one: Doctor ☒ Midwife

Did the newborn baby have any of the following difficulties? Circle one(s)

Fever Convulsions Excessive vomiting Allergies Bleeding
Twitching Other N/A

Please describe those checked (i.e. age at occurrence, length, etc.) _____

Explain after-effects of these conditions _____

Has the child ever had any serious illnesses, accidents, or head injuries? If yes, describe and tell at what age it occurred NO

Does your child have frequent illnesses? Circle One: Yes No
If yes, explain _____

Is he subject to allergies? Circle one: Yes No

Does he take medication on a regular basis? Circle One: Yes No

If yes, how much? _____ For what? _____

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HCSD2_40069

DEF_1413 0068

REC036271

Circle one of the following in regard to your estimate of the child's present state of physical health: Excellent Good Fair Poor Very Poor

Do you have any concerns about his present health? NO If yes explain _____

DEVELOPMENTAL HISTORY

Give the approximate age at which the child did each of the following:

Walked alone 8 Mos. Dressed without help 3 yrs
Talked (real words) 4 yr Was Toilet trained 21 Mos

EDUCATIONAL BACKGROUND

How do you see his/her ability to learn? (Average above average or slower than most children his/her age)

Prior to this time has anybody ever been concerned about his/her ability to learn? (physician, teacher, relative, etc.) Please explain NO

Has your child or family had contact with any other agencies (e.g. Mental Health Center, Dept. of Social Services, etc.) Please specify NO

Has your child ever been suspended from school? Yes No If yes describe the circumstances and number of instances

Suspension for behavior

Approximately how many days of school has your child been absent this year? 0

Reason for absences please elaborate _____

Has your child ever missed over 10, 20, or 30 days in one school year? Circle One: 10 20 30 If so please explain NO

What is his general attitude toward school? Circle one: Very Good Good Fair Poor Very Poor

Usual report card grades (parents estimate)

Reading <u>69</u>	Social Studies <u>84</u>
Writing <u>86</u>	Science <u>82</u>
Arithmetic <u>86</u>	Physical Education <u>90</u>
Spelling <u>70</u>	
Eng <u>70</u>	

LETTER OF INVITATION

Student Timothy Brooks
 School/District Estill Middle School
 First Invitation Date 2/1/88
 Second Invitation Date _____

☒	Initial IEP
☐	Annual Review
☐	Special Review
☐	Transition
☐	Reevaluation Plan

Dear Mrs Brooks

You are invited to participate as an equal member of an IEP/staffing committee that will meet on Thursday, Feb. 11, 1988 at Estill Middle School in the Guidance Office at 1:20 p.m.

- ☐ To discuss the findings of the recent evaluation and determine eligibility for special education services. Before we begin the IEP meeting, we will provide you with a copy of the evaluation report and discuss it with you. If you prefer to have a copy of the evaluation report prior to the meeting, please contact us and we will send one to you.
- ☒ To develop an initial individualized education program (IEP), if appropriate
- ☐ To conduct an annual review of your child's IEP
- ☐ To conduct a special review of your child's IEP (if this is a proposed change in identification or placement, please see attachment.)
- ☐ To discuss transition service needs or to develop a transition plan
- ☐ To review existing evaluation data and develop a reevaluation plan

If it is determined that your child qualifies for or should continue in a program of special education, an Individualized Education Program (IEP) will be developed and the least restrictive placement will be determined. An IEP is a written document, which includes goals and objectives to ensure that your child receives an appropriate education, which has been designed to meet his/her special learning needs.

If your child is 14 years of age or older (or will turn age 14 during the effective dates of the IEP) the IEP/staffing committee will discuss transition service needs, focusing on his/her courses of study. If your child is 16 years of age or older (or will turn age 16 during the effective dates of the IEP), the IEP/staffing committee will discuss transition services and incorporate a Transition Services Plan into the IEP. Your child will be invited to participate as an equal member of the IEP/staffing committee anytime transition service needs or services are discussed. At that time we will discuss your child's interests and preferences as they relate to the development of the transition plan. Transition services will be discussed for younger children if the IEP/staffing committee or if you determine it is appropriate.

The following participants will be in attendance at the meeting:

Name and Position
<u>Mrs. Lillian Green, Asst. Principal</u>
<u>Ms. Shirley Hodges, Guidance Counselor</u>
<u>Dr. Jenny Bule Loebnitz, Director</u>

Name and Position
<u>Mr. L. Green, Asst. Principal</u>
<u>Mr. V. McQuinn, Asst. Principal</u>
<u>Mr. M. Blanton, Asst. Principal</u>
<u>Mr. E. Blanton, Asst. Principal</u>

You may bring other participants to the meeting if you wish. Additionally, you have the right to determine whether your child shall attend the meeting. If transition will be discussed we will invite your child. If there is a communication problem, please notify me five (5) days prior to the meeting and an interpreter will be provided. You will be provided a copy of your child's IEP. Your child's IEP will be reviewed and revised annually and you will be invited to participate in the annual review meeting. You may request a new IEP/staffing meeting any time you feel it is necessary. It is important that you be involved in making all educational decisions regarding your child. Attached is the booklet, Parent Handbook to Special Education, which includes a full explanation of all procedural safeguards. For additional information, please call me at 625-2875.

Please complete the attached Parent Invitation Response form and return it to me within five (5) calendar days to let me know your plans regarding this meeting. I look forward to seeing you at the meeting. I feel it is very important for you to attend this meeting. If you have any problems with transportation, location or time please let me know by calling 625-2875 or writing a note on the Parent Invitation Response.

Sincerely

Jenny Bule Loebnitz, Ed. D., Director
 Name and Position

Attachments:

- ☒ Parent Invitation Response
- ☐ Parent Handbook to Special Education
- ☐ Parent Information Sheet
- ☐ Proposal to Change Identification or Placement
- ☒ Other (specify) Reevaluation

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HCS22_40071

DEF_1413 0070

REC036273

Dylan Brooks
Name of Student

Please check one of the following:

- ☐ I will attend the meeting as scheduled.
☐ I cannot attend the meeting as scheduled, but would like to reschedule for _____
Date/Time/Location
☐ I do not wish to attend the meeting and I do not wish to reschedule.
☐ I would like to have the IEP/LRE meeting conducted by telephone conference on _____
Date and Time/Phone Number

Signature of Parent/Legal Guardian/Surrogate Parent

Date

For students age 14 and older (or anytime transition is to be discussed)

STUDENT RESPONSE. My signature below indicates I am aware of the time of the IEP meeting and have been invited.

Student Signature

Date

WAIVER STATEMENT (When applicable):

The seven (7) day requirement for parent notification of an IEP/staffing meeting is hereby waived with my permission. I understand the re
for the waiver to be _____

Signature of Parent/Legal Guardian/Surrogate Parent

Date

Please return this page only to Bettie Manuel, Admin Asst
Special Services
District Office

Office Use Only

Phone Contact Date _____

Name of Person Making Contact

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HCSD2_40072

DEF_1413 0071

REC036274

LETTER OF INVITATION - IEP

Student Sydney Brooks
 School/District Estill Middle School
 First Invitation Date 2/1/88
 Second Invitation Date 2/5/88
 Dear Mrs Brooks

☒	Initial IEP
☐	Annual Review
☐	Special Review
☐	Transition
☐	Reevaluation Plan

You are invited to participate as an equal member of an IEP/staffing committee that will meet on Thursday, Feb. 11, 1988 at Estill Middle School in the Guidance Office at 1:20 p.m.

- ☐ To discuss the findings of the recent evaluation and determine eligibility for special education services. Before we begin the IEP meeting, we will provide you with a copy of the evaluation report and discuss it with you. If you prefer to have a copy of the evaluation report prior to the meeting, please contact us and we will send one to you.
- ☒ To develop an initial individualized education program (IEP), if appropriate.
- ☐ To conduct an annual review of your child's IEP.
- ☐ To conduct a special review of your child's IEP (if this is a proposed change in identification or placement, please see attachment.)
- ☐ To discuss transition service needs or to develop a transition plan.
- ☐ To review existing evaluation data and develop a reevaluation plan.

If it is determined that your child qualifies for or should continue in a program of special education, an Individualized Education Program (IEP) will be developed and the least restrictive placement will be determined. An IEP is a written document which includes goals and objectives to ensure that your child receives an appropriate education which has been designed to meet his/her special learning needs.

If your child is 14 years of age or older (or will turn age 14 during the effective dates of the IEP), the IEP/staffing committee will discuss transition service needs, focusing on his/her courses of study. If your child is 16 years of age or older (or will turn age 16 during the effective dates of the IEP), the IEP/staffing committee will discuss transition services and incorporate a Transition Services Plan into the IEP. Your child will be invited to participate as an equal member of the IEP/staffing committee anytime transition service needs or services are discussed. At that time we will discuss your child's interests and preferences as they relate to the development of the transition plan. Transition services will be discussed for younger children if the IEP/staffing committee or if you determine it is appropriate.

The following participants will be in attendance at the meeting:

Name and Position
Mrs. Lillian Green, Asst. Principal
Ms. Shirley Hodges, Guidance Counselor
Dr. Jenny Bule Loadholt, Director

Name and Position
Mrs. L. Green, Asst. Principal
Ms. S. Hodges, Guidance Counselor
Dr. J. Bule Loadholt, Director
Mrs. L. Loadholt, Asst. Principal

You may bring other participants to the meeting if you wish. Additionally you have the right to determine whether your child shall attend the meeting. If transition will be discussed we will invite your child. If there is a communication problem, please notify me five (5) days prior to the meeting and an interpreter will be provided. You will be provided a copy of your child's IEP. Your child's IEP will be reviewed and revised annually and you will be invited to participate in the annual review meeting. You may request a new IEP/staffing meeting any time you feel it is necessary. It is important that you be involved in making all educational decisions regarding your child. Attached is the booklet, Parent Handbook to Special Education which includes a full explanation of all procedural safeguards. For additional information, please call me at 625-2875.

Please complete the attached Parent Invitation Response form and return it to me within five (5) calendar days to let me know your plans regarding this meeting. I look forward to seeing you at the meeting. I feel it is very important for you to attend this meeting. If you have any problems with transportation, location or time please let me know by calling 625-2875 or writing a note on the Parent Invitation Response.

Sincerely

Jenny Bule Loadholt, Ed. Dr., Director
 Name and Position

Attachments:

- ☒ Parent Invitation Response
- ☐ Parent Handbook to Special Education
- ☐ Parent Information Sheet
- ☐ Proposal to Change Identification or Placement
- ☒ Other (specify) Reevaluation

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HCSD2_40073

DEF_1413 0072

REC036275

2-11-99
Mrs. Brooks had to work today
We rescheduled over the phone for
2-17-99 at 120 at EMS

Goodhouse

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HCSD2_40074

DEF_1413 0073

REC036276

Young

Tyrone

ADAPTIVE BEHAVIOR EVALUATION SCALE

Revised

SCHOOL VERSION RATING FORM

Stephen B. McCarney, Ed.D

COVER SHEET

GUIDELINES FOR RATING THE STUDENT

- The student should be rated by educators with primary observational opportunities.
- Any number of educators may rate the student. Each person rating the student should use a separate rating form and should independently rate the student.
- Should an educator rating a student have no knowledge of the student's ability to perform a particular item on the scale. It is recommended that another educator be consulted to provide information for that item. Do not leave any items blank.
- Ratings should be made conservatively with lower ratings given any time the student does not perform a behavior successfully and independently at all times. Inflated ratings, which exaggerate a student's abilities, will make it impossible to detect problem areas.
- If the items/skills on the scale are developmentally beyond what is expected of the student, the behavior should be rated with quantifier Number Zero. IS NOT DEVELOPMENTALLY APPROPRIATE FOR THE STUDENT'S AGE GROUP.
- It may be that the student does not possess the skill or does not demonstrate the skill. It could be that the student has not yet developed the behavior or skill or chooses not to demonstrate the behavior or skill. For whatever reason, if the student does not engage in or demonstrate the behavior, the behavior should be rated with quantifier Number One. DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL.
- It may be that the student is beginning to develop/demonstrate the skill. The skill is not yet developed to the point where the student is successful in that area. This rating is for a skill which has been observed to be developing, but not yet mastered. The behavior should be rated with quantifier Number Two. IS DEVELOPING THE BEHAVIOR OR SKILL.
- If the student has developed the behavior or skill but does not demonstrate the behavior or skill on a regular basis, the behavior should be rated quantifier Number Three. DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY.
- If the student has the ability to demonstrate the behavior or skill and does so at most every opportunity, it is likely that the student performs the behavior or skill successfully except in a few instances. The behavior should be rated quantifier Number Four. DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME.
- If the student functions at the most successful level, being consistently successful in all situations relative to the behavior or skill, it is the concept of being consistently successful which is most important. This behavior should be rated quantifier Number Five. DEMONSTRATES THE BEHAVIOR OR SKILL AT ALL TIMES (CONSISTENTLY).
- Familiarity with the student is the most important factor in completing an accurate rating. No established length of time is necessary to observe or work with a student before rating the student.
- It is not necessary to complete the rating for a student in one sitting. Several days may elapse before the observer is able to complete the scale.
- The ABES is not a test which requires a performance demonstration for each item on the scale. The observer should rely on observations of the student's ability to perform the behaviors on the scale as those behaviors occur naturally in the educational environment.

PLEASE NOTE:

It is your responsibility as a professional or parent to immediately inform the publisher if you are asked to complete any reproduction of this form.

Toll-free 1-800-542-1573



H A W T H O R N E

Educational Services, Inc.

800 Gray Oak Drive
Columbia, MO 65201

ABES-Revised

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REC036277

TO TEACHER Rate the student using the quantifiers (0-5) provided
Every item must be rated Do not leave any blanks

IS NOT
DEVELOPMENTALLY
APPROPRIATE FOR
THE STUDENT'S
AGE GROUP

0

DOES NOT
DEMONSTRATE
THE BEHAVIOR
OR SKILL

1

IS DEVELOPING
THE BEHAVIOR
OR SKILL

2

DEMONSTRATES
THE BEHAVIOR OR
SKILL
INCONSISTENTLY

3

DEMONSTRATES
THE BEHAVIOR OR
SKILL MOST OF
THE TIME

4

DEMONSTRATES
THE BEHAVIOR OR
SKILL AT ALL TIMES
(CONSISTENTLY)

5

- ☒ 1. Comprehends typical verbal communications (e.g. verbal directions, conversations, questions, etc.)
- ☒ 2. Provides relevant verbal responses to conversations, questions, etc.
- ☒ 3. Adequately expresses opinions, feelings, emotions, needs, choices, etc. with spoken word, sign language, graphic symbols, etc.
- ☒ 4. Adequately expresses information through various facial expressions, body movements, touches, and gestures
- ☒ 5. Communicates name, address, and phone number
- ☒ 6. Uses verbal skills to maintain positive relationships with others
- ☒ 7. Has an adequate expressive vocabulary
- ☒ 8. Comprehends written communication (e.g., understands written directions, signs, symbols, warnings, etc.)
- ☒ 9. Expresses complete sentences or complete thoughts in legible handwriting
- ☒ 10. Comprehends graphic symbols, sign language, etc.
- ☒ 11. Comprehends the meaning of various facial expressions, body movements, touches, and gestures
- ☒ 12. Applies functional academics to communication (e.g., reads a letter, writes a letter, reads and fills out a job application form etc.)
- ☒ 13. Takes care of toileting needs
- ☒ 14. Ties or fastens shoes
- ☒ 15. Fastens articles of clothing (e.g., zips, buttons, snaps, etc.)
- ☒ 16. Demonstrates appropriate hygiene (e.g., clean hands and face, free of body odor changes clothing when appropriate etc.)

- ☒ 18. Chooses clothes appropriate for the weather and occasion
- ☒ 19. Demonstrates appropriate grooming habits (community or local norms will dictate what is appropriate)
- ☒ 20. Uses faucets, toilet, light switches, etc.
- ☒ 21. Takes care of personal property (e.g., clothing toys, books, pencils, etc.)
- ☒ 22. Demonstrates appropriate behavior (e.g., walking, sitting, speaking controlling temper etc.) for the immediate environment (e.g., home school, movie, restaurant, work, etc.)
- ☒ 23. Is ready for an activity at the specified time (e.g., learning and following a daily routine, schedule etc.)
- ☒ 24. Demonstrates appropriate social interaction skills (e.g., maintains appropriate distance from others, greets others appropriately etc.)
- ☒ 25. Completes simple housekeeping tasks (e.g., cleaning desktops, dusting clearing tables etc.)
- ☒ 26. Uses a broom, mop vacuum etc., to keep an area clean
- ☒ 27. Completes simple maintenance activities or calls attention to maintenance needs
- ☒ 28. Prepares a simple meal (e.g., can operate a stovetop, oven, microwave, etc.)
- ☒ 29. Plans and budgets for shopping
- ☒ 30. Uses potentially hazardous materials in a safe manner (e.g., electrical appliances knives, cleaning supplies, medications, matches, tools, etc.)
- ☒ 31. Plans a daily routine (e.g., school day work day weekend)
- ☒ 32. Accesses assistance for such areas as communication from the IRS, billings from utilities, insurance forms, social services, food stamps, etc.
- ☒ 33. Uses money as a means of exchange (e.g.,

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DEF_1413 0075

REC036278

- ☒ 34. Applies functional academics to home living situations (e.g., using a telephone book, developing and using a budget, reading a simple recipe, paying bills, applying concepts of time and measurement, etc.)
- ☒ 35. Responds appropriately to typical physical exchanges with other persons (e.g. being bumped, touched brushed against, etc.)
- ☒ 36. Responds appropriately to friendly teasing (e.g., jokes, sarcastic remarks name calling, etc.)
- ☒ 37. Interacts appropriately in a group situation (e.g., at a table with several peers, at a desk with peers nearby standing in line, walking with a group, etc.)
- ☒ 38. Demonstrates the ability to appropriately solve problems (e.g., withdrawal talking, etc.) in disagreements
- ☒ 39. Makes appropriate use of free time
- ☒ 40. Responds appropriately to environmental social cues (e.g., when it is appropriate to interact, when it is not appropriate to interact, etc.)
- ☒ 41. Interacts appropriately with one other person (e.g., in a tutoring situation, in a team situation at lunch, at work, etc.)
- ☒ 42. Shares with others
- ☒ 43. Adjusts behavior to expectations of different situations (e.g., classrooms, recess, etc.)
- ☒ 44. Demonstrates appropriate behavior in group games (e.g., follows existing rules, shows good sportsmanship, etc.)
- ☒ 45. Functions appropriately in the presence of verbal and physical stimuli in the classroom (i.e., impulse control)
- ☒ 46. Responds appropriately to the feelings of others (e.g., is complimentary versus insulting expresses sympathy when appropriate, etc.)
- ☒ 47. Displays the appropriate social interaction for the occasion (e.g., humor seriousness, sympathy, etc.)
- ☒ 48. Displays the appropriate interaction with strangers, acquaintances, close friends, family, etc. (i.e. demonstrates varying degrees of familiarity)
- ☒ 49. Demonstrates the ability to determine the appropriate duration of interaction for the situation (i.e., greetings tend to be of short duration while conversations are longer)
- ☒ 50. Uses communication skills to initiate positive interpersonal relationships with others

- ☒ 51. Adjusts his/her behavior to the demands of the social situation (e.g., compromising to accept able demands)
- ☒ 52. Is truthful (i.e., reports events, situations, facts, etc., honestly)
- ☒ 53. Makes appropriate/realistic choices for the situation (e.g., classes to enroll in vocational pursuits, etc.)
- ☒ 54. Is socially accepted by others
- ☒ 55. Assists others
- ☒ 56. Makes and keeps friends
- ☒ 57. Conforms to the requirements of various situations (e.g., rules, regulations, expectations, laws, etc.)
- ☒ 58. Finds necessary locations in the community (e.g., department store, grocery store, convenience store, etc.)
- ☒ 59. Conducts business with community services (e.g., contact repair services, cable hookup, medical services, etc.)
- ☒ 60. Adjusts behavior to the expectations of community situations (e.g., sitting quietly in a movie theater, engaging in appropriate social interactions with strangers, standing in a line, etc.)
- ☒ 61. Applies functional academics to community situations (e.g., uses a pay telephone, uses appropriate change for bus fare, reads informational signs, shares name, address, phone number, etc.)
- ☒ 62. Accesses available forms of transportation (e.g., public bus, taxi, etc.) to travel to necessary locations in the community (e.g. physician, dentist, entertainment, employment, shopping, etc.)
- ☒ 63. Shops for personal needs
- ☒ 64. Uses public or private facilities to serve a need or interest (e.g., recreational areas such as pools, parks, etc. theaters, museums, amusements, etc.)
- ☒ 65. Seeks assistance when appropriate
- ☒ 66. Initiates activities appropriate for the situation (e.g., cleans up work area at the end of the day, makes appropriate use of free time by engaging in a personal interest/hobby, etc.)
- ☒ 67. Completes assignments or tasks during the time provided
- ☒ 68. Demonstrates problem-solving skills in new or unique situations (i.e., in situations that are different from previous events)

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☒ 69. Demonstrates problem-solving skills in typical situations (i.e., in situations that are experienced on a regular basis)	☒ 86. Uses resources to solve daily math problems (e.g., a calculator to perform practical math a timer etc.)
☒ 70. Has an appropriate diet (i.e., eats nutritious foods, appropriate quantities, etc.)	☒ 87. Engages in a variety of leisure and recreational interests (e.g., listening to music, watching television, participating in sports, etc.)
☒ 71. Determines what is appropriate to be eaten (i.e., if food is spoiled or unsafe)	☒ 88. Chooses his/her own leisure/recreational activities (e.g., television, radio, reading etc.)
☒ 72. Determines when he/she is not well (e.g., aches, pains, fever etc.) and seeks appropriate treatment	☒ 89. Self-initiates a variety of leisure and recreational interests (i.e., participates in an activity of his/her choice)
☒ 73. Takes necessary steps to prevent illness (e.g., sanitation, hygiene, plenty of rest, nutrition, etc.)	☒ 90. Engages in leisure/recreational activities alone
☒ 74. Applies fundamental first aid knowledge (e.g., cleaning a wound with antiseptic, bandaging an injury applying a cold compress to a burn, etc.)	☒ 91. Engages in leisure/recreational activities with others
☒ 75. Understands concepts of sexuality (e.g., avoiding sexually transmitted diseases, knowledge of contraception etc.)	☒ 92. Takes turns when appropriate (e.g., playing games, in group conversations, choosing musical selections, etc.)
☒ 76. Demonstrates knowledge of what activities are necessary to maintain physical fitness (e.g., cardiovascular stimulation, muscle toning, stretching, etc.)	☒ 93. Articulates preferences, makes refusals, and terminates an activity or situation (i.e., can be assertive in protecting his/her interests)
☒ 77. Demonstrates knowledge of requirements for personal safety (e.g., using school equipment, obeying crosswalk signs, remaining seated on a bus, etc.)	☒ 94. Is willing to try new leisure time activities
☒ 78. Has regular medical and dental checkups	☒ 95. Applies functional academics related to leisure/recreational activities (e.g., keeping score, following a schedule or routine, etc.)
☒ 79. Avoids situations in which he/she could become the victim of a crime (i.e., is not careless with money avoids personal contact with strangers, etc.)	☒ 96. Demonstrates necessary mobility skills to participate in leisure/recreational activities
☒ 80. Applies functional academics to his/her health and safety (e.g., reads informational signs, reads poison warnings, etc.)	☒ 97. Learns specific job skills
☒ 81. Reads and follows a community map	☒ 98. Begins assignments after receiving directions, instructions, etc.
☒ 82. Understands the concept of time (e.g., can tell time, use a calendar etc.)	☒ 99. Completes assignments with an acceptable level of accuracy
☒ 83. Understands the concept of measurement (e.g., length volume, weight, etc.)	☒ 100. Is dependable (e.g., in attendance, on time, prepared, ready to work, etc.)
☒ 84. Demonstrates the appropriate steps to take to avoid contaminating the environment (e.g., proper disposal of hazardous materials, recycling, etc.)	☒ 101. Makes realistic decisions regarding the spending of money (i.e., makes purchases appropriate for his/her situation)
☒ 85. Knows how to access weather information (e.g., television, telephone radio, emergency weather alerts, etc.)	☒ 102. Applies functional academics to work-related situations (e.g., reads directions, reads and observes safety warnings, fills out a time card etc.)
	☒ 103. Accepts criticism
	☒ 104. Improves skills, learns from mistakes, etc.

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ADAPTIVE BEHAVIOR EVALUATION SCALE SCHOOL VERSION - REVISED

Stephen B. McCarney, Ed.D

PROFILE SHEET

Name of Student Tyrin Brooks Sex M
 School Estel M. Adle
 Class Regular Grade 7
 City Estel State SC
 Date of Rating 98 12 3
 (year) (month) (day)
 Date of Birth 85 5 27
 (year) (month) (day)
 Age at Rating _____
 (year) (month) (day)
 Rated by (Observer's Name): Young
 Dates during which observation of student occurred
 From _____ To _____
 Amount of time spent with student:
 Per day _____ Per week _____
 How Well is the Student Known by the Rater (Indicate type of interactions) _____

SUMMARY OF SCORES

Subscales	RS	SS (Table A)	SEm (Table B)
1. Communication Skills	_____	_____	_____
2. Self-Care	_____	_____	_____
3. Home Living	_____	_____	_____
4. Social	_____	_____	_____
5. Community Use	_____	_____	_____
6. Self-Direction	_____	_____	_____
7. Health & Safety	_____	_____	_____
8. Functional Academics	_____	_____	_____
9. Leisure	_____	_____	_____
10. Work	_____	_____	_____
Total Scale	_____	_____	_____
Quotient (Table B)	_____	_____	_____
%tile (Table B)	_____	_____	_____
Sum of Subscale SS	_____	_____	_____
SEm (Table B)	_____	_____	_____

Standard Scores	SUBSCALES										Quotients	Adaptive Skills Quotients	Percentiles	Percentile Ranks
	Communi- cation Skills	Self- Care	Home Living	Social	Communi- ty Use	Self- Direction	Health & Safety	Functional Academics	Leisure	Work				
20	•	•	•	•	•	•	•	•	•	•	150	•	100	•
19	•	•	•	•	•	•	•	•	•	•	145	•	95	•
18	•	•	•	•	•	•	•	•	•	•	140	•	90	•
17	•	•	•	•	•	•	•	•	•	•	135	•	85	•
16	•	•	•	•	•	•	•	•	•	•	130	•	80	•
15	•	•	•	•	•	•	•	•	•	•	125	•	75	•
14	•	•	•	•	•	•	•	•	•	•	120	•	70	•
13	•	•	•	•	•	•	•	•	•	•	115	•	65	•
12	•	•	•	•	•	•	•	•	•	•	110	•	60	•
11	•	•	•	•	•	•	•	•	•	•	105	•	55	•
10	•	•	•	•	•	•	•	•	•	•	100	•	50	•
9	•	•	•	•	•	•	•	•	•	•	95	•	45	•
8	•	•	•	•	•	•	•	•	•	•	90	•	40	•
7	•	•	•	•	•	•	•	•	•	•	85	•	35	•
6	•	•	•	•	•	•	•	•	•	•	80	•	30	•
5	•	•	•	•	•	•	•	•	•	•	75	•	25	•
4	•	•	•	•	•	•	•	•	•	•	70	•	20	•
3	•	•	•	•	•	•	•	•	•	•	65	•	15	•
2	•	•	•	•	•	•	•	•	•	•	60	•	10	•
1	•	•	•	•	•	•	•	•	•	•	55	•	5	•
0	•	•	•	•	•	•	•	•	•	•	50	•	0	•

Important: Before using this scale, read the section titled *Guidelines for Rating the Student* on page one.

ABES-Revised

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Exhibit 8
(Jasper - Singlebar)

2002 PACT Test Scores - By District

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[return to main Jasper PACT Report page]

Jasper

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Located on this page is the PACT score data for the District and links to data for schools of Jasper 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	1270	3.3	52.4	35.8	11.1	0.7	11.8	1269	3.4	63.4	28.6	6.6	1.4	8
Male	635	3.8	57.8	32.8	9.1	0.3	9.4	631	4.4	66.4	25.7	6.3	1.6	7.9
Female	635	2.8	46.9	38.9	13.1	1.1	14.2	638	2.3	60.3	31.5	6.9	1.3	8.2
White	182	1.6	36.3	47.3	15.4	1.1	16.5	180	2.7	51.7	37.2	8.9	2.2	11.1
African American	1072	2	55.1	34.1	10.2	0.6	10.8	1022	2	65.5	27.4	6	1.2	7.1
Asian/Pacific Is	2	0						2	0					
Hispanic	64	22.9	56.3	29.7	14.1		14.1	65	21.7	64.6	23.1	10.8	1.5	12.3
Am Indian/Alaskan	0	0						0	0					
Not Disabled	1135	3.1	51.4	36.7	11.2	0.8	12	1131	3.4	60.8	30.5	7.1	1.6	8.7
Disabled	135	4.9	60.7	28.9	10.4		10.4	138	2.8	84.1	13	2.9		2.9
Migrant	1							1						
Non-migrant	1254	3.3	52.6	35.8	10.8	0.7	11.6	1259	3.4	63.3	28.7	6.6	1.4	8
Limited Eng Prof	26	18.8	80.8	15.4	3.8		3.8	27	15.6	81.5	14.8	3.7		3.7
Non IEP	1278	2.9	52	36.3	11	0.7	11.7	1232	3	62.9	29	6.7	1.5	8.1
Subsidized Meals	905	1.6	51.9	36.9	10.6	0.6	11.2	909	1.1	64.1	28.1	6.4	1.4	7.8
Full Pay Meals	350	0.6	54.3	33.1	11.4	1.1	12.6	351	0.3	61.3	30.2	7.1	1.4	8.5

http://www.myschools.com/tracks/testscores/pact/2002/show_district_pact_scores.cfm?ID=2017

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Scores by Grade

Year	Grade	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
2001	Grade 3	203	6.5	43.8	33.5	21.7	1	22.7	205	5.6	51.2	34.6	9.3	4.9	14.1
2001	Grade 4	200	5.3	36.5	45	18.5		18.5	201	4.9	61.2	31.8	6	1	7
2001	Grade 5	187	5.2	57.2	36.4	6.4		6.4	191	3.1	75.9	18.8	4.2	1	5.2
2001	Grade 6	228	9.5	63.6	26.3	9.6	0.4	10.1	247	2.8	72.9	21.9	4.5	0.8	5.3
2001	Grade 7	194	5.9	53.6	32.5	13.4	0.5	13.9	198	4.4	69.7	21.2	5.6	3.5	9.1
2001	Grade 8	171	5	59.6	35.7	4.1	0.6	4.7	169	6.1	77.5	21.3	1.7		1.2
2002	Grade 3	221	3.5	45.2	37.1	15.8	1.8	17.6	221	3.5	54.3	33.5	8.6	3.6	12.2
2002	Grade 4	209	3.2	38.8	44.5	16.7		16.7	207	4.2	52.2	35.7	9.7	2.4	12.1
2002	Grade 5	207	3.3	46.9	44.9	8.2		8.2	206	3.7	65	28.6	6.3		6.3
2002	Grade 6	207	4.6	65.2	23.2	10.1	1.4	11.6	208	4.1	65.9	27.9	5.8	0.5	6.3
2002	Grade 7	240	3.2	58.8	32.9	7.9	0.4	8.3	240	3.2	76.7	18.3	4.6	0.4	5
2002	Grade 8	186	1.6	59.7	32.3	7.5	0.5	8.1	187	1.1	64.7	28.9	4.8	1.6	6.4

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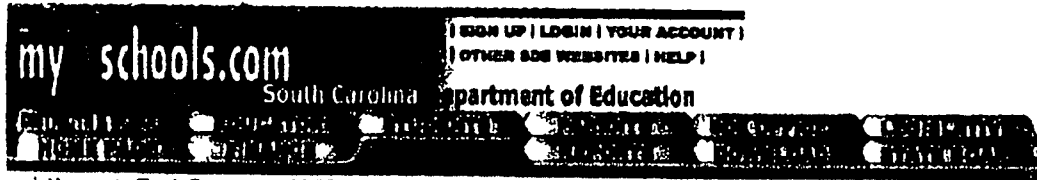


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2002 PACT Test Scores - By District

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(return to main Lee PACT Report page)

Lee

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Located on this page is the PACT score data for the District and links to data for schools of Lee 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	1247	2.3	50.4	39.8	9.5	0.3	9.9	1253	1.9	59.8	31.6	6.5	2.1	8.6
Male	629	3.3	58.5	35.3	6	0.2	6.2	635	2.5	60.9	32	6	1.1	7.1
Female	618	1.3	42.1	44.3	13.1	0.5	13.6	618	1.3	58.6	31.2	7.1	3.1	10.2
White	55	3.5	30.9	49.1	20		20	55	3.5	47.3	41.8	7.3	3.6	10.9
African American	1176	2	51.4	39.4	8.9	0.3	9.3	1182	1.6	60.5	31	6.6	1.9	8.5
Asian/Pacific Is	0	0						0	0					
Hispanic	9	10	22.2	44.4	33.3		33.3	9	10	33.3	55.6		11.1	11.1
Am Indian/Alaskan	0	0						0	0					
Not Disabled	1099	1.9	47.1	42.5	10	0.4	10.4	1098	2.1	57.1	33.7	6.8	2.4	9.2
Disabled	148	5.2	74.3	19.6	6.1		6.1	155	0.7	78.7	16.8	4.5		4.5
Migrant	0	0						0	0					
Non migrant	1241	2.3	50.2	39.9	9.6	0.3	9.9	1247	1.9	59.6	31.8	6.6	2.1	8.7
Limited Eng Prof	1							1						
Non IEP	1240	2.3	50.2	39.8	9.6	0.3	9.9	1246	1.9	59.6	31.8	6.6	2.1	8.7
Subsidized Meals	1111	0.8	53.3	37.7	8.6	0.4	9	1116	0.4	61.5	30.6	5.9	2	7.9
Full Pay Meals	130	0.8	23.8	58.5	17.7		17.7	131		43.5	41.2	12.2	3.1	15.3

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Exhibit 9 (Townes)

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Scores by Grade

Year	Grade	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
2001	Grade 3	246	4.3	37.8	39	22.4	0.8	23.2	247	3.9	47	38.9	10.9	3.2	14.2
2001	Grade 4	218	4	45	43.1	11.9		11.9	223	2.2	62.3	27.4	7.2	3.1	10.3
2001	Grade 5	200	7.8	60	36	3.5	0.5	4	202	6.9	75.2	19.3	5	0.5	5.4
2001	Grade 6	224	5.9	65.6	25.4	8.5	0.4	8.9	226	5.5	67.7	28.8	3.1	0.4	3.5
2001	Grade 7	225	7.1	69.8	26.2	3.6	0.4	4	234	2.9	85.9	12	2.1		2.1
2001	Grade 8	169	4.6	63.3	33.7	3		3	171	2.9	75.4	23.4	1.2		1.2
2002	Grade 3	183	6.7	43.7	41.5	14.2	0.5	14.8	185	6.2	50.8	37.8	9.2	2.2	11.4
2002	Grade 4	250	0.8	43.2	44.8	12		12	251	0.4	53	35.1	9.2	2.8	12
2002	Grade 5	215	1.4	53	40	7		7	216	0.9	60.2	32.4	5.1	2.3	7.4
2002	Grade 6	184	3.2	47.3	38.6	13.6	0.5	14.1	185	2.6	53.5	37.3	7	2.2	9.2
2002	Grade 7	224	1.3	57.1	37.1	5.4	0.4	5.8	224	1.3	69.6	24.1	5.4	0.9	6.3
2002	Grade 8	191	1	58.1	35.6	5.8	0.5	6.3	192	0.5	71.4	23.4	3.1	2.1	5.2

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10/24/2002

REC036285

DEF_1719 0002

Staff Development Plan for
Marion School District Seven
2000-2001 and 2001-2002

Staff Development Committee Members Jean Pearson, Jennifer McGill, Shelia Cribb, Dorothy McClam, Ged Duvall, Rhonda Thompson, Phillip Allen, Sylvia Coleman, Katherine Slate, Janice Richardson, Carla Sousa

Process The staff development committee considered three data sources in their preparation of this plan state professional development standards, district and school accountability/renewal plans, and state-mandated test results for 99-01

They reviewed progress made on the district staff development plan during the spring and fall of 2000-2001 They reviewed progress made on the goals of the district and school strategic plans, during 00-01 school years They reviewed state staff development standards Finally they reviewed the state of student achievement CD-12 as measured by the state mandated testing program

The entire committee reached consensus on which parts of the staff development plan had been accomplished, which parts still needed to be accomplished, which parts should be on going, and what new parts needed to be added Drafts of the committee work were shared with staff members at all schools for input prior to adoption the plan by the School Board

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MCSD7_22770

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Performance Goal 1 All students will meet state standards in Reading/Language Arts/Math, Science, and Social Studies

	Timeline	Funding	Person Responsible
A Continued refresher retraining on 4 Blocks for veteran teachers and initial training for teachers new to the district	Throughout 2001-2002 School Year Summer 2002	Retraining Grant, PDSI Funds	Asst Superintendent/Principals
B Focus on emergent literacy and numeracy training for CD/Kdg teachers and assistants	Throughout 2001 2002 School year	PDSI	Asst Superintendent/ Elementary Principals
C Training in thematic units integrating reading/language arts with other subject areas	Throughout 2001 2002 School Year	PDSI Retraining Grant	Asst Superintendent/ Principals
D Governor's Reading Initiative Training	Fall/Winter/Spring 2001-2002	Governor's Reading Initiative Grant	Asst Superintendent/ Elementary Principals
E Training in Hands On Math (AIMS, Math kits)	Throughout 2001 2002 School Year Summer 2002	Eisenhower/HUB/PSDI/ Retraining Grants	Asst Superintendent/Principals
F Emergent numeracy training	Summer 2002	Lisenhower/HUB	Asst Superintendent/Principals
G AIMS - Integrating Math and Science	Winter/Summer 2001-2002	HUB/PSDI/Retraining Grant	Asst Superintendent/ Principals
H Geometry Sketch Pad	Winter/Spring/ Summer 2002	HUB/PSDI/Retraining Grants	Asst Superintendent/High Principals
I Graphing Calculators	Winter/Spring/ Summer 2002	HUB/PSDI/Retraining Grants	Asst Superintendent/ High Principals
J Problem Based/Inquiry Learning	Winter/Spring/ Summer 2002	PDSI/Retraining Grant	Asst Superintendent/ Principals
K Matching Standards to Curriculum	Summer 2000	PDSI/Retraining Grants	Asst Superintendent/ Principals
L Science to Go Kits	Summer 2002	Retraining Grant/PDSI/ Eisenhower/HUB	Asst Superintendent/ Elementary Principals
M Alternative Assessments	Summer 2002 Spring 2002	Retraining Grants/PDSI/ Eisenhower/HUB	Asst Superintendent/Principals

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N Creating science rubrics	Summer 2002	Retraining Grant/IIUB/ PDSI/Eisenhower	Asst. Superintendent/ Principals
O First Aide/CPR	Summer 2002	Safe Drug Free Schools	Asst. Superintendent/School Nurse/ Principals
Performance Goal 2 All students taking the SAT or ACT will score at or above the state average			
A Teacher training on SAT preparation	Winter/Spring/ Summer 2002	Retraining Grants/PDSI	Asst. Superintendent/High School Principals
Performance Goal 3 The percentage of students successfully completing honors and advanced placement courses and passing AP exams will increase by 5%			
A Selected teachers will take course work to prepare them to teach AP classes	Summer/Fall 2002	Critical Needs/Tech Prep /Hub	Asst. Superintendent/ High School Principal
Performance Goal 4 The district will develop and implement a comprehensive staff development program			
A Team Building	Throughout 2001- 2002 School Year	Retraining Grant/PDSI	Asst. Superintendent/ Principals
Performance Goal 5 All core aspects of the district's operations will contain an effective evaluation component			
A Training alternative/alternative assessment/ rubrics, etc.	Summer 2002	Retraining Grants/PDSI	Asst. Superintendent/Principals
Performance Goal 6 Students will be ready to enter college, the job market, further training, or post secondary education graduation			
A School to work training for teachers and staff at all grades levels	Fall Spring 2002	Tech Prep Funds/ School To-Work	Asst. Superintendent/Principals/ Counselors
B Inclusion training for teachers	Summer 2002	Retraining Grant/PDSI/ IDEA	Asst. Superintendent/ Special Ed Director/Principals
Performance Goal 7 Students will demonstrate self-discipline and respect for individual differences			
A Team Building	Summer 2001	Safe Drug Free Schools	Asst. Superintendent/ Principals
B Training for all teachers in grade CD-12 Positive Social Skills	Summer 2002	Safe Drug Free Schools	Asst. Superintendent/Principals/Counselors
Performance Goal 8 Students in grades CD-12 will participate in a variety of cultural activities supporting curriculum standards at each grade level			

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A Connecting computer use to the curriculum CD 12	Winter/Spring 2001-2002	Challenge Grant	Asst Superintendent/Principals/ Tech/Coord./CSC
B Using the Internet in the classroom	Fall/Winter/Spring/ Summer 2001 2002	Challenge Grant	Asst Superintendent/ Principals/ Tech Coord./CSC
C Desktop Publishing	Winter/Spring 2001 2002	Challenge Grant	Asst Superintendent/Principals/ Tech Coord./CSC
D Windows	Winter/Spring 2001 2002	Challenge Grant	Asst. Superintendent/Principals/ Tech Coord./CSC
L SASI	Fall/Winter/ Spring/Summer 2001 2002	State Technology Former/PDSI Grant	Asst Superintendent/Principals/ Tech Coord./CSC SASI Coordinator – Barbara Sherdon
F Web page creation and maintenance	Fall Spring 2001 2002	State Technology Former/PDSI Grant	Asst. Superintendent/Principals /Technology Coord./CSC
Performance Goal 9 Marion District Seven facilities will be maintained			
A On going training for custodians	Throughout 2001 2002	General Fund Maintenance	Superintendent
Performance Goal 10 Ensure that children are ready to begin 1st grade as measured by the state assessment program			
A Linerent literacy and numeracy training for CD/KGD/1 st grade teachers and assistants	Fall/Winter/Spring/ Summer 2001 2002	PDSI, HUB	Asst. Superintendent/Elementary Principals
B Training in thematic units to integrate subjects across curriculum	Fall/Winter/Spring/ Summer 2001 2002	PDSI/HUB	Asst Superintendent/Elementary Principals
Performance Goal 11 We will create plans to unite us as a district			
A Health Fair For All Employees	Summer 2002	Retraining Grant, Duke Endowment Partnering with Marion Hospital	Asst Superintendent / School Nurse
B Team Building	Throughout 2001 2002	Retraining Grants PDSI	Asst Superintendent / Principals
C Grant Writing	Spring & Summer 2002	Retraining Grants PDSI	Asst Superintendent

Orangeburg 3 district and schools report cards

• MAIN MENU

District name	Absolute Rating	Improvement Rating
Orangeburg 3 District	Below Average	Good

Elementary school name	Composite Rating	Absolute Rating	Improvement Rating
Eloree Elem.	Below Average	Below Average	Average
Holly Hill Elem.	Below Average	Below Average	Average
St James Gaillard Elem.	Average	Good	Unsatisfactory
Vance Providence Elem.	Below Average	Average	Unsatisfactory

Middle school name	Composite Rating	Absolute Rating	Improvement Rating
Eloree High	Below Average	Unsatisfactory	Good
Holly Hill Middle	Average	Below Average	Good

High school name	Composite Rating	Absolute Rating	Improvement Rating
Eloree High	Unsatisfactory	Unsatisfactory	Unsatisfactory
Holly Hill Roberts High	Average	Unsatisfactory	Excellent

<http://www.thestateonline.com/reportcards/all/district2.php?dbeds=3803999>

Exhibit 2
(O'burg 3 - Longshore)
 12/4/2001

Defendants Exhibit
 1893

OCSD3_20814

DEF_1893

REC036295

Orangeburg 3 School District
 Post Office Box 98 Holly Hill SC 29059
 Superintendent David Longshore Jr
 Phone 803-496-3288
 Board chair Samuel B Marshall
 Phone 803-496-3716
 Grades K 12
 Enrollment: 3 786
 Teachers, 270
 Number of schools 7

Student information
 • Teacher information
 • **MAIN MENU**

Orangeburg 3 s report card scores

Performance	Improvement
Below average	Good

There are 9 districts with students similar to Orangeburg 3.

The performance ratings for those 9 districts ranged from a low of Unsatisfactory to a high of Below average

The improvement ratings for those 9 districts ranged from a low of Below average to a high of Good

How students at Orangeburg 3 performed on Palmetto Achievement Challenge Tests

Test	Below basic	Basic	Proficient	Advanced
English/Language Arts	43.6%	40.0%	15.8%	0.6%
Mathematics	52.6%	36.0%	8.0%	3.4%

How students at 9 similar districts performed on Palmetto Achievement Challenge Tests

Test	Below basic	Basic	Proficient	Advanced
English/Language Arts	48.7%	38.5%	12.6%	0.4%
Mathematics	59.5%	31.1%	7.3%	2.2%

Percent of students scoring basic or above on the PACT

Student Group	Number tested	English/ Language Arts	Mathematics
All students	1 653	56.4%	47.4%
Female students	822	65.1%	53.0%
Male students	819	48.2%	42.0%
White students	166	71.1%	61.7%
African American students	1 463	55.0%	45.8%
Hispanic students	12	NA	NA
Other students	0	NA	NA
Free or reduced-price lunch students	1 448	55.2%	46.0%
Pay for lunch students	192	67.2%	58.9%
Students with non speech disabilities	124	25.0%	50.8%

Students without disabilities	1 521	59 3%	7 9%

How 10th graders performed on their first attempt on the S C Exit Exam**Class of 2001**

Name	Passed all three subtests	Passed two subtests	Passed one subtest	Failed all subtests
Orangeburg 3	50 0%	22 6%	14 9%	12 5%
Similar districts	50 6%	20 1%	16 1%	13 3%

Class of 2000

Name	Passed all three subtests	Passed two subtests	Passed one subtest	Failed all subtests
Orangeburg 3	29 8%	25 9%	20 4%	23 9%
Similar districts	39 3%	23 9%	19 3%	17 5%

Class of 1999

Name	Passed all three subtests	Passed two subtests	Passed one subtest	Failed all subtests
Orangeburg 3	34 7%	27 3%	20 3%	17 7%
Similar districts	40 1%	25 8%	18 0%	16 1%

Eligibility for LIFE scholarships**Percentage of seniors eligible for LIFE scholarships**

Orangeburg 3	4 7%
Similar schools	3 8%

Percentage of seniors who met the grade-point average requirement to receive a LIFE scholarship

Orangeburg 3	32 0%
Similar schools	26 1%

Percentage of seniors who met the SAT requirement to receive a LIFE scholarship

Orangeburg 3	4 7%
Similar schools	4 0%

College admissions tests**SAT**

Area	Number tested		Verbal		Math		Total	
	2000	2001	2000	2001	2000	2001	2000	2001
Orangeburg 3	113	96	401	394	416	400	817	794
S C average	19 304	18 278	484	486	482	488	966	974
U S average	1 3 million		505	506	514	514	1019	1020

ACT

Area	Number tested		English		Math		Reading		Science		Total	
	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001
Orangeburg 3	24	28	15.8	13.4	17.2	15.3	17.3	14.1	16.2	14.7	16.7	14.6
S C average	7 272	8 773	18.7	18.8	19.2	19.3	19.5	19.5	19.2	19.2	19.3	19.3
U S average	1 million		20.5	20.5	20.7	20.7	21.4	21.3	21.0	21.0	21.0	21.0

State and U S results on two tests given to a sample of students
Terra Nova

Grade	Reading		Language		Math		Total	
	S C	U S	S C	U S	S C	U S	S C	U S
Fourth grade	47.8	50	43.1	50	58.4	50	50.5	50
Seventh grade	45.8	50	59.4	50	54.7	50	53.9	50
10th grade	59.6	50	59.5	50	62.4	50	59.1	50

National Assessment of Education Progress

			Advanced		Proficient		Basic		Below Basic	
Test	Grade	Year	S C	U S	S C	U S	S C	U S	S C	U S
Reading	Fourth	1998	4	6	18	23	33	32	45	39
Writing	Eighth	1998	0	1	15	23	64	59	21	17
Math	Fourth	2000	2	3	16	23	42	43	40	31

Indicators of district performance

Dollars spent per student
 \$7 108 at Orangeburg 3
 \$7,279 at similar districts
 \$6 464 S C average

Prime instruction time

Area	This year		Last year	
Orangeburg 3	88.7%		90.9%	
Similar districts	88.7%			
S C average	89.4%			

Student teacher ratio

Area	Ratio
Orangeburg 3	18.3 students to 1 teacher
Similar districts	18.3 students to 1 teacher
Similar districts	18.3 students to 1 teacher
S C average	20.2 students to 1 teacher

Vacancies for more than nine weeks

Area	Vacancies
Orangeburg 3	7.4%
Similar districts	3.6%
S C average	0.6%

Information about Orangeburg 3 District's 3,786 students**Exam success percentages advanced placement/international baccalaureate program exams**

Area	Rate
Orangeburg 3	0.0%
Similar districts	0.0%
S C average	43.8%

Student attendance rates

Area	This year	Last year
Orangeburg 3	96.1%	97.5%
Similar districts	95.7%	
S C average	95.7%	

Percentage of students taking PACT off grade level

Area	English/Language arts	Math
Orangeburg 3	7.2%	7.2%
Similar districts	8.5%	5.9%
S C average	5.8%	4.5%

Student retention rate

Area	This year	Last year
Orangeburg 3	6.0%	5.3%
Similar districts	7.5%	
S C average	6.0%	

Information about Orangeburg 3 District's 270 teachers. | [Back to top](#)

Professional development days per teacher

Area	This year	Last year
Orangeburg 3	5 0	5 0
Similar districts	8 0	
S C average	7 8	

Teacher attendance rate

Area	This year	Last year
Orangeburg 3	93 9%	94 8%
Similar districts	94 5%	
S C average	95 2%	

Teachers with advanced degrees

Area	This year	Last year
Orangeburg 3	49 6%	51 7%
Similar districts	34 3%	
S C average	44 4%	

Teachers with continuing contracts

Area	This year	Last year
Orangeburg 3	79 6%	85 3%
Similar districts	71 1%	
S C average	81 4%	

Teachers with out-of field permits

Area	This year	Last year
Orangeburg 3	3 0%	1 9%
Similar districts	5 0%	
S C average	2 2%	

Teachers returning from the previous year

Area	This year	Last year
Orangeburg 3	88 1%	90 8%
Similar districts	79 5%	
S C average	89 5%	

Average teacher salary

<http://www.thestateonline.com/reportcards/dinfo.php?beds=3803999>

12/4/2001

OCSD3_20819

DEF_1893-0006

REC036300

Area	Salary this year	Salary last year
Orangeburg 3	\$39 045	\$36 823
Similar districts	\$34 944	
S C average	\$37 143	

Orangeburg 3 District facts**Back to top Annual dropout rate**

Area	This year	Last year
Orangeburg 3	5 6%	2 7%
Similar districts	4 1%	
S C average	2 9%	

Percentage spent on teacher salaries

Area	This year	Last year
Orangeburg 3	51 7%	0 0%
Similar districts	47 5%	
S C average	50 9%	

Superintendents years in the district

13 Years at Orangeburg 3 for Superintendent David Longshore Jr

5 Years for superintendents at the 9 similar districts

3 South Carolina average

Parent conferences

Area	Rate
Orangeburg 3	65 2%
Similar districts	65 2%
S C average	81 0%

Opportunities in the arts

Area	Number
Orangeburg 3	4
Similar districts	3
S C average	4

Number of schools in district

Area	This year	Last year
Orangeburg 3	7	7
Similar districts	4	
S C average	8	

Number of alternative schools

Area	This year	Last year
Orangeburg 3	0	0
Similar districts	0	
S C average	0	

Number of charter schools

Area	This year	Last year
Orangeburg 3	0	0
Similar districts	0	
S C average	0	

Number of magnet schools

Area	This year	Last year
Orangeburg 3	0	0
Similar districts	0	
S C average	0	

Percentage of portable classrooms Percentage of classrooms that are portables

Area	Percentage
Orangeburg 3	94%
Similar districts	72%
S C average	65%

Attendance rate of district office staff

Area	This year	Last year
Orangeburg 3	95.1%	94.5%
Similar districts	95.5%	
S C average	97.5%	

Average administrative salary

Area	Salary this year	Salary last year
Orangeburg 3	\$66,427	\$61,718
Similar districts	\$62,979	
S C average	\$64,098	

Student facts | [Back to top](#)

Students suspended or expelled

Area	Number
Orangeburg 3	89
Similar districts	41
S C average	100

Percent of students eligible for state gifted and talented programs

Area	This year	Last year
Orangeburg 3	4 5%	3 8%
Similar schools	4 5%	
S C average	10 5%	

Percent with disabilities other than speech

Area	This year	Last year
Orangeburg 3	10 1%	9 1%
Similar schools	9 1%	
S C average	10 5%	

District superintendent's report

Orangeburg County Consolidated School District Three located in the eastern part of the county is comprised of eight schools with a total student population of 3 937

Eighty eight percent of the students are eligible for free/reduced lunch which research shows is a significant factor in student achievement. Other factors that impact student achievement are a limited tax base for generating funding and the limited number of cultural and recreational opportunities that makes it difficult to recruit and retain high quality teachers.

However positive community efforts have produced the following

EAA Summer School/Comprehensive Remediation

District	Fiscal Year 2000 Expenditure Amount	Fiscal Year 2001 Expenditure Amount
0160	43,769.00	108,425.00
0201	187,424.00	529,535.00
0301	116,139.00	100,468.00
0401	5,309.00	117,956.00
0402	29,427.00	65,405.00
0403	15,262.00	75,723.00
0404	64,370.00	57,273.00
0405	190,497.00	309,624.00
0501	49,234.00	46,431.00
0602	49,267.00	47,830.00
0619	25,295.00	46,605.00
0629	22,651.00	22,559.00
0645	32,113.00	88,751.00
0701	16,712.00	451,714.00
0801	725,268.00	682,555.00
0901	46,744.00	65,930.00
1001	198,232.00	1,280,553.00
1101	114,630.00	291,874.00
1201	110,475.00	263,893.00
1301	86,036.00	257,860.00
1401	32,634.00	56,748.00
1402	114,857.00	112,185.00
1403	31,814.00	30,342.00
1501	114,308.00	246,842.00
1601	55,283.00	371,619.00
1701	38,054.00	35,238.00
1702	94,227.00	158,441.00
1703	71,833.00	42,496.00
1802	198,498.00	374,242.00
1804	86,974.00	104,316.00
1901	23,821.00	119,268.00
2001	119,515.00	168,409.00
2101	128,393.00	406,245.00
2102	23,172.00	26,319.00
2103	54,931.00	157,566.00
2104	66,62.00	55,000.00
2105	0.00	36,13.00
2201	130,249.00	309,274.00
2301	434,215.00	1,376,827.00
2450	255,730.00	229,006.00
2451	65,494.00	38,124.00
2452	19,143.00	30,429.00
2501	82,308.00	84,117.00
2502	40,044.00	78,346.00

PLT/E, P-KA_C0029

DEF_2041

REC036308

2601	433 953 00	632 0 5 00
2701	184 589 00	140 516 00
2801	123 567 00	252 176 00
2901	166 603 00	352 295 00
3055	100 203 00	201 549 00
3056	153 394 00	131 335 00
3101	100 581 00	162 813 00
3201	65 570 00	255 499 00
3202	94 537 00	179 689 00
3203	83 851 00	70 389 00
3204	51 038 00	101 255 00
3205	203 727 00	161 501 00
3301	48 102 00	52 726 00
3401	68 264 00	130 373 00
3402	30 066 00	84 904 00
3403	51 384 00	24 920 00
3404	26 099 00	17 051 00
3501	239 990 00	224 633 00
3601	158 464 00	196 477 00
3701	154 410 00	245 968 00
3803	137 750 00	165 436 00
3804	102 407 00	143 139 00
3805	193 933 00	300 880 00
3901	131 291 00	348 447 00
4001	423 998 00	961 925 00
4002	77 559 00	316 619 00
4101	36 759 00	82 018 00
4201	92 205 00	71 351 00
4202	57 821 00	152 408 00
4203	94 454 00	66 717 00
4204	71 606 00	81 669 00
4205	78 473 00	109 300 00
4206	170 628 00	195 340 00
4207	83 038 00	281 119 00
4302	159 058 00	277 009 00
4317	270 630 00	276 747 00
4401	146 281 00	164 737 00
4501	143 751 00	182 487 00
4601	67 220 00	137 368 00
4602	0 00	93 735 00
4603	151 940 00	346 087 00
4604	58 834 00	68 903 00
	10 000 000 00	18 000 000 00

FLT/EXP-KA_00030

DEF_2041 0002

REC036309

**SC DEPARTMENT OF LABOR, LICENSING & REGULATION
FIRE MARSHAL INSPECTION ORDER**

STATE OF SOUTH CAROLINA)
COUNTY OF LEE)
IN RE: MT Pleasant Middle)
ADDRESS 3075 Elliott Hwy)
CITY/ZIP Ellott 29046)
TELEPHONE 803 428 7610)

DIVISION OF FIRE & LIFE SAFETY
NOTICE OF ORDER
PAGE 1 of 3
Date of Inspection 4/12/02

Years in Operation _____ Year Constructed _____ Approximate Square Footage _____
Name of Tenant _____ Building Height 20 Number of Stories _____
Name and Address of Owner Lee Co School District

Nature of Inspection ☒ Routine ☐ Requested by _____ Building Name or Number Main
Type Construction 4 Sprinkler ☐ Yes ☒ No
Occupancy Type E Number of People Using Building _____
Standpipe ☐ Yes ☒ No Capacity of People _____

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
1	Use Alarm Showing Trouble SHALL be repaired	SPPC 603.7
2	SHALL procure annual certification of fire Alarm by a licensed dealer	SPPC 603.7
3	Door to Band shall have auto door closer replaced (missing) and door repaired to close fully and latch	SPPC 504.9
4	Emergency light in Hall B by Gyle Restroom Broken, shall repair, Hall D by DN II also, Gym Also	SPPC 807.13
5	SHALL remove Slide Bolt locks from Doors in Gym	SPPC 802.1

[Signature]
Assistant or Deputy State Fire Marshal

YOU ARE HEREBY NOTIFIED that this is an official ORDER of the South Carolina State Fire Marshal stating the defects found to exist in the above-referenced structure or building, and further requiring that you as owner, agent, or person in control of said structure or building have 30 days to complete the specified repairs or improvements.
You are further notified that the owner, agent, or party in control of said building or structure may APPEAL this ORDER within thirty (30) days by writing to the State Fire Marshal at the address below and stating the specified ground of appeal.

In accordance with §23-9-80, Code of Laws, South Carolina, 1976, as amended, a true copy of the ORDER was delivered personally to

Janice Rhee Date 4/12/02

SC Dept. of Labor, Licensing & Regulation
Division of Fire & Life Safety
141 Monticello Trail
Columbia, SC 29203
Phone: 803/896-9800 Fax: 803-896-6806

White Copy OFFICE - Green Copy REQUESTING AGENCY - Orange Copy OPERATOR-AGENT - Pink Copy DEPUTY OR S.F.M. - Gold Copy FIRE DEPT

SCFM 2322

REC037069 003G

ORDER CONTINUATION

Name of Building Main Cont.

Delivered Personally to James River Date 4/12/02
 White Copy OFFICE - Green Copy REQUESTING AGENCY - Canary Copy OPERATOR/AGENT - Pink Copy DEPUTY CHIEF/M. - Gold Copy FIRE DEPT

REC037069 003H

ORDER CONTINUATION

Name of Facility MT Pleasant Middle
Name of Building Portables (3)

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
1	Shall install a manual fire alarm system in each portable, manual pulls shall be within 5 ft of an exit door (EACH)	SFPC (a)37
1	Shall Shall install a manual fire Alarm System in Buildings per NFPA 97A, 1996 Ed NFPA 72	SFPC (a)37
2	Shall install illuminated exit signs at each Exit Door.	SFPC 807.2
3	Slide Bolt Lock on Exit Door shall be removed	SFPC 902.1

Delivered Personally to James Turner Date 4/12/02

White Copy OFFICE - Green Copy REQUESTING AGENCY - Canary Copy OPERATOR-AGENT - Pink Copy DEPUTY CHIEF OF POLICE - Gold Copy FIRE DEPT

REC037069 0031

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

RECEIVED

OCT 09 2002

Follow-Up to Fire Marshal Inspection Order of 8/13/02 FIRE - L - COMEY

Type Inspection School
(daycare, foster home, hood, school, lgas, etc.)

Name of Facility Lee Central High

Address of Facility 1800 Wysecky Hwy
Bishopville 29016 Lee
City State Zipcode County

Date 10/4/02

Resident S Deputy State Fire Marshal / (check one)

Inspector S Storer

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

☒ All deficiencies corrected.

☐ Deficiencies not corrected.

☐ Compliance date extended to _____ Date

Comments: _____

Delivered personally to T. L. D.

copy to: DSS _____
DHEC _____
OTHER _____

SCFM 2325

REC037069 003J

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

1 Bldg.

REC-1

Follow-Up to Fire Marshal Inspection Order of: 8/13/02

Type Inspection: School
(daycare, foster home, hood, school, lodge, etc.)

Name of Facility: Lee Central High

Address of Facility: 1800 W. 5th St.
Bishopville 29010 Lee
City State Zipcode County

Date: 9/13/02

Resident _____ Deputy State Fire Marshal ☒ (check one)

Inspector: Scott Stone

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows.

☐ All deficiencies corrected.

☒ Deficiencies not corrected. 1 Hood Systems

☒ Compliance date extended to 15 DAYS From Today
Date

Comments _____

Delivered personally to: Trudi LO

copy to: DSS _____
DHBC _____
OTHER _____

SCFM 2326

REC037069 003K

(School)

SC DEPARTMENT OF LABOR, LICENSING & REGULATION
FIRE MARSHAL INSPECTION ORDER

STATE OF SOUTH CAROLINA)
COUNTY OF Lee 31)
IN RE. Lee Central High
ADDRESS 1800 WISACKY Hwy
CITY/ZIP Bishopville, 29010
TELEPHONE 428-4020)

DIVISION OF FIRE & LIFE SAFETY

NOTICE OF ORDER

PAGE 1 of 1

Date of Inspection 8/13/02

Years in Operation 2 Year Constructed 2000 Approximate Square Footage 40,000

Name of Tenant Mrs McClary Building Height 20 Number of Stories 1

Name and Address of Owner Lee Co Schools

Nature of Inspection ☒ Routine
☐ Requested by _____

Building Name

or Number Main

Type Construction III

Occupancy Type EDU

Standpipe ☐ Yes ☒ No

Sprinkler ☐ Yes ☒ No

Number of People Using Building 800 approx

Capacity of People

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
1	Hood Extinguishing Systems shall have 6 months Service (canton + cafeteria)	NFPA 96
2	All Fire-rated doors must remain closed unless held open by magnetic device connected to Alarm System ✓ Corrected (closed sign posted)	SFPC 802
Note	Fire Drill conducted satisfactorily	

Scott Storer
Resident or Deputy State Fire Marshal

SCFM 2327

YOU ARE HEREBY NOTIFIED that this is an official ORDER of the South Carolina State Fire Marshal stating the defects found to exist in the above-referenced structure or building, and further requiring that you as owner agent, or person in control of said structure or building have 30 days to complete the specified repairs or improvements.

You are further notified that the owner agent, or party in control of said building or structure may APPEAL this ORDER within thirty (30) days by writing to the State Fire Marshal at the address below and stating the specified ground of appeal.

In accordance with §23-9-80 Code of Laws,
South Carolina, 1976, as amended, a true copy
of the ORDER was delivered personally to

E. Bryan Date 8/13/02

SC Dept. of Labor, Licensing & Regulation
Division of Fire & Life Safety
141 Monticello Trail
Columbia, SC 29203
Phone 803/896-9800 Fax 803-896-9806

White Copy OFFICE - Green Copy REQUESTING AGENCY - Canary Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FIRE DEPT

REC037069 003L

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

REC'D

Follow-Up to Fire Marshal Inspection Order of: 7-30-02

Type Inspection: School (Fire Alarm) (daycare, foster home, hood, school, lpgas, etc.) W. O. I. C. FIRE MAPS

Name of Facility: Lee Central High

Address of Facility: 1800 Wyszak Hwy
Bishopville 29010 (31)
City State Zipcode County

Date: 8/13/02

Resident: Scott Stover Deputy State Fire Marshal ☒ (check one)

Inspector: Scott Stover

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

☒ All deficiencies corrected.

Deficiencies not corrected.

Compliance date extended to _____ Date

Comments.

Delivered personally to E. Ryan D. B.

copy to: DSS _____
DHEC _____
OTHER _____

SCFM 2328

REC037069 003M

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

RECEIVED

2002 JUL 13 AM 10:21

Follow-Up to Fire Marshal Inspection Order of 7-30-02 LIV OF FIRE MARSHAL

Type Inspection School (Fire Alarm)
(daycare, foster home, hood, school, lpgas, etc.)

Name of Facility LEE CENTRAL High

Address of Facility 1800 WYSACKY Hwy
Bishopville 29010 (31)
City State Zipcode County

Date 8/6/02

Resident Deputy State Fire Marshal (check one)

Inspector Scott Stover

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows.

All deficiencies corrected.

Deficiencies not corrected. Lightning Struck panel.
In process of Repair by Sandler

Compliance date extended to continue to follow-up/call when ready
Comments: "Fire Watch" has been Established until
alarm has been repaired.

Delivered personally to E. Buyer D.O.

copy to: DSS _____
DHEC _____
OTHER _____

SCFM 2329

REC037069 003N

**SC DEPARTMENT OF LABOR, LICENSING & REGULATION
FIRE MARSHAL INSPECTION ORDER**

STATE OF SOUTH CAROLINA)
COUNTY OF LEE (31))
IN RE. LEE CENTRAL High)
ADDRESS 1800 WYSACK Hwy
CITY/ZIP B. Shopville 29010
TELEPHONE 428-4028)

DIVISION OF FIRE & LIFE SAFETY

REC'D

NOTICE OF ORDER

PAGE 1 of 1

Date of Inspection 07-30-02

RECEIVED

Years in Operation 2 Year Constructed 2000 Approximate Square Footage 10000+

Name of Tenant MS. MCCLARY Building Height 20 Number of Stories 1

Name and Address of Owner Lee School District

Nature of Inspection ☒ Routine ☒ Requested by Complaint Follow-up Building Name MS or Number MS

Type Construction TF
Occupancy Type EDU
Standpipe ☐ Yes ☒ No

Sprinkler ☐ Yes ☒ No
Number of People Using Building
Capacity of People

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
1 -	Fire Alarm Shall have Annual Cert. Action and Service	NFPA 72
	- Alarm Panel indicates Trouble on System	
	- If certification has been completed proof must be provided.	
Note:	This is not an all-inclusive inspection. Fire Alarm ONLY	

Scott Stover
Resident or Deputy State Fire Marshal

SCFM 2330

Aug 6, 2002

YOU ARE HEREBY NOTIFIED that this is an official ORDER of the South Carolina State Fire Marshal stating the defects found to exist in the above-referenced structure or building, and further requiring that you as owner, agent, or person in control of said structure or building have 30 days to complete the specified repairs or improvements.

You are further notified that the owner, agent, or party in control of said building or structure may APPEAL this ORDER within thirty (30) days by writing to the State Fire Marshal at the address below and stating the specified ground of appeal.

In accordance with §23-9-80 Code of Laws, South Carolina, 1976, as amended, a true copy of the ORDER was delivered personally to

Earline McClary Date 07/30/02

SC Dept. of Labor, Licensing & Regulation
Division of Fire & Life Safety
141 Monticello Trail
Columbia, SC 29203
Phone 803/896-9800 Fax 803-896-9806

White Copy OFFICE - Green Copy REQUESTING AGENCY - Canary Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FIRE DEPT

REC037069 0030

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

RECEIVED

Follow-Up to Fire Marshal Inspection Order of: 4/12/02 2002 MGS-b A 10 09

Type Inspection: School (daycare, foster home, hood, school, lpgas, etc.) DIV OF FIRE & LIFE SAFETY

Name of Facility: W. LEE ELEM.

Address of Facility: 55 W. LEE School RD
Bermbert 29128 (31)
City State Zipcode County

Date: 073002

Resident: _____ Deputy State Fire Marshal: ✓ (check one)

Inspector: Scott Stover

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

✓ All deficiencies corrected.

✓ Deficiencies not corrected. 3, 10 portables: 1

Compliance date extended to: 8/6/02

Comments: District in process of completing

Delivered personally to: Freddie ZO

copy to: DSS _____
DHEC _____
OTHER _____

SCFM 2333

REC037069 003R

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

RECEIVED

2002 JUN 24 P 2:07

Follow-Up to Fire Marshal Inspection Order of 4/12/2

Type Inspection: School
(daycare, foster home, hood, school, lpgas, etc.)

CH DIV OF F&L
ATE FIRE MARSHAL

Name of Facility West Lee Elem.

Address of Facility SS W. Lee School Rd

Pembert 29128 Lee
City State Zipcode County

Date 6/21/2

Resident _____ Deputy State Fire Marshal ☒ (check one)

Inspector Scott Stover

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

☒ All deficiencies corrected. x 9

☒ Deficiencies not corrected: #3, 10, portables #1

Compliance date extended to Prior to School year/re-occupancy
Date

Comments. Page 1-800-712-7917

Delivered personally to: Fredrick L. D...

copy to: DSS _____
DHBC _____
OTHER _____

SCFM 2334

REC037069 003S

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

RECEIVED

OCT 09 2012

Follow-Up to Fire Marshal Inspection Order of: 4/12/12 FIF LEE CITY

Type Inspection: School
(daycare, foster home, hood, school, lpgas, etc.)

Name of Facility: West Lee

Address of Facility: SS W Lee School Rd

Bembert 29128 Lee
City State Zipcode County

Date 10/4/12

Resident _____ Deputy State Fire Marshal ☒ (check one)

Inspector S. Storer

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

☒ All deficiencies corrected. _____

_____ Deficiencies not corrected. _____

_____ Compliance date extended to: _____ Date

Comments. _____

Delivered personally to: Fredda

copy to: DSS _____
DHEC _____
OTHER _____

SCFM 2335

REC037069 003T

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

REC-1 7 Buildings

Follow-Up to Fire Marshal Inspection Order of: 4/12/12

Type Inspection: School
(daycare, foster home, hood, school, lpgas, etc.)

Name of Facility: West LEE

Address of Facility: 55 W Lee School Rd.
Ranbert 29128 Lee
City State Zipcode County

Date: 9/13/12

Resident _____ Deputy State Fire Marshal ☒ (check one)

Inspector: Scott Storer

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

☒ All deficiencies corrected.

☒ Deficiencies not corrected. portables Fire Alarm installed
Simplex will terminate work
of 9/16

Compliance date extended to _____ Date

Comments. _____

Delivered personally to: [Signature]

copy to: DSS _____
DHBC _____
OTHER _____

SCFM 2336

REC037069 003U

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

RECEIVED

2002 APR 12 AM 11:00

Follow-Up to Fire Marshal Inspection Order of: 4/12/02
Type Inspection: School
(daycare, foster home, hood, school, lpgas, etc.)
Name of Facility: W LEE
Address of Facility: 55 W Lee School Rd
Reinhart 29128 (31)
City State Zipcode County

Date 08-6-02

Resident _____ Deputy State Fire Marshal ☒ (check one)

Inspector Scott Finner

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

☒ All deficiencies corrected. x 3

☐ Deficiencies not corrected.

Compliance date extended to will check on progress

Comments: In the progress of completing

Delivered personally to Freddy L. O.

copy to: DSS _____
DHEC _____
OTHER _____

SCFM 2337

REC037069 003V

**SC DEPARTMENT OF LABOR, LICENSING & REGULATION
FIRE MARSHAL INSPECTION ORDER**

STATE OF SOUTH CAROLINA)
COUNTY OF Lee)
IN RE. West Lee Elem)
ADDRESS 55 W Lee School Rd)
CITY/ZIP Berkert 29128)
TELEPHONE 428 3147)

DIVISION OF FIRE & LIFE SAFETY

NOTICE OF ORDER

PAGE 1 of 3

Date of Inspection 4-12-02

Years in Operation 42 Year Constructed 1961 Approximate Square Footage _____

Name of Tenant SHARON Groggs Building Height 20 Number of Stories/ _____

Name and Address of Owner Lee Co School District

Nature of Inspection ☒ Routine ☐ Requested by _____ Building Name or Number MWMM

Type Construction 4 Sprinkler ☐ Yes ☒ No
Occupancy Type E Number of People Using Building _____
Stairpipe ☐ Yes ☒ No Capacity of People _____

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
1	Shall provide written documentation from manufacturer that all Artificial Plants, Trees ect are fire Retardant	OCT 17,01 memo
2	Side Exit Door by Room 4 Shall be repaired or replaced Stickers	SEPC 803
3	All curtains and flags Shall be fire retardant treated	SEPC 4101
4	All items in lobby by office Shall be Bolted to walls or floors	OCT 17,01 memo
5	Pine BARK on floor at office Lobby Shall be fire retardant treated or removed	SEPC 4101

[Signature]
Resident or Deputy State Fire Marshal

SCFM 2338

YOU ARE HEREBY NOTIFIED that this is an official ORDER of the South Carolina State Fire Marshal stating the defects found to exist in the above-referenced structure or building, and further requiring that you as owner agent, or person in control of said structure or building have 30 days to complete the specified repairs or improvements.

You are further notified that the owner agent, or party in control of said building or structure may APPEAL this ORDER within thirty (30) days by writing to the State Fire Marshal at the address below and stating the specified ground of appeal.

In accordance with §23-9-80 Code of Laws, South Carolina, 1976, as amended, a true copy of the ORDER was delivered personally to

Sharon Groggs Date 4-12-02

SC Dept. of Labor, Licensing & Regulation
Division of Fire & Life Safety
141 Monticello Trail
Columbia, SC 29203
Phone: 803/896-9800 Fax: 803-896-9806

White Copy OFFICE - Green Copy REQUESTING AGENCY - Canary Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy - FIRE DEPT

REC037069 003W

ORDER CONTINUATION

Name of Building Main Court

Date 4-12-02

REC037069 003X

ORDER CONTINUATION

Name of Facility West Lee Elem
Name of Building Portables (7)

Delivered Personally to Sharon Briggs Date 4-12-02
 White Copy OFFICE - Green Copy REQUESTING AGENCY - Canary Copy OPERATOR-AGENT - Pink Copy - DEPUTY OR R.F.M. - Gold Copy FIRE DEPT

**S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203**

REC-3

Follow-Up to Fire Marshal Inspection Order of: 8/13/12

Type Inspection: Hood System
(daycare, foster home, hood, school, hospital, etc.)

Name of Facility: Bishopville Primary

Address of Facility: 605 N. Dennis
Bishopville 29010 Lee
City State Zipcode County

Date: 9/13/02

Resident: _____ Deputy State Fire Marshal ☒ (check one)

Inspector: Scott Frover

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

☒ All deficiencies corrected.

Deficiencies not corrected.

Compliance date extended to _____ Date

Comments.

Delivered personally to Vicki Edwards

copy to DSS _____
DHEC _____
OTHER _____

SCFM 2411

REC037069 004M

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

REC

Follow-Up to Fire Marshal Inspection Order of: 8/13/12

Type Inspection: School
(daycare, foster home, hood, school, logas, etc.)

Name of Facility: Bishopville primary

Address of Facility: 603 N. Davis

Bishopville 29010 Lee
City State Zipcode County

Date 9/17/12

Resident _____ Deputy State Fire Marshal ☒ (check one)

Inspector Scott Swane

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

☒ All deficiencies corrected. X2

☒ Deficiencies not corrected. #2

Compliance date extended to 15 days from Today
Date

Comments: _____

Delivered personally to: Vicky J. Edwards

copy to: DSS _____
DHEC _____
OTHER _____

SCFM 2412

REC037069 004N

**SC DEPARTMENT OF LABOR, LICENSING & REGULATION
FIRE MARSHAL INSPECTION ORDER**

STATE OF SOUTH CAROLINA)
COUNTY OF LEE)
IN RE. Bishopville Primary)
ADDRESS 603 N. Dennis)
CITY/ZIP Bishopville, 29010)
TELEPHONE _____)

DIVISION OF FIRE & LIFE SAFETY

5 Buildings

NOTICE OF ORDER

PAGE 1 of 1

Date of Inspection 8/13/02

Years in Operation Since 1956 Year Constructed 1956 Approximate Square Footage 20,000

Name of Tenant Mrs Edwards Building Height 12 Number of Stories 1

Name and Address of Owner LEE Co School District

Nature of Inspection ☒ Routine
☐ Requested by _____

Building Name
or Number Main/4 Portable

Type Construction IF
Occupancy Type Edu
Standpipe ☐ Yes ☒ No

Sprinkler ☐ Yes ☒ No
Number of People Using Building _____
Capacity of People _____

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
<u>1</u>	<u>Extension Cords are prohibited</u>	<u>SFPC 703</u>
	<u>from permanent use. Multiple</u>	<u>704</u>
	<u>devices shall be surge protectors</u>	
<u>2</u>	<u>Drapes/Fabric Furniture must</u>	<u>SFPC 4101</u>
	<u>be treated for fire resistance</u>	
	<u>- Bean Bags prohibited</u>	
<u>3</u>	<u>Hood Filters must not be</u>	<u>~~SFPC 96~~</u>
	<u>mesh type</u>	<u>NFPA 96</u>
<u>4</u>	<u>Fire Alarm shall have</u>	<u>NFPA 72</u>
	<u>Annual Certification</u>	

Scott Slater
Remand or Deputy State Fire Marshal

SCFM 2413

YOU ARE HEREBY NOTIFIED that this is an official ORDER of the South Carolina State Fire Marshal stating the defects found to exist in the above-referenced structure or building, and further requiring that you as owner agent, or person in control of said structure or building have 30 days to complete the specified repairs or improvements.

You are further notified that the owner agent, or party in control of said building or structure may APPEAL this ORDER within thirty (30) days by writing to the State Fire Marshal at the address below and stating the specified ground of appeal.

In accordance with §23 9-80 Code of Laws, South Carolina, 1976, as amended, a true copy of the ORDER was delivered personally to

Robert Eakin Date 8/13/02

SC Dept. of Labor, Licensing & Regulation
Division of Fire & Life Safety
141 Monticello Trail
Columbia, SC 29203
Phone: 803/896-9800 Fax: 803-896-9806

White Copy OFFICE - Green Copy REQUESTING AGENCY - Cherry Copy OPERATOR-AGENT - Pink Copy - DEPUTY OR R.F.M. - Gold Copy - FIRE DEPT

REC037069 0040



South Carolina Department of Labor, Licensing and Regulation

Jim Hodges
Governor
Rita M. McKinney
Director



Division of Fire and Life Safety

141 Monticello Trail
Columbia, SC 29203
(803) 896-9800
FAX: (803) 896-9806 (Fire Marshal)
FAX: (803) 896-9856 (Fire Academy)
www.llr.state.sc.us

CERTIFIED MAIL RETURN RECEIPT REQUESTED

August 14 2002

Mr. John Harr, Jr.
Carolina Fire & Safety Appliances
1908 Rosewood Drive
Columbia, SC 29205

Dear Mr. Harr:

Inspection by a Deputy State Fire Marshal has revealed that the hood extinguishing systems at Mount Pleasant Middle School and Bishopville Primary School, both in Lee County are not in compliance with the manufacturer's Design, Installation, Maintenance and Recharge Manual. Specifically, areas of concern include but are not limited to the following:

- 1 Bent conduit
- 2 Use of galvanized pipe
- 3 Diameter of pipe
- 4 Number of duct nozzles
- 5 Use of common tees
- 6 Number of manual pulls on a fusible link line

Pursuant to South Carolina Rules & Regulations 71-8307.15 you are hereby directed to correct any and all items of non-compliance associated with the above named school hood systems within 30 days of receipt of this letter. Furthermore, you are ordered to CEASE AND DESIST any activity that does not comply with applicable regulation, code, law, or manufacturer's recommendation. Repeated violations may result in the suspension or revocation of your license.

Should you desire additional information or further clarification, feel free to contact this office.

Respectfully,

Robert O. Polk, CFPS
State Fire Marshal

ROP/egh
CC Bill Galloway, Senior Deputy State Fire Marshal
Scott Stover, Deputy State Fire Marshal
File

SCFM 2414

REC037069 004P

SC DEPARTMENT OF LABOR, LICENSING & REGULATION
FIRE MARSHAL INSPECTION ORDER

STATE OF SOUTH CAROLINA)
COUNTY OF LEE)
IN RE Bishopville Pr)
ADDRESS 603 N Daniels)
CITY/ZIP Bishopville, 29010)
TELEPHONE _____)

DIVISION OF FIRE & LIFE SAFETY

NOTICE OF ORDER

REC -

PAGE 1 of 1

Date of Inspection 8/13/01

Years in Operation 5 - ae 1954 Year Constructed _____

Approximate Square Footage 2500 000

Name of Tenant Mrs. Edwards

Building Height 12

Number of Stories /

Name and Address of Owner

Routine

Nature of Inspection

☐ Requested by

Building Name
or Number 4

Type Construction

Occupancy Type

Standard ☐ Yes

Somelier ☐ Yes

Number of People Using Buildings

Capacity of People

[illegible]

Resident or Deputy State Fire Marshal

SCFM 2415

YOU ARE HEREBY NOTIFIED that this is an official ORDER of the South Carolina State Fire Marshal stating the defects found to exist in the above-referenced structure or building, and further requiring that you as owner agent, or person in control of said structure or building have 30 days to complete the specified repairs or improvements.

You are further notified that the owner, agent, or party in control of said building or structure may **APPEAL** this **ORDER** within thirty (30) days by writing to the State Fire Marshal at the address below and stating the specified ground of appeal.

In accordance with §23-9-80, Code of Laws,
South Carolina, 1976, as amended, a true copy
of the ORDER was delivered personally to

**SC Dept. of Labor, Licensing & Regulation
Division of Fire & Life Safety
141 Monticello Trail
Columbia, SC 29203
Phone: 803/896-9800 Fax: 803-896-9806**

White Copy OFFICE - Green Copy REQUESTING AGENCY - Canary Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FIRE DEPT

REC037069 004Q



South Carolina Safety Company, Inc

Fire Extinguisher Sales & Service
Post Office Box 1488
Sumter, South Carolina 29151

July 31 2002

Mr Robert Polk
South Carolina State Fire Marshal
South Carolina Dept of Labor Licensing and Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia South Carolina 29203

Dear Sir

The purpose of this letter is to file a complaint against
Carolina Fire & Safety Appliances
1908 Rosewood Drive
Columbia SC 29205
252-2602

Yesterday July 29 while servicing the portable fire extinguishers for Lee County Public Schools I went into the kitchen of Bishopville Primary School and noticed a new Amerex KP 6 14 gallon Fire Suppression System which was installed earlier this month

On May 7 2002 Gordon Correll and Freddie Durant had requested our company to make recommendations on the fire suppression systems and condition of the kitchen hoods in all of the Lee County Schools basically due to previous problems encountered with another service company At that time we made written recommendations Until I went into the first school we were unaware any action had been taken in regards to the kitchens

At a quick glance I noticed several discrepancies on the new Amerex installation

At the manual pull station there is bent 90 degree conduit from the mechanical release module (MRM) - not allowed by Amerex The piping from the 6 gallon Amerex system into the hood is the same piping which was used on the EDR-50 dry chemical fire system The old system was removed in order to meet the UL300 standard of the new system

The old piping 1 diameter galvanized is now connected to the new Amerex Fire System (Amerex Installation Manual - Section IX Page IX 6 SUPPLY LINE LIMITATIONS 1/2 pipe diameter Section V Installation Page V-4 GALVANIZED PIPE IS NOT ALLOWED " At this point my curiosity got the best of me I removed several filters and noticed the piping had been reduced down to 3/8 to accommodate the new nozzles

SCFM 2416

1087-C Alice Dr Sumter
803 775-4022

PAX 803 778-0937
E-Mail scsafety@gte.net

1136 Glover St Orangeburg
803 534-3227

REC037069 004R

This hood has two exhaust ducts measuring 30" x 30" square or 120 perimeter inches. Each exhaust duct now has one 13729 Amerex fryer nozzle installed finger tight. Per the Installation Manual Section IV Design Page IV-2B, three (3) 11983 duct nozzles should have been installed in each exhaust duct (1 and 1/2 flow points each).

Moving along to the plenum which is the area behind the filters, this hood is a 10 foot double V bank configuration. One 11982 nozzle on the end of each plenum is adequate (1 flow point each) however they installed the nozzles in opposite directions from a common tee. See Section IV Design Page IV-4 "Nozzles may not face in opposite directions from a common tee".

If you look at the rear of the hood you will notice the nozzles are positioned for the cooks to be either sprayed with chemical or at least the splash directed towards them.

After viewing this system, I went to the District Office to meet with Mr. Durant who was not in. I spoke to Mrs. Gibson, Food Service Specialist, and Mr. Stevens. They asked me to also look at the new system installed at Mount Pleasant Middle School. This school has an Amerex KP 3 75 fire suppression system installed earlier this month. They have the same problems as Bishopville Primary plus two (2) manual pull stations connected to the fusible link line cable which is not permitted by Amerex.

It is my opinion the organization and individuals involved with the installation of these fire systems has threatened the property and life safety of every student and facility member at both of these schools.

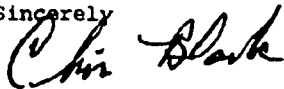
This may be the first complaint against this company, however, due to the seriousness, I hope your office will do more than slap them on the hand and allow corrections to be made.

I would appreciate written acknowledgement and investigation of this complaint.

If I can be of any assistance, my office phone is 803-775-4022, cell phone is 803 983 9654, home phone is 803-775-6172. Amerex Corporation KP kitchen fire system specialists are Lisa Jones or Craig Volkert 205-655-3271.

Lee County School District has been a valued customer of ours for the past ten plus years, although we have not serviced their kitchen suppression systems. Fire safety is our business and the fire suppression systems are a major safety issue.

Sincerely,



Chris Black
President of South Carolina Safety Company

SCFM 2417

REC037069 004S

CC Dr Willie Townes
Lee County School Superintendent

Mr Fred Durant
Maintenance Supervisor
Lee County School District

Mr School Stover
State Deputy Fire Marshal
Lee County

Attachments Amerex KP Restaurant Fire Suppression System Design Installation
Maintenance & Recharge Manual

Section IX Page IX-6

Section V Page V4

Section IV Page IV-2B

Section IV Page IV-4

SCFM 2418

REC037069 004T



**DESIGN, INSTALLATION,
MAINTENANCE & RECHARGE
MANUAL**

NO. 12385

**AMEREX KP
RESTAURANT
FIRE SUPPRESSION SYSTEM**

**TESTED AND LISTED BY
UNDERWRITERS LABORATORIES
TO UL STANDARD 300
EFFECTIVE NOVEMBER 21, 1994**

**AMEREX CORP. ♦ P.O. BOX 81 ♦ TRUSSVILLE, AL 35173-0081
Phone (205) 655-3271 ♦ Fax (205) 655-5112
E-Mail sales@amerex-fire.com**

SCFM 2419

***No part of this Manual may be reproduced or transmitted in any form or by any means electrical or mechanical, including photocopying or by any storage and retrieval system without the expressed permission in writing from Amerex Corporation.
The installation, service of any Amerex KP Restaurant Fire Suppression System must be performed in strict accordance with this Manual, by a Factory Trained and Authorized Distributor.***

Printed in U.S.A.

MAY 1, 1995

MM#12385-1/2000

REC037069 004U

OCTOBER 18, 1999

KP600 DISTRIBUTION PIPING DESIGN LIMITS for 18 FLOW POINT CYLINDER USING ½" SUPPLY LINE

When designing a KP system to protect a kitchen containing a Fryer Wok or Range the following MINIMUM PIPING must be met between the Distributor and the first nozzle protecting the corresponding appliance

PIPING REQUIREMENTS			
Appliance	Minimum Linear Feet	Minimum Total Equivalent Feet	Minimum Flow Points Per System
Fryer	8.5	10	2
Wok	9	22 1	6
Range	7	18.4	4

SUPPLY LINE LIMITATIONS

All pipe and fittings running from the discharge fitting to the first branch tee

Pipe Diameter	½"
Maximum Total Equivalent Feet	30
Maximum Linear Feet	12
Maximum Vertical Rise above the Discharge Fitting	8 Feet

SUPPLY BRANCH LINE LIMITATIONS

All pipe and fittings leaving the first tee in the system and ending with the first fitting in the last nozzle branch line

	STRAIGHT	SPLIT
Pipe Diameter	½"	½"
Maximum Total Equivalent Feet	30	40
Maximum Linear Feet of Pipe	15	25

- * A maximum of 15 linear feet of pipe in either branch beyond the splitting tee.
- * A minimum of 5 flow points must be provided in a supply branch.

NOZZLE BRANCH LINE LIMITATIONS:

All pipe and fittings leading from the supply branch to a system nozzle

Pipe Diameter	¾"
Maximum Total Equivalent Feet per Branch	25
Maximum Linear Feet per Branch	7
Vertical Rise above Supply Branch Duct Only	4 Feet
Maximum Equivalent Feet of all Nozzle Branches Total	100

GENERAL SYSTEM LIMITATIONS

- 1 A maximum of 18 flow points is permitted per system
2. Nozzle types may not be mixed on any nozzle branch line and a maximum of 4 flow points and two nozzles per branch
3. The TOTAL LINEAR FEET of pipe for supply branches and nozzle branches may not exceed. 32' Straight / 40' Split system.
- 4 A maximum of 6 Duct nozzles per 18 flow point cylinder system.

SCFM 2420

MAY 1, 1995

INSTALLING THE DISTRIBUTION PIPING NETWORK.

General

For Distribution Piping Network Limitations please refer to the design section

ONLY SCHEDULE 40, BLACK, CHROME PLATED OR STAINLESS STEEL PIPE CAN BE USED FOR THE DISTRIBUTION NETWORK. GALVANIZED PIPE IS NOT ALLOWED

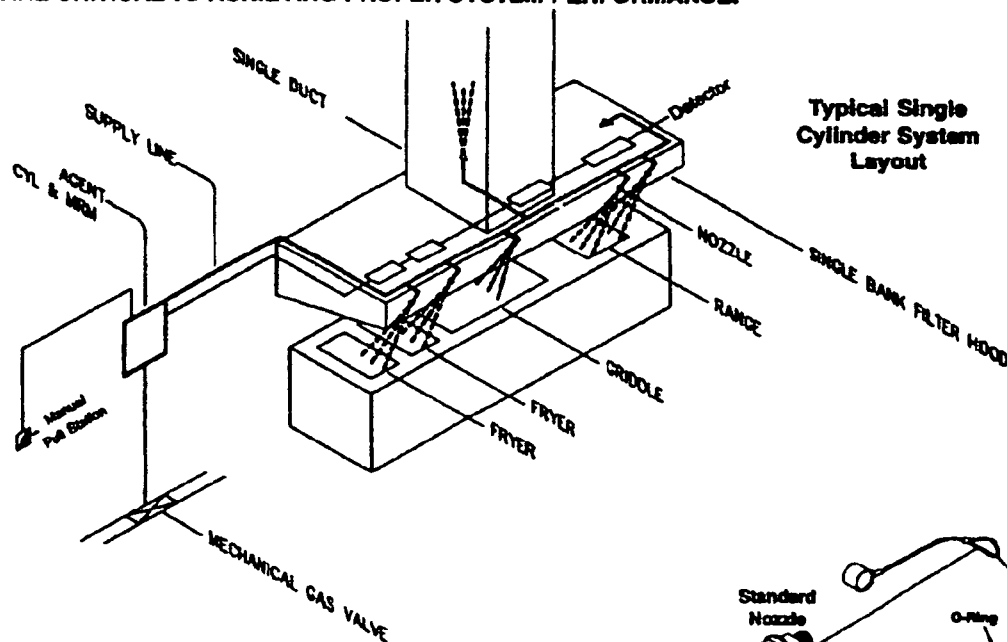
ALL PIPE MUST BE REAMED AND BLOWN CLEAR DIRT AND/OR CUTTING OIL MUST BE REMOVED FROM THE INSIDE OF ALL PIPE AND FITTINGS BEFORE ASSEMBLY

All piping must be securely bracketed to a rigid surface using appropriate hangers and/or clamps

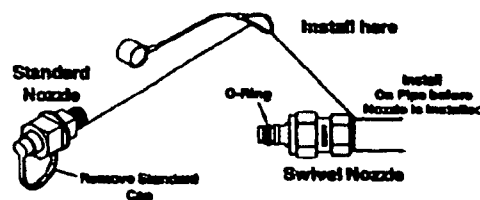
All Distribution Network pipe and fittings are to be assembled tight (*3 turns past hand tight recommended*)
THE USE OF TEFLON TAPE, JOINT SEALANT OR PIPE COMPOUND IS PROHIBITED

The Amerex KP Restaurant Fire Suppression System does not require balanced piping. All Distribution Network Piping shall be run in as direct a manner as possible throughout the hazard. The Distribution Network Piping once installed shall be compared with the design drawing or sketch. **any changes or deviations shall be noted for use in preparing an "as-built" drawing or sketch for the permanent job file**

Piping installation shall start at the cylinder bracket and continue through the hazard with tees installed at the beginning of each branch line location. Branch lines shall then be installed taking care to assure that each nozzle is located properly and that no design limitations have been exceeded. **NOZZLE LOCATION AND ORIENTATION ARE CRITICAL TO ACHIEVING PROPER SYSTEM PERFORMANCE.**



SCFM 2421



TO INSTALL HIGH TEMPERATURE BLOW OFF CAPS

- STANDARD NOZZLE.** Remove Standard Blow Off Cap - Thread the loop of the High Temp Cap onto the base of the male threads on the nozzle. Install o-ring on nozzle tip, place cap on nozzle tip.
- SWIVEL NOZZLE.** Remove Standard Blow Off Cap - Thread the loop of the High Temp Cap onto the supply pipe before installing the nozzle body. Install o-ring on nozzle tip, place the cap on nozzle tip.

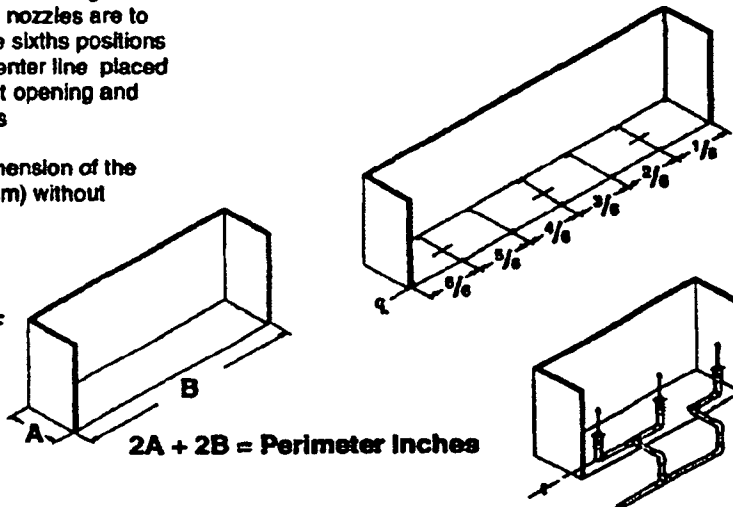
MAY 1, 1999

**DUCT PROTECTION LIMITATIONS 150 in. Perimeter
 THREE 1½ FLOW POINT NOZZLES [P/N: 11983]**

The Amerex Solid Fuel Appliance / Duct Nozzle [P/N 11983] is listed to protect Restaurant Cooking Exhaust Ducts of unlimited length and up to 150 perimeter inches (381 cm) or 48 diameter inches (122 cm) using three nozzles. The nozzles total four and one-half flow points and to properly position the nozzles a rectangular duct should be divided along its longest side into six equal distances. A circular duct should be divided along its center line into six equal distances. The nozzles are to be placed at one sixth, one half and five sixths positions of the duct width (or diameter) on the center line placed 2-8 inches (5.08 - 20.3 cm) into the duct opening and aimed straight up for vertically run ducts.

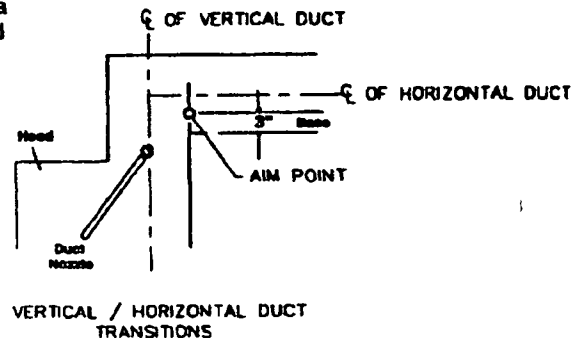
NOTE In no case can the diagonal dimension of the duct exceed 55.9 inches (142 cm) without adding additional duct nozzles.

CAUTION DO NOT MIX THE USE OF DUCT NOZZLES P/N 11983 AND P/N 11985 WITHIN THE SAME DISTRIBUTION NETWORK



NOZZLE LOCATIONS AND AIMING FOR HORIZONTALLY RUN DUCTS

The nozzles are to be located on the centerline of the vertically run duct, 2-8 inches into the duct. The aiming point is to be a point 3 inches above the base of the horizontally run duct and in the same vertical plane of the nozzle. See illustration.



TRANSITION LIMITATIONS - SINGLE NOZZLE [P/N 11983]

A transition is a section found on some exhaust systems between the hood and the duct. One Amerex Solid Fuel Appliance / Duct Nozzle (P/N 11983) will protect a transition at the point where the transition is 50 perimeter inches (127 cm) or less or a diameter of 16 inches (40.6 cm) or less. The nozzle has 1½ flow points and must be placed in the center of the opening at the point where the perimeter inches are 50 (127 cm) or less or where the diameter inches are 16 (40.6 cm) or less and aimed at the center of the cross section of the duct. Additional duct protection is not required when using this method.

(REFER TO PAGE IV-2 FOR PICTORIAL REPRESENTATION)

SCFM 2422

FIRE MARSHAL INSPECTION ORDER

STATE OF SOUTH CAROLINA

COUNTY OF LEE

IN RE

School

DIVISION OF FIRE AND LIFE SAFETY

NOTICE OF ORDER

RECE.

YOU ARE HEREBY NOTIFIED that this is an official ORDER of the South Carolina State Fire Marshal stating the defects found to exist in the above-referenced structure or building and further requiring that you as owner, agent, or person in control of said structure or building have the specified repairs or improvements made.

You are further notified that said owner, agent, or party in control of said building or structure may appeal this ORDER of the State Fire Marshal by serving upon the State Fire Marshal at the below address by next or otherwise within thirty (30) days the specified grounds of appeal.

South Carolina Department of Labor Licensing and Regulation
Division of Fire and Life Safety
141 Mainville Trail
Columbia, SC 29203
Phone: 803-696-6800 Fax: 803-696-6808

Name of Facility <u>Bishopville Primary</u>	Number of Years in Operation <u>29</u>	Phone # <u>811-9475</u>	Date of Report <u>8/6/11</u>
Street & No. <u>603 N. DENNIS</u>	City <u>BISHOPVILLE</u>	Zip <u>29010</u>	County <u>LEE</u>
Location Within City Limits ☒ Out of City Limits ☐ Distance Out of City Limits <u> </u>			
Name & Address of Tenant		Building Name or Number	
Name & Address of Owner		Building Name or Number	
Reason for Inspection	☒ Routine ☐ Re-inspect	Requested Person Making Request	<u>DES</u>
Age of Building	<u>30+</u>	Height of Building	<u>14'</u>
Approximate Square Footage	<u>7000</u>	Number of Stories	<u>1</u>
Type Construction	Fire Proof ☐ Fire Resistant ☐ Heavy Timber ☐ Non-Combustible ☐ Ordinary ☒ Wood Frame ☐ Other ☐ Specify ☐	Occupancy Category	Assembly ☐ Business ☐ Educational ☒ Hazardous ☐ Factory ☐ Institutional ☐ Mercantile ☐ Residential ☐ Storage ☐
Number of People using Building	<u> </u>	Capacity of People	<u> </u>

	MANDATED CORRECTIONS	ITEM	DESCRIPTION & LOCATION	CODE
A EXIT & ESCAPE	1	Number of Exit Doors	<u>10</u> Adequate Yes ☒ No ☐	
	2	Blocked ☐ Locked ☐		
	3	Exit Signs Good ☐ Unsatisfactory ☒ Not Required ☐		
	4	Emergency Lights Good ☐ Unsatisfactory ☒ Not Required ☐		
	5	Panel Hardware Good ☐ Unsatisfactory ☒ Not Required ☐		
	6	Self-closing Device Good ☐ Unsatisfactory ☒ Not Required ☐		
	7	Number of Stairways	<u>2</u> Adequate Yes ☒ No ☐	
	8	Open ☐ Closed ☐ Wood ☐ Metal ☐ Masonry ☐		
	9	Number of Fire Escapes	<u>10</u> Adequate Yes ☒ No ☐	
	10	Wood ☐ Metal ☐ Other (Specify) <u> </u>		
	11	Handrails Adequate Yes ☐ No ☐ NA ☐		
	12	Landings Adequate Yes ☐ No ☐ NA ☐		
	13	Other		
B FIRE SYSTEMS	1	Fire Alarm Yes ☒ No ☐ Adequate Yes ☐ No ☐		
	2	Smoke Detectors Yes ☒ No ☐ Adequate Yes ☐ No ☐		
	3	Sprinkler System Yes ☐ No ☐ Adequate Yes ☐ No ☐		
	4	Scandaps System Yes ☐ No ☐ Adequate Yes ☐ No ☐		
	5	Number of Fire Extinguishers	<u>14</u> Adequate Yes ☒ No ☐	
	6	Date Last Charged	<u>8/1/11</u> Good ☒ Unsatisfactory ☐	
	7	Visual Alarm Extinguisher System Yes ☐ No ☐ Not Required ☐		
	8	Date Last Serviced	<u>8/1/11</u> Adequate Yes ☐ No ☐	
	9	Other		
C COMB	1	Fire Rated Corridors/Walls Yes ☐ No ☐ Adequate Yes ☒ No ☐		
	2	Fire Rated Ceilings Yes ☐ No ☐ Adequate Yes ☒ No ☐		
	3	Flame Spread Rating Adequate Yes ☐ No ☐		
	4	Fire & Draft Stopping Adequate Yes ☐ No ☐		
	5	Other		
D HEATING	1	Heating System Gas ☐ Electric ☒ Oil ☐ Wood ☐ Other ☐		
	2	Condition Good ☐ Fair ☒ Unsatisfactory ☐		
	3	Chimneys & Flues Metal ☐ Masonry ☐ NA ☐		
	4	Condition Good ☐ Fair ☒ Unsatisfactory ☐		
	5	Other		
E ELEC.	1	Electrical Good ☐ Fair ☒ Unsatisfactory ☐		
	2	Excessive Use of Extension Cords Yes ☐ No ☒		
	3	Open Breakers Yes ☐ No ☒		
	4	Covers Missing on Electrical Boxes Yes ☐ No ☒		
	5	Proper Sized Fuses/Breakers Yes ☐ No ☒		
	6	Licensed Electrician Certification Required Yes ☐ No ☒		
	7	Other		
F GENERAL	1	Housekeeping Good ☐ Fair ☒ Unsatisfactory ☐		
	2	Excessive Storage of Combustibles Yes ☒ No ☐		
	3	Storage Under Stairs Yes ☐ No ☒		
	4	Flammable Liquid Storage Yes ☐ No ☒		
	5	Chemical Storage Yes ☐ No ☒		
	6	Excessive Flammable Decorative Materials Yes ☐ No ☒		
	7	Other		

In accordance with §23-9-60 Code of Laws, South Carolina, 1976 as amended, a true copy of the ORDER was

Delivered Personally to

Todd L. L...

as owner or occupant

Received by

DATE

8/16/11

SC 21

SCFM 2423

White Copy OFFICE — Green Copy REQUESTING AGENCY — Canary Copy OPERATOR-AGENT — Pink Copy DEPUTY OR R.F.M. — Gold Copy FIRE DEPT

REC037069 004Y

**SC DEPARTMENT OF LABOR, LICENSING & REGULATION
FIRE MARSHAL INSPECTION ORDER**

STATE OF SOUTH CAROLINA) DIVISION OF FIRE & LIFE SAFETY
COUNTY OF Marion)
IN RE Ram - Carter) NOTICE OF ORDER
ADDRESS Hwy 5012) PAGE 1 of 2
CITY/ZIP Marion SC 29571) Date of Inspection 4-8-02
TELEPHONE 423-4920)
Years in Operation _____ Year Constructed 1938 Approximate Square Footage _____
Name of Tenant Mrs. Nathaniel Gilchrist Building Height 2000 Number of Stories 1
Name and Address of Owner Same as above Dist 7
Nature of Inspection ☒ Routine ☐ Requested by _____ Building Name _____
Type Construction Wood Frame Sprinkler ☐ Yes ☒ No
Occupancy Type Educational Number of People Using Building _____
Standpipe ☐ Yes ☒ No Capacity of People _____

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
1	Exit light in lunch room shall be repaired	807.5.1
2	Gym Area! Box Blank missing shall be repaired	701
3	Alarm shall be test	n/a
4	All furniture in hall way extending out over 12" must be removed under 12" need to be secured to wall	802.5

J. A. ...
Resident or Deputy State Fire Marshal

YOU ARE HEREBY NOTIFIED that this is an official ORDER of the South Carolina State Fire Marshal stating the defects found to exist in the above-referenced structure or building, and further requiring that you as owner, agent, or person in control of said structure or building have 30 days to complete the specified repairs or improvements.
You are further notified that the owner, agent, or party in control of said building or structure may APPEAL this ORDER within thirty (30) days by writing to the State Fire Marshal at the address below and stating the specified ground of appeal.

In accordance with §23 9-80, Code of Laws, South Carolina, 1976, as amended, a true copy of the ORDER was delivered personally to

Nathaniel Gilchrist Date 8 April 02

SC Dept. of Labor, Licensing & Regulation
Division of Fire & Life Safety
141 Monticello Trail
Columbia, SC 29203
Phone: 803/896-9800 Fax: 803/896-9806

White Copy OFFICE - Green Copy REQUESTING AGENCY - Cherry Copy OPERATOR/AGENT - Pink Copy DEPUTY OR R.P.M. - Gold Copy FIRE DEPT

SCFM 2484

REC037069 005M

STATE OF SOUTH CAROLINA)
COUNTY OF Marion)
IN RE. Benny - Controver School)
ADDRESS Hwy 5101)
CITY/ZIP Marion SC. 29571)
TELEPHONE _____)

Date of Inspection 4-20-62

Type Construction _____
Occupancy Type Educational
Smokepipe ☐ Yes ☒ No
Sprinkler ☐ Yes ☒ No
Number of People Using Building _____
Capacity of People _____

REC037069 005N

S C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

RECEIVED

2002 NOV -1 A 10 08

Follow-Up to Fire Marshal Inspection Order of: 6-7-02 LLR DIV OF F&L
STATE FIRE MARSHAL

Type Inspection: School
(daycare, foster home, hood, school, hospital, etc.)

Name of Facility: Brickman Neck Elem School

Address of Facility: 6887 Hwy 908

Oreston SC 29546 Madison
City State Zipcode County

Date 10-25-02

Resident _____ Deputy State Fire Marshal ☒ (check one)

Inspector J. Yater

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

☐ All deficiencies corrected:

☒ Deficiencies not corrected: 6, 12, 4.

☒ Compliance date extended to: 11-15-02

Comments: Note: This is the 2nd re-insp.

Delivered personally to: Jim W Pearson

copy to: DSS _____

DHEC _____

OTHER _____

SCFM 2543

REC037069 005Y

S C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

W.R. Safford
Building

Follow-Up to Fire Marshal Inspection Order of:

6-2-02

Type Inspection:

School
(daycare, foster home, hood, school, etc., etc.)

RECEIVED

Name of Facility:

D.H. Hoots Neck Elementary School

OCT 03 2002

Address of Facility:

6882 Hwy 908

DIVISION OF
FIRE & LIFE SAFETY

Greenville
City

SC
State

29546
Zipcode

Marion
County

Date:

9-3-02

Resident:

Deputy State Fire Marshal

(check one)

Inspector:

J. Hoots

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

All deficiencies corrected:

Deficiencies not corrected:

Compliance date extended to:

Comments:

Delivered personally to:

Joe W. Pearson

copy to:

DSS

DHBC

OTHER

SCFM 2544

REC037069 005Z

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

Parish

Follow-Up to Fire Marshal Inspection Order of: 6-7-02
Type Inspection: School **RECEIVED**
(daycare, foster home, hotel, school, type, etc.) OCT 03 2002
Name of Facility: Britten Park Eden School
Address of Facility: 6802 Hwy 90E
Greenville SC 29615 Duncan
City State Zipcode County

Date: 9-22-02

Resident _____ Deputy State Fire Marshal / (check one)

Inspector: J. W. Pearson

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order.

Results of the follow-up inspection are as follows:

/ All deficiencies corrected: _____

Deficiencies not corrected: _____

Compliance date extended to: _____ Date

Comments: _____

Delivered personally to: J. W. Pearson

copy to: DSS _____
DHEC _____
OTHER _____

SCFM 2545

REC037069 006A

S.C. Department of Labor, Licensing & Regulation
Division of Fire and Life Safety
141 Monticello Trail
Columbia, SC 29203

RECEIVED
OCT 03 2002

FIRE & LIFE SAFETY

Follow-Up to Fire Marshal Inspection Order of: 6-7-02

Type Inspection: School
(daycare, foster home, food, school, igas, etc.)

Name of Facility: Arthur Peak E/ea School

Address of Facility: 6882 Hwy 905

Creston SC 29546 Madison
City State Zipcode County

Date: 9-22-02

Resident _____ Deputy State Fire Marshal K (check one)

Inspector: T. J. [Signature]

A follow-up inspection was made at the above referenced facility to determine compliance with mandated corrections on the previous inspection order

Results of the follow-up inspection are as follows:

All deficiencies corrected: 1235789 10 11

Deficiencies not corrected: 6 12 4

Compliance date extended to: 12-22-02 Date

Comments: [Signature]

Delivered personally to: [Signature]

copy to: DSS _____
DHEC _____
OTHER _____

SCFM 2546

REC037069 006B

**SC DEPARTMENT OF LABOR, LICENSING & REGULATION
FIRE MARSHAL INSPECTION ORDER**

STATE OF SOUTH CAROLINA)
COUNTY OF Marion)
IN RE Roths Neck Elem School)
ADDRESS 6882 Hwy 90S)
CITY/ZIP Greenville SC 29616)
TELEPHONE 818 362-3510)

DIVISION OF FIRE & LIFE SAFETY
NOTICE OF ORDER **RECEIVED**
PAGE 4 of 1
Date of Inspection 6-28-74 A 7:47

Years in Operation _____ Year Constructed 1987 Approximate Square Feet _____
Name of Tenant MS. Jean Person Building Height 12 ft Number of Stories 1
Name and Address of Owner Marion S. Pratt Dist. #7

Nature of Inspection ☒ Routine ☐ Requested by _____ Building Name or Number Port 04671
Type Construction wood frame Sprinkler ☐ Yes ☒ No
Occupancy Type Educational Number of People Using Building _____
Standpipe ☐ Yes ☒ No Capacity of People _____

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
1.)	1) Alarm S.H. Ac. Installed in Exch. portable or a Central Bell and pull station accessible to all occupants	SFAC 602.7 NFPA 72
2.)	2) Fire Extinguisher S.H. Ac. removed	NFPA 10
3.)	3) _____	

John R. Allen
Deputy State Fire Marshal

YOU ARE HEREBY NOTIFIED that this is an official ORDER of the South Carolina State Fire Marshal stating the defects found to exist in the above-referenced structure or building, and further requiring that you as owner, agent, or person in control of said structure or building have 30 days to complete the specified repairs or improvements.

You are further notified that the owner, agent, or party in control of said building or structure may APPEAL this ORDER within thirty (30) days by writing to the State Fire Marshal at the address below and stating the specified ground of appeal.

In accordance with §23-9-80 Code of Laws,
South Carolina, 1976, as amended, a true copy
of the ORDER was delivered personally to

John W. Person Date 5/7/72

SC Dept. of Labor, Licensing & Regulation
Division of Fire & Life Safety
141 Monticello Trail
Columbia, SC 29203
Phone: 803/896-9800 Fax: 803-896-9806

White Copy OFFICE - Green Copy REQUESTING AGENCY - Canary Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FIRE DEPT

SCFM 2555

REC037069 006K

**SC DEPARTMENT OF LABOR, LICENSING & REGULATION
FIRE MARSHAL INSPECTION ORDER**

STATE OF SOUTH CAROLINA)
COUNTY OF Orangeburg)
IN RE Holly Hill-Roberts High School
ADDRESS 0530 Roseau Street
CITY/ZIP Holly Hill SC 29059
TELEPHONE 803-6763818

DIVISION OF FIRE & LIFE SAFETY

NOTICE OF ORDER

PAGE 1 of 10
Date of Inspection 4-16-02

Years in Operation 50 Year Constructed 1950's Approximate Square Footage 20000
Name of Tenant Principal Patricia B. Lott Building Height 14' Number of Stories 1
Name and Address of Owner Orangeburg Co. School Dist

Nature of Inspection ☒ Routine ☐ Requested by _____ Building Name or Number None

Type Construction I Sprinkler ☐ Yes ☒ No
Occupancy Type Education Number of People Using Building 125 chb 925
Standpipe ☐ Yes ☒ No Capacity of People 947

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
#1	SHOW INSPECT the Fire Extinguisher Manual by a qualified person	NFPA 10 441
#2	SHOW INSPECT the Fire Extinguisher Manual (quick check) by maintenance person.	NFPA 10 431
#3	SHOW Repair or replace all non-working exit lights	SFRC 802.11
#4	SHOW exit door alarm in Exit corridor (chance ect)	SFRC 802.11
#5	SHOW Repair or replace "P11" Emergency lights through out	SFRC 807.13

[Signature]
Regional Deputy State Fire Marshal

YOU ARE HEREBY NOTIFIED that this is an official ORDER of the South Carolina State Fire Marshal stating the defects found to exist in the above-mentioned structure or building, and further requiring that you as owner, agent, or person in control of said structure or building have 30 days to complete the specified repairs or improvements.

You are further notified that the owner, agent, or party in control of said building or structure may APPEAL this ORDER within thirty (30) days by writing to the State Fire Marshal at the address below and stating the specified ground of appeal.

In accordance with §23-9-80, Code of Laws, South Carolina, 1976, as amended, a true copy of the ORDER was delivered personally to

Patricia B. Lott Date April 16, 2002

SC Dept. of Labor, Licensing & Regulation
Division of Fire & Life Safety
141 Monticello Trail
Columbia, SC 29203
Phone: 803/896-9800 Fax: 803-896-9806

White Copy OFFICE - Green Copy REQUESTING AGENCY - Cream Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FIRE DEPT

SCFM 2762

REC037069 007K

ORDER CONTINUATIONPage 2 of 16

Name of Building Old Man City

Delivered Personally to Saturn O. Lett Date April 16, 2002

White Copy OFFICE - Green Copy REQUESTING AGENCY - Cherry Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FIRE DEPT

REC037069 007L

ORDER CONTINUATION

Name of Facility Abt. H-1 - Roberts High School
Name of Building Robt Bldg

Delivered Personally to Lathan B. Lott Date April 16, 2002
 White Copy OFFICE - Green Copy REQUESTING AGENCY - Canary Copy OPERATOR-AGENT - Pink Copy DEPUTY OR I.F.M. - Gold Copy FIRE DEPT

REC037069 007M

ORDER CONTINUATIONPage 4 of 10

Name of Building Green House

[illegible]

Date April 16, 2002

White Copy OFFICE - Green Copy REQUESTING AGENCY - Canary Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FIRE DEPT

REC037069 007N

ORDER CONTINUATION

Name of Building Trade Bldg

White Copy OFFICE - Green Copy REQUESTING AGENCY - Cream Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FIELD DEPT

REC037069 0070

ORDER CONTINUATIONPage 6 of 10

Name of Building Voorstreek Bldg

Delivered Personally to Lester S. Zelt Date April 16, 2002

White Copy OFFICE - Green Copy REQUESTING AGENCY - Cream Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FILE DEPT.

REC037069 007P

ORDER CONTINUATION

Name of Facility Wm. H. H. Roberts High School
Name of Building Ag. Culture Shop Bldg

Delivered Personally to Patricia S. Lott Date April 16, 2002
 White Copy OFFICE - Green Copy REQUESTING AGENCY - Cream Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FILE DESK

REC037069 007Q

SC DEPARTMENT OF LABOR, LICENSING & REGULATION
FIRE MARSHAL INSPECTION ORDER

ORDER CONTINUATION

Page 8 of 11

Name of Facility St. Mary's Health Center

Name of Building Cathedral Bldg

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
#1	SHALL INSTANT battery back up for fire alarm	SFAC 80711
#2	SHALL INSTANT battery back up emergency light	SFAC 80713
#3	SHALL place 10lb ABC Fire Extinguisher in Cathedral	SFAC 60331
#4	SHALL have the Hood Exting. System in the Kitchen Home of Inspector Semi-annually (inspected last Feb 1997)	NFPA 96-8-2
#5	SHALL clean Hoods. (very greasy)	SFAC 50424
#6	Hood System shall be connected up to the Fire Alarm System	NFPA 96-7-6.2
#7	SHALL replace or repair the door swing into the Cathedral	SFAC 503
#8	SHALL lock electrical panels	SFAC 9000 set 2001

Delivered Personally to Patricia G. Lott Date April 16, 2002

White Copy OFFICE - Green Copy REQUESTING AGENCY - Cream Copy OPERATOR-AGENT - Pink Copy DEPUTY CHIEF OF BUREAU - Gold Copy FIRE DEPT

SCFM 2769

REC037069 007R

ORDER CONTINUATIONPage 9 of 10

Name of Building Cygnus Bldg

[illegible]

Delivered Personally to Patricia B. Lott Date April 16, 2002

SCFM 2770

REC037069 007S

ORDER CONTINUATIONPage 10 of 10

Page 10 of 20

Name of Facility Holly Hill-Roberts High School

Name of Building Band Building

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
#1	5/14/11 Repair or Replace the ^{Emergency} Exit Light	SPR 80211
#2	5/14/11 Repair or Replace the Emergency Light	SPR 80263
#3	5/14/11 Repair the Emergency Exit Light	SPR 60371
#4	5/14/11 Repair the Emergency Exit Light in Boys' Restroom	SPR 80213

Delivered Personally to Patricia B. Lott Date April 16, 2002

White Copy OFFICE - Green Copy REQUESTING AGENCY - Cream Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FIRE DEPT.

REC037069 007T

**SC DEPARTMENT OF LABOR, LICENSING & REGULATION
FIRE MARSHAL INSPECTION ORDER**

STATE OF SOUTH CAROLINA

DIVISION OF FIRE & LIFE SAFETY

COUNTY OF Orangeburg

IN RE. St. James - G. Paul Kennedy School NOTICE OF ORDER

ADDRESS 1555 Gardenway Road

PAGE 1 of 3

CITY/ZIP Eastonville, SC 29045

Date of Inspection 4-15-02

TELEPHONE 803-482-7227

Years in Operation 40 Year Constructed 1960's Approximate Square Footage 65,000

Name of Tenant Principal - Mrs. Michael A. Wilson Building Height 11' Number of Stories 1

Name and Address of Owner Orangeburg Co School Dist #3

Nature of Inspection ☒ Routine ☐ Requested by _____ Building Name or Number Main Bldg

Type Construction III Sprinkler ☐ Yes ☒ No

Occupancy Type Educational Number of People Using Building St. James Catholic School 380

Standpipe ☐ Yes ☒ No Capacity of People 385

ITEM	MANDATED CORRECTIONS LOCATION & DESCRIPTION	CODE
#1	SHALL NOT hang items from Exit corridor ceiling.	SFPC 504.9.6
#2	SHALL inspect fire extinguishers monthly.	SFPA 10 431
#3	SHALL NOT store items in electrical rooms.	SFMC Nemo 10/1/20
#4	SHALL NOT wedge open doors	SFPC 504.24
#5	SHALL install fire alarm pull station no further than 5 feet from Exit door in P.C. Room	SFPC 603.7
#6	SHALL Have the hood inspected semi-annually (last tested Feb 1999)	NFPA 96 8-2

Jeff Roberts
Resident or Deputy State Fire Marshal

SCFM 2984

YOU ARE HEREBY NOTIFIED that this is an official ORDER of the South Carolina State Fire Marshal stating the defects found to exist in the above-referenced structure or building, and further requiring that you as owner, agent, or person in control of said structure or building have 30 days to complete the specified repairs or improvements.

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In accordance with §23-9-80 Code of Laws, South Carolina, 1976, as amended, a true copy of the ORDER was delivered personally to

Anna D. Brown Date 4/15/02

SC Dept. of Labor, Licensing & Regulation
Division of Fire & Life Safety
141 Monticello Trail
Columbia, SC 29203
Phone: 803/896-9800 Fax: 803-896-9806

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REC037069 008U

ORDER CONTINUATIONPage 2 of 3

Name of Building CENT Main Bldg

SCFM 2985

Date 4/15/02

White Copy - OFFICE - Green Copy REQUESTING AGENCY - Canary Copy OPERATOR-AGENT - Pink Copy DEPUTY OR R.F.M. - Gold Copy FIRE DEPT

REC037069 008V

2- Mockers

Page 1 of 3

Name of Building Modular #1 & #2

SCFM 2986

Date 4/15/02

REC037069 008W

Teacher Specialists
3526

Teacher Specialists (funding didn't begin until FY 2000)

3526	1999-00	2000-01
Abbeville 60		
Aiken 01	\$151 060	\$ 245 430
Allendale 01	\$227 083	\$ 277 745
Anderson 01		
Anderson 02		
Anderson 03		
Anderson 04		
Anderson 05		
Bamberg 01		\$ 81 944
Bamberg 02		
Barnwell 19		
Barnwell 29		\$ 83 634
Barnwell 45		
Beaufort 01		
Berkeley 01		
Calhoun 01		\$ 85 695
Charleston 01	\$130 258	\$ 301 851
Cherokee 01		
Chester 01		
Chesterfield 01		\$ 70 880
Clarendon 01		
Clarendon 02		
Clarendon 03		
Colleton 01		
Darlington 01		\$ 91 351
Dillon 01		
Dillon 02		\$ 73 378
Dillon 03		
Dorchester 02	\$156 675	\$ 430 216
Dorchester 04	\$65 026	\$ 223 094
Edgefield 01		
Fairfield 01		
Florence 01	\$202 455	\$ 302 109
Florence 02		\$ 83 655
Florence 03	\$125 850	\$ 227 563
Florence 04		\$ 81 021
Florence 05		
Georgetown 01	\$125 779	\$ 132 508
Greenville 01	\$80 601	\$ 85 831
Greenwood 50		
Greenwood 51		
Greenwood 52		
Hampton 01		
Hampton 02	\$7 825	
Horry 01		
Jasper 01		\$ 121 077
Kershaw 01	\$79 231	
Lancaster 01		
Laurens 5		
Laurens 56		
Lee 01	\$139 674	
Lexington 01	\$94 677	
Lexington 02	\$77 715	
Lexington 03		
Lexington 04		
Lexington 05		
McCormick 01		
Macon 01	\$73 644	
Macon 02		

Defendants Exhibit
2533

SD#-03601

DEF_2533

REC037070

Teacher Specialists
3526

Marion 03	\$ 87 623
Marion 04	
Marion 07	
Newberry 01	
Oconee 01	
Orangeburg 01	
Orangeburg 02	
Orangeburg 03	\$153 680
Orangeburg 04	
Orangeburg 05	
Orangeburg 06	
Orangeburg 07	
Orangeburg 08	
Pickens 01	
Richland 01	
Richland 02	
Saluda 01	
Spartanburg 01	
Spartanburg 02	
Spartanburg 03	
Spartanburg 04	
Spartanburg 05	
Spartanburg 06	
Spartanburg 07	
Sumter 02	\$ 1 020
Sumter 17	\$225 114
Union 01	
Williamsburg 01	\$85 119 \$ 91 048
York 01	
York 02	
York 03	
York 04	
Total	\$2 338 586 \$3 157 749

SDE-03602

DEF_2533 0002

REC037071

Middle School Initiative
3191

Middle School Initiative (Funding didn't begin until FY 001)

3191	2000-0
Abbeville 50	\$ 10 607
Aiken 01	\$ 106 244
Allendale 01	\$ 20 500
Anderson 01	\$ 8 500
Anderson 02	\$ 41 000
Anderson 03	\$ 70 500
Anderson 04	\$ 20 500
Anderson 05	\$ 11 596
Bamberg 01	\$
Bamberg 02	\$ 20 500
Barnwell 19	\$ 20 500
Barnwell 29	\$ 20 500
Barnwell 45	\$ 20 500
Beaufort 01	\$ 103 039
Berkeley 01	\$ 186 585
Calthoun 01	\$ 23 552
Charleston 01	\$ 323 876
Cherokee 01	\$ 82 000
Cherokee 01	\$ 61 500
Cherokee 01	\$ 54 484
Clarendon 01	\$
Clarendon 02	\$ 15 230
Clarendon 03	\$ 20 500
Columbia 01	\$ 36 953
Darlington 01	\$ 56 535
Dillon 01	\$ 16 097
Dixon 02	\$ 8 500
Dillon 03	\$ 20 500
Dorchester 02	\$ 102 500
Dorchester 04	\$
Edgefield 01	\$ 41 000
Fairfield 01	\$ 20 500
Florence 01	\$ 61 500
Florence 02	\$ 20 500
Florence 03	\$ 20 500
Florence 04	\$ 20 500
Florence 05	\$ 20 500
Georgetown 01	\$ 82 000
Greenfield 01	\$ 369 000
Greenwood 50	\$ 61 500
Greenwood 51	\$ 20 500
Greenwood 52	\$ 20 500
Hampton 01	\$
Hampton 02	\$ 15 644
Horry 01	\$ 176 367
Jasper 01	\$ 35 721
Kershaw 01	\$ 57 813
Lancaster 01	\$ 92 136
Laurens 5	\$ 58 160
Laurens 56	\$ 20 500
Lee 01	\$ 29 664
Lexington 01	\$ 82 000
Lexington 02	\$ 82 000
Lexington 03	\$
Lexington 04	\$ 20 500
Lexington 05	\$ 3 952
McCormick 01	\$ 20 500
Manon 01	\$ 20 500
Manon 0	\$ 20 500
Manon 03	\$ 20 500
Manon 04	\$ 8 500

Defendants Exhibit
2534

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Middle School Initiative
3191

Marblehead 01	\$	59 249
Newbury	\$	46 02
Oconee 01	\$	91 788
Orangeburg 01	\$	
Orangeburg 02	\$	
Orangeburg 03	\$	30 737
Orangeburg 04	\$	9 672
Orangeburg 05	\$	83 770
Orangeburg 06	\$	
Orangeburg 07	\$	
Orangeburg 08	\$	
Pickens	\$	102 500
Richland 0	\$	91 7 6
Richland 0	\$	82 000
Saluda 0	\$	29 390
Spartanburg 01	\$	45 240
Spartanburg 02	\$	41 000
Spartanburg 03	\$	41 000
Spartanburg 04	\$	
Spartanburg 05	\$	20 500
Spartanburg 06	\$	61 500
Spartanburg 07	\$	61 500
Sumter	\$	
Sumter	\$	61 500
Union 0	\$	34 858
Williamston 0	\$	67 850
York 01	\$	20 500
York 02	\$	0 500
York 03	\$	82 000
York 04	\$	41 000
Total		4 324 033

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REC037073

**SDE - S C. Curriculum Standards
Reading/English Language Arts
K-12**

Curriculum Standards

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REC037074

Background

Over the past five years South Carolinians have worked together to set shared educational goals and academic "world class" standards. This work involved thousands of educators, parents, community/business leaders, school board members, and legislators. From this process emerged South Carolina curriculum frameworks and academic achievement standards in mathematics, science, and English language arts which describe what students should know and be able to do, how students learn the discipline, and how it should be taught. These documents align with National Assessment of Education Progress (NAEP), the Third International Mathematics and Science Study (TIMSS), and world class standards and have built on one another, with each helping to bring into sharper focus the kind of education we want in our state.

These efforts have resulted in the establishment of grade specific standards for student performance. In January 1998, framework and achievement standards were blended with the standards recommended by the Performance and Accountability Standards for Schools (PASS) Commission and the State Board of Education approved South Carolina's grade-by-grade standards in mathematics, English language arts, and science. These grade-by-grade level standards, as well as the frameworks, will serve as guides to teachers and schools to help students meet those expectations.

The standards provide the basis for alignment across the system:

- District and school curriculum and assessment should reflect these standards
- Classroom instruction, units of study, and learning experiences should reflect these standards
- State-level assessment (PACT (Palmetto Achievement Challenge Tests), instructional material adoption, and professional development are based on these standards

South Carolina Framework Strands, Content Standards, and Descriptors

In the framework, the learning of language is organized into four interrelated strands which are based on the purposes and uses of language: to learn, to employ appropriate conventions and forms of language, to communicate, and to appreciate language. The strands are further developed by 12 content standards, which outline what all students must know and be able to do in English language arts so that they can succeed in the workplace or in further study.

The framework also includes descriptors, which are more specific statements relating to one or more content standards in the strand (i.e., there is not a one-to-one correspondence between descriptors and standards). Pages ii and iii of this document contain the framework strands, content standards, and descriptors.

South Carolina Grade-by-Grade Standards and Areas

The framework descriptors were written for broad grade spans. To further assist teachers, these standards were broken down into grade-by-grade standards (K-12). For the purpose of clarity, the standards are further categorized by the areas of language arts, reading and literature, speaking, listening, writing, and research. However, the clear intent of the framework guiding these standards is that the content of the strands, standards, and areas of language arts should be taught and assessed in an integrated manner.

Following the English language arts standards for grades 5 and 8, a set of technology standards are provided. These standards indicate essential knowledge and skills for students to be literate in a technological world. The technology standards should be integrated into the English language arts curriculum so that students apply their technology knowledge and skills within the context of English language arts.

Within this document, the terms "including" and "such as" are used to indicate some examples. These examples are not intended to construe additional standards beyond what is listed here.

STRAND USING LANGUAGE TO LEARN

Content Standards

- 1 Students use language processes and strategies for continuous learning

- 2 Students use personal experience the printed word and information gained from observation as a basis for constructing meaning
- 3 Students use language to clarify thought
- 4 Students synthesize information from a variety of sources
- 5 Students critically analyze and evaluate language

Descriptors

- a Listen and respond appropriately to oral information
- b Use oral and written language to acquire new information and to reflect on and clarify one's own learning
- c Apply language skills to solve real world problems individually and with others
- d Select access and use information from a variety of print and non print sources across the curriculum
- e Use appropriate reading and vocabulary strategies to understand information from a variety of sources
- f Read with understanding a variety of texts across the curriculum
- g Identify significant information in text and analyze how it contributes to meaning
- h Evaluate information from print and non print sources to expand personal knowledge
- i Use writing processes to aid comprehension summarize research and share information with others

STRAND: USING THE CONVENTIONS AND FORMS OF LANGUAGE

Content Standards

- 6 Students demonstrate competence in standard English
- 7 Students use language in a variety of forms

Descriptors

- a Speak read and write fluently in standard English
- b Combine the use of appropriate strategies and cue systems with an understanding of conventions to identify words and construct meaning from print
- c Demonstrate effective speaking strategies for formal and informal situations
- d Compose in a variety of genres
- e Use forms appropriate to task

STRAND USING LANGUAGE TO COMMUNICATE

Content Standards

- 8 Students use language processes and strategies effectively to communicate
- 9 Students use language for a variety of real purposes and audiences
- 10 Students communicate effectively in various ways

Descriptors

- a Use writing processes and speaking strategies to express ideas clearly
 - b Organize and sequence ideas for effective communication
 - c Communicate in a variety of language forms
 - d Understand the role of purpose and audience
 - e Demonstrate interview and conference skills
 - f Use technology to communicate
-

STRAND APPRECIATING LANGUAGE

Content Standards

- 11 Students select and read from a wide range of literature
- 12 Students demonstrate an understanding of the aesthetics of language

Descriptors

- a Appreciate a variety of print and non print materials
- b Relate literary works to personal experience
- c Place works of literature into historical and cultural context
- d Craft language that reflects precision clarity and richness
- e Incorporate characteristics of quality literature into oral and written language
- f Read write and speak for creative expression
- g Understand language as a system of communication



KINDERGARTEN

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for kindergarten. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of kindergarten so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in kindergarten. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

STUDENTS SHOULD BE ABLE TO

Reading/Literature

- Hold a book or printed material correctly
- Point out the front cover, back cover and title page of a book
- Know that words are read from left to right and from top to bottom on a page
- Match a spoken word with the printed form of that word
- Know that printed words have meaning
- Identify common signs and logos
- Explain his/her own writing and/or drawings
- Know that letters represent sounds and that reading words requires a system of sound/letter rules (phonetic principles)
- Know the difference between letters, words, and sentences
- Demonstrate that he/she understands stories by using the pictures as clues and predicting what will happen
- Retell familiar stories including beginning, middle and end and use words from the story in the retelling
- Begin to recognize that events that happen in a story have causes and effects
- Explain what an author does and what an illustrator does
- Identify upper case (capital) and lower case (small) letters of the alphabet

Listening

- Listen to many kinds of literature including stories and poems
- Follow simple one or two step directions
- Tell if words rhyme or begin with the same sounds
- Hear that sounds blend to make words or parts of words
- Hear the sounds within syllables

Speaking

- Take part in group speaking activities like reciting short poems, rhymes, etc.
- Act out stories and plays
- Know the difference between spoken words and sentences
- Exchange rhyming words in sentences that have a rhyming pattern (example: I saw a cat [change to bat, mat, hat, etc.])



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- Use the following in speaking: number words, words that describe or name people or things, words that tell location, size, color and shape
- Ask about words he/she does not understand
- Take turns in a conversation and talk about one topic
- Use voice appropriately for where he/she is speaking (example: inside with teacher or outside with friends)
- Begin conversations
- Talk with others about what he/she is learning
- Identify words they hear that rhyme
- Blend sounds to make words or parts of words
- Take words apart by saying the separate sounds

Writing

- Print his/her name
- Draw pictures and/or use letters to tell stories about experiences, people, things and events
- Try using technology he/she has available to practice reading and writing

Research

- Ask "how" and "why" questions

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GRADE 1

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for first grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of first grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in first grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

STUDENTS SHOULD BE ABLE TO:

Reading/Literature

- Read from left to right and top to bottom on a page
- Match spoken words with print
- Identify letters, words and sentences
- Use sound/letter rules (phonetic principles) to figure out words
- Blend sounds in order to recognize and read words
- Use spelling patterns to read words
(Example: if he/she knows "hot," he/she can read "pot" by substituting a letter.)
- Use picture clues and what he/she knows about the topic to help understand a story
- Reread and correct what was read when words do not make sense
- Read familiar stories aloud easily and with expression
- Make predictions about what he/she thinks will happen in the story
- Ask and answer questions about what is read
- Identify who is in the story and where the story takes place
- Retell stories including the beginning, middle and end of the story
- Know the difference between real and make believe
- Understand that events in the story are the result of causes and effects
- Point out and discuss times, places and customs in different stories
- Identify and discuss the main ideas and/or themes in stories and compare them to experiences that he/she has had
- Write about what he/she has read
- Organize information from a story in a chart or diagram
- Read many different kinds of literature such as stories, poems, plays, directories, newspapers, charts and diagrams
- Read for an extended period of time

Listening

- Follow simple two-step oral directions
- Pay attention to the person speaking
- Listen politely and not interrupt
- Ask questions about what he/she hears

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Speaking

- Start conversations with friends and adults
- Follow rules for conversation (listening and asking questions)
- Use a quiet voice and ask and answer questions in small groups
- Tell and retell stories in the order in which events happened
- Speak in complete sentences
- Use describing words in speaking
- Begin to ask about the meaning of words and ideas
- Give simple two-step oral directions to someone
- Speak correctly about one or more than one person place or thing
For example I have a dog I have two dogs.
- Use compound words when speaking (example cowboy or rainbow)
- Count sounds in words or word parts
- Add or remove sounds to change words
For example change toy to boy by removing the “t” and adding the b
- Make up rhyming words
- Blend sounds to make word parts and words

Writing

- Think of ideas to write about
- Decide and stay on one subject when writing
- Use describing words when writing about people places and things
- Edit (correct) writing for grammar capital letters punctuation and spelling (according to what first graders have learned)
- Use complete and correct sentences in final copies
- Spell frequently used words correctly and spell difficult words using rules of phonetics
- Use computers for writing if available
- Print legibly with attention to forming letters correctly while leaving spaces between words
- Create final copies of writing such as stories poems plays newspapers etc and share with others
- Write for a period of time each day

Research

- Alphabetize words according to the first letter
- Use a picture dictionary to find meanings of unfamiliar words
- Make a personal dictionary or word list to use when writing
- Talk about and use information from observations conversations technology and books to make oral and written stories and reports

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GRADE 2

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum for second grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of second grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in second grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

STUDENTS SHOULD BE ABLE TO

Reading/Literature

- Use knowledge of phonetic rules to read words
- Use pictures, diagrams, titles, headings and other information in a story to understand the meaning of the story
- Connect experiences that he/she has had to what is being read
- Use knowledge of word parts and forms of words (contractions such as "can't" and possessives such as "his") when reading
- Use knowledge of how a story is put together (beginning, middle and end) to better understand what is read
- Read fiction (not factual) and nonfiction (factual) selections and poetry
- Preview a story to get an idea of what it is about and why he/she is going to read it
- Read a sentence, part or word again if it does not make sense
- Tell the main idea of a story
- Find answers to questions about what is read
- Explain the problem in a story and tell how it was solved
- Describe the people and places in what he/she reads
- Retell the events in a story in the order in which they occurred
- Write about what is read
- Identify the causes and effects of events that happen in a story
- Tell how ideas in a story are alike and how they are different
- Identify and discuss times, places and customs in what is read
- Identify and discuss general themes in stories and compare them to his/her experiences
- Organize information from a story in a chart or diagram
- Read different kinds of literature such as stories, poems, plays, directories, newspapers, charts and diagrams
- Read for an extended period of time daily

Listening

- Listen and predict what will happen
- Follow three or four step oral directions
- Listen to audiotapes, discussions and stories read aloud and ask questions when needed to understand

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Speaking

- Join in speaking activities
- Use correct words when speaking
- Begin to use more complex sentences when speaking
- Correct his/her own speech when he/she makes a mistake
- Use more words to show that his/her vocabulary is growing
- Talk to explain ideas
- Give oral directions with three or four steps
- Identify and use words that mean the same and words that have opposite meanings
- Speak clearly and with expression
- Speak for different purposes to explain to persuade and to entertain
- Think of and share stories or information orally with others
- Participate as a member and as a leader speaking in a group
- Tell what he/she has heard in his/her own words
- Use the telephone and take and give messages

Writing

- Write stories letters and simple explanations
- Think about ideas before writing
- Organize writing to have a beginning middle and end
- Rewrite to make ideas clear
- Edit (correct) final copy for grammar capital letters punctuation and spelling
- Use available computers
- Use different kinds of complete sentences
- Write in many forms such as stories poems plays directories newspapers charts and diagrams and share with others
- Write for an extended period of time each day

Research

- Know where to go to locate information
- Use the dictionary encyclopedia and other resources
- Use a table of contents
- Examine pictures diagrams and charts
- Use available technology

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GRADE 3

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for third grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of third grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in third grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

STUDENTS SHOULD BE ABLE TO

Reading/Literature

- Sound out unknown words using phonetic rules
- Know that words can mean the same, can have opposite meanings, and/or can sound alike but have different meanings
- Determine his/her own purpose for reading a selection
- Look over what is to be read and tell if it is a story, a play, a poem, or other type of literature
- Reread a passage if part of what is read does not make sense in order to correct his/her reading
- Use pictures and words to make predictions and draw conclusions about what is read
- Use diagrams to organize and understand information from reading
- Explain the problem in a story and how it was solved
- State the main idea of what was read
- Become familiar with literature from different times in history and different cultures
- Summarize stories and retell information in his/her own words
- Write and talk about what he/she reads
- Read different types of literature (folk tales, biographies, plays, and poems)
- Draw conclusions from reading and give reasons for the conclusions using information from what was read
- Ask and answer questions about what he/she reads
- Tell how people, places, events, and ideas are alike and different in what he/she reads
- Organize information from a story into a chart or diagram
- Make connections between what he/she reads and personal experiences
- Understand the difference between fact and opinion
- Read for extended periods of time daily

Listening

- Listen attentively by looking at the speaker and retelling what the speaker has said
- Know the difference between fact and opinion when listening
- Predict what will happen next when listening to a story being read aloud
- Explain what has been learned after listening
- Listen for details and information
- Follow oral directions that have several steps
- Draw conclusions from what has been heard

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Speaking

- Ask questions of teachers and group members and explain what he/she has learned
- Speak clearly slowly and loud enough so others can understand
- Use a variety of identified vocabulary words when speaking
- Use correct grammar when speaking
- Contribute verbally to a group as a participant and as a leader
- Make announcements and short presentations
- Use the telephone and take messages
- Use ways to organize information when planning an oral presentation

Writing

- Write legibly in cursive (long hand or real writing)
- Develop a plan before writing
- Focus on a central idea
- Group ideas that are alike
- Include descriptive details
- Write paragraphs that have a beginning middle and end
- Re write to make writing clear
- Edit (correct) final copies for grammar capital letters punctuation complete sentences and spelling
- Write letters advertisements notes reminders directions signs and warnings that relate to real life
- Publish stories poems plays newspapers charts diagrams book responses and directions for different audiences
- Increase use of new words
- Use a dictionary and available technology
- Write for extended periods of time daily

Research

- Record information in his/her own words from many kinds of materials and present this information in oral and written reports
- Use dictionaries encyclopedias catalogs and other reference books to locate and/or verify information
- Use available technology
- Research questions to find answers and plan and do investigations

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GRADE 4

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for fourth grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of fourth grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in fourth grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

STUDENTS SHOULD BE ABLE TO

Reading/Literature

- Figure out the meanings of unfamiliar words by using knowledge of phonetics and word parts
- Know that words can have the same meaning, can have opposite meanings, can sound alike but have different meanings, and that words can have many different meanings depending on how they are used
- Use a dictionary, thesaurus, and glossary
- Use clues in reading to figure out the meanings of phrases or words
- Make predictions and check throughout the reading of a story to see if the predictions were correct
- Understand the difference between fact and fantasy and between fact and opinion
- Use organizers such as diagrams to help understand information in what he/she reads
- State the main idea of what he/she has read
- Draw conclusions about what he/she reads and give reasons for these conclusions from what was read
- Retell a story in his/her own words
- Write about what is read
- Identify the people, places, who is telling the story, and the theme of a literary work
- Recognize why something happens in a story or part of a story
- Connect what he/she reads to personal experiences
- Read a variety of poetry and describe the forms of the poems (example: how it rhymes)
- Understand how stories fit into history and how they connect to other subject areas
- Select and read more difficult literature and read independently for extended periods of time

Listening

- Listen to oral presentations, record information, and present information heard
- Follow directions that have several steps
- Make judgments and give reasons (evidence) for them from what was heard

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Speaking

- Give accurate directions and information to individuals or a group
- Use evidence (reasons) to support opinions
- Speak clearly slowly loudly enough and use correct grammar and effective vocabulary
- Express ideas with confidence
- Seek viewpoints and opinions from others by participating in discussions interviews and conferences
- Make oral presentations to explain persuade and describe
- Use props and other visual aids to make a presentation more interesting
- Use organizers such as diagrams to plan presentations

Writing

- Focus on one topic
- Develop a plan for writing and organize ideas
- Write several related paragraphs on the same topic
- Edit (correct) writing for grammar capital letters punctuation and spelling
- Use available technology such as computers
- Write and publish in a variety of forms such as stories poems and plays
- Write clearly and neatly
- Use vocabulary and knowledge to produce interesting writing
- Use writing to better understand ideas and to record experiences in all subject areas
- Record information accurately
- Write for different audiences
- Write for extended periods of time daily

Research

- Develop questions about a topic
- Use a variety of resources to research a topic then collect and combine the information
- Present research orally and in writing
- Use technology such as computers

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REC037087

GRADE 5

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for fifth grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of fifth grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in fifth grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

THE STUDENTS SHOULD BE ABLE TO

Reading/Literature

- Figure out the meanings of unfamiliar words and phrases by using knowledge of word parts and phonetic rules and by using a dictionary, glossary and thesaurus
- Read works of fiction, nonfiction and poetry
- Describe characters (people), plot (what happens) and the problem and solution in stories read
- Use organizers like diagrams to organize information from reading
- Describe what happened and why it happened in a story or part of a story
- Draw conclusions and give reasons for them
- Tell how ideas in a story and in different stories are alike and how they are different
- Understand how a story fits into history and its culture
- Select and read independently for extended periods of time daily

Listening

- Draw conclusions, organize and summarize information and share responses in all subjects
- Follow directions that have several steps
- Listen, form opinions and give reasons for them from what was heard

Speaking

- Establish eye contact with the audience and use appropriate posture and gestures for effect when making oral presentations
- Use facial expressions to make an oral presentation more interesting
- Plan an oral presentation using a logical order of major ideas
- Summarize main points of a topic when speaking
- Use visual aids to make a presentation more interesting
- Use correct grammar and speak slowly and loudly enough to be heard
- Offer information through presentations, debates, panel discussions and dramatization

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Writing

- Write to describe inform entertain and explain
- Use planning strategies before writing
- Use organizers such as diagrams to organize information
- Use effective vocabulary
- Write several related paragraphs with an effective introduction middle and conclusion
- Revise writing for clarity
- Edit (correct) final copy for grammar capital letters punctuation and spelling
- Write clearly and neatly
- Use available technology such as computers
- Write and publish stories poems plays etc
- Use characteristics of good literature in developing writing style
- Write in all subject areas to better understand ideas and to record experiences
- Write for different audiences and purposes
- Write for extended periods of time daily

Research

- Develop questions to be answered
- Skim materials to locate information needed
- Put information in his/her own words
- Organize and record information that comes from a variety of places
- Make notes on important concepts
- Record and organize information by using charts graphs diagrams etc
- Use computers when available

Computer/Technology

The technology standards below will be integrated into all instruction as appropriate Be sure to check with your child's teacher for a complete list

- Understand basic computer theory including bits bytes and binary logic
 - Understand the terms cursor software memory disk drive hard drive and CD-ROM
 - Develop basic keyboarding skills
 - Process store retrieve and transmit electronic information
 - Communicate through application software
- For example create a document using word processing skills

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GRADE 6

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for sixth grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of sixth grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in sixth grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

STUDENTS SHOULD BE ABLE TO

Reading/Literature

- Figure out the meanings of unfamiliar words by using knowledge of word parts, word origins, phonetic rules, and by using dictionaries and other word reference sources
- Use clues in the meaning of a sentence to figure out unknown words
- Make predictions and read further to see if they are correct
- Know the difference between the main idea and details in a selection
- Tell how a piece of literature fits into history and a culture
- Connect literature read to personal experiences
- Draw conclusions from information read and give reasons for the conclusions
- Tell how information on a topic is alike and different in different pieces of literature
- Read a variety of books and selections (realistic, fantasy, historical, biographies, etc.)
- Describe how the author creates the characters (people) and plot (what happens) of a story to make it interesting
- Recognize plot, setting, characters, theme, and author's purpose in a variety of literature read and analyze a variety of poetry
- Select material and read independently for extended periods of time

Listening

- Clarify, compare, and contrast points of view from listening to oral presentations
- Know the difference between fact and opinion in what is heard
- Summarize main points after listening to a selection
- Listen and follow oral directions that have several steps
- Collect information through surveys and interviews

Speaking

- Work effectively with group members
- Use good speaking skills and develop a sense of what is appropriate for different audiences and purposes
- Express opinions using evidence to support them when presenting material
- Organize information and plan oral presentations in all subject areas
- Prepare and present oral presentations, debates, panel discussions, demonstrations, and multimedia presentations



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Writing

- Write to tell describe explain and persuade
- Plan and organize ideas and information write a rough draft and rewrite for clarity
- Edit (correct) final copy for errors in grammar usage punctuation capitalization and spelling
- Write and publish a variety of stories poems plays and research projects
- Use writing as a tool to help him/her learn in all subject areas
- Write for different audiences and purposes
- Write for extended periods of time

Research

- Select the best sources for locating information needed for specific purposes
(atlas dictionary encyclopedia readers guide etc)
- Decide whether or not the information is useful and if so where it fits into the research
- Put information in his/her own words
- Combine and organize information from various sources

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REC037091

GRADE 7

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for seventh grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of seventh grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in seventh grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

THE STUDENTS SHOULD BE ABLE TO

Reading/Literature

- Increase vocabulary through use of skills learned previously and through reading increasingly difficult books and selections
- Use various techniques such as skimming and scanning to read many kinds of printed materials for different purposes
- Read and analyze works of fiction, nonfiction, and poetry
- Read all kinds of information critically, including technical and career-related materials
- Recognize the difference between fact and opinion
- Tell how information from different sources is alike and different
- Understand various viewpoints when reading
- Make predictions and read to see if they are correct
- Summarize what he/she has read
- Identify and separate main ideas from less important ideas and details in a selection
- Select materials and read independently for extended periods of time

Listening

- Identify verbal and nonverbal communication skills
- Listen and talk and/or write about books read aloud, audiotapes, and discussions
- Build his/her vocabulary through listening experiences
- Identify persuasive techniques in the media
- Tell the difference between fact and opinion in what is heard

Speaking

- Plan and deliver a variety of oral presentations
- Edit oral presentations for effectiveness
- Demonstrate awareness of audience when planning and delivering an oral presentation

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Writing

- Develop narrative (telling something) expository (explaining) persuasive and technical writings
- Plan and organize ideas for writing
- Choose and use effective vocabulary words
- Expand sentences for meaning and clarity
- Revise and edit writing through self-evaluation and discussion with others
- Write and publish in a variety of forms including stories poems plays reports essays and research projects
- Use writing skills in all subject areas to increase understanding and to communicate
- Select and evaluate information from various sources and communicate it to others
- Continue to use good literature to enhance personal writing style
- Adjust language used in writing according to purpose and audience (formal and informal language)
- Write for extended periods of time
- Use available technology

Research

- Apply previously learned research skills and knowledge to identify and organize information from various sources
- Use note taking skills
- Compare information sources for specific research projects and purposes
- Use technology to locate books materials and other sources
- Communicate research in written and oral presentations

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REC037093

GRADE 8

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for eighth grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of eighth grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in eighth grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

STUDENTS SHOULD BE ABLE TO

Reading/Literature

- Increase vocabulary by applying previously learned skills and through reading extensively
- Read and apply knowledge of the elements of various literary forms including short stories, essays, novels, speeches, poetry and plays
- Identify main ideas and themes in literature that are not actually stated in the reading
- Read all kinds of print materials including technical and career materials in all subject areas
- Read and follow directions to assemble a model or simple structure
- Evaluate what is read for bias and opinions
- Use reading techniques such as skimming, using subheadings and changing the speed of reading to become an effective and efficient reader
- Summarize what is read
- Analyze media messages such as advertisements and editorials
- Select materials and read independently for extended periods of time

Listening

- Use listening skills to gain information in interviews
- Recognize propaganda techniques
- Participate and respond appropriately in activities that involve listening such as discussions and oral presentations
- Increase vocabulary through listening experiences

Speaking

- Use speaking skills in interviews to gain information
- Adjust language and speak in a variety of forms (example: formal or informal) according to audience and purpose
- Revise and edit final speeches for effectiveness
- Plan and present information creatively using drama techniques and/or video
- Examine and determine validity, bias and opinion in what is heard
- Ask questions to clarify perspectives and viewpoints in discussions and interviews

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Writing

- Use techniques to develop and organize ideas before and during writing
- Develop narrative (telling about) expository (explaining) persuasive and technical writing pieces
- Select vocabulary to make writing clear and interesting
- Revise writing for word choice and clarity details consistency logical order and smooth transitions from one idea to another
- Edit final copies for grammar spelling capital letters punctuation and form
- Select and write in a variety of forms including personal notes and letters research poetry stories essays articles plays etc
- Write for extended periods of time
- Use available technology (such as word processing)

Research

- Continue to use knowledge learned about conducting research to plan and prepare written and oral research presentations/projects
- Combine and organize information from several sources and communicate it clearly to others
- Compare information sources for research projects
- Combine research from a variety of sources including electronic sources

Computer/Technology

The technology standards below will be integrated into all instruction as appropriate. Be sure to check with your child's teacher for a complete list.

- Use word processing skills to produce a document
- Create spreadsheets to enter and analyze information and create charts and graphs
- Use databases
- Use publishing software scanners and graphics
- Use local and worldwide communication systems
- Develop home web pages
- Have a basic understanding of computer processing storing retrieval and transmission of data
- Use computers for various purposes

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GRADE 9

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for ninth grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of ninth grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in ninth grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

STUDENTS SHOULD BE ABLE TO

Reading/Literature

- Read a variety of literature and analyze it with regard to form, literary terms and elements, author's style and purpose, use of images, points of view and historical significance.
- Analyze writing for accuracy and bias.
- Read a variety of print materials and analyze them for clarity and accuracy of information.
- Increase vocabulary through extensive reading.
- Follow written instructions to perform tasks such as complete an application or use computer software.
- Read and analyze drama (plays).
- Determine how effective dialect and diction are in works of literature.
- Demonstrate a confident ability to use skills learned previously to read a range of simple to difficult materials.
- Read for extended periods of time and select and read a wide variety of print materials for pleasure.

Listening

- Listen to and analyze information for accuracy, bias, and speaker's purpose.
- Listen critically to understand various perspectives and ask good questions to clarify viewpoints of others in discussions.
- Increase vocabulary through listening.
- Recognize and demonstrate good listening skills in conferences and interviews.
- Determine how effective dialect and diction are in oral presentations.

Speaking

- Present and evaluate dramatic readings from literature such as poems, monologues, scenes or stories.
- Orally respond to a variety of reading materials in all subject areas.
- Analyze spoken information for bias, accuracy, purpose, point of view, and style.
- Plan spoken presentations in all subject areas, giving sources of written research used, and answer questions about the presentation.
- Evaluate self and peers using established criteria (standards) of speaking performance.
- Understand and adjust the use of formal and informal language to fit an audience and purpose when speaking.



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Writing

- Write narrative expository literary and technical pieces to inform explain analyze and entertain
- Write to interpret analyze and evaluate ideas
- Write responses to readings in all subject areas
- Write to understand ideas and record experiences
- Set criteria (standards) for judging his/her own writings and the writing of others
- Use rules of standard English confidently in writing a range of simple to more complex pieces
- Demonstrate qualities of good written communication such as arranging information clearly and logically revising and editing for clarity gauging the impact of the communication on audience etc
- Select and write in a wide variety of forms including personal notes letters speeches plays poems reports journals applications resumes and hypertext
- Write for extended periods of time
- Use word processing routinely and use desktop publishing skills

Research

- Analyze and bring together information from a variety of sources to produce clear effective reports and papers
- Credit the sources of ideas and information used in reports and papers
- Use electronic databases to locate information
- Apply research skills learned previously to new research situations
- Complete long term projects such as research projects videos and portfolios in all subject areas

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GRADE 10

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for tenth grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of tenth grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in tenth grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

STUDENTS SHOULD BE ABLE TO

Reading/Literature

- Read and analyze works of literature from different times and cultures in terms of similarities and differences, common themes, types, perspectives, and historical significance
- Read and interpret consumer print materials including warranties, contracts, job descriptions, manuals, technical descriptions, labels, warnings, and applications
- Read and analyze poetry and dramatic works
- Evaluate how effective dialect and diction are in literature
- Increase vocabulary through extensive reading
- Read for extended periods of time and select and read widely for pleasure

Listening

- Listen to speakers to analyze information for accuracy, bias, and speaker's purpose
- Analyze oral reports of small groups
- Participate in discussions and listen carefully to viewpoints of others
- Increase vocabulary through listening
- Demonstrate effective listening skills in conferences and interviews
- Evaluate how effective dialect and diction are in speaking

Speaking

- Plan and present oral presentations for specific audiences
- Participate in small group activities
- Analyze speeches for accuracy, bias, point of view, purpose, and style
- Select information from research, organize it, and present it in a speech
- Plan and present oral presentations in all subject areas
- Develop criteria (standards) and use to evaluate oral presentations of self and others

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Writing

- Write in a variety of forms with an emphasis on exposition (explanations) but also including stories poems skits business letters memos electronic mail persuasive pieces plays reports applications resumes and hypertexts
- Analyze writing of others and suggest how it might be improved
- Use writing to interpret analyze and evaluate ideas in all subject areas
- Analyze writing to determine accuracy bias point of view purpose and style
- Develop standards (criteria) and use to evaluate writing of self and others
- Demonstrate qualities of good writing by thinking and planning before writing arranging information in a clear logical manner revising and editing for clarity and gauging the impact on the audience
- Use effective characteristics of good literature to refine personal writing style
- Write for sustained periods of time

Research

- Collect evaluate and organize information to produce reports and papers using available technology
- Complete a variety of long-term projects such as research projects videos and portfolios in all subject areas and present to peers

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GRADE 11

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for eleventh grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of eleventh grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in eleventh grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

STUDENTS SHOULD BE ABLE TO

Reading/Literature

- Read and analyze a variety of literature with an emphasis on American literature and its relationship to history and culture. Other literature to include classical and modern selections, poetry, works from other cultures and materials from the real world.
- Analyze writing for accuracy, bias, point of view, assumptions, purpose, and style.
- Increase his/her vocabulary through reading.
- Evaluate the effectiveness of dialect and diction in literature.
- Read independently for extended periods of time.

Listening

- Analyze and evaluate oral persuasive presentations for accuracy, clarity, and effectiveness.
- Listen to gather and interpret information.
- Listen to other viewpoints in discussions and interviews.
- Increase vocabulary through listening.
- Evaluate effectiveness of dialect and diction in oral presentations.

Speaking

- Plan, research, and deliver persuasive and oral presentations for specific audiences.
- Discuss and answer questions about reading materials in all subject areas.
- Develop criteria (standards) and use for evaluating the speaking performance of self and others.

Writing

- Write in a variety of forms with an emphasis on persuasive writing.
- Write, revise, and edit personal and business correspondence to a standard acceptable in the workplace and higher education.
- Use writing to analyze and interpret ideas and to record experiences.
- Establish standards (criteria) and use to evaluate writing of self and others.
- Write to support differing points of view.
- Write for extended periods of time.
- Use characteristics of good literature to refine personal writing style.
- Use technology such as on-line services, electronic mail, multimedia equipment, word processing, and desk-top publishing.

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Research

- Collect analyze evaluate and organize information from a variety of sources into a formal documented paper
- Complete a variety of long term projects such as research projects pamphlets videos and portfolios in all subject areas

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GRADE 12

The student standards that follow are a condensed version of the South Carolina Reading/English Language Arts Curriculum Standards for twelfth grade. They are provided to help you become familiar with what your child is expected to be able to know and do at the end of twelfth grade so that you can reinforce and support what your child is learning at school. This version does not include every standard taught in twelfth grade. If you are interested in the complete South Carolina Reading/English Language Arts Curriculum Standards, check with your child's teacher.

STUDENTS SHOULD BE ABLE TO:

Reading/Literature

- Identify universal themes in literature from all cultures and relate these to personal experience
- Read and analyze literature with an emphasis on British literature
- Analyze writing for accuracy, bias, point of view, purpose, assumptions, and style
- Read a variety of print materials including instruction manuals, warranties, technical manuals, etc.
- Read and analyze poetry and dramatic works
- Increase vocabulary through extensive reading
- Evaluate the effectiveness of dialect and diction in literature
- Read for extended periods of time and select a wide variety of materials to read for pleasure

Listening

- Analyze and evaluate oral presentations
- Listen to and interpret information and ask questions to clarify when needed
- Listen to discussions to understand viewpoints of others
- Increase vocabulary through listening
- Evaluate how effective dialect and diction are in oral presentations

Speaking

- Plan and deliver a 5 — 10 minute formal oral presentation
- Discuss and answer questions in all subject areas
- Analyze speeches and oral presentations for accuracy, bias, point of view, assumptions, purpose, and style
- Present research information in a speech
- Develop criteria and use to evaluate speaking performance of self and others
- Demonstrate and recognize effectiveness of formal and informal language according to situation

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purpose and audience

Writing

- Write in a variety of forms with an emphasis on expository (explanation) and technical writings
- Write, revise and edit personal and business correspondence to a standard acceptable in the workplace and/or higher education
- Use writing to understand, analyze and evaluate ideas in all subject areas
- Develop and use criteria (standards) for evaluating writings of self and others
- Use characteristics of good literature to refine personal writing style
- Write for extended periods of time
- Use technology such as on line service, electronic mail, multi media equipment, word processing and desktop publishing

Research

- Write documented research papers
- Complete a variety of long term projects such as videos and portfolios in all subject areas
- Gather and organize information from various sources to present clearly to others

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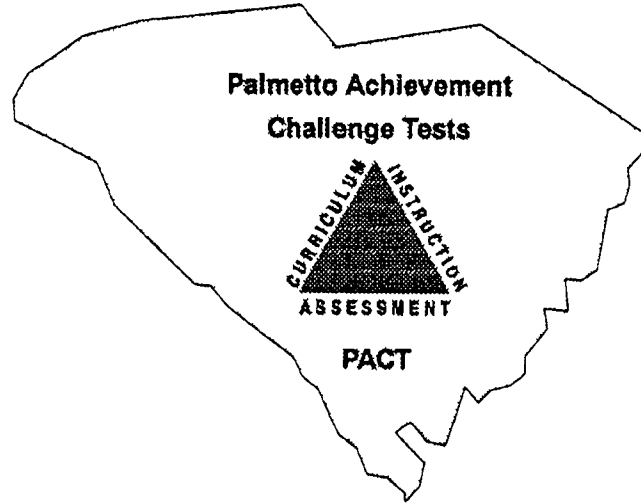
**SDE - PACT Score Report User's
Guide for Spring 2002 Score Reports**

**SDE - PACT Score Report User's
Guide for Spring 2002 Score Reports**

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PACT SCORE REPORT USER'S GUIDE

For Use with Spring 2002 Score Reports

South Carolina Department of Education

**Inez Moore Tenenbaum
State Superintendent**

SDE-09531

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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.myschools.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.

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.myschools.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.

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.

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

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.

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.

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)

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.

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.

Sample Individual Student Report

INDIVIDUAL STUDENT REPORT FOR ADAMS, JANE C

GRADE 7

Test Date SPRING 2002

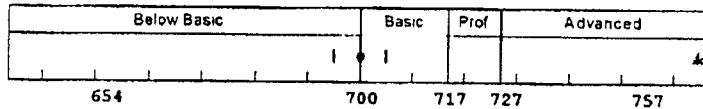
Student's Birth Date 01/01/89
Student's ID Number 251658817

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**

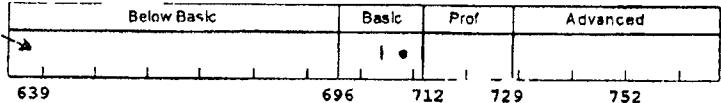


On the grade 7 mathematics test, JANE'S total scale score was 700. Therefore, JANE met the state standard in mathematics for grade 7. JANE'S overall mathematics performance level was BASIC.

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
Conventions	2 0	Conventions	2 0

Grade 7 Mathematics PACT Summary Results				
	Below Basic	Basic	Proficient	Advanced
Middleville Middle	36.9%	41.5%	13.8%	7.7%
Middleville	39.3%	47.6%	8.3%	5.0%
South Carolina	40.5%	37.1%	13.2%	8.9%

Grade 7 ELA PACT Summary Results				
	Below Basic	Basic	Proficient	Advanced
Middleville Middle	36.9%	58.5%	7.7%	3.1%
Middleville	34.6%	48.4%	10.6%	6.4%
South Carolina	42.7%	41.6%	11.3%	4.4%

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.

1 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.

2 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 (SEM) 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 695 and 705.

3 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.

4 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.

5 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.

Sample Student Label

① ADAMS JANE C
MIDDLEVILLE MIDDLEVILLE MIDDLE
01/01/89 B/F/N/

	MATH	ELA	R	W
② Score	700	708		
③ Perf Level	B	B	B	BB

④ OR 00000

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.

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***

Sample All Students Roster



ORIGIN SCHOOL REPORT ALL STUDENTS ROSTER

GRADE 7

DISTRICT 00 MIDDLEVILLE

SCHOOL 00000 MIDDLEVILLE MIDDLE

BEDS CODE 00000000

SP CODES

Test Date SPRING 2002

SCHOOL COPY
Page 1 of 4

STUDENT DEMOGRAPHIC INFORMATION							MATHEMATICS			ENGLISH LANGUAGE ARTS						
Standard 700 on a State Score Range of 654 757		Standard 686 on a State Score Range of 639 782														
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	Total Test	R	W			
ADAMS JANE C	/251858817				00000	YES	700	B	YES	708		B	B	BB		
AKASON WOODROW A	/251838288				00000	YES	719 (BR)	P	NO	678 (BR)		BB	BB	BB		
ARMSON DARRYL K	/248783385				00000	YES	700	B	NO	691		BB	BB	BB		
ARNESON ANNETTE M	/248718982				00000	NO	697	BB	NO	685		BB	BB	BB		
BALZER KIMBERLY S	/250817170				00000	NO	688	BB		INC						
BECKES CHAD A	/401314003				00000	YES	714	B	YES	715		P	P	B		
BLECKEBERG TIMOTHY B	/251878402				00000	NO	697	BB	YES	707		B	B	P		
BOGGESE DEBERA L	/251815088				00000	NO	682	BB	NO	686		BB	BB	BB		
BREWER MICHAEL L	/250791487				00000	YES	742	A	YES	733		A	A	P		
BREID HANNAH F	/249892974				00000	YES	708	B	YES	721		P	P	A		
BRÖDING MICHAEL P	/249898710				00000	YES	719	P	YES	719		P	P	B		
BUI JAKA E	/250777123				00000	NO	688	BB	NO	688		BB	BB	BB		
BURNETTE LAYASHA T	/249781833				00000	YES	700	B	YES	701		B	BB	P		
CHAMBERS KARMA L	/251755228				00000	YES	734	A	YES	729		A	P	A		
CHAYER SHERRI	/248681891				00000	NO	680	BB	YES	724		P	P	P		
CISEK JANI R	/249718881				00000	YES	710	B	YES	INC						
COLVEN JARED O	/250797592				00000	YES	718 (PH)	P								
CRUZEN JUNE L	/574824383				00000	YES	708	B	NO	683		BB	BB	BB		
DEWAY LUCY A	/595581239				00000	YES	719	P	YES	713		P	B	P		

(BR) The test was scored using the key for the Braille form (PH) 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

REC037121

DEF_2621-0018

SDE-09547

Description of the Sample All Students Roster

1 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.

2 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.

3 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.

4 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.

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.

REC037123

SDE-09549

DEF_2621-0020

Sample Grade Summary

		MATH	ELA		SCIENCE	SOCIAL STUDIES
		Total Test	Total Test	R	W	
State Standard		700	696			
State Scale Score Range		654 757	638 752			
Students Tested (SCHOOL)	Number	65	65			
Above Standard (SCHOOL)	Percent	69.1	69.2			
	Number	41	48			
Advanced (SCHOOL)	Percent	7.7	3.1	4.6	7.7	
	Number	5	2	3	5	
Proficient (SCHOOL)	Percent	13.8	7.7	15.4	18.5	
	Number	9	5	10	12	
Basic (SCHOOL)	Percent	41.5	38.5	43.1	46.2	
	Number	27	38	28	30	
Below Basic (SCHOOL)	Percent	36.8	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)		680	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.						



ORIGIN SCHOOL REPORT GRADE SUMMARY

GRADE 7

Test Date: SPRING 2002

District: 00 MIDDLEVILLE
School: 00000 MIDDLEVILLE MIDDLE

BEDS Code: 0000000
SP Codes (School):

SCHOOL COPY

REC037124

DEF_2621-0021

SDE-09550

Description of the Sample Grade Summary

1 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.

2 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.

3 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.

4 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.

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.

REC037127

DEF_2621-0025

SDE-09554

Description of the Sample School Demographic Report

1 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.

2 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.

3 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.

4 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.

SDE-09556

DEF_2621-0027

REC037129

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.

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 654 787

Number
Tested

Mean
Scale
Score

% & No
Meeting
Standard

% & No
Advanced

% & No
Proficient

% & No
Basic

% & No
Below
Basic

ENGLISH LANGUAGE ARTS

Standard 696 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

00000
MIDDLEVILLE MIDDLE

65

699

63 1
41

7 7
5

13 8
9

41 5
27

38 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 8
5

17 5
7

45 0
18

25 0
10

00004
SOUTHVILLE MIDDLE

68

702

69 1
47

2 9
2

4 4
3

61 8
42

30 8
21

68

702

72 1
49

2 9
2

10 3
7

58 8
40

27 8
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

REC037131

DEF_2621-0029
SDE-09558

Description of the Sample Summary by School

1 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.

2 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.

3 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.

4 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.

SDE-09560

DEF_2621-0031

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.

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 OMTS AND/OR MISGRIDS																STUDENTS WITH ITEMS MISSING FROM GRIDDED
				NAME	ID	DOB	ETH	GENDER	SO4	MIGRANT	GIFTED			AL SCH		LANG	LUNCH	IEP		
00000 MIDDLEVILLE MIDDLE	68	2	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
00001 WESTVILLE MIDDLE	8	1	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
00002 EASTVILLE MIDDLE	63	2	3	0	0	1	0	0	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	0	
00004 SOUTHVILLE MIDDLE	88	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
DISTRICT TOTALS	244	8	3	0	0	2	2	1	1	0	0	1	0	0	0	0	0	0	0	

REC037135

SDE-09562
DEF_2621-0033

Description of the Sample Error Analysis

1 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.

2 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.

3 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.

4 NUMBER OF STUDENTS PROCESSED WITH OMITTS 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.

5 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.

APPENDIX A EXTENDED WRITING SCORING RUBRIC GRADES 3-8 (INDEPENDENT)

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	

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

continued on next page

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

continued on next page

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

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

INSTRUCTIONS

Introduction

Please read this introduction entirely before beginning any of the tasks.

The purpose of this project is for your team to develop educational programs that will provide an adequate opportunity for specific student populations to meet particular educational outcomes.

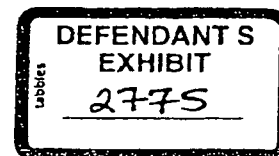
Specifically, given a specified level of resources, your task is to design instructional and support programs for the grade K-12 students described in the assumptions below that you are confident will meet the expectations specified in Exhibit 1. You should approach this task as if it were a real assignment in a real school district in which you were employed. The program design should be one that you would reasonably expect to be adopted and funded by a school board or state legislature comprised of knowledgeable, well-intentioned lay persons.

With the exception of the constraints imposed by these instructions, you are free to configure your programs in any way that you are confident will deliver the specified opportunities. The programs should be founded on your professional judgment and, to the extent possible, high quality research. They should be practical and have a reasonable chance of being implemented successfully by competent educators.

You must take the assumptions as given, even if they are not consistent with conditions in your district or your recent experience.

Do not take into account sources of funding as you design your program. For example, the fact that some of the costs of the program you design may be funded through federal categorical programs should not influence your design.

A member of your team should be designated to record your products on the provided computer. Though it is helpful if the scribe has some experience with MS Word and Excel, the facilitator will be happy to provide any needed technical assistance.



TEY 06431

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Pacing

From our experience working with other educators on similar projects the most effective groups first decide the nature of the program they would provide and then proceed with starting the program and allocating resources accordingly. For example, class size is derived from program design rather than vice versa.

A second characteristic of the more effective groups is that they estimate the total time necessary to complete all of the exercises and allocate their time as necessary. This is particularly important to avoid giving short shrift to secondary program design which by its nature can be very complex particularly given the need to design a master schedule for the high school. In general, the first task takes the longest amount of time. As a rule of thumb by the end of the first day you should have completed the design of your task 1 elementary school program and at least have begun design of the middle school program. You should have completed the task 1 high-school program by mid-afternoon of the second day, and tasks 2 and 3 by noon on the third day.

ASSUMPTIONS

- 1 The elementary school is comprised of kindergarten through grade 5 with an enrollment of 528. Enrollments are approximately the same at each grade level (88 students per grade).
- 2 The middle school is comprised of grades 6 through 8 with an enrollment of 681. Enrollments are approximately the same at each grade level (227 students per grade).
- 3 The high school is comprised of grades 9 through 12 with an enrollment of 1,008. Enrollments are approximately the same at each grade level (252 students per grade).
- 4 The resources available to these schools are as described in Exhibits A-C. These resources represent the average amounts available to the schools described in these assumptions. While the total budget is fixed, you may reallocate resources between school levels within the constraints listed below.
- 5 The student population in the district:
 - 70% of the student population is eligible for free or reduced-price lunch
 - 60% of the student population is minority
 - 11% of the student population receives special education services

Assume that the student population in each school reflects these district averages.
- 6 Personnel are competent. Salaries are adequate to attract and retain a qualified faculty and staff.
- 7 Facilities are in place and are adequate for the instructional program you design. Major maintenance and repair are adequate.
- 8 Ongoing facilities maintenance and operations are considered a district expense and are adequate and can not be charged.
- 9 There is an adequate level of supplies and equipment (including technology), on hand, but normal maintenance and replacement are necessary.
- 10 Special education instruction funding is adequate to meet the instructional needs of the students in these schools and you can not reallocate special education instruction funding. You should consider the needs of special education students for all allocation categories other than instruction.

TEAM D. INSTRUCTIONS

11. The line item budget for district administration is the amount that the district charges these schools is adequate for district level operations and can not be changed
12. The line item budget for transportation is adequate to transport students to and from school and for student activities and can not be changed
13. Multi-grade, multi-level classes, block schedules and other non-traditional organization structures are permissible
14. You may include preschool in your design if you believe it is necessary to achieve the outcomes listed in Exhibit 1. If you choose to include preschool, assume that there are 88 four-year olds within the elementary school attendance area
15. Adult education programs can not be made a part of the programs you design
16. For the purposes of this exercise, the district has no capacity to generate added revenues
17. All resources must be allocated (the school district may not retain a cash balance)

EXHIBIT 1 Desired Educational Outcomes

[Students shall be provided] adequate and safe facilities in which they have the opportunity to acquire (1) the ability to read, write, and speak the English language and knowledge of mathematics and physical science, (2) a fundamental knowledge of economic, social, and political systems and of history and governmental processes, and (3) academic and vocational skills.

Task #1

In the simplest terms your team is to describe how it would deploy the specified resources to provide the learning opportunities in Exhibit 1. Given the level of resources described in Exhibits A-C, your team will design an educational program for an elementary school, middle school, and high school. For each grade level or secondary class, briefly describe the specific skills and knowledge that would be introduced or reinforced in each grade or course. For the high school and middle school, an appropriate development of a prototypical class schedule to ensure that sufficient classes would be offered to provide the required learning opportunities for all students enrolled. Be as specific as possible given the time available.

The total amount of resources available for this task is \$12,400,000 (\$5,023 per student). This funding may be distributed among the three school levels in whatever fashion you choose. Exhibits A-C provide a budget worksheet for each school level showing salaries for each personnel category as well as fixed district charges. Use these worksheets to create a budget for your instructional program. (An electronic version will be available to facilitate calculations.)

As a check on the adequacy of the program you have designed, describe the 13-year educational experience of three prototypical students who would be educated in this school district. Beginning with kindergarten and progressing through grade 12, describe specifically where and how the learning opportunities (Exhibit 1) will be provided for each of the students described below. Keep in mind that *all* students are entitled to an educational program that provides them these opportunities.

Prototypical Students

Student X does not plan to attend a four-year college. X may begin working immediately after high school or may attend a post-secondary vocational program. X's test scores are typically in the 40th to 70th percentile.

Student Y is disadvantaged and struggles with academics. Y's test scores are typically somewhere near the 10th to 30th percentile.

Student Z is college bound. Z is highly motivated and plans to enroll at a major university. Z's test scores are consistently at or above the 80th percentile.

Production Task #1

Use the computer program to write a team report.

- 1 Describe the kindergarten through grade 5 educational program your team developed. Assign teachers and students to grade levels. Describe how other instructional employees (including administrators and pupil support) would be deployed.

In instances where an employee works in this school less than full time, allocate only the fraction of full time (FTE) necessary to deliver the educational program with the resources available. For example, a teacher who teaches half time would count as .5 FTE. Keep in mind all assumptions listed above.

If you find it necessary to include preschool in your design to meet the Exhibit 1 educational objectives, please describe what you are including and which students are eligible to attend.

- 2 Describe the grade 6 through grade 8 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.
- 3 Describe the grade 9 through grade 12 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.
- 4 List any additional assumptions or concerns that are necessary to understanding the educational program developed by your team.
- 5 Describe the elementary middle and high school educational program experienced by students X, Y and Z, indicating where each would acquire the skills and knowledge specified in Exhibit 1.

b. Provide team answers to the following questions:

- a. On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*, how confident are you (team), given the assumptions listed in 1 through 17 above, that the K-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____
- b. On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*, how confident are you (team), given the assumptions listed in 1 through 17 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____
- c. On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*, how confident are you (team), given the assumptions listed in 1 through 17 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____
- d. If it were necessary to raise salaries to a higher level to attract and retain qualified personnel and total budgets were increased correspondingly, would you change the way you have allocated resources (that is, would you change the configuration of the program you designed)? _____ If you answered yes, please explain how and why.
- e. If lower salaries were adequate to attract and retain qualified personnel and total budgets were decreased correspondingly, would you change the way you allocated resources (that is, would you change the configuration of the program you designed)? _____ If you answered yes, please explain how and why.

Comments

Task #2

Assume that you were implementing the educational program that you developed in Task #1 and that the resources available to you were changed to a total of \$14,128 (or \$50,373 per pupil) as described in Exhibits D-F. All other assumptions remain unchanged from those described in the instructions for Task #1. Given the demographic characteristics of the district are as follows:

- 47% of the student population is eligible for free or reduced price lunch
- 44% of the student population is minority
- 13% of the student population is identified special education

Products of Task #2

1. Describe the changes you would make in the educational program you developed under Task #1.
2. Describe any significant changes to the educational program experienced by students X, Y and Z.
3. Describe any resource reallocations you made from those described in Task 1.
4. List any additional assumptions or concerns that are necessary to understanding the educational program developed by your team.
5. Provide team answers to the following questions:
 - a) On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the K-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____
 - b) On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____
 - c) On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____

Task #3

Assume that you were operating the educational program that you developed in Task #1 and that the resources available to you are changed to \$175,000 (57826 per student) as described in Exhibit G1. All other assumptions remain unchanged from those described in the instructions for Task #1. The demographic characteristics of the district are now as follows:

- 44% of the student population is eligible for free or reduced-price lunch
- 27% of the student population is Hispanic
- 15% of the student population receives special education services

Products of Task #3

- 1 Describe the changes you would make to the educational program you developed under Task #1
- 2 Describe any significant changes to the educational program experienced by students X, Y and Z
- 3 Describe any resource reallocations you made from those described in Task #1
- 4 List any additional assumptions or concerns that are necessary to understanding the educational program developed by your team
- 5 Provide team answers to the following questions:
 - a) On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the K-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____
 - b) On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____
 - c) On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____

PROGRAM DESCRIPTION

1 ELEMENTARY SCHOOL PROGRAM

Characteristics of a Quality Program

- More time spent on reading/writing, spending through the content areas
- Use standards to drive instruction
- Teachers work in team teaching clusters
- Principal focuses on instruction
- Strong embedded professional development focusing on instruction related to standards
- Principals monitor classroom instruction to ensure consistency with standards
- Teachers need ongoing support to implement program
- Heavy emphasis on integration of instruction across content areas and application of skills to real problems
- High expectations of students with teachers modeling behaviors (e.g. speaking in complete sentences, resolving conflict in an appropriate way, behaving respectfully)

Preschool Program (necessary to provide education to all students)

- Full day for 88 students
- Effective programs such as First Steps and FRQC
- Parent participation, education (parent programs teach parent skills, literacy, etc)
- Nutrition
- Outreach to childcare centers provide opportunity for child community care centers to implement readiness skills/standards
- Emphasize developmentally-appropriate skills development
- No single off-the-shelf program will meet the needs of any district

K-5 Program

- Clusters/families organized into 6 teacher teams across grade levels (K-5)
- 2-year looping
- Multigrade classes
- Flexible instruction across grades for individual students

Class Size

PreK-3 have 15 students per class (6 teachers per grade level)

Grades 4-5 have 20 students per class (4-5 teachers per grade level)

Staffing

6 preschool teachers

33 K-5 classroom teachers

4 special subject teachers (art, music, PE, foreign language)

TEACH Program Descriptions

- 5 lead teacher (works with curriculum & instruction reports direct to principal)
- 1 parent liaison to run parent program
- 0.5 G.T. teacher
- 1 on-site technical assistance to maintain technology
- 1 library/media aide
- 1 in-school suspension aide
- 3 support staff (nurse, guidance counselor, social worker [goes into homes works with parents])
- 1 librarian
- 1 principal
- 3 clerical/data entry secretary, 1 receptionist, 1 bookkeeper)

Enrichment Program

Since some students need more time than others to achieve the standards we will offer a Before & After School program serving 50% of the children. This program is designed to reach students scoring below basic on state exams and should include high-quality instruction that meets individual student needs. There will be a remediation plan for each child that tests below basic. The program will be taught by innovative creative staff (skits and plays, verbal expression, modeling expected behavior) and will offer a challenging curriculum that enhances studies rather than rehashes classroom work. This is not a baby sitting program or a play period.

The staffing will be 1 certified teacher for every 10 students plus 1 aide for every 4 teachers. The program will run 1 hour before school and 1 hour after school. Students will attend one of the sessions.

Gifted Program

During the regular school day there will be a pull-out program for the 10-15% of students who are advanced. This will be staffed by a half-time G.T. teacher.

Professional Development

- Job-embedded teacher designed and conducted
- Focuses on teaching standards
- Assumes 10 days per year (already in teacher contract)
- On-going support and reinforcement team meetings, faculty meetings, etc. used for professional development, instructional purposes
- Additional \$23,000 for peer coaching, release time, observing, conferences, travel and consultants includes conflict resolution training

Assessment

- Assume district provides standardized assessment
- Need item bank for benchmark testing
- Will need scanners, answer sheets

TEX __ 06441

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TEAM PROGRAM DESCRIPTION

- May require extra clerical time
- At the school level there are aides for 20-25 days a class

2 MIDDLE SCHOOL PROGRAM

Structure

- Continue the cluster concept from elementary school 4 teaching teams of 170 students each with 4 academic teachers per team
- Team concept organize instruction across content areas so that teachers reinforce skills throughout subject areas inter-connectiveness of instruction across the curriculum thematic planning systematic intensive instructional dialogue within teams common parent meetings discuss individual student needs
- Select nurturing supportive teachers
- Implement advisory program
- Emphasize strong guidance component (crucial)

Class Schedule

Four 90 minute blocks

1 block math

1 block language arts

1 block science/social studies on alternate days

1 block exploratory classes (art music PE career exploration keyboarding band chorus or enrichment support) 45 minute classes 30 minute lunch built in

Class size of 22 for academic courses

Staffing

16 academic team teachers

14 other teachers (7 exploratory teachers art music PE career explorations band chorus keyboarding 3 enrichment support teachers 1 parent liaison 3 curriculum resource specialists)

51 aides (computer lab tech support media center time-out room, in school suspension plus 1/10 for 25 days testing support)

3 pupil support (nurse guidance counselor social worker)

1 librarian

1 principal

1 assistant principal

3 clerical/data entry (secretary receptionist bookkeeper)

Professional Development

See elementary description

TEX _ 06442

DEF_2775-0012

REC037154

TEAM D Program Descriptions

Assessment

Same assumptions as elementary

3 HIGH SCHOOL PROGRAM

High Schools That Work Principles

- Present challenging curriculum
- Raise number of required credits (support from district office necessary)
- Community involvement
- All students involved in rigorous challenging curriculum; tech prep courses are also rigorous rather than being designated as the lower track
- Teachers trained through HSTW training program visit successful HSTW sites to observe effective practices
- Hands-on learning, real-world problems, team work & problem-solving
- High-level critical-thinking skills emphasized throughout the curriculum
- Professional development crucial for teachers and administrators

Structure

4 by 4 block schedule (students take 4 courses per semester in 90-minute blocks). Each semester students take 3 core courses and 1 elective. Students will take four years of English, at least three years of math, three years of social studies, and three years of science (one is lab). 24 credits are required for graduation (at least 20 are encouraged with a full load; students could acquire 32 units).

The Ninth Grade Academy is a continuation of the cluster concept. Incoming ninth-graders are housed in a central location in the school. The teachers are hand-picked to provide nurturing and support for these students. An administrator and a guidance counselor are assigned to the academy. Students take basic courses during that ninth grade year. Students take English and Algebra both semesters. Other classes are one semester.

As part of the 9th grade experience, students are introduced to different careers. In 10th grade, they select a major in one of the four career clusters (health/human services, business/marketing, engineering and industrial technology, or humanities). Ninth Grade Academy core subject teachers have a common planning period for interdisciplinary planning. A career interest inventory is administered to help determine which career cluster each student will pursue.

TEX_06443

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REC037155

Grades 10-12 program will be modeled on SFEF - for Schools That Work. Each student will adopt a major in one of the career clusters. Students are counseled into a career major, but no student is locked into a particular major.

Students scoring below basic will be provided remediation / acceleration during the regular school day. These classes serve as elective credit classes.

Average class size in the academic classes is 25 (some being larger and some smaller - J classes, etc).

Electives include PE, band, chorus, art, drama, dance, and ROTC.

The vocational program includes 10 teachers (computers, health occupations, brick masonry, carpentry, cosmetology, electricity, auto mechanics, industrial technology, home economics, and culinary arts).

4 ASSUMPTIONS/ADDITIONAL INFO

Assumptions

- Grade level standards exist and are correlated with Exhibit 1
- State assessment adequately measures progress on standards
- District safety budget covers a resource officer at the middle and high schools with one available on-call at the elementary school

Additional Notes

Many of the programs included here such as band, music, and art play in to the stated outcomes by enhancing academic outcomes and perhaps by motivating students, but they also support additional outcomes not listed (that perhaps should be listed), such as social development, life skills, interpersonal skills, and avocational skills.

5 DESCRIPTION OF STUDENTS X, Y AND Z

Student Y (disadvantaged or at risk student)

At the elementary level there is full-day preschool outreach into community to make sure that childcare centers and preschool are teaching readiness skills, benchmark testing to measure children's progress and assess needs, early identification of below benchmark, small classes, flexible grouping through multi-grade classes and looping, before and after school programs, resource teacher for intervention, parenting programs assist parents with developing their skills, computer lab for reinforcement and enrichment, common teacher planning time to discuss individual student's needs, professional development that focuses on meeting the needs of these students, high

expectations on each other and the teacher

Middle school level exploratory courses can be used for career exploration and career exploration can be used to build on career interests professional development can be used on the needs of at-risk students stable environment created through teaming of teachers and advisors tough love in school suspension program (student is more likely to exhibit behavior problems) reinforcement of skills across the curriculum small classes allow more individual attention use of benchmark testing to identify students early on and to monitor progress common planning time to discuss individual student needs extended block of math and language arts to focus on academic skills strong guidance counseling component and advisors

High school level required elective course in reading and/or math for students scoring below-basic utilization of labs on learning and real world problems team work and problem solving as part of the learning and teaching environment teacher specialist and curriculum coordinators provide additional support professional development includes training on the High Schools That Work program tech prep program is a challenging curriculum year long English and math programs in blocks in the ninth-grade as a part of building fundamentals utilization of appropriate technology as part of instruction to reinforce skills in math reading and writing ninth grade academy organized to provide additional support strengthen academic weaknesses add structure expose students to exploratory career programs prior to making career choice and aid in transition from middle school guidance counselor support high expectations (required to complete minimum of 24 credits) students provided with skills to be successful on the exit exam

Student Z (advanced college bound students)

Elementary school gifted/talented pull-out program professional development on working with gifted/talented students standards-driven curriculum small class sizes to allow for individual student needs benchmark testing to identify early on students whose needs aren't being met flexible grouping practices through multigrade classes and looping teacher specialists at each grade level are resources for meeting these students' needs highly qualified staff team structure allows individualized attention across grades K-5

Middle school enrichment class elective small classes, advisor/advisee concept strong guidance component as a hub of instructional resources and technology media center to stimulate student interest in enrichment and as a vehicle to learn how to access and analyze information extended math and language arts blocks can be used to provide enrichment

High school honors programs and AP classes flexibility of taking advanced courses and electives High Schools That Work model with challenging curriculum and trained

TEACHER-Student Relationships

teachers

Student X (average non-college bound student)

Student Xs can profit from all the resources provided to student Ys if they need it, and can also utilize all the options offered to student Z. After graduation, they will have all the skills necessary to move into the work area or to attend college if they desire.

TEX_06446
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REC037158

to the team answers the following questions:

a) On a scale of 1 to 5 with 5 being *very confident* and 1 being *no at all confident*. How confident are you (team) given the assumptions listed in paragraph 17 above that the grade 5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the aid of the school's students?
4.5

b) On a scale of 1 to 5 with 5 being *very confident* and 1 being *no at all confident*. How confident are you (team) given the assumptions listed in paragraph 17 above that the grade 6 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students?
4.5

c) On a scale of 1 to 5 with 5 being *very confident* and 1 being *no at all confident*. How confident are you (team) given the assumptions listed in paragraph 17 above that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students?
4.5

d) If it were necessary to raise salaries to a higher level to attract and retain qualified personnel and total budgets were raised correspondingly, would you change the way you have allocated resources (that is, would you change the configuration of the program you designed)? No. If you answered yes, please explain how and why.

e) If lower salaries were adequate to attract and retain qualified personnel and total budgets were decreased correspondingly, would you change the way you allocated resources (that is, would you change the configuration of the program you designed)? No. If you answered yes, please explain how and why.

Comments

Ultimately, what determines student outcomes is the chemistry and humanistic elements at the school: attitudes, human relations, teacher qualities, etc. The program described here has the structure and resources necessary to achieve the stated outcomes, but short of a culture of excellence, you cannot ensure educational outcomes. Just having these things does not guarantee results.

- 4th of the student population serve in or free or reduced price lunch
- 1/3 of the student population is minority
- 10% of the student population identify as special education

- Add 1 Gifted/Talented teacher at each school
- Add laptops available for check-out from the media center (50 for elementary school and for middle school and 100 for high school at \$1200 each)
- Add \$50,000 to each school for books and supplies (classroom & media center)
- Add \$50,000 to each school for software and supplies
- Add \$10,000 to each school for additional professional development on how to integrate technology into the curriculum. Four or five teachers will be trained and then go back to the schools to train other teachers
- Add \$15,000 to each school for field studies
- Add an assistant principal at the elementary school

Given the changed demographics we assumed that about 30% of students will now be at the proficient or advanced level and so we dedicated more resources to the gifted/talented program. However, these resources will also benefit student X and Y.

Assumption: there is a culture of excellence at the school; there is a positive chemistry and staff are qualified and resources are used wisely.

1

Form 7 Program 7-2-0-1

10

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5. Provide team answers to the following questions.

- a) On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the grade 5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? 4.5
- b) On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? 4.5
- c) On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? 4.5

Task #3

Assume that you were operating the educational program that you developed in Task #1 above but the resources available to you were changed to \$17,350,222 (\$782 per pupil) as described in Exhibit C.1. All other assumptions remain unchanged from those described in the instruction for Task #1 except for demographic characteristics of the district are now as follows:

- 41% of the student population is eligible for free or reduced-price lunch
- 9% of the student population is minority
- 15% of the student population receives special education services

Products of Task #3

1. Describe the changes you would make in the educational program you developed under Task #1

Professional Development

Training is crucial so we will expand the professional development program. The Myers Bridges will be administered to all staff and a teaching style profile will be developed for each teacher. All staff will attend an intensive professional development retreat to set the stage for implementing reform in the classroom. The retreat will include team building activities, training on teaching styles and learning styles, and information on the culture of poverty and what that means for teaching. The retreat will be used to develop positive belief systems (high expectations for students, commitment, motivation). Follow-up and monitoring during the school year is imperative.

All teachers in district will have the opportunity to visit high performing schools with similar demographics.

Each school will develop a unified instructional focus through the use of an instructional model so that a particular kind of literacy approach is shared by all the staff in the school (e.g. Cunningham, Spalding, Phonics, Success For All, Open Court, America's Choice).

Extend School Year

In order to give children additional learning time to meet standards, the school year will be extended by 30 days at each school level.

Parent Center

Parents need to know what their children are being taught, how the children are being taught, and how they as parents can help. A parent center will be established to serve 320 elementary school parents. Parents will attend once a week for 36 weeks. They will

receive a \$50 stipend per week plus childcare for and nurse services. The program will provide training for parents regarding the standards that their children are being taught in school and will also provide literacy training and an opportunity for parents to earn their GED or college credit. Teachers will provide modeling training on how parents can help their children with homework and eventually assist with tutoring in the classroom. The center will also provide assistance in securing employment, setting life goals and connecting parents with other community agencies they may need.

2. Describe any significant changes experienced by students A, Y and Z

All students will be impacted positively by these changes but the most benefit will accrue to Y-type students. We have extended the school year, added a parenting component and added a strong professional development component.

3. Describe any resource reallocations you made from those described in Task #1

- Extend school year by 30 days at each school level. *Includes cost for teachers salaries and days (assumes that teachers are currently on contract for 190 days, 180 days of instruction plus 10 day for professional development as well as food service, special education, transportation and on call time - savings of 25 cents per pupil per day.)*

High School \$672,889
Middle School \$379,942
Elementary School \$429,480

- Additional professional development
 - District retreat \$250,000
 - School visitation for all teachers in district \$40,000 districtwide
- Parent Center

Stipends \$50/week for 320 parents for 36 weeks	\$576,000
2 Teachers	\$85,725
2 aides	\$45,000
Food \$5 per day per parent/childcare	\$57,600
Childcare 3 aides for 32 children per day	\$67,605
Administration (1 teacher)	\$42,875
1 nurse	\$54,982
Equipment, supplies	\$12,529
TOTAL	\$942,673
- Add 1 assistant principal for the elementary school

- Add a full day preschool or 86 three- year-olds

4 List any additional assumptions or concerns that are necessary to understanding the educational program developed by your team

We are making the assumption that most of the students in this district are scoring at the below-basic level on the state assessment. We are also assuming that this district may have difficulty attracting competent curriculum developers and that there are the current staff may not have the skills or attitudes that are typically found in schools with different demographics.

A strong administrator is crucial

5 Provide team answers to the following questions

- On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the K-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? 4 5
- On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? 4 5
- On a scale of 1 to 5 with 5 being *very confident* and 1 being *not at all confident*. How confident are you (team) given the assumptions listed above that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? 4 5

Exhibit A Elementary School Budget
Enrollment (Grades K-5) 528

Description	FTE		Total Per Pupil
	Units	Salary	
A. Personnel		127	
1. Core Classroom Teacher	33	\$33,419	\$26.3
2. Other Teachers	10.5	\$33,419	\$844
3. Substitutes	2	\$18,000	\$56
4. Aides	3.10	\$17,744	\$132
Pupil Support Staff	3	\$43,293	\$312
6. Librarians	1	\$41,965	\$101
7. Principals	1	\$63,970	\$14
8. Assistant Principal	1	\$49,855	\$0
9. Clerical/Data Entry	3	\$17,744	\$128
B. Instructional Supplies & Materials			\$39
C. Equipment & Technology			
D. Student Activities			\$141
E. Professional Development			\$10
F. Assessment			\$61
G. Food Service			\$437
H. Special Education Instruction			\$483
I. District Expenditures			
1. District Leadership			\$183
2. Business Services			\$42
3. Building Upkeep & Maintenance			\$492
4. Safety			\$12
5. Transportation			\$90
J. Preschool			\$498
K. Extended Day/Year			\$344
Your Total School Budget			\$3,808,403
Your Total Expenditures Per Pupil			\$7,213

Notes

For personnel notes, please specify how many of each classification (eg counselors)

6 teachers per grade for K-3 (class size of 22); 4-5 teachers per grade for 4-5 (class size of 20)

5 Lead Teachers: 1 Para Ed Liaison, 1 Art, 1 Music, 1 PE, 1 Foreign Lang, 0.5 G/T teacher

1 self taught, 911 tech support aide, 1/10 aide to assist assessment (20 days help with testing), 1 media aide, 1 in school suspension aide, 1 nurse, 1 social worker, 1 guidance counselor

1 secretary, 1 receptionist, 1 bookkeeper

\$30 per pupil + \$5000 for library

Assume 4 computers per classroom + 1 lab w/ 20 computers + 5 admin computers = 157 total, 25% replaced per year @ ~\$1000 per computer = \$40,000; \$25,000 software; \$3,000 for copiers, etc; \$1500 office supplies; \$5000 audio/visual; VCR, etc replacement costs

\$5000 for field trips

Covers release time for ongoing PD, consultants, conferences, travel, observations

A same district covers standardized benchmark testing

Full day preschool for 88 children

Before/After school program: 3.75 teachers (2 hr/day), 1 aide

The amount of elementary school funding available	
Total	\$2,968,944
Per Pupil	\$5,623
Amount of elementary school funding remaining to be allocated	
Total	\$839,459
Per Pupil	\$1,590
TOTAL ELEM, MIDDLE & HIGH SCHOOL FUNDING AVAILABLE	
Total Amount Available	\$12,466,191
Amount Used	\$12,466,191
Balance (amount remaining to be allocated)	\$0

At the end of your task, these numbers must equal 0

Based on FY2000 costs

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Exhibit B die School Budget
Enrollment (Grades 6-8) 681

Description	FTE Units	Salary	Total Per Pupil	Notes
A Personnel				For personnel notes please specify how many of each classification (eg counselors)
1 Core Classroom Teacher	16	\$33 419	\$997	4 teams with 4 teachers each
2 Other Teachers	14	\$33 419	\$873	art music PE career exploration keyboarding band chorus 3 enrichment/support teachers (1 per grade) 1 parent liaison 3 curriculum resource teachers
3 Substitutes	1	\$18 000	\$21	
4 Aides	6.1	\$17 744	\$202	2 computer lab aide 1 tech support 1 media center 1 in school suspension supervisor 1 time out supervisor 0 1 testing assistant 125
5 Pupil Support Staff	3	\$43 293	\$242	1 nurse 1 guidance 1 social worker
6 Librarians	1	\$41 315	\$78	
7 In-school	1	\$66 512	\$124	
8 Assistant Principal	1	\$52 186	\$97	
9 Clerical/Data Entry	3	\$17 744	\$99	1 secretary 1 clerk/receptionist 1 bookkeeper
B Instructional Supplies & Materials				\$30 per pupil plus \$6000 for library
C Equipment & Technology				Assume 4 computers per academic classroom + 1 computer per exploratory classroom + plus 2 labs with 25 computers each + 5 admin computers = 133 computers 25 % replaced per year @ \$1000 per computer = \$33 250 \$25 000 software \$3000 copiers etc \$1500 office supplies \$5000 audiovisual VCR etc replacement costs
D Student Activities				\$9.5 per pupil for fieldtrips \$16 500 for athletics
E Professional Development				Covers release time for ongoing PD consultants conferences travel observations
F Assessment				Assume district covers standardized benchmark testing
G Food Service				
H Special Education Instruction				
I District Expenditures				
1 District Leadership			\$183	
2 Business Services			\$42	
3 Building upkeep & Maintenance			\$492	
4 Safety			\$12	
5 Transportation			\$90	
J Extended Day/Year				
Your Total School Budget			\$3 193 092	
Your Total Expenditures Per Pupil			\$4 689	

The amount of middle school funding available	
Total	\$3 829 263
Per Pupil	\$5 623
Amount of middle school funding remaining to be allocated	
Total	\$636 171
Per Pupil	\$934
TOTAL ELEM MIDDLE & HIGH SCHOOL FUNDING AVAILABLE	
Total Amount Available	\$12 466 191
Amount Used	\$12 466 191
Balance	\$0

At the end of your task these numbers must equal 0

Based on FY 2000 costs

REC037167

DEF_2775-0025

Exhibit 1 High School Budget
Enrollment (Grades 9-12) 1008

Description	FTE		Total Per Pupil
	Units	Salary	
A Personnel	127		
1 Core Classroom Teacher	41.33	\$33,419	\$1,740
2 Other Teachers	20	\$33,419	\$842
3 Substitutes	2	\$18,000	\$37
4 Aides	7	\$17,744	\$156
5 Pupil Support Staff	5	\$43,293	\$273
6 Librarians	1	\$41,965	\$53
7 Principal	1	\$71,103	\$90
8 Assistant Principal	2	\$54,890	\$138
9 Clerical/Data Entry	4	\$17,744	\$89
B Instructional Supplies & Materials			\$40
C Equipment & Technology			\$74
D Student Activities			\$100
E Professional Development			\$50
F Assessment			
G Food Service			\$437
H Special Education Instruction			\$483
I District Expenditures			
1 District Leadership			\$183
2 Business Services			\$42
3 Building Upkeep & Maintenance			\$492
4 Safety			\$12
5 Transportation			\$90
K Extended Day/Year			
Your Total School Budget			\$5,464,696
Your Total Expenditures Per Pupil			\$5,421

Notes

For personnel notes please specify how many of each classification req counselors)
Avg class size - 25 students take core courses 3/4 periods 4 elect classes (1 PE (2) band chorus art drama ROTC (2) driver sed 10 voc ed 1 curr
library/media secretary aide guidance aide in school suspension tech support 2 computer lab
2 guidance 2 nurses 1 social worker
bookkeeper office secretary guidance secretary attendance clerk
Assume 150 computers 25% replaced per year @ \$1,000 per computer = \$37,500 \$25,000 software \$3,500 copiers etc \$2,000 office supplies \$7,000 audiovisual VCR etc replacement costs
Athletics band clubs etc
Assume district covers standardized benchmark testing

The amount of high school funding available	
Total	\$5,667,984
Per Pupil	\$5,623
Amount of high school funding remaining to be allocated	
Total	\$203,288
Per Pupil	\$202
TOTAL FLEM MIDDLE & HIGH SCHOOL FUNDING AVAILABLE	
Total Amount Available	\$12,466,191
Amount Used	\$12,466,191
Balance	\$0

At the end of your task these numbers must equal 0

Based on FY 2000 costs

REC037168

DEF_2775-0026

Exhibit Elementary School Budget
Enrollment (Grades K-5) 528

Cells in grey are either fixed charges or preset calculations and cannot be changed

Description	FTE Units	Salary	Total Per Pupil	Notes
A Personnel	127			For personnel notes please specify how many of each classification (e.g. counselors)
1 Core Classroom Teacher	33	\$36,081	\$2,864	
2 Other Teachers	12.5	\$36,081	\$1,085	
3 Substitutes	2	\$18,000	\$56	
4 Aides	3.10	\$17,744	\$152	Add 1 C/T teacher, add a curriculum specialist for the kindergarten
5 Pupil Support Staff	3	\$43,293	\$312	
6 Librarians	1	\$41,965	\$101	
7 Principal	1	\$63,970	\$154	
8 Assistant Principal	1	\$49,855	\$120	
9 Clerical Data Entry	3	\$17,744	\$128	
B Instructional Supplies & Materials			\$125	Add \$50,000 books and supplies, classroom & media
C Equipment & Technology			\$341	Add 50 laptops @ \$1200 each, additional \$50,000 software & supplies
D Student Activities			\$28	Add \$15,000 for field studies
E Professional Development			\$72	Add \$10,000 to train trainers in technology integration
F Assessment				
G Food Service			\$344	
H Special Education Instruction			\$94	
I District Expenditures				
1 District Leadership			\$135	
2 Business Services			\$77	
3 Building Upkeep & Maintenance			\$557	
4 Safety			\$20	
5 Transportation			\$145	
J Preschool			\$498	
K Extended Day/Year			\$368	
Your Total School Budget			\$4,370,327	
Your Total Expenditures Per Pupil			\$8,277	

The amount of elementary school funding available	
Total	\$3,364,944
Per Pupil	\$6,373
Amount of elementary school funding remaining to be allocated	
Total	\$1,005,383
Per Pupil	\$1,904
TOTAL ELEM. MIDDLE & HIGH SCHOOL FUNDING AVAILABLE	
Total Amount Available	\$14,128,941
Amount Used	\$14,128,941
Balance	\$0

At the end of your task, these numbers must equal 0

Based on FY2000 costs

REC037169

DEF_2775-0027

Exhibit L Middle School Budget
Enrollment (Grades 6-8) 681

Description	FTE Units	Salary	Total Per Pupil	Notes
A Personnel			1.27	
1 Core Classroom Teacher	16	\$36 081	\$1 077	For personnel notes please specify how many of each classification (eg counselors)
2 Other Teachers	15	\$36 081	\$1 009	Add 1 C/T teacher
3 Substitutes	1	\$18 000	\$21	
4 Aides	6.1	\$17 744	\$202	
5 Pupil Support Staff	3	\$43 293	\$242	
6 Librarians	1	\$41 965	\$78	
7 Principal	1	\$66 512	\$124	
8 Assistant Principal	1	\$52 186	\$97	
9 Clerk at Data Entry	3	\$17 744	\$99	
B Instructional Supplies & Materials			\$112	Add \$50 000 books and supplies classroom & media
C Equipment & Technology			\$279	Add 60 laptops @ \$1200 each additional \$50 000 software & supplies
D Student Activities			\$56	Add \$15 000 for field studies
E Professional Development			\$59	Add \$10 000 to train trainers in technology integration
F Assessment				
G Food Service			\$344	
H Special Education Instruction			\$594	
I District Expenditures				
1 District Leadership			\$155	
2 Business Services			\$77	
3 Building Upkeep & Maintenance			\$557	
4 Safety			\$20	
5 Transportation			\$145	
K Extended Day/Year				
Your Total School Budget			\$3 641 530	
Your Total Expenditures Per Pupil			\$5 347	

The amount of middle school funding available	
Total	\$4 340 013
Per Pupil	\$6 373
Amount of middle school funding remaining to be allocated	
Total	\$698 483
Per Pupil	\$1 026
TOTAL FLEM MIDDLE & HIGH SCHOOL FUNDING AVAILABLE	
Total Amount Available	\$14 128 941
Amount Used	\$14 128 941
Balance	\$0

Based on FY2000 costs

At the end of your task these numbers must equal 0

REC037170

DEF_2775-0028

Exhibit High School Budget
Enrollment (Grades 9-12) 1008

Description	FTE Units	Salary	Total Per Pupil	Notes
A Personnel	1.27			
1 Core Classroom Teacher	41.33	\$36,081	\$1,879	For personnel notes please specify how many of each classification (eg counselors)
2 Other Teachers	21	\$36,081	\$955	Acid 1 G/T teacher
3 Substitutes	2	\$18,000	\$37	
4 Aides	1	\$17,744	\$150	
5 Pupil Support Staff	3	\$43,293	\$273	
6 Librarians	1	\$41,965	\$53	
7 Principal	1	\$71,103	\$90	
8 Assistant Principal	2	\$54,890	\$138	
9 Clerical Data Entry	4	\$17,744	\$80	
B Instructional Supplies & Materials			\$89	Acid \$50,000 books and supplies classroom & media
C Equipment & Technology			\$243	Acid 100 laptops @ \$1200 each additional \$50,000 software & supplies
D Student Activities			\$115	Acid \$15,000 for field studies
E Professional Development			\$60	Acid \$10,000 to train trainers in technology integration
F Assessment				
G Food Service			\$344	
H Special Education Instruction			\$594	
I District Expenditures				
1 District Leadership			\$155	
2 Business Services			\$77	
3 Building Upkeep & Maintenance			\$557	
4 Safety			\$20	
5 Transportation			\$145	
K Extended Day/Year				
Your Total School Budget			\$6,117,084	
Your Total Expenditures Per Pupil			\$6,069	

The amount of high school funding available	
Total	\$6,423,984
Per Pupil	\$6,373
Amount of high school funding remaining to be allocated	
Total	\$306,900
Per Pupil	\$304
TOTAL ITEM MIDDLE & HIGH SCHOOL FUNDING AVAILABLE	
Total Amount Available	\$14,128,941
Amount Used	\$14,128,941
Balance	\$0

Based on FY 2000 costs

At the end of your task these numbers must equal 0

REC037171

DEF_2775-0029

TEY NCASD

Exhibit Elementary School Budget
Enrollment (Grades K-5) 528

Description	FTE Units	Salary	Total Per Pupil	Notes
A Personnel			127	
1 Core Classroom Teachers	33	\$33,750	\$2,679	
2 Other Teachers	10.5	\$33,750	\$852	
3 Substitutes	2	\$18,000	\$56	
4 Aides	3.10	\$17,744	\$132	
5 Pupil Support Staff	3	\$43,293	\$312	
6 Librarians	1	\$41,965	\$101	
7 Principal	1	\$63,970	\$154	
8 Assistant Principal	1	\$49,855	\$120	Add an assistant principal
9 Clerical/Data Entry	3	\$17,744	\$128	
B Instructional Supplies & Materials			\$39	
C Equipment & Technology			\$141	
D Student Activities			\$10	
E Professional Development			\$192	
F Assessment				Add \$112.75 per pupil for retreat/training \$18 per pupil for school
G Food Service			\$535	
H Special Education Instruction			\$647	
I District Expenditures				
1 District Leadership			\$533	
2 Business Services			\$133	
3 Building Upkeep & Maintenance			\$549	
4 Safety			\$32	
5 Transportation			\$115	
J Preschool			\$996	Add a full day preschool program for 3 yr olds
K Extended Day/Year			\$1,161	Add \$429,480 to extend school year by 30 days
L Parent Center			\$1,785	Add a parent center \$942,673
Your Total School Budget			\$6,020,662	
Your Total Expenditures Per Pupil			\$11,403	

The amount of funding available	
Total	\$4,132,128
Per Pupil	\$7,826
Amount remaining to be allocated	
Total	\$1,888,534
Per Pupil	\$3,577
TOTAL FLEM, MIDDLE & HIGH SCHOOL FUNDING AVAILABLE	
Total Amount Available	\$17,350,242
Amount Used	\$17,350,242
Balance	\$0

At the end of your task, these numbers must equal 0

Based on FY2000 costs

REC037172

DEF_2775-0030

Exhibit Middle School Budget
Enrollment (Grades 6-8) 681

Description	FTE Units	Salary	Total Per Pupil	Notes
A Personnel		1 27		
1 Core Classroom Teacher	16	\$33 750	\$1 007	For personnel notes please specify how many of each classification (e.g. counselors)
2 Other Teachers	14	\$33 750	\$881	
3 Substitutes	1	\$18 000	\$21	
4 Aides	6.1	\$17 744	\$202	
5 Pupil Support Staff	3	\$43 293	\$242	
6 Librarians	1	\$41 965	\$78	
7 Principal	1	\$66 512	\$124	
8 Assistant Principal	1	\$52 186	\$97	
9 Clerical Data Entry	3	\$17 744	\$99	
B Instructional Supplies & Materials			\$39	Add \$112.75 per pupil for retreat/training \$18 per pupil for school
C Equipment & Technology			\$99	
D Student Activities			\$34	
E Professional Development			\$175	
F Assessment			\$535	
G Food Service			\$647	
H Special Education Instruction				
I District Expenditures				
1 District Leadership			\$533	
2 Business Services			\$133	
3 Building Upkeep & Maintenance			\$549	Add \$379 942 to extend school year by 30 days
4 Safety			\$52	
5 Transportation			\$115	
K Extended Day/Year			\$558	
Your Total School Budget			\$4 222 926	
Your Total Expenditures Per Pupil			\$6 201	

The amount of middle school funding available	
Total	\$5 329 506
Per Pupil	\$7 826
Amount of middle school funding remaining to be allocated	
Total	\$1 106 580
Per Pupil	\$1 625
TOTAL FLEM MIDDLE & HIGH SCHOOL FUNDING AVAILABLE	
Total Amount Available	\$17 350 242
Amount Used	\$17 350 242
Balance	\$0

At the end of your task these numbers must equal 0

Based on FY2000 costs

REC037173

DEF_2775-0031

Exhibit 1 High School Budget
Enrollment (Grades 9-12) 1008

Description	FTE Units	Salary	Total Per Pupil	Notes
A Personnel			1.27	
1 Core Classroom Teacher	41.33	\$33,750	\$1,757	For personnel notes please specify how many of each classification (eg counselors)
2 Other Teachers	20	\$33,750	\$850	
3 Substitutes	2	\$18,000	\$37	
4 Aides	7	\$17,744	\$156	
5 Pupil Support Staff	5	\$43,293	\$273	
6 Librarians	1	\$41,965	\$53	
7 Principal	1	\$71,103	\$90	
8 Assistant Principal	2	\$54,890	\$138	
9 Clerical Data Entry	4	\$17,744	\$89	
B Instructional Supplies & Materials			\$40	Add \$112.75 per pupil for retreat/training \$18 per pupil for school
C Equipment & Technology			\$74	
D Student Activities			\$100	
E Professional Development			\$180	
F Assessment				
G Food Service			\$535	
H Special Education Instruction			\$647	
I District Expenditures				
1 District Leadership			\$533	
2 Business Services			\$133	
3 Building Upkeep & Maintenance			\$549	Add \$672,889 to extend school year by 30 days
4 Safety			\$32	
5 Transportation			\$115	
K Extended Day/Year			\$668	
Your Total School Budget			\$7,106,654	
Your Total Expenditures Per Pupil			\$7,050	

The amount of high school funding available	
Total	\$7,888,608
Per Pupil	\$7,826
Amount of high school funding remaining to be allocated	
Total	\$781,954
Per Pupil	\$776
TOTAL HIGH, MIDDLE & HIGH SCHOOL FUNDING AVAILABLE	
Total Amount Available	\$17,350,242
Amount Used	\$17,350,242
Balance	\$0

At the end of your task these numbers must equal 0

Based on FY2000 costs

REC037174

DEF_2775-0032

Local State and Federal Revenue by District
Fiscal Year 2000 2001

District Name	Y 01 135 Day ADM	Local Revenue	% Local to Total	Per Pupil Revenue Local	State Revenue	% State to Total	Per Pupil Revenue State	Federal Revenue	% Federal to Total	Per Pupil Revenue Federal	Total Revenue
Abbeville	3 762 21	\$ 9 742 881	33 27%	\$ 2 590	\$ 16 624 315	56 78%	\$ 4 419	\$ 2 912 728	9 85%	\$ 774	\$ 20 279 724
Aiken	23 789 13	\$ 57 137 026	33 25%	\$ 2 402	\$ 102 501 794	59 85%	\$ 4 309	\$ 12 203 294	7 10%	\$ 513	\$ 171 842 114
Allendale	1 823 04	\$ 5 428 416	27 93%	\$ 2 977	\$ 10 175 523	52 37%	\$ 5 582	\$ 3 829 251	19 71%	\$ 2 100	\$ 19 431 190
Anderson 1	7 252 53	\$ 16 274 840	30 90%	\$ 2 244	\$ 33 906 183	64 38%	\$ 4 675	\$ 2 482 897	4 71%	\$ 342	\$ 52 662 920
Anderson 2	3 485 70	\$ 11 803 168	37 38%	\$ 3 386	\$ 18 095 904	57 31%	\$ 5 191	\$ 1 678 297	5 31%	\$ 481	\$ 31 575 569
Anderson 3	2 533 70	\$ 5 841 213	34 14%	\$ 2 305	\$ 9 881 646	57 75%	\$ 3 900	\$ 1 388 853	8 12%	\$ 548	\$ 17 111 732
Anderson 4	2 563 02	\$ 10 707 508	48 92%	\$ 4 178	\$ 10 724 421	47 00%	\$ 4 184	\$ 1 387 801	6 08%	\$ 541	\$ 22 818 728
Anderson 5	11 022 02	\$ 37 860 976	38 70%	\$ 2 981	\$ 42 769 662	50 48%	\$ 3 880	\$ 9 090 433	10 73%	\$ 825	\$ 84 721 071
Bainberg 1	1 725 02	\$ 3 171 443	21 08%	\$ 1 838	\$ 9 890 418	65 78%	\$ 5 737	\$ 1 976 655	13 14%	\$ 1 148	\$ 15 044 514
Bainberg 2	1 077 35	\$ 3 164 795	28 62%	\$ 2 938	\$ 8 340 393	57 34%	\$ 5 885	\$ 1 651 730	14 03%	\$ 1 440	\$ 11 050 018
Barnwell 19	1 026 74	\$ 2 175 671	23 24%	\$ 2 119	\$ 5 841 037	62 41%	\$ 5 689	\$ 1 143 110	14 15%	\$ 1 108	\$ 9 359 018
Barnwell 29	1 002 70	\$ 2 058 436	26 39%	\$ 2 051	\$ 4 933 781	63 31%	\$ 4 920	\$ 803 004	10 30%	\$ 801	\$ 7 793 221
Barnwell 45	2 715 40	\$ 4 944 188	25 48%	\$ 1 821	\$ 12 400 994	63 84%	\$ 4 569	\$ 2 053 602	10 58%	\$ 756	\$ 19 404 782
Beaufort	16 055 64	\$ 97 819 892	62 85%	\$ 6 093	\$ 45 425 580	29 10%	\$ 2 820	\$ 12 391 022	7 86%	\$ 772	\$ 155 636 494
Berkeley	25 934 65	\$ 83 055 051	30 54%	\$ 2 431	\$ 126 784 828	61 41%	\$ 4 889	\$ 18 818 007	8 05%	\$ 641	\$ 208 457 888
Calhoun	2 029 39	\$ 7 778 490	42 17%	\$ 3 833	\$ 8 784 600	47 52%	\$ 4 319	\$ 1 900 882	10 31%	\$ 937	\$ 18 443 372
Charleston	41 864 04	\$ 138 210 862	43 06%	\$ 3 301	\$ 152 387 557	47 48%	\$ 3 640	\$ 30 360 825	9 46%	\$ 725	\$ 320 959 244
Cherokee	8 802 54	\$ 26 126 717	38 84%	\$ 2 988	\$ 38 874 063	54 52%	\$ 4 166	\$ 4 461 101	8 83%	\$ 607	\$ 87 261 881
Chester	6 801 48	\$ 17 872 449	35 68%	\$ 2 707	\$ 78 402 037	58 70%	\$ 4 302	\$ 3 821 310	7 63%	\$ 570	\$ 50 095 796
Cheslerfield	7 889 13	\$ 16 947 015	29 57%	\$ 2 148	\$ 35 162 048	61 35%	\$ 4 457	\$ 5 208 824	9 08%	\$ 680	\$ 57 315 885
Cherokee 1	1 255 33	\$ 3 002 743	26 34%	\$ 2 392	\$ 8 282 825	55 11%	\$ 5 005	\$ 2 114 154	18 55%	\$ 1 684	\$ 11 390 722
Clarendon 2	3 598 04	\$ 4 802 291	18 97%	\$ 1 280	\$ 16 635 247	68 16%	\$ 4 598	\$ 3 121 536	12 87%	\$ 888	\$ 24 259 074
Clarendon 3	1 153 27	\$ 2 142 869	25 58%	\$ 1 858	\$ 5 262 386	82 81%	\$ 4 583	\$ 972 776	11 61%	\$ 843	\$ 8 776 031
Colleton	6 876 19	\$ 14 102 717	29 15%	\$ 2 112	\$ 28 242 832	58 37%	\$ 4 230	\$ 6 042 055	12 49%	\$ 905	\$ 48 387 604
Darlington	11 249 99	\$ 32 442 024	37 22%	\$ 2 884	\$ 45 621 855	52 34%	\$ 4 055	\$ 9 096 552	10 44%	\$ 809	\$ 87 160 531
Dillon 1	912 44	\$ 1 021 484	15 97%	\$ 1 120	\$ 4 479 700	70 04%	\$ 4 910	\$ 894 282	13 98%	\$ 980	\$ 6 395 466
Dillon 2	3 742 70	\$ 4 206 182	18 57%	\$ 1 124	\$ 15 281 562	67 37%	\$ 4 078	\$ 3 184 444	14 08%	\$ 851	\$ 22 852 188
Dillon 3	1 489 10	\$ 1 681 059	15 08%	\$ 1 115	\$ 8 190 200	56 21%	\$ 4 157	\$ 3 161 309	28 71%	\$ 2 123	\$ 11 012 658
Dorchester 2	16 387 92	\$ 38 175 592	30 87%	\$ 2 329	\$ 79 628 963	64 39%	\$ 4 859	\$ 5 861 800	4 74%	\$ 358	\$ 173 664 454
Dorchester 4	2 444 85	\$ 7 549 846	36 58%	\$ 3 088	\$ 10 924 452	52 93%	\$ 4 469	\$ 2 168 185	10 48%	\$ 886	\$ 20 840 263
Edgefield	3 913 21	\$ 10 020 828	33 06%	\$ 2 581	\$ 17 591 453	58 05%	\$ 4 495	\$ 2 694 032	8 89%	\$ 688	\$ 30 306 113
Fairfield	3 645 94	\$ 20 301 364	54 46%	\$ 5 568	\$ 13 467 714	36 13%	\$ 3 694	\$ 3 505 280	9 40%	\$ 961	\$ 37 274 366
Florence 1	13 638 87	\$ 35 270 291	32 44%	\$ 2 586	\$ 64 469 206	58 30%	\$ 4 727	\$ 8 977 893	8 28%	\$ 658	\$ 108 717 490
Florence 2	1 094 92	\$ 2 408 444	27 07%	\$ 2 198	\$ 5 558 808	62 53%	\$ 5 077	\$ 924 840	10 40%	\$ 845	\$ 8 800 193

REC037175

DEF_2776

Local State and Federal Revenue by District
Fiscal Year 2000-2001

District Name	FY 01 13% Day ADM	Local Revenue	% Local to Total	Per Pupil Revenue Local	State Revenue	% State to Total	Per Pupil Revenue State	Federal Revenue	% Federal to Total	Per Pupil Revenue Federal	Total Revenue
Florence 3	4 183 30	\$ 7 058 707	21 19%	\$ 1 687	\$ 21 452 295	64 39%	\$ 5 128	\$ 4 804 407	14 42%	\$ 1 148	\$ 33 315 409
Florence 4	1 091 82	\$ 2 411 238	24 84%	\$ 2 209	\$ 5 981 640	61 82%	\$ 5 480	\$ 1 314 405	13 54%	\$ 1 204	\$ 9 707 281
Florence 5	1 414 25	\$ 3 867 834	33 30%	\$ 2 557	\$ 8 380 303	67 93%	\$ 4 449	\$ 965 764	8 77%	\$ 673	\$ 11 013 901
Georgetown	9 931 13	\$ 47 210 271	50 51%	\$ 4 754	\$ 38 719 801	41 42%	\$ 3 899	\$ 7 545 682	8 07%	\$ 760	\$ 93 475 754
Greenville	58 848 72	\$ 194 753 299	41 14%	\$ 3 321	\$ 249 107 421	52 63%	\$ 4 247	\$ 29 600 802	6 23%	\$ 503	\$ 473 381 622
Greenwood 50	8 781 80	\$ 21 480 702	34 48%	\$ 2 484	\$ 35 878 858	57 30%	\$ 4 095	\$ 5 146 716	8 22%	\$ 687	\$ 82 616 274
Greenwood 51	1 203 72	\$ 3 010 626	27 95%	\$ 2 501	\$ 6 998 644	64 96%	\$ 5 813	\$ 783 042	7 08%	\$ 834	\$ 10 770 312
Greenwood 52	1 584 34	\$ 6 190 299	51 23%	\$ 3 883	\$ 9 185 739	42 75%	\$ 3 240	\$ 727 645	6 02%	\$ 456	\$ 12 083 683
Hampton 1	2 639 45	\$ 5 874 817	28 88%	\$ 2 226	\$ 12 522 936	61 56%	\$ 4 745	\$ 1 843 628	9 58%	\$ 737	\$ 20 343 181
Hampton 2	1 445 84	\$ 2 633 502	19 11%	\$ 1 822	\$ 8 851 182	64 96%	\$ 8 102	\$ 2 194 749	15 93%	\$ 1 518	\$ 13 779 413
Horry	27 834 81	\$ 117 199 991	48 79%	\$ 4 211	\$ 101 923 095	43 30%	\$ 3 662	\$ 16 249 382	6 80%	\$ 584	\$ 235 372 470
Jasper	2 781 39	\$ 5 288 574	24 07%	\$ 1 916	\$ 13 693 415	82 32%	\$ 4 959	\$ 2 891 035	13 61%	\$ 1 083	\$ 21 873 024
Kershaw	9 572 79	\$ 25 607 403	35 60%	\$ 2 676	\$ 41 449 841	57 63%	\$ 4 330	\$ 4 870 308	6 77%	\$ 509	\$ 71 927 550
Lancaster	10 822 70	\$ 28 837 871	34 30%	\$ 2 665	\$ 48 041 572	57 14%	\$ 4 439	\$ 7 192 387	8 56%	\$ 665	\$ 84 071 930
Laurens 55	5 914 81	\$ 13 621 734	28 19%	\$ 2 303	\$ 29 317 348	62 82%	\$ 4 957	\$ 3 733 277	8 00%	\$ 831	\$ 49 672 307
Laurens 56	3 451 93	\$ 7 888 019	30 64%	\$ 2 280	\$ 15 351 518	59 78%	\$ 4 447	\$ 2 458 151	9 57%	\$ 712	\$ 25 678 886
Lee	2 981 65	\$ 5 440 714	22 88%	\$ 1 837	\$ 14 808 957	62 58%	\$ 5 000	\$ 3 415 002	14 43%	\$ 1 153	\$ 23 664 673
Lexington 1	16 831 07	\$ 51 053 573	37 50%	\$ 3 089	\$ 80 757 002	58 03%	\$ 4 788	\$ 5 327 425	3 87%	\$ 317	\$ 137 738 600
Lexington 2	8 782 48	\$ 28 588 920	38 20%	\$ 3 255	\$ 39 564 918	54 25%	\$ 4 505	\$ 4 781 070	6 56%	\$ 544	\$ 72 934 914
Lexington 3	2 292 12	\$ 7 191 223	34 40%	\$ 3 138	\$ 11 532 480	55 16%	\$ 6 031	\$ 2 182 808	10 44%	\$ 952	\$ 20 808 509
Lexington 4	3 164 11	\$ 8 147 413	31 04%	\$ 2 571	\$ 15 110 508	57 57%	\$ 4 768	\$ 2 988 075	11 19%	\$ 943	\$ 26 248 894
Lexington 5	14 832 15	\$ 57 214 212	47 00%	\$ 3 910	\$ 58 458 760	49 47%	\$ 4 064	\$ 3 521 096	2 93%	\$ 241	\$ 120 194 088
McCormick	1 100 23	\$ 3 265 158	27 78%	\$ 2 968	\$ 4 958 877	42 18%	\$ 4 505	\$ 3 530 459	30 04%	\$ 3 209	\$ 11 752 492
Marion 1	3 274 15	\$ 4 858 259	19 64%	\$ 1 423	\$ 15 916 045	67 09%	\$ 4 861	\$ 3 148 882	13 27%	\$ 982	\$ 23 723 188
Marion 2	2 219 23	\$ 3 200 430	19 13%	\$ 1 483	\$ 11 271 105	65 51%	\$ 5 079	\$ 2 642 780	15 38%	\$ 1 191	\$ 17 204 315
Marion 3	604 00	\$ 983 297	19 15%	\$ 1 828	\$ 3 397 683	68 18%	\$ 5 625	\$ 764 342	14 69%	\$ 1 249	\$ 6 135 302
Marion 4	395 00	\$ 666 826	18 34%	\$ 1 883	\$ 2 438 128	68 01%	\$ 6 187	\$ 489 072	13 65%	\$ 1 238	\$ 3 582 026
Marlboro	5 212 40	\$ 9 837 367	26 02%	\$ 1 849	\$ 22 874 373	61 78%	\$ 4 368	\$ 4 528 209	12 23%	\$ 889	\$ 37 039 549
Newberry	5 693 92	\$ 14 108 208	31 97%	\$ 2 478	\$ 25 588 347	57 98%	\$ 4 494	\$ 4 438 651	10 08%	\$ 780	\$ 44 135 208
Oconee	9 909 38	\$ 41 568 884	49 50%	\$ 4 194	\$ 36 847 907	43 89%	\$ 3 718	\$ 5 556 630	6 02%	\$ 501	\$ 83 963 421
Orangeburg 3	3 794 79	\$ 9 885 189	30 28%	\$ 2 605	\$ 18 654 982	57 15%	\$ 4 918	\$ 4 101 610	12 57%	\$ 1 081	\$ 32 641 761
Orangeburg 4	4 108 63	\$ 12 842 259	35 67%	\$ 3 128	\$ 19 653 936	54 59%	\$ 4 784	\$ 3 504 584	9 74%	\$ 853	\$ 30 001 179
Orangeburg 5	7 485 58	\$ 25 364 863	36 74%	\$ 3 398	\$ 35 515 520	51 44%	\$ 4 757	\$ 6 164 849	11 83%	\$ 1 084	\$ 89 045 232
Pickens	15 584 85	\$ 38 132 743	33 16%	\$ 2 445	\$ 70 622 401	61 40%	\$ 4 529	\$ 6 256 249	5 44%	\$ 401	\$ 115 011 403

REC037176

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Local State and Federal Revenue by District
Fiscal Year 2000-2001

District Name	FY 01 135 Day ADM	Local Revenue	% Local to Total	Per Pupil Revenue Local	State Revenue	% State to Total	Per Pupil Revenue State	Federal Revenue	% Federal to Total	Per Pupil Revenue Federal	Total Revenue
Richland 1	25 753 68	\$ 110 694 238	44.98%	\$ 4 531	\$ 121 127 128	46.67%	\$ 4 703	\$ 21 743 756	8.38%	\$ 844	\$ 259 565 118
Richland 2	17 031 01	\$ 61 181 058	41.38%	\$ 3 722	\$ 83 381 838	54.42%	\$ 4 896	\$ 6 393 796	4.17%	\$ 375	\$ 153 156 690
Saluda	2 103 88	\$ 5 529 232	32.88%	\$ 2 628	\$ 9 503 830	56.18%	\$ 4 518	\$ 1 883 826	11.14%	\$ 895	\$ 18 916 888
Spartanburg 1	4 326 52	\$ 11 968 787	36.89%	\$ 2 788	\$ 18 437 908	56.84%	\$ 4 282	\$ 2 031 593	6.27%	\$ 470	\$ 32 438 288
Spartanburg 2	7 836 31	\$ 19 230 875	33.47%	\$ 2 454	\$ 35 557 556	61.88%	\$ 4 538	\$ 2 671 899	4.85%	\$ 341	\$ 57 460 430
Spartanburg 3	3 183 83	\$ 12 917 129	40.24%	\$ 4 056	\$ 15 636 073	48.73%	\$ 4 911	\$ 3 338 305	11.02%	\$ 1 111	\$ 12 084 507
Spartanburg 4	2 817 77	\$ 6 829 193	36.22%	\$ 2 424	\$ 10 807 254	57.31%	\$ 3 835	\$ 1 220 060	6.47%	\$ 433	\$ 18 850 507
Spartanburg 5	5 48 39	\$ 24 338 465	54.42%	\$ 4 435	\$ 17 609 884	39.37%	\$ 3 209	\$ 2 775 435	8.21%	\$ 506	\$ 44 723 584
Spartanburg 6	8 919 19	\$ 30 992 833	43.60%	\$ 3 675	\$ 38 845 841	51.84%	\$ 4 131	\$ 3 238 322	4.58%	\$ 303	\$ 71 070 996
Spartanburg 7	8 651 01	\$ 37 286 652	43.67%	\$ 4 308	\$ 40 238 008	47.16%	\$ 4 651	\$ 7 821 004	9.17%	\$ 904	\$ 85 328 684
Sumter 2	9 313 44	\$ 18 180 253	23.08%	\$ 1 952	\$ 49 288 878	65.03%	\$ 5 293	\$ 8 328 870	10.99%	\$ 894	\$ 75 808 010
Sumter 17	8 774 06	\$ 17 633 724	26.98%	\$ 2 010	\$ 39 099 812	59.82%	\$ 4 456	\$ 8 670 192	13.20%	\$ 884	\$ 65 363 728
Union	4 937 50	\$ 11 078 810	27.85%	\$ 2 243	\$ 25 257 186	63.51%	\$ 6 115	\$ 3 435 510	8.64%	\$ 698	\$ 39 769 806
Williamsburg	6 252 77	\$ 9 482 080	19.94%	\$ 1 518	\$ 28 954 372	62.99%	\$ 4 791	\$ 8 110 940	17.07%	\$ 1 299	\$ 47 546 392
York 1	4 872 05	\$ 11 651 394	35.92%	\$ 2 807	\$ 21 984 333	57.84%	\$ 4 512	\$ 2 370 445	6.74%	\$ 487	\$ 38 006 172
York 2	4 522 81	\$ 33 070 118	75.17%	\$ 7 312	\$ 9 435 490	21.45%	\$ 2 088	\$ 1 488 282	3.38%	\$ 329	\$ 43 993 868
York 3	14 514 59	\$ 48 993 821	43.81%	\$ 3 375	\$ 58 705 949	50.70%	\$ 3 907	\$ 6 144 352	5.48%	\$ 423	\$ 111 844 122
York 4	5 237 65	\$ 33 070 118	60.54%	\$ 8 314	\$ 20 290 166	37.14%	\$ 3 874	\$ 1 267 470	2.32%	\$ 242	\$ 54 627 752
	648 024 66	\$ 2 039 769 500	38.88%	\$ 3 147 67	\$ 2 808 285 875	53.28%	\$ 4 333 81	\$ 425 018 906	8.08%	\$ 655 87	\$ 5 273 075 281
State revenues includes revenues for State Bond, Barnwell and State Building Fund											

REC037177

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Some Poverty-Related Factors That Impede Achievement

A Prenatal and perinatal factors

- 1 Stress and Disease
- 2 Premature Birth
- 3 Low Birth weight

B Family status

- 4 Adolescent parenthood
- 5 Single parenthood

C Divorce and frequent parental consequences

- 6 Depression
- 7 Anxiety
- 8 Irritability
- 9 Decreased income
- 10 Lowered self esteem

D Frequent moving

- 11 Residence
- 12 Schools

E Child rearing

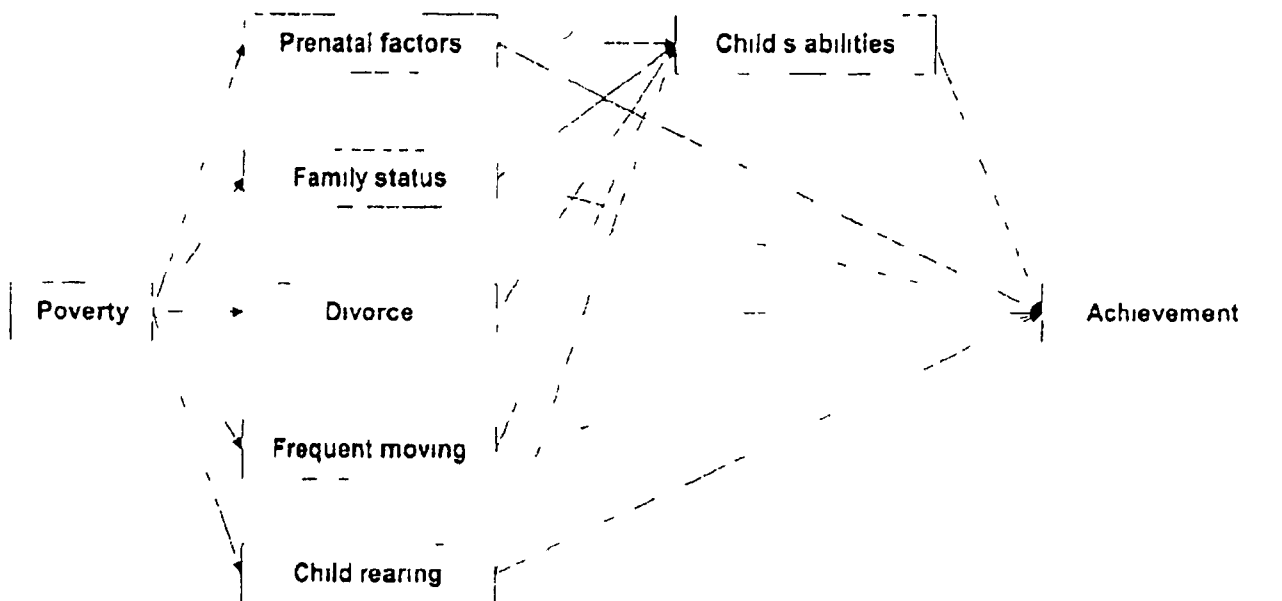
- 13 Fewer verbal interchanges between parents and children
- 14 Less exposure to stimulating vocabulary
- 15 Punitive practices
- 16 Less praise and affection
- 17 Provision of poor problem solving strategies

F Child's Abilities

- 18 Cope with stress and frustration
- 19 Postpone gratification
- 20 Readiness for reading

(American Psychologist, 1998, Child Development 1994, Wigfield and Asher 1984)

Poverty-Related Factors That Affect Achievement



Source: Child Development, 1994; American Psychologist, 1998.

**Results of the National Prospects Study of Achievement
Outcomes of the Federal Chapter 1 Program for Poor Children**

- 1) "There was no indication in the Prospects data that Chapter 1 participation improved students' educational outcomes "
- 2) "Class size shows an inconsistent and unexpected relationship with student outcomes "
- 3) The following costly measures showed no effect on students' achievement
 - a) student-teacher ratio and
 - b) staff development time
- 4) The most consistent predictors of achievement
 - a) those that are fixed (e g , gender and age relative to classmates),
 - b) those that are associated with poverty (e g , race/ethnicity, SES),
 - c) parental expectations and involvement in school
- 5) "Of these, only the extent to which parents are actively engaged in their child's school and their expectations for his/her future success in school, are amenable to change through educational reform efforts "

(Puma and others, 1997, U S Department of Education)

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REC037186

How Two States with Large Percentages of Students in Poverty—North Carolina and Texas—Made the Largest Gains on the National Assessment of Educational Progress

- 1 Grade-by-grade standards with aligned curricula and textbooks,
- 2 Expectations that all students would meet the standards,
- 3 Statewide assessments linked to the standards,
- 4 Accountability for results with rewards and sanctions for performance,
- 5 Deregulation and increased flexibility in ways the standards can be met, and
- 6 Computerized feedback systems and achievement data for continuous improvement

What Did *Not* Make a Difference

- 1 Per-pupil spending,
- 2 Pupil/teacher ratios,
- 3 Proportion of teachers with advanced degrees,
- 4 Teacher experience

Source: Grissmer and Flanagan, 1998, 2001

2_1102_02

DISTRICT PROFILE INDICATORS OF DISTRICT PERFORMANCE

DISTRICT	This District	Change from Last Year	Districts With Students Like Ours	Median District
Dollars per student	\$7,895	Up 11.1%	\$8,211	\$7,072
Prime instructional time	88.7%	Up from 86.7%	89.2%	88.9%
Student teacher ratio	17.4 to 1	Down from 18.3 to 1	17.4 to 1	18.6 to 1
Violence-free zone	2.2%	Down from 7.4%	2.2%	7.4%
STUDENTS (n=3,671)				
Advanced placement in the college program				
Participation Rate	5.2%	N/A	5.2%	9.3%
Exam Success Rate	0.0%	N/A	1.0%	52.7%
Attendance Rate	98.4%	Up from 96.1%	98.2%	98.0%
Taking PACT (ELA) at grade level	8.9%	Up from 7.2%	8.9%	7.1%
Taking PACT (Math) at grade level	8.8%	Up from 7.8%	7.8%	8.8%
Retention rate	6.0%	Down from 6.0%	9.3%	5.6%
TEACHERS (n=271)				
Professional development days per teacher	N/A	N/A	8.3 days	8.0 days
At Master rate	94.7%	Up from 93.8%	95.0%	95.0%
Advanced Degree	62.0%	Up from 49.8%	58.8%	58.8%
Contracting contracts	73.8%	Down from 79.6%	73.8%	83.1%
Out-of-field teachers	3.0%	No change	3.0%	3.0%
Teacher returning from the previous year	88.3%	Up from 86.1%	82.7%	88.8%
Average salary	\$40,448	Up 3.8%	\$38,684	\$38,625

DISTRICT FACTS

DISTRICT	This District	Change from Last Year	Districts With Students Like Ours	Median District
Annual dropout rate	8.3%	Up from 8.8%	8.3%	8.1%
Percentage upon which teachers are paid	61.8%	Up from 51.7%	50.7%	53.7%
Superintendent's years in the district	18.0	Up from 13.0	13.0	14.0
Percentage of students with disabilities	63.5%	Up from 65.2%	65.7%	63.9%
Opportunities in the district	Excellent	No change	Good	Excellent
Number of schools	7	No change	6	8
Number of alternative schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of magnet schools	10	No change	10	10
Portable classrooms	0.0%	Up from 0.4%	0.6%	0.6%
Attendance rate of district office staff	83.5%	Down from 85.1%	85.1%	86.8%
Average administrative salary	\$69,004	Up 3.9%	\$68,991	\$68,470
STUDENTS				
Enrollment in adult education	43	N/A	78	129
CEO diploma programs	6	N/A	20	37
Number of completions in adult education CEO diploma programs	0.5%	N/A	1.5%	1.5%
Suspensions and expulsions	8.2%	Up from 4.6%	4.6%	10.8%
Percent eligible for state-funded and talented programs	8.3%	Down from 10.1%	10.0%	10.7%
Percentage with disabilities	8.3%	Down from 10.1%	10.0%	10.7%

3/11

3803

Orangeburg 3 School District
P O Box 98/1654 Camden Road
Holly Hill South Carolina 29059



Grades K-12
Enrollment 3,671 Students
Superintendent David Longshore Jr. 803-496-3288
Board Chair S. B. Marshall 803-496-3288

THE STATE OF SOUTH CAROLINA Annual District Report Card 2002

DISTRICT SUPERINTENDENT'S REPORT

Orangeburg County Consolidated School District Three is comprised of eight schools with a total student population of 3,651.

The District has adopted the following approach to assist in providing for the academic success of all students:

Use Standards in Practice as a quality control process to align student assignments with national, state, and local standards.

Provide Homework Centers in schools.

Minimize non-instructional activities to avoid loss of quality time for teaching and learning.

Involve parents in encouraging their children to improve their academic performance.

Focus professional development on using data to drive instruction and on utilizing best practices and technology in the classroom.

Assist schools in addressing student needs that are based on test data.

Monitor classroom instruction on a regular basis.

Fifty-eight percent of the students in the District are eligible for free/reduced lunch, which research shows is a significant factor in student achievement. Other factors that impact student achievement are a limited tax base for generating funding and the limited number of cultural and recreational opportunities that makes it difficult to recruit and retain high-quality teachers.

In spite of the challenges noted above, positive community efforts have produced the following:

Local financial efforts above the state average to provide more resources to strengthen student academic performance.

Leadership of the Board of Trustees that is unified in its determination to do what is best for the children of the District.

Civic and religious organizations that are advocates for the public schools in the District.

Because of the support of parents and the community and the high level of commitment and teamwork by teachers, administrators, and other staff members, the District is able to provide quality programs for its students.

David Longshore, Jr.

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.myschools.com/or
www.scoosgo.org

REC037231

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Orangeburg 3

ABSOLUTE RATING
IMPROVEMENT RATINGBelow Average
Unsatisfactory

Absolute Ratings of Similar Districts

Unsatisfactory	Below Average	Average	Good	Excellent
1	0	0	0	0

Definitions of District Rating Terms

Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal

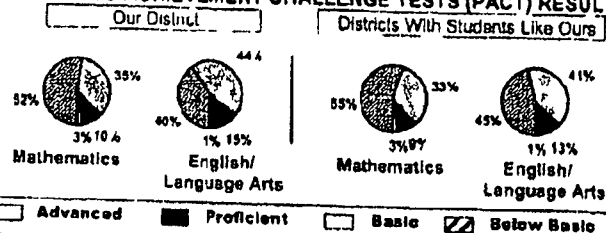
Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal

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



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	233 71.2%	183 2.1%	1,860 60.0% 47.2%
Students with disabilities other than speech	1 1/5	22 0.0%	133 26.3% 16.5%
Students without disabilities	731 71.4%	171 2.3%	1,532 63.4% 50.8%
Gender			
Male	105 70.5%	78 1.3%	835 51.8% 43.6%
Female	12 71.7%	115 2.8%	845 87.9% 51.7%
Ethnic Group			
African American	211 69.7%	179 2.2%	1,509 58.4% 46.1%
Hispanic	N/A	0 N/A	15 53.3% 46.7%
White	19 89.5%	13 0.0%	155 75.5% 67.8%
Other	2 1/5	1 1/5	1 1/5 1/5
Lunch Status			
Free/reduced price lunch	167 72.5%	158 0.0%	1,470 59.0% 46.5%
Pay for lunch	66 67.1%	35 11.4%	190 73.7% 62.1%

N = number of students on which percentages are calculated

Using the criteria for students who entered college in fall 2001

Orangeburg 3
TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

Our district	2000	2001	2002
Passed all 3 subtests	29.8%	50.0%	29.8%
Passed 2 subtests	25.0%	22.6%	23.0%
Passed 1 subtest	20.4%	14.3%	14.7%
Passed no subtest	23.9%	12.5%	11.7%

Districts with students like ours	2000	2001	2002
Passed all 3 subtests	29.8%	50.0%	29.8%
Passed 2 subtests	22.7%	19.8%	22.7%
Passed 1 subtest	19.3%	14.8%	15.8%
Passed no subtest	16.0%	11.1%	13.8%

LIFE scholarships at four year institutions

	Eligible	Percent of Grads Meeting Grade Point Average Requirement	Meeting SAT/ACT Requirement
Our District	21	28.9	21
Districts Like Ours	54	31.2	55

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	2001-2002
Our District	854	488	1,342	794	18.5	19.3	19.2	19.3
Districts Like Ours	854	488	1,342	794	18.5	19.3	19.2	19.3

These tests were administered to samples of students

	Reading	Language	Math	Total
Grade 7	47.8%	47.8%	47.8%	47.8%
Grade 8	45.8%	45.8%	45.8%	45.8%
Grade 9	45.8%	45.8%	45.8%	45.8%

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

	Grade	Year	Advanced	Proficient	Basic	Below Basic
Reading	4	1998	3.4%	13.6%	23.2%	48.8%
Writing	4	1998	0.1%	1.5%	23.0%	48.8%
Mathematics	4	2000	3.4%	13.6%	23.2%	48.8%

ABBREVIATIONS FOR MISSING DATA

N/A Not Applicable

N/C Not Collected

N/R Not Reported

1/5 Insufficient Sample

REC037232

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County /
District

Allendale 03 / 01

Total Allendale County Schools

Location Code 0301

Of Students	1 825	District Total	\$19 920,675			
Total Expenditures	\$19 920 675	Debt Service				
		Capital Projects	\$700 997			
Function	Sub-Function	Detail Function		LEA Expenditures	Per Pupil	As To Total
				\$19 10 688	\$10 526	100 00 %
INSTRUCTION						
	Face-To-Face Teaching		\$10 560 246	\$5 786	\$4 97	
		Instructional Teachers	\$5 497 393	\$5 204	\$4 44	
		Substitutes	\$8 032 28	\$4 461	\$4 61	
		Instructional Paraprofessionals	\$696 667	\$382	\$3 63	
			\$ 65 463	\$421	\$4 00	
	Classroom Materials		\$ 062 853	\$127	\$5 53	
		Audio-Visual Technology & Software	\$313 03	\$172	\$1 16	
		Instructional Materials & Supplies	\$747 816	\$411	\$6 04	
INSTRUCTIONAL SUPPORT						
	Pupil Support		\$2 203 572	\$1 207	\$1 47	
		Guidance & Counseling	\$1 475 914	\$809	\$7 68	
		Library & Media	\$515 465	\$262	\$2 68	
		Extracurricular	\$408 768	\$224	\$2 13	
		Student Health & Services	\$252 802	\$139	\$1 32	
			\$298 779	\$164	\$1 56	
	Teacher Support		\$586 746	\$322	\$3 05	
		Curriculum Development	\$205 115	\$112	\$1 07	
		In Service & Staff Training	\$381 631	\$209	\$1 99	
	Program Support		\$141 01	\$77	\$0 73	
		Program Development	\$73 545	\$40	\$0 38	
		Therapists, Psychologists, Evaluators, Personal Attendants & Social Workers	\$67 467	\$37	\$0 35	
OPERATIONS						
	Non-Instructional Pupil Services		\$4 412 297	\$2 418	\$2 97	
		Transportation	\$1 815 353	\$99	\$0 45	
		Food Service	\$512 680	\$281	\$2 67	
		Safety	\$1 198 413	\$657	\$6 24	
			\$104 260	\$57	\$0 54	
	Facilities	Building Upkeep & Maintenance	\$1 563 831	\$857	\$8 14	
	Business Services		\$1 033 713	\$566	\$5 38	
		Data Processing	\$290 709	\$159	\$1 51	
		Business Operations	\$742 404	\$407	\$3 86	
OTHER						
	Contingencies	Budgeted Contingencies	\$0	\$0	\$0 00	
	Capital		\$709 987	\$389	\$3 70	
		Debt Service	\$616 028	\$338	\$3 21	
		Capital Projects	\$93 959	\$51	\$0 49	
	Out-Of-District Obligations		\$0	\$0	\$0 00	
		Paediatric Private Charter & Public School				
		Pass Throughs	\$0	\$0	\$0 00	
		Retiree Benefits & Other	\$0	\$0	\$0 00	
	Legal Obligations	Claims & Settlements	\$0	\$0	\$0 00	
LEADERSHIP						
	School Management		\$2,034 573	\$1 115	\$1 09	
		Principal & Assistant Principals	\$972 235	\$533	\$5 06	
		School Office	\$0	\$0	\$0 00	
			\$172 295	\$533	\$5 06	
	Program Management		\$55 197	\$304	\$2 89	
		Deputies, Senior Administrators, Researchers & Program Evaluators	\$555 139	\$304	\$2 89	
	System Management		\$506 939	\$278	\$2 64	
		Superintendent & School Board	\$470 646	\$2 8	\$2 64	
		Legal	\$36 293	\$20	\$0 19	

County 2800 2001
Defendants Exhibit 2800

2 000422

Defendants Exhibit
2800

DEF_2800

REC037233

County /
District

Dillon 17 / 02

Total Dillon School District #2

Location Code 1702

# Of Students	3,743	District Total	\$24,503,005	Location Code	1702
Total Expenditures	\$24,503,005	Debt Service & Capital Projects	\$1,714,540	LEA Expenditures	\$22,788,365
Function	Sub Function	Detail Function		Per Pupil	% To - Total
				\$6,088	109.00%
INSTRUCTION					
Face To Face Teaching			\$12,731,176	\$3,401	55.87%
Instructional Teachers			\$12,073,895	\$3,226	52.98%
Substitutes			\$11,180,601	\$3,050	49.10%
Instructional Paraprofessionals			\$389,051	\$99	1.62%
Classroom Materials			\$514,843	\$138	2.26%
Pupil-Like Technology & Software			\$657,281	\$176	2.88%
Instructional Materials & Supplies			\$210,824	\$56	0.93%
			\$445,457	\$119	1.96%
INSTRUCTIONAL SUPPORT					
Pupil Support			\$2,845,689	\$760	12.49%
Guidance & Counseling			\$2,179,915	\$582	9.57%
Library & Media			\$564,878	\$151	2.48%
Extracurricular			\$519,631	\$139	2.28%
Student Health & Services			\$880,131	\$235	3.86%
Teacher Support			\$215,275	\$58	0.94%
Curriculum Development			\$601,307	\$161	2.64%
In Service & Staff Training			\$454,479	\$121	1.99%
Program Support			\$146,828	\$39	0.64%
Program Development			\$64,467	\$17	0.28%
Therapists, Psychologists, Evaluators, Personal Attendants & Social Workers			\$1,138	\$0	0.01%
			\$63,309	\$1	0.28%
OPERATIONS					
Non-Instructional Pupil Services			\$5,076,828	\$1,356	22.28%
Transportation			\$1,956,041	\$523	8.58%
Food Service			\$420,340	\$112	1.84%
Safety			\$1,511,756	\$404	6.63%
Facilities			\$23,945	\$6	0.11%
Building Upkeep & Maintenance			\$2,006,766	\$560	9.20%
Business Services			\$1,024,021	\$274	4.49%
Data Processing			\$643,919	\$172	2.83%
Business Operations			\$380,102	\$102	1.67%
OTHER					
COMMITMENTS					
Contingencies			\$0	\$0	0.00%
Budgeted Contingencies			\$0	\$0	0.00%
Capital			\$1,714,540	\$458	7.52%
Debt Service			\$1,714,540	\$458	7.52%
Capital Projects			\$0	\$0	0.00%
Out Of District Obligations			\$0	\$0	0.00%
Parochial, Private, Charter & Public School Pass Throughs			\$0	\$0	0.00%
Retiree Benefits & Other			\$0	\$0	0.00%
Legal Obligations			\$0	\$0	0.00%
Claims & Settlements			\$0	\$0	0.00%
LEADERSHIP					
School Management			\$2,134,672	\$570	9.37%
Principals & Assistant Principals			\$1,398,406	\$374	6.14%
School Office			\$273,138	\$73	1.20%
Program Management			\$1,225,268	\$301	4.94%
Deputies, Senior Administrators, Researchers & Program Evaluators			\$371,226	\$86	1.41%
District Management			\$415,040	\$111	1.82%
Superintendent & School Board			\$394,748	\$105	1.73%
Legal			\$0,292	\$5	0.09%

FIGURE 600.03
Per Pupil Expenditure Total District Expenditures Debt Service and Capital Projects Total District

7_13_23

DEF_2800 0002

REC037234

County /
District

Florence 21 / 04

Total Florence School District #4

Location Code 2104

# Of Students	1 001	District Total	\$11 063 951			
Total Expenditures	\$11 063 951	Debt Service & Capital Projects	\$7 100 169	LEA Expenditures	Per Pupil	% To Total
Function	Sub-Function	Detail Function		\$8,963 782	\$8 216	100.00%

INSTRUCTION			\$5 014 340	\$4 596	55.94%
Face-to-Face Teaching	Instructional Teachers		\$4 787 774	\$4 388	43.41%
		Substitutes	\$1 555 404	\$1 175	50.82%
		Instructional Paraprofessional	\$78 325	\$72	0.87%
	Classroom Materials		\$153 595	\$14	1.72%
		Pupil-Use Technology & Software	\$276 86	\$208	2.34%
		Instructional Materials & Supplies	\$15 219	\$14	0.17%
			\$211 367	\$194	2.36%

INSTRUCTIONAL SUPPORT			\$1 045 664	\$958	11.67%
Pupil Support		Guidance & Counseling	\$698 447	\$640	7.79%
		Library & Media	\$178 514	\$164	1.99%
		Intercomunicar	\$176 987	\$182	1.97%
		Student Health & Services	\$223 321	\$205	2.49%
			\$119 625	\$110	1.33%
Teacher Support		Curriculum Development	\$249 330	\$229	2.78%
		In Service & Staff Training	\$106 133	\$97	1.18%
			\$143 197	\$131	1.60%
Program Support		Program Development	\$97 887	\$90	1.09%
		Theatricals Psychologists Evaluators Personal	\$26 084	\$26	0.31%
		Attendant & Social Workers	\$69 803	\$64	0.78%

OPERATIONS			\$1 765 120	\$1 618	19.69%
Non-Instructional Pupil Services		Transportation	\$7 6856	\$71	8.87%
		Food Service	\$190 567	\$170	2.11%
		Safety	\$313 572	\$271	3.73%
			\$72 717	\$67	0.81%
Facilities		Building Upkeep & Maintenance	\$618 015	\$566	6.89%
Business Services		Data Processing	\$170 257	\$139	4.13%
		Business Operations	\$30 377	\$32	0.39%
			\$ 34 880	\$307	3.74%

OTHER COMMITMENTS			\$0	\$0	0.00%
Contingencies		Budgeted Contingencies	\$0	\$0	0.00%
			\$0	\$0	0.00%
Capital		Debt Service	\$2 100 169	\$1 925	23.43%
		Capital Projects	\$1 234 616	\$1 13	13.77%
			\$865 553	\$793	8.81%
Out-Of-District Obligations		Parochial, Private Charter & Public School	\$0	\$0	0.00%
		Pass Throughs	\$0	\$0	0.00%
		Retiree Benefits & Other	\$0	\$0	0.00%
			\$0	\$0	0.00%
Legal Obligations		Claims & Settlements	\$0	\$0	0.00%

LEADERSHIP			\$1 138 679	\$1 044	12.70%
School Management		Principals & Assistant Principal	\$794 857	\$270	3.28%
		School Office	\$188 208	\$173	2.10%
			\$106 569	\$98	1.19%
Program Management		Deputy Senior Administrators Researchers & Program Evaluators	\$335 399	\$301	3.7%
			\$535 309	\$481	5.9%
District Management		Superintendents & School Board	\$308 433	\$283	3.44%
			\$747 407	\$777	2.67%
		Legal	\$60 956	\$56	0.68%

Figures are in thousands of dollars.
Per Pupil Expenditure = Total Expenditure / District Enrollment and Capital Projects of \$11.063.951

2_203101

DEF_2800 0003

REC037235

County /
District

Hampton 25 / 02

Total Hampton School District #2

Location Code 2502

# Of Students	1 445	District Total	\$13 466 741	LEA Expenditures	Pe Pupil	To Total
Total Expenditures	\$13 466,741	Debt Service & Capital Projects	\$ 718 093			
Function	Sub-Function	Detail Function				

INSTRUCTION			\$12 148 648	\$8 407	100 00%
Face To Face Teaching			\$6 068 510	\$4 200	49 95%
	Instructional Teachers		\$ 624 640	\$3 892	48 30%
	Substitutes		\$5 6 4 640	\$3 092	46 30%
	Instructional Paraprofessionals		\$0	\$0	0 00%
	Classroom Materials		\$0	\$0	0 00%
	Pupil Use Technology & Software		\$44 870	\$307	3 65%
Classroom Materials	Instructional Materials & Supplies		\$44 870	\$307	3 65%
			\$0	\$0	0 00%

INSTRUCTIONAL SUPPORT			\$1 968 655	\$1 362	16 20%
Pupil Support	Guidance & Counseling		\$1 20 149	\$ 73	8 22%
	Library & Media		\$288 931	\$200	7 38%
	Extracurricular		\$2 1 574	\$148	1 76%
	Student Health & Services		\$234 953	\$163	1 93%
			\$38 891	\$265	3 15%
Teacher Support	Curriculum Development		\$723 114	\$500	5 85%
	In-Service & Staff Training		\$118 60	\$82	0 98%
			\$604 423	\$418	4 98%
Program Support	Program Development		\$125 392	\$87	1 03%
	Therapists Psychologists Evaluators Personnel Attendants & Social Workers		\$39 947	\$28	0 33%
			\$85 446	\$58	0 70%

OPERATIONS			\$2 929 700	\$2,027	24 12%
Non-Instructional Pupil Services	Transportation		\$1 188 304	\$822	9 78%
	Food Service		\$31 510	\$218	57%
	Safety		\$819 430	\$567	6 75%
			\$56 364	\$39	0 46%
Facilities	Building Upkeep & Maintenance		\$1 275 817	\$883	10 50%
Business Services	Data Processing		\$465 579	\$322	3 83%
	Business Operations		\$0	\$0	0 00%
			\$465 579	\$322	3 83%

OTHER COMMITMENTS			\$0	\$0	0 00%
Contingencies	Budgeted Contingencies		\$0	\$0	0 00%
	Capital		\$0	\$0	0 00%
	Debt Service		\$1 118 093	\$912	10 85%
Capital	Capital Projects		\$288 573	\$200	7 37%
			\$1 029 580	\$713	81%
Out Of District Obligations	Parochial Private Char & Public School Pass Throughs		\$0	\$0	0 00%
	Retiree Benefits & Other		\$0	\$0	0 00%
			\$0	\$0	0 00%
Legal Obligations	Claims & Settlements		\$0	\$0	0 00%

LEADERSHIP			\$1 181 783	\$818	9 73%
School Management	Principals & Assistant Principals		\$581 756	\$403	4 79%
	School Office		\$581 756	\$403	4 79%
			\$0	\$0	0 00%
Program Management	Deputy Superintendent's Reside & Program Evaluators		\$290 479	\$201	39%
District Management	Superintendent & School Board		\$ 97 479	\$ 01	3%
	Legal		\$09 548	\$214	2 55%
			\$0	\$0	0 00%

Fiscal Year 000 2001
Total Expenditures - Total District Expenditures Debt Service and Capital Projects / # of Students

2 103425

DEF_2800 0004

REC037236

County /
District

Jasper 27 / 01

Total Jasper County Schools

Location Code 2701

# Of Students	2 764	District Total	\$22 511 110		
Total Expenditures	\$22 511 110	Debt Service & Capital Projects	\$2 173 712	LEA Expenditures	Per Pupil
Function	Sub-Function	Detail Function		\$20 337 398	\$7 358
					100.00 /

INSTRUCTION			\$10 933 412	\$3 956	53.76%
Face-To-Face Teaching	Instructional Teachers		\$ 0 202 628	\$3 681	50.7%
		Substitutes	\$9 563 628	\$3 467	47.12%
		Instructional Professional	\$102 206	\$37	0.50%
	Classroom Materials		\$ 16 79	\$137	2.54%
		Pupil Use Technology & Software	\$730 784	\$264	3.59%
		Instructional Materials & Supplies	\$48 086	\$17	0.11%
			\$682 688	\$247	3.36%

INSTRUCTIONAL SUPPORT			\$2,660 728	\$963	13.08%
Pupil Support	Guidance & Counseling		\$1 529 628	\$553	7.32%
		Library & Media	\$337 909	\$122	1.66%
		Extracurricular	\$313 979	\$14	1.54%
		Student Health & Services	\$337 325	\$122	1.66%
			\$540 465	\$186	2.66%
Teacher Support	Curriculum Development		\$1 012 605	\$368	4.98%
		In-Service & Staff Training	\$641 425	\$232	3.15%
			\$371 180	\$134	1.63%
Program Support	Program Development		\$118 495	\$43	0.58%
		Therapists Psychologists Evaluators Personal Attendants & Social Workers	\$2 801	\$8	0.11%
			\$95 694	\$35	0.47%

OPERATIONS			\$4 945 583	\$1 789	24.32%
Non Instructional Pupil Services	Transportation		\$1 131 933	\$693	3.50%
		Food Service	\$594 742	\$215	2.92%
		Safety	\$1 299 33	\$470	6.39%
			\$37 847	\$14	0.19%
Facilities	Building Upkeep & Maintenance		\$1 689 968	\$604	8.21%
Business Services	Data Processing		\$1 343 69	\$486	6.61%
		Bus Maintenance Operations	\$185 550	\$67	0.91%
			\$1 158 142	\$419	5.69%

OTHER COMMITMENTS			\$0	\$0	0.00%
Contingencies	Budgeted Contingencies		\$0	\$0	0.00%
			\$0	\$0	0.00%
			\$0	\$0	0.00%
Capital	Debt Service		\$2 137 712	\$785	10.60%
		Capital Projects	\$1 173 793	\$403	5.48%
			\$1 659 919	\$383	4.95%
Out Of District Obligations	Parochial Private Charter & Public School		\$0	\$0	0.00%
		Pass Throughs	\$0	\$0	0.00%
		Retiree Benefits & Other	\$0	\$0	0.00%
Legal Obligations	Claims & Settlements		\$0	\$0	0.00%

LEADERSHIP			\$1 797 675	\$650	8.84%
School Management	Principals & Assistant Principals		\$877 849	\$318	4.32%
		School Office	\$877 849	\$318	4.32%
			\$0	\$0	0.00%
Program Management	Instructional Personnel Administration Records & Program Evaluators		\$435 080	\$165	2.24%
			\$ 5 680	\$16	2.2%
			\$ 5 680	\$16	2.2%
District Management	Superintendent & School Board		\$164 16	\$68	2.28%
		Legal	\$408 820	\$148	2.01%
			\$55 326	\$20	0.27%

Fiscal Year 2001
Total Expenditures Total District Expenditures Debt Service and Capital Projects Total Expenditures

County /
District

Lee 31 / 01

Total Lee County Schools

Location Code 3101

# Of Students	2,959	District Total	\$29,840,521			
Total Expenditures	\$29,840,521	Debt Service & Capital Projects	\$6,056,118	LEA Expenditures	Per Pupil	% To Total
Function	Sub-Function	Detail Function		\$23,784,393	\$8,038	100.00%

INSTRUCTION			\$13,767,558	\$4,653	57.88%
Face-To-Face Teaching			\$2,703,911	\$4,793	53.41%
	Instructional Teachers		\$11,632,443	\$3,999	40.75%
	Substitutes		\$214,549	\$73	0.90%
	Instructional Paraprofessionals		\$6,8919	\$22	2.6%
	Classroom Materials		\$1,063,647	\$359	4.47%
	Pupil-Use Technology & Software		\$48,676	\$165	2.05%
	Instructional Materials & Supplies		\$575,911	\$195	2.42%

INSTRUCTIONAL SUPPORT			\$3,143,177	\$1,062	13.22%
Pupil Support			\$2,175,554	\$735	8.15%
	Guidance & Counseling		\$45,000	\$252	1.4%
	Library & Media		\$452,611	\$153	1.90%
	Educational		\$3,71,820	\$193	2.40%
	Student Health & Services		\$40,214	\$17	1.70%
Teacher Support			\$872,758	\$295	3.07%
	Continuing Development		\$390,696	\$132	1.64%
	In-Service & Staff Training		\$482,062	\$163	2.03%
Program Support			\$94,885	\$32	0.40%
	Program Development		\$3,044	\$1	0.01%
	Therapists, Psychologists, Evaluators, Personal Attendants & Social Workers		\$91,821	\$31	0.39%

OPERATIONS			\$4,451,158	\$1,504	18.71%
Non-Instructional Pupil Services			\$2,168,797	\$733	9.12%
	Transportation		\$442,561	\$150	1.86%
	Food Service		\$1,636,117	\$553	6.88%
	Safety		\$89,819	\$30	0.38%
Facilities	Building Upkeep & Maintenance		\$1,730,927	\$585	7.28%
Business Services			\$51,434	\$188	2.32%
	Data Processing		\$74,310	\$25	0.31%
	Business Operations		\$477,124	\$161	2.01%

OTHER COMMITMENTS			\$0	\$0	0.00%
Contingencies	Budgeted Contingencies		\$0	\$0	0.00%
			\$0	\$0	0.00%
Capital			\$8,056,128	\$2,047	25.46%
	Debt Service		\$1,691,818	\$572	1.7%
	Capital Projects		\$4,364,310	\$1,475	15.50%
Out Of District Obligations			\$0	\$0	0.00%
	Parochial Private Charter & Public School Pass Throughs		\$0	\$0	0.00%
	Retiree Benefits & Other		\$0	\$0	0.00%
Legal Obligations	Claims & Settlements		\$0	\$0	0.00%

LEADERSHIP			\$2,422,500	\$819	10.19%
School Management			\$1,370,045	\$465	5.78%
	Principals & Assistant Principals		\$1,056,793	\$357	4.44%
	School Office		\$318,792	\$108	1.34%
			\$499,882	\$166	2.06%
Program Management	Deputy, Senior Administrators, Administrators & Program Evaluators		\$89,887	\$166	2.06%
			\$7,528	\$188	2.34%
District Management	Superintendent & School Board		\$514,010	\$174	2.16%
	Legal		\$43,418	\$15	0.18%

Fiscal Year 00010

Total Expenditures - Total District Expenditures Debt Service and Capital Projects 0.00%

2003427

DEF_2800 0006

REC037238

County /
District

Marion 34 / 03

Total Marion School District #3

Location Code 3403

# Of Students	604	District Total	\$5 833 861					
Total Expenditures	\$5 833 861	Debt Service & Capital Projects	\$383 613	LEA Expenditures	Per Pupil	% To Total		
Function	Sub-Function	Detail Function		\$5 450,248	\$9 024	100.00 %		
INSTRUCTION				\$2 888 646	\$4 783	53.00%		
	Face-To-Face Teaching			\$2 811 584	\$4 330	47.89%		
		Instructional Teachers		\$2 447 666	\$4 052	44.91%		
		Substitutes		\$45 620	\$76	0.84 %		
		Instructional Paraprofessionals		\$122 298	\$202	2.24%		
	Classroom Materials			\$273 062	\$452	5.01%		
		Pupil-Use Technology & Software		\$16 098	\$27	0.30%		
		Instructional Materials & Supplies		\$256 964	\$425	4.71 %		
INSTRUCTIONAL SUPPORT				\$609 315	\$1 009	11.18%		
	Pupil Support			\$340 477	\$584	6.25%		
		Guidance & Counseling		\$100 575	\$167	1.85%		
		Library & Media		\$111 258	\$184	2.04%		
		Extracurricular		\$84 889	\$157	1.74%		
		Student Health & Services		\$33 894	\$56	0.62%		
	Teacher Support			\$251 117	\$416	4.61%		
		Curriculum Development		\$156 082	\$258	2.86%		
		In-Service & Staff Training		\$85 055	\$157	1.74%		
	Program Support			\$17 781	\$28	0.33%		
		Program Development		\$965	\$2	0.02%		
		Therapists, Psychologists, Evaluators, Personal Attendants & Social Workers		\$16 816	\$28	0.31%		
			\$16 816	\$28	0.31%			
OPERATIONS				\$1 342,765	\$2 223	24.64%		
	Non Instructional Pupil Services			\$522 555	\$865	9.59%		
		Transportation		\$113 629	\$188	2.08%		
		Food Service		\$369 937	\$612	6.79%		
		Safety		\$381 989	\$65	0.72%		
	Facilities	Building Upkeep & Maintenance		\$452 342	\$748	8.30%		
	Business Services			\$367 888	\$609	6.75%		
		Data Processing		\$191 915	\$318	3.52%		
		Business Operations		\$175 953	\$291	3.23 %		
OTHER COMMITMENTS				\$0	\$0	0.00%		
	Contingencies	Budgeted Contingencies		\$0	\$0	0.00%		
				\$0	\$0	0.00%		
	Capital			\$383 613	\$635	7.04%		
		Debt Service		\$65 769	\$109	1.21%		
		Capital Projects		\$317 814	\$526	5.51%		
	Out-Of District Obligations			\$0	\$0	0.00 %		
		Parochial, Private, Charter & Public School Pass Throughs		\$0	\$0	0.00%		
		Retiree Benefits & Other		\$0	\$0	0.00%		
				\$0	\$0	0.00%		
	Legal Obligations	Claims & Settlements		\$0	\$0	0.00%		
LEADERSHIP				\$609,522	\$1 009	11.18%		
	School Management			\$234 368	\$388	4.30%		
		Principals & Assistant Principals		\$103 831	\$172	1.91%		
		School Office		\$130 537	\$218	2.40%		
	Program Management			\$126 237	\$209	2.32%		
		Deputies, Senior Administrators, Researchers & Program Evaluators		\$26 37	\$209	2.32%		
	District Management			\$748 917	\$117	4.57%		
		Superintendent & School Board		\$232 833	\$85	4.27%		
		Legal		\$16 384	\$77	0.30%		

Fiscal Year 2000-2001

Total Expenditures - Total District Expenditures - Debt Service and Capital Projects / # of Students

2_01_34

DEF_2800 0007

REC037239

County /
District

Orangeburg 38 / 03

Total Orangeburg School District #3

Location Code 3803

# Of Students	3 795	District Total	\$32 054 275	LEA Expenditures	\$29 960 633	Per Pupil	\$7 895	% To Total	100.00%
Total Expenditures	\$32 054 275	Debt Service & Capital Projects	\$2 093,622						
Function	Sub-Function	Detail Function							

INSTRUCTION			\$17 152 968	\$4 520	57.25%
Face To-Face Teaching	Instructional Teachers		\$ 6 300 830	\$4 295	54.31
		Substitutes	\$14 606 10...	\$3 840	48.75 A
		Instructional Paraprofessionals	\$649 395	\$171	2.17
	Classroom Materials		\$1 045 330	\$27	49 A
		High-Use Technology & Software	\$852 138	\$725	84.4
		Instructional Materials & Supplies	\$434 863	\$115	1.45 A
			\$417 25...	\$110	1.39*

INSTRUCTIONAL SUPPORT			\$3 715 703	\$979	12.40%
Pupil Support	Guidance & Counseling		\$2 972 733	\$770	8.4
		Library & Media	\$661 154	174	2.21%
		Extracurricular	\$584 844	\$154	1.95
		Student Health & Services	\$894 186	\$262	3.32%
	Teacher Support		\$68 549	\$180	2.28%
		Curriculum Development	\$592 428	\$156	1.98 /
		In Service & Staff Training	\$174 807	\$46	0.58%
			\$417 622	\$110	1.39%
Program Support	Program Development		\$200 541	\$53	0.67%
		Therapists, Psychologists, Evaluators, Personal Attendants & Social Workers	\$200 541	\$53	0.67%
			\$0	\$0	0.00 %

OPERATIONS			\$6 184 293	\$1 630	20.64%
Non-Instructional Pupil Services	Transportation		\$ 904 702	\$76...	9.70%
		Food Service	\$1 057 85	\$279	3.53%
		Society	\$ 30 551	\$456	5.78%
	Facilities		\$116 768	\$31	0.39%
		Building Upkeep & Maintenance	\$2 351 102	\$620	7.85 A
Business Services	Data Processing		\$828 489	\$245	3.10%
		Business Operations	\$345 058	\$91	1.15
			\$83 431	\$154	1.95

OTHER COMMITMENTS			\$1 250	\$0	0.00%
Contingencies	Budgeted Contingencies		\$0	\$0	0.00%
		Capital	\$2 093 622	\$552	6.99%
		Debt Service	\$1 60 407	\$422	5.35 A
		Capital Projects	\$491 215	\$129	1.61 A
	Out Of District Obligations		\$0	\$0	0.00%
		Parochial Private Charter & Public School	\$0	\$0	0.00%
		Pass Throughs	\$0	\$0	0.00%
		Retiree Benefits & Other	\$0	\$0	0.00%
Legal Obligations	Claims & Settlements		\$1 250	\$0	0.00%

LEADERSHIP			\$2 906 439	\$766	9.70%
School Management	Principals & Assistant Principals		\$2 093 447	\$5...	6.99 /
		School Office	\$1 615 406	\$426	5.38
			\$478 04	\$1 6	1.61%
Program Management	Deputies, Senior Administrators, Researchers & Program Evaluators		\$437 652	\$15	1.46
			\$437 652	\$115	46%
District Management	Superintendent & School Board		\$373 340	\$99	1.26
			\$330 149	\$89	1
	Legal		\$39 91	\$10	0.13

Fiscal Year 2000-2001

Total Expenditures Total District Expenditures Debt Service Capital Projects / Students

7 73479

DEF_2800 0008

REC037240

**DEF 2831
VIDEO EXHIBIT**

REC037241

SOUTH CAROLINA DEPARTMENT OF EDUCATION
CERTIFICATION OF STANDARDS COMPLIANCE
FOR DISTRICT OFFICES

INSTRUCTIONS Please review the standards that apply to your district and check the box below that describes your district compliance category Sign this form and mail it to

S C Department of Education
Office of School Quality
2611 Forest Drive Suite 111
Columbia SC 29204

If you have any questions about this form please contact the Office of School Quality Our telephone numbers are 734-8332 734-8333 or 734-8344 You may wish to make a copy of this form for your records

DISTRICT NAME	SCHOOL NAME (IF APPLICABLE)	
ID NUMBER	GRADE STRUCTURE	ENROLLMENT

DISTRICT OFFICE

- ☐ I certify that the above named district is in compliance with all applicable standards in accordance with South Carolina statutes State Board regulations and program guidelines as required by the District Offices Standards
- ☐ I certify that the above named district is not in compliance with all applicable standards in accordance with South Carolina statutes State Board regulations and program guidelines as required by the District Offices Standards and the standards with which the district is not in compliance are listed on the reverse side of this certification

Superintendent's Signature

Date

Exhibit 17 (Sub)

DESCRIPTION OF NON-COMPLIANCE

1

2

3

4

5

6

7

2002 STANDARDS
for
BOARD OF TRUSTEES, SUPERINTENDENT AND DISTRICT OPERATIONS

I PERSONNEL

A BOARD MEMBERS

- 1 No board member receives pay as a teacher in the district. [§59-19-300]
- 2 No board member has a member of his immediate family employed as a teacher in the district with the exception of those permitted by law [§59-25-10]
- 3 Orientation of new board members is conducted as set forth in board policy [§59-19-45]
- 4 The board of trustees requires the school district to comply with all federal and state requirements with respect to recruiting and hiring [§59-1-520]
- 5 The board of trustees exercises the general powers and duties as prescribed [§59-19-90]
- 6 The board of trustees has in place a policy addressing the reporting of termination of certain district employees [R43-58 1]

B SUPERINTENDENT

- 1 A full-time superintendent is employed [R43-161]
- 2 The superintendent receives the highest salary in the school district [R43-162]
- 3 The superintendent is properly certified [R43-161]
- 4 The superintendent has completed a professional development plan [§59-24 30]
- 5 The chief administrative officer has the title of superintendent and serves as the chief executive officer of the board of trustees [R43 161]

C ADDITIONAL CENTRAL OFFICE STAFF

- 1 Area superintendents are properly certified [R43-130]
- 2 Assistant superintendents directors and consultants responsible for supervising instructional programs and pupil services hold a master's degree and are certified in their area of primary responsibility or earn a minimum of six semester hours annually toward appropriate certification [R43 205]
- 3 Assistant superintendents directors and consultants have completed a professional development plan [§59-24 30]

D SECRETARY

A full-time secretary is employed for the superintendent. [R43-209]

E PERSONNEL

- 1 A criminal record history is requested from SLED prior to initial employment of a teacher [§59 26-40]
- 2 The district as mandated by Proviso 1 23 and 1A.38 reports its intent to employ retired teachers to the State Department of Education for review and approval [§9-1-1795]
- 3 Permits are requested for all personnel not certified for the position held [R43 205]

II CURRICULUM & INSTRUCTIONAL MATERIALS

- A** A comprehensive district strategic plan with annual updates has been developed which includes all components mandated by Title 59 Chapters 18 and 139 [§59-20-60]

- B The board of trustees reviews all school renewal plans and annual updates for progress and integration with the district plan [§59-20 60 R43-261]
- C The superintendent has ensured the following topics related to instruction are contained in the district's policy manual
 - 1 Regular and Special Programs [§59-5-60]
 - 2 Organization for Learning [§59-5-60]
 - 3 Special Services [§59 5-60]
 - 4 Selection Adoption and Distribution of Instructional Materials [§59 5-60]
- ✓ D The school district provides Advanced Placement courses in all secondary schools [R43 258 1]
- ✓ E All secondary schools offer a college preparatory program [R43-234]
- F Grade organizations of all schools comply with approved grade structures [§59-20 150]
- G The board of trustees maintains a systematic evaluation of educational program needs [§59-20-60]
- H A defined Tech Prep program is offered and includes
 - 1 Career counseling activities [R43 225]
 - ✓ 2 Mentoring opportunities [R43-225]
 - 3 Work-based opportunities [R43-225]
 - 4 Applied academic courses equivalent to pre-college (college prep) courses [R43 225]
- I The general track curriculum has been eliminated [R43-225]
- J The district has a pupil/teacher ratio of 21 1 or less in reading and mathematics in grades 1 2 and 3 [R43-231]
- K The Principal Evaluation Program is conducted and includes administration of the evaluation instrument the evaluation cycle and the mandatory training requirement for a principal with an unsatisfactory evaluation Appropriate documentation is maintained by the district to verify the evaluation process [R43-165 1]
- L Any person prior to permanent appointment as a principal for any elementary school secondary school or vocational center has been assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education [§59-24 10]
- ✓ M The district complies with all summer school requirements [R43-240]

III OPERATIONS & PROCEDURES

A SCHOOL YEAR

- 1 The length of the school term is one hundred ninety (190) days with at least one hundred eighty (180) days used for student instruction The remaining days are utilized for the opening of school staff development planning academic plans and parent conferences [§59-1-420]
- 2 Early dismissal days for emergencies are reported in writing to the Director Office of School Quality [§59-1-440]
- 3 Full days missed because of weather or other circumstances are made up on days other than Saturdays [§59-1-430]

B STAFF DEVELOPMENT

- ✓ 1 The district provides a program of staff development for teachers and administrators [R43-261]
- ✓ 2 The school district provides professional development opportunities for school counselors and staff [R43-225]

C STUDENTS - GENERAL

- 1 The board of trustees requires signed written documentation by parents not enrolling their child in kindergarten [§59-65-10]
- 2 The board of trustees has developed a policy concerning student attendance and intervention plans [R43 274]
- 3 Policies have been developed addressing minimum standards of student conduct and discipline [R43-279] Policies include provisions regarding expulsion of a student who brings a firearm to school [§59-63 235]
- 4 Policies have been developed pertaining to student participation in interscholastic activities [R43 244 1]
- 5 A record of all student dropouts is maintained [R43 172]
- 6 The district pursuant to policies and guidelines of the local board of trustees has implemented a Comprehensive Health Education program [R43-238]
- 7 The district has incorporated black history in the curriculum [§59-29-55]
- 8 Performance oriented educational standards are used to improve curriculum and instruction [§59-18-300]
- ✓ 9 All tenth grade students are offered the PSAT or PLAN tests, and the results are used as diagnostic tools [§59-18 350]
- 10 Student assessment results are disseminated to parents [§59-18-370]
- 11 Policies on academic conferences individual student academic plans and district level reviews have been established [§59-18-500(E)]
- ✓ 12 Instruction in phonics is provided in all schools in the district [§59-29-10]
- 13 Policies have been established to address all components required in Section 59 63-65 for reduced class size in grades one through three [§59-63-65]

D FINANCE

- 1 The district board of trustees makes its annual budget available to the general public [§59-20-60]
- 2 The board of trustees prepares an annual written report accounting for funds expended in each pupil classification [§59-20-60]

E POLICY FORMULATION/IMPLEMENTATION

- 1 A policy manual has been developed [§59-5-60]
- 2 Copies of school board policies are filed in each principal's office and each school library [R43-150]

F RECORD KEEPING

- 1 The district maintains an accurate record of all financial transactions [R43 172]
- 2 The district maintains accurate records on all personnel [R43-172]
- 3 The district maintains an accurate inventory record of all equipment and real property [R43 172]
- 4 The district maintains accurate student data in accordance with the State Department of Education pupil accounting system [R43-172]
- 5 The district maintains accurate data related to pupil bus transportation in accordance with the State Department of Education's transportation manual [R43-80]

G SCHOOL IMPROVEMENT COUNCILS

- 1 The district board of trustees requires each school to establish a School Improvement Council [§59-20-60]
- 2 School Improvement Councils assist in preparing the school renewal plans and annual updates [§59-20-60 R43-261]
- 3 Provisions have been made for School Improvement Councils to file separate (minority) reports [§59-20-60]

H SCHOOL TO-WORK

- 1 A school-to-work program is offered and includes
 - a Work-based learning [R43-225]
 - b School-based learning [R43-225]
 - c Connecting activities [R43-225]
- 2 A comprehensive needs assessment was completed by July 1 1999 (Comprehensive needs assessments are required every five (5) years) [R43-225]
- 3 The district has established local school-to-work advisory committees [R43-225]
- 4 The district school to-work advisory committee conducts program quality reviews [R43-225]
- 5 The school board reports progress made to implement the School-to-Work Transition Act of 1994 in the annual updates to the school renewal plans [R43-225]

IV FACILITIES

- A The district board of trustees ensures that schools and property are maintained in accordance with sanitation requirements established by the South Carolina Department of Health and Environmental Control [R43-180]
- B A policy has been developed concerning the use of school facilities by community groups [§59-19-120]
- ✓ C Buildings and grounds are adequate in size and arrangement to accommodate the programs offered [R43-180] (*note, etc*)
- D All operating school facilities comply with safety regulations prescribed by the State Fire Marshal [R43-180]
- E Playground physical education and play equipment are adequately maintained and safe [R43-180]
- F Sufficient fire extinguishers are provided inspected annually and clearly designated in all buildings [R43-181]
- G Each room is designed and equipped to serve the specific purposes for which it is used [R43-181]
- H Adequate lighting ventilation and heating are provided in all utilized areas [R43-180]
- ✓ I Buildings and grounds are properly maintained safe and attractive [R43-180]
- J All education laboratories and facilities meet the standards prescribed by the Occupational Safety and Health Act [R43-180]
- K All principals or superintendents in charge of the schools of the State conduct fire drills at least once a month [§59-63-910]
- L A plan has been designed to provide for the protection and welfare of students in the event of any disaster (tornado hurricane fire etc) [R43-166]

- M Each school conducts at least one emergency or disaster drill within the first month of school [R43-166]
- N Schools are in compliance with minimum building codes [R43-190]
- O New school facilities and sites meet minimum requirements [R43-191]

Accreditation Classification 2002-03

District Name School or Unit of Operation	Units	2002-03	Numerical Designation	Deficiencies
Aiken				
Millbrook Elementary	1	All Clear	4 00	
North Aiken Elementary	1	All Clear	4 00	
North Augusta Elementary	1	All Clear	4 00	
Oakwood Windsor Elementary	1	All Clear	4 00	
Redcliffe Elementary	1	All Clear	4 00	
Ridge Spring Monetta Elementary	1	All Clear	4 00	
Warrenville Elementary	1	All Clear	4 00	
A L Corbett Middle	1	All Clear	4 00	
Aiken Middle	1	All Clear	4 00	
Jackson Middle	1	All Clear	4 00	
Langley Bath Clearwater Middle	1	All Clear	4 00	
Leavell McCampbell Middle	1	All Clear	4 00	
M B Kennedy Middle	1	All Clear	4 00	
New Ellenton Middle	1	All Clear	4 00	
North Augusta Middle	1	All Clear	4 00	
Paul Knox Middle	1	All Clear	4 00	
Schofield Middle	1	All Clear	4 00	
Aiken High/Aiken High Annex	1	All Clear	4 00	
Midland Valley High	1	All Clear	4 00	
North Augusta High	1	All Clear	4 00	
Ridge Spring Monetta High	1	All Clear	4 00	
Silver Bluff High	1	All Clear	4 00	
South Aiken High	1	All Clear	4 00	
Wagener Salley High	1	All Clear	4 00	
	Total	41	163 00	
	District Summary	Advised	3 98	
Allendale				
Board of Trustees	1	All Clear	4 00	
District Operations	1	Advised	3 00	One staff member holds an expired certificate
Adult Education	1	All Clear	4 00	
Allendale Elementary	1	All Clear	4 00	
Fairfax Elementary	1	All Clear	4 00	
Allendale-Fairfax Middle	1	All Clear	4 00	

Defendants Exhibit
2835

Deregulated

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Accreditation Classification 2002-03

District Name School or Unit of Operation	Units	2002-03	Numerical Designation	Deficiencies
Allendale	1	Advised	3 00	One staff member is not properly certified
Allendale Fairfax High				Four staff members have not completed applied academic training
Total	8		29 00	
District Summary		Advised	3 63	
Anderson 1				
Board of Trustees	1	All Clear	4 00	
Distinct Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Career And Technology Center of Anderson 1 & 2	1	All Clear	4 00	
Powdersville Elementary (new)	1	All Clear	4 00	
Cedar Grove Elementary	1	All Clear	4 00	
Concrete Primary	1	All Clear	4 00	
Hunt Meadows Elementary	1	All Clear	4 00	
Palmetto Elementary and Preschool (formerly Palmetto Elementary)	1	All Clear	4 00	
Pelzer Elementary	1	All Clear	4 00	
Spearmen Elementary	1	All Clear	4 00	
West Pelzer Elementary	1	All Clear	4 00	
Wren Elementary	1	All Clear	4 00	
Palmetto Middle	1	All Clear	4 00	
Powdersville Middle	1	All Clear	4 00	
Wren Middle	1	All Clear	4 00	
Palmetto High	1	All Clear	4 00	
Wren High				
Total	19		76 00	
District Summary		All Clear	4 00	
Anderson 2				
Board of Trustees	1	All Clear	4 00	
Distinct Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Career And Technology Center of Anderson 1 & 2	1	All Clear	4 00	
Belton Elementary	1	All Clear	4 00	
Honea Path Elementary	1	Advised	3 00	The media specialist is not properly certified

Deregulated

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REC037250

Accreditation Classification 2002-03

District Name School or Unit of Operation	Units	2002-03	Numerical Designation	Deficiencies
Dillon 1				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Dillon County Applied Technology Center	1	All Clear	4 00	
Lake View Elementary	1	All Clear	4 00	
Lake View Middle	1	All Clear	4 00	
Lake View High	1	Advised	3 00	One staff member does not hold a South Carolina teaching certificate
Total	8		31 00	
District Summary		Advised	3.88	
Dillon 2				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Dillon County Applied Technology Center	1	All Clear	4 00	
East Elementary	1	All Clear	4 00	
Gordon Elementary	1	Advised	3 00	The media specialist is not properly certified.
South Elementary*	1	All Clear	4 00	
Stewart Heights Elementary	1	All Clear	4 00	
Dillon High	1	All Clear	4 00	
J V Martin Junior High	1	All Clear	4 00	
Total	11		43 00	
District Summary		Advised	3 91	
Dillon 3				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	Advised	3 00	Two staff members are not properly certified [Latta Middle School]
Adult Education	1	All Clear	4 00	
Dillon County Applied Technology Center	1	All Clear	4 00	
Latta Elementary	1	All Clear	4 00	
Latta Middle	1	Warned	2 00	One staff member holds an expired certificate One staff member is not properly certified RECURRING DEFICIENCY 2ND YEAR.

Deregulated

Accreditation Classification 2002-03

District Name School or Unit of Operation	Units	2002-03	Numerical Designation	Deficiencies
Florence 1				
Williams Middle	1	Advised	3 00	One staff member holds an expired certificate
				One staff member does not hold a South Carolina teaching certificate
Wilson Senior High	1	Advised	3.00	One staff member does not hold a South Carolina teaching certificate
Total	29		94 00	
District Summary		Advised	3 24	
Florence 2				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Hannah-Pamplico Elementary And Middle	1	All Clear	4 00	
Hannah Pamplico High	1	Advised	3 00	One staff member does not hold a South Carolina teaching certificate
				The guidance counselor is not properly certified
Total	7		26 00	
District Summary		Advised	3 71	
Florence 3				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
J C Lynch Elementary*	1	All Clear	4 00	
J Paul Truluck Middle (formerly J Paul Truluck Elementary)	1	All Clear	4 00	
Lake City Elementary	1	All Clear	4 00	
Main Street Elementary	1	All Clear	4 00	
Olanda Elementary	1	All Clear	4 00	
Scranton Elementary	1	All Clear	4 00	
Ronald E McNair Middle (formerly Ronald E McNair Junior High)	1	All Clear	4 00	
Lake City High	1	All Clear	4 00	
Total	12		48 00	
District Summary		All Clear	4 00	
Florence 4				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Deregulated				
	23			

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Accreditation Classification 2002-03

District Name School or Unit of Operation	Units	2002-03	Numerical Designation	Deficiencies
Florence 4				
Adult Education	1	All Clear	4 00	
Brockington Elementary	1	Advised	3 00	One staff member does not hold a South Carolina teaching certificate
Johnson Middle	1	Advised	3 00	One staff member holds an expired certificate
Timmonsville Educational Center	1	Advised	3 00	One class has an enrollment that exceeds the maximum
Total	6		21 00	
District Summary		Advised	3 50	
Florence 5				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Hemingway Area Vocational Center	1	All Clear	4 00	
Johnsonville Elementary	1	All Clear	4 00	
Johnsonville Middle	1	Advised	3 00	One class has an enrollment that exceeds the maximum
Johnsonville High	1	All Clear	4 00	
Total	8		31 00	
District Summary		Advised	3 88	
Georgetown				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Andrews Elementary	1	All Clear	4 00	
Browns Ferry Elementary	1	All Clear	4 00	
Kensington Elementary	1	All Clear	4 00	
Maryville Elementary	1	Advised	3 00	One staff member does not hold a South Carolina teaching certificate
McDonald Road Elementary	1	All Clear	4 00	
Plantersville Elementary	1	All Clear	4 00	
Pleasant Hill Elementary	1	All Clear	4 00	
Sampit Elementary	1	All Clear	4 00	
Waccamaw Elementary	1	All Clear	4 00	
Georgetown Middle (formerly Beck Middle)	1	All Clear	4 00	

Deregulated

Accreditation Classification 2002-03

District Name School or Unit of Operation	Units	2002-03	Numerical Designation	Deficiencies
Horry				
Whittemore Park Middle	1	All Clear	4 00	
Aynor High	1	Advised	3 00	One staff member holds an expired certificate
Carolina Forest High	1	All Clear	4 00	
Conway High	1	All Clear	4 00	
Green Sea Floyds High	1	All Clear	4 00	
Lons High	1	All Clear	4 00	
Myrtle Beach High	1	All Clear	4 00	
North Myrtle Beach High	1	Advised	3 00	One staff member holds an expired certificate
Socastee High	1	Advised	3 00	One staff member is not properly certified
Total	46		179 00	
District Summary		Advised	3 89	
Jasper				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Beaufort-Jasper Career Education Center	1	Warned	2 00	One staff member holds an expired certificate RECURRING DEFICIENCY 2ND YEAR The guidance counselor is not properly certified RECURRING DEFICIENCY 2ND YEAR
Ridgeland Elementary	1	Advised	3 00	Two staff members do not hold South Carolina teaching certificates Three staff members hold expired certificates
West Hardeeville Elementary	1	Advised	3 00	One staff member holds an expired certificate Two staff members do not hold South Carolina teaching certificates
Ridgeland Middle	1	Advised	3 00	Four staff members do not hold South Carolina teaching certificates
Jasper County High	1	Advised	3 00	One staff member holds an expired certificate
Total	12		38 00	
District Summary		Advised	3 17	
Kershaw				
Board of Trustees	1	All Clear	4 00	
Deregulated	31			

Accreditation Classification 2002-03

District Name School or Unit of Operation	Units	2002-03	Numerical Designation	Deficiencies
Laurens 55				
E B Morse Elementary	1	Advised	3 00	The media specialist is not properly certified
Ford Elementary	1	All Clear	4 00	
Gray Court Owngs Elementary	1	Advised	3 00	The media specialist is not properly certified
Hickory Tavern Elementary	1	All Clear	4 00	
Laurens Elementary	1	All Clear	4 00	
Laurens Middle	1	All Clear	4 00	
Pleasant View Primary	1	All Clear	4 00	
Sanders Middle	1	All Clear	4 00	
Waterloo Elementary	1	All Clear	4 00	
Hickory Tavern Middle	1	All Clear	4 00	
Laurens District 55 High	1	All Clear	4 00	
Total	15		58 00	
District Summary		Advised	3 87	
Laurens 56				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Clinton Elementary	1	All Clear	4 00	
Eastside Elementary	1	All Clear	4 00	
Joanna Woodson Elementary	1	All Clear	4 00	
M S Bailey Elementary	1	All Clear	4 00	
Bell St Middle	1	All Clear	4 00	
Martha Dendy School	1	All Clear	4 00	
Clinton Senior High	1	All Clear	4 00	
Total	11		44 00	
District Summary		All Clear	4 00	
Lee				
Board of Trustees	1	All Clear	4 00	
District Operations	1	Advised	3 00	One staff member is not properly certified
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Lee County Career/Technology Center	1	All Clear	4 00	
Bishopville Primary	1	Advised	3 00	One staff member holds an expired certificate

Deregulated

Accreditation Classification 2002-03

District Name School or Unit of Operation	Units	2002-03	Numerical Designation	Deficiencies
Lee				
Lower Lee Elementary (formerly Lower Lee Primary)	1	Advised	3 00	One staff member is not properly certified
West Lee Elementary	1	Advised	3 00	Two staff members do not hold South Carolina teaching certificates One staff member holds an expired certificate
Dennis Intermediate (formerly Bishopville Intermediate)	1	Advised	3 00	One staff member is not properly certified Two staff members hold expired certificates Three staff members do not hold South Carolina teaching certificates
Lee Central High	1	Warned	2 00	One staff member does not hold a South Carolina teaching certificate Two staff members hold expired certificates RECURRING DEFICIENCY 2ND YEAR
MI Pleasant Middle	1	Advised	3 00	Five staff members hold expired certificates One staff member is not properly certified
Total		16	50 00	
District Summary		Advised	3 13	
Lexington 1				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Lexington Applied Technology Center	1	All Clear	4 00	
Gilbert Elementary*	1	All Clear	4 00	
Gilbert Primary	1	All Clear	4 00	
Lake Murray Elementary	1	All Clear	4 00	
Lexington Elementary	1	All Clear	4 00	
Lexington Intermediate	1	All Clear	4 00	
Midway Elementary	1	All Clear	4 00	
Oak Grove Elementary*	1	All Clear	4 00	
Pelton Elementary	1	All Clear	4 00	
Red Bank Elementary	1	All Clear	4 00	
Saxe Gotha Elementary	1	All Clear	4 00	
White Knoll Elementary	1	All Clear	4 00	
Deregulated	35			

Accreditation Classification 2002-03

District Name School or Unit of Operation	Units	2002-03	Numerical Designation	Deficiencies
Greenwood 52				
Greenwood County Career Center	1	All Clear	4 00	
Ninety Six Primary (new)	1	All Clear	4 00	
Ninety Six Elementary	1	All Clear	4 00	
Edgewood Middle	1	Advised	3 00	One staff member holds an expired certificate
Ninety Six High	1	All Clear	4 00	
Total	9		35 00	
District Summary		Advised	3 89	
Hampton 1				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Ben Hazel Primary	1	All Clear	4 00	
Brunson Elementary	1	All Clear	4 00	
Fennell Elementary	1	All Clear	4 00	
Hampton Elementary	1	All Clear	4 00	
Vamville Primary	1	All Clear	4 00	
North District Middle	1	All Clear	4 00	
Wade Hampton High	1	All Clear	4 00	
Total	10		40 00	
District Summary		All Clear	4 00	
Hampton 2				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Estill Elementary	1	Advised	3 00	One staff member does not hold a South Carolina teaching certificate. One staff member holds an expired certificate
Estill Middle	1	Advised	3 00	Three staff members do not hold South Carolina teaching certificates
Estill High	1	All Clear	4 00	
Total	8		29 00	
District Summary		Advised	3 63	
Horry				
Board of Trustees	1	All Clear	4 00	
District Operations	1	Advised	3.00	Two staff members are not properly certified
Deregulated	29			

Accreditation Classification 2002-03

District Name School or Unit of Operation	Units	2002-03	Numerical Designation	Deficiencies
Orangeburg 3				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Elloree Elementary	1	Advised	3 00	One staff member does not hold a South Carolina teaching certificate
Holly Hill Elementary	1	All Clear	4 00	
St James-Gaillard Elementary	1	All Clear	4 00	
Vance Providence Elementary	1	All Clear	4 00	
Holly Hill Middle	1	Advised	3 00	Two staff members hold expired certificates
Elloree High	1	Warned	2 00	Four staff members hold expired certificates RECURRING DEFICIENCY 2ND YEAR All required courses are not offered Two staff members are not properly certified One cross-categorical self-contained class did not meet the standard
Holly Hill-Roberts High	1	Advised	3 00	One staff member does not hold a South Carolina teaching certificate Two cross-categorical self-contained classes do not meet the standard
Total	15		48 00	
District Summary		Advised	3 20	
Orangeburg 4				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Cope Area Career Center	1	All Clear	4 00	
Edisto Elementary	1	All Clear	4 00	
Edisto Primary	1	All Clear	4 00	
Hunter Kinard Tyler Elementary	1	All Clear	4 00	
Lockett Elementary	1	All Clear	4 00	
Carver Edisto Middle	1	All Clear	4 00	
Branchville High	1	All Clear	4 00	
Edisto High	1	All Clear	4 00	

Deregulated

Accreditation Classification 2002-03

District Name School or Unit of Operation	Units	2002-03	Numerical Designation	Deficiencies
Marion 1				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Marion County Technical Education Center	1	All Clear	4 00	
Easterling Elementary*	1	All Clear	4 00	
Marion Intermediate	1	All Clear	4 00	
Johnakin Middle	1	All Clear	4 00	
Marion High	1	All Clear	4 00	
Total	9		36 00	
District Summary		All Clear	4 00	
Marion 2				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Summer Schools	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Marion County Technical Education Center	1	All Clear	4 00	
McCormick Elementary	1	All Clear	4 00	
North Mullins Primary	1	All Clear	4 00	
Palmetto Elementary	1	All Clear	4 00	
Mullins High	1	All Clear	4 00	
Palmetto School	1	All Clear	4 00	
Total	10		40 00	
District Summary		All Clear	4 00	
Marion 7				
Board of Trustees	1	All Clear	4 00	
District Operations	1	All Clear	4 00	
Adult Education	1	All Clear	4 00	
Marion County Technical Education Center	1	All Clear	4 00	
Britton's Neck Elementary	1	All Clear	4 00	
Rains Centenary Elementary (formerly Rains-Centenary/Pleasant Grove Elementary)	1	Advised	3 00	One staff member holds an expired certificate
Creek Bridge High (formerly Britton's Neck High)	1	All Clear	4 00	
Creek Bridge Middle (formerly Terrell's Bay High)	1	All Clear	4 00	
Total	8		31 00	
District Summary		Advised	3 88	
Deregulated	39			

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