

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 XXV 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,
and

Respondents-
Appellants,

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

Respondents

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Attorney for the Governor

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58340103	Show comprehension of the human reproductive system	I Reading/Literature III Speaking IV Writing	Area I Living Things (Biology) Strand 1 Characteristics Strand 2 Interactions	II Numerical and Algebraic Concepts and Operations C Develop construct and evaluate formulas to solve a variety of real world and mathematical problems
58340103 1	Define reproduction reproductive system and reproductive organs			
58340103 2	Name and locate male reproductive organs			
58340103 3	Name and locate female reproductive organs			
58340103 4	Describe the relationship between the neuroendocrine system and the male reproductive system			
58340103 5	Describe the relationship between the neuroendocrine system and the female reproductive system			
58340103 6	Define hormone and identify hormones associated with the reproductive processes (male and female)			
58340103 7	Describe the physical changes that occur during the female menstrual cycle			
58340103 8	Relate the female menstrual cycle to human reproduction			
58340103 9	Describe the process of human reproduction			
58340103 10	Define relevant terminology egg sperm semen intercourse coitus copulation ejaculation erection and orgasm			
58340103 11	Relate human sex drive to the hormonal changes in the reproductive system			
58340200	B DEMONSTRATING AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN LIFE CYCLE EXPERIENCES AND THE ACCEPTANCE AND EXPRESSION OF ONE'S SEXUALITY			

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58340201	Show comprehension of the role of the family in the formation of one's sexuality	I Reading/Literature II Listening III Speaking	Area I Living Things (Biology) Strand 1 Characteristics Strand 2 Interactions	
58340201 1	Describe the function of a family			
58340201 2	Identify family member roles and responsibilities			
58340201 3	Associate family member role responsibilities with the developmental tasks of adolescence			
58340201 4	Cite caregiver tasks that promote positive sex role identification			
58340201 5	Model positive sex role identification and expression to demonstrate the interrelationship of caregiving roles			
58340201 6	Determine the role of the family in sex education and the expression of one's sexuality			
58340202	Show comprehension of the role of intellectual experiences in the formation and expression of one's sexuality	I Reading/Literature II Listening III Speaking	Area I Living Things (Biology) Strand 2 Interactions	
58340202 1	Define sex education			
58340202 2	Describe the purpose of education and sex education in particular			
58340202 3	Relate a knowledge and understanding of human sexuality to one's ability to act responsibly with regard to it			
58340202 4	Identify sources of factual information relative to sex education			
58340202 5	Discuss common problems associated with adolescent sexuality based on factual information			
58340202 6	Identify qualified persons who can provide assistance in resolving problems relative to sexuality			
58340203	Show comprehension of the role of social and emotional experience in the formation and expression of one's sexuality	I Reading/Literature II Listening III Speaking	Area III Matter and Energy (Chemistry & Physics) Strand 3 Change	
58340203 1	Define social development and emotional development			

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58340203 2	Describe the relationship between social experience and emotional maturation			
58340203 3	Characterize an emotionally mature individual			
58340203 4	Name emotional responses and feelings that influence adolescent behavior			
58340203 5	Describe social experiences that trigger emotional responses			
58340203 6	Identify social experiences that are healthy outlets for emotional needs satisfaction			
58340203 7	Recognize societal factors that can influence one's expression of sexuality			
58340203 8	Use one's knowledge of sexuality to discuss common social emotional problems of adolescents			
58340300	C DEMONSTRATING AN UNDERSTANDING OF PERSONAL CHARACTERISTICS/BEHAVIORS THAT PROMOTE POSITIVE ACCEPTANCE AND EXPRESSION OF ONE'S SEXUALITY			
58340301	Show comprehension of the relationship between self concept and the acceptance and expression of one's sexuality	I Reading/Literature II Listening	Area I Living Things (Biology) Strand 3 Change	
58340301 1	Define self concept			
58340301 2	Distinguish between a positive and negative self concept			
58340301 3	Describe factors that influence the formation of self concept			
58340301 4	Describe experiences and behavior that contribute to need satisfaction			
58340301 5	Relate need satisfaction to the development of a positive self concept			
58340301 6	Relate sexual need satisfaction to the formation of healthy attitudes regarding sexuality			
58340301 7	Describe the relationship between a positive self concept and one's ability to accept and express his/her sexuality			

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58340302	Show comprehension of the role interpersonal relationships play in acceptance and expression of one's sexuality	I Reading/Literature II Listening III Writing V Research		
58340302 1	Define communication and interpersonal relationships			
58340302 2	Describe various elements of effective communication			
58340302 3	Distinguish between various levels of communication			
58340302 4	Apply the principles of communication to establish effective interpersonal relationships			
58340302 5	Demonstrate the ability to establish interpersonal relationships (within and outside of the family unit)			
58340302 6	Describe a satisfying interpersonal relationship			
58340302 7	Identify sexual needs of adolescents			
58340302 8	Recognize interpersonal relationships that satisfy adolescents' needs			
58340303	Show comprehension of the role personal values play in the expression of one's sexuality	I Reading II Listening	Area I Living Things (Biology) Strand 2 Interactions	
58340303 1	Define values, valuing, and personal value system			
58340303 2	Describe factors that influence the development of personal values			
58340303 3	Demonstrate the effect of values on the decision-making process			
58340303 4	Describe the role of decision making in the expression of one's sexuality			
58340303 5	Acknowledge environmental and societal factors that effect one's sexual conduct code			
58340304	Show comprehension of the role personal behavior plays in the expression of one's sexuality	I Reading/Literature II Listening		
58340304 1	Cite examples of personal behaviors			
58340304 2	List masculine hygiene procedures			
58340304 3	List feminine hygiene procedures			

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58340304 4	Describe what is meant by a complete physical checkup for the emerging adult (male and female)			
58340304 5	Describe the relationship of dress to sexual expression			
58340304 6	Describe nonverbal behaviors that communicate sexuality			
58340304 7	Distinguish between responsible and irresponsible expressions of one's sexuality			
58340304 8	Describe the risk associated with sexually permissive behaviors			
58340304 9	Name and describe common sexually transmitted diseases			
58340304 10	List common reasons for teenage pregnancies			
58340304 11	Identify choices available to pregnant teenagers			

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

HUMAN SEXUALITY I

ACTIVITY/COURSE CODE 5834

COURSE DESCRIPTION

Human Sexuality I provides male and female students with accurate information about their own sexuality and personal feelings about sexual growth and development. Emphasis is given to developing knowledge and understanding of the physical and emotional maturation process and the human reproductive system. The goal of this course is to enable each student to form a well defined self image and develop an awareness of individual values, strengths and limitations.

OBJECTIVE

Given effective instruction and relevant learning experiences, the student in Human Sexuality I will successfully complete the following core competencies:

Credit: 1/2 unit

FCS 166

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HUMAN SEXUALITY I

RESOURCES

TEXTS

Meeks Heit

Education for Sexuality and HIV/AIDS
Comprehensive School Health Education

Merki Education in Sexuality Glencoe/McGraw Hill

Eugene Oregon

Health Skills for Life Curriculum Series

VIDEOS

March of Dimes

Someday I Might Be a Parent
Healthier Babies The Genetic Era
Rockabye
Woman Child
Journey to Birth
Special Delivery

SCETV

Film Series (see catalog)

Sources Unknown

The Ryan White Story
Who Am I Now?
How Can I Tell if I'm Really in Love
Miracle of Life

HUMAN SEXUALITY I

FCS 167

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RESOURCES continued

Sources Unknown continued

Sex Lies and the Truth
Generation at Risk
Ultrasound Eyewitness to the Earliest Days
The Perfect Baby
Finding My Way
Safe Choices
HIV/AIDS Education Works Methods for Teaching About HIV/AIDS
Teen Dads Rights Responsibilities and Joys

OTHER

Hubbard Scientific Charts Models and Transparencies
(Conception to Birth and Reproductive System)

NASCO
Empathy Belly

Pennington Publishing (Bridgeport CT)
Cooks Video Cooking Library Series

Alfred Knopf Publishers (NY)
Julia Child The Way to Cook Series

Alwhit Productions (Burbank CA)
Cookbook Video

USDA
Food Safety Is No Mystery

HUMAN SEXUALITY I

RESOURCES continued

Meridian

- Microwave Cooking
- Major Appliance Selection Care
- Controlling Weight Sensibly
- Food Safety
- Kitchen Safety and Sanitation
- Herbs and Spices
- Setting the Table

COURSE SPECIFICATIONS FOR HUMAN SEXUALITY I

The STUDENT will be able to

The Student will be able to																													
Competency Number	Competency/Objective	Curriculum Frameworks									SC Chamber/SCANS Skills									National Goals									
		M	F	A	S	L	H	S	S	P	E	P	T	B	I	I	R	T	S	S	R	C	A	E	S	M	A	D	P
58340100	A DEMONSTRATING AN UNDERSTANDING OF HUMAN DEVELOPMENTAL CHANGES THAT DIRECTLY ESTABLISH ONE'S SEXUALITY																												
58340101	Show comprehension of adolescent growth patterns			X								X																X	
58340101 1	Define relevant terminology pubescence puberty pubescent adolescence adolescent and emotion(s)																												
58340101 2	Identify physical developmental changes that characterize early and later adolescence																												
58340101 3	Describe social experiences characteristic of the adolescent stage of development																												
58340101 4	Identify emotions initially felt and experienced during adolescent experiences																												
58340101 5	Name and describe the function(s) of the endocrine glands																												
58340102	Show comprehension of the relationship between growth pattern changes and develop mental tasks			X								X																X	
58340102 1	Identify activities that promote the accomplishment of specific developmental tasks																												
58340102 2	Summarize and categorize the developmental changes of early and late adolescence																												
58340102 3	Identify developmental tasks associated with adolescent growth and development																												
58340102 4	Relate the terms sexuality and sex role identification to the developmental task concept																												
58340103	Show comprehension of the human reproductive system											X	X															X	
58340103 1	Define reproduction reproductive system and reproductive organs																												

CURRICULUM FRAMEWORKS

M--Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF--Information
IT Interpersonal
R--Resources
T--Technology
S Systems
FCS 170

NATIONAL GOALS

SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040179

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TEX_22504

COURSE SPECIFICATIONS FOR HUMAN SEXUALITY I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks									SC Chamber/SCANS Skills									National Goals											
		M	F	A	S	L	H	S	S	P	P	T	B	I	I	T	R	T	S	S	R	S	C	S	A	T	E	M	A	D	P
58340103 2	Name and locate male reproductive organs																														
58340103 3	Name and locate female reproductive organs																														
58340103 4	Describe the relationship between the neuroendocrine system and the male reproductive system																														
58340103 5	Describe the relationship between the neuroendocrine system and the female reproductive system																														
58340103 6	Define hormone and identify hormones associated with the reproductive processes (male and female)																														
58340103 7	Describe the physical changes that occur during the female menstrual cycle																														
58340103 8	Relate the female menstrual cycle to human reproduction																														
58340103 9	Describe the process of human reproduction																														
58340103 10	Define relevant terminology egg sperm semen intercourse coitus copulation ejacu lation erection and orgasm																														
58340103 11	Relate human sex drive to the hormonal changes in the reproductive system																														
58340200	B DEMONSTRATING AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN LIFE CYCLE EXPERIENCES AND THE ACCEPTANCE AND EXPRESSION OF ONE'S SEXUALITY																														
58340201	Show comprehension of the role of the family in the formation of one s sexuality			X								X	X			X												X		X	
58340201 1	Describe the function of a family																														
58340201 2	Identify family member roles and responsibilities																														
58340201 3	Associate family member role responsibilities with the developmental tasks of adolescence																														
58340201 4	Cite caregiver tasks that promote positive sex role																														

CURRICULUM FRAMEWORKS

M Math
FL-Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS-Basic Skills
IF-Information
IT-Interpersonal
R Resources
T Technology
S Systems
FCS 171

NATIONAL GOALS

SR-School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE-Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040180

DEF_3336-0945

TEX_22505

COURSE SPECIFICATIONS FOR HUMAN SEXUALITY I

The STUDENT will be able to

The STUDENT will be able to																																									
Competency		Competency/Objective										Curriculum Frameworks										SC Chamber/SCANS Skills										National Goals									
Number												M	F	A	S	L	H	S	S	P	E	P	T	B	I	I	R	T	S	S	R	C	S	A	T	M	A	D	P		
		Identification																																							
58340201 5		Model positive sex role identification and expression to demonstrate the interrelationship of caregiving roles																																							
58340201 6		Determine the role of the family in sex education and the expression of one's sexuality																																							
58340202		Show comprehension of the role of Intellectual experiences in the formation and expression of one's sexuality													X									X	X												X				
58340202 1		Define sex education																																							
58340202 2		Describe the purpose of education and sex education in particular																																							
58340202 3		Relate a knowledge and understanding of human sexuality to one's ability to act responsibly with regard to it																																							
58340202 4		Identify sources of factual information relative to sex education																																							
58340202 5		Discuss common problems associated with adolescent sexuality based on factual information																																							
58340202 6		Identify qualified persons who can provide assistance in resolving problems relative to sexuality																																							
58340203		Show comprehension of the role of social and emotional experience in the formation and expression of one's sexuality													X									X	X	X											X				
58340203 1		Define social development and emotional development																																							
58340203 2		Describe the relationship between social experience and emotional maturation																																							
58340203 3		Characterize an emotionally mature individual																																							
58340203 4		Name emotional responses and feelings that influence adolescent behavior																																							

CURRICULUM FRAMEWORKS

M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R-Resources
T Technology
S-Systems
FCS 172

NATIONAL GOALS

SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040181

DEF_3336-0946

TEX_22506

COURSE SPECIFICATIONS FOR HUMAN SEXUALITY I

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks										SC Chamber/SCANS Skills										National Goals									
		M	F	A	S	L	H	S	S	P	E	P	T	B	I	I	R	T	S	S	R	S	S	S	T	M	A	D	P		
58340203 5	Describe social experiences that trigger emotional responses																														
58340203 6	Identify social experiences that are healthy outlets for emotional needs satisfaction																														
58340203 7	Recognize societal factors that can influence one's expression of sexuality																														
58340203 8	Use one's knowledge of sexuality to discuss common social emotional problems of adolescents																														
58340300	C DEMONSTRATING AN UNDERSTANDING OF PERSONAL CHARACTERISTICS/BEHAVIORS THAT PROMOTE POSITIVE ACCEPTANCE AND EXPRESSION OF ONE'S SEXUALITY																														
58340301	Show comprehension of the relationship between self concept and the acceptance and expression of one's sexuality			X							X	X															X				
58340301 1	Define self concept																														
58340301 2	Distinguish between a positive and negative self concept																														
58340301 3	Describe factors that influence the formation of self-concept																														
58340301 4	Describe experiences and behavior that contribute to need satisfaction																														
58340301 5	Relate need satisfaction to the development of a positive self concept																														
58340301 6	Relate sexual need satisfaction to the formation of healthy attitudes regarding sexuality																														
58340301 7	Describe the relationship between a positive self concept and one's ability to accept and express his/her sexuality																														
58340302	Show comprehension of the role interpersonal			X							X	X	X		X								X				X				

CURRICULUM FRAMEWORKS

M--Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

PQ--Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems
FCS 173

NATIONAL GOALS

SR School Readiness
SC--School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS--Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040182

DEF_3336-0947

TEX_22507

COURSE SPECIFICATIONS FOR HUMAN SEXUALITY I

The STUDENT will be able to

The STUDENT will be able to																											
Competency		Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals									
Number	Competency/Objective	M	F	A	S	L	H	S	P	P	T	B	I	I	T	R	T	S	S	S	S	T	M	A	D	P	
			L		C	A	S	S	E	Q	S	S	F	T					R	C	A	E	S	L	F	I	
	relationships play in acceptance and expression of one s sexuality																										
58340302 1	Define communication and interpersonal relation ships																										
58340302 2	Describe various elements of effective communi cation																										
58340302 3	Distinguish between various levels of communi cation																										
58340302 4	Apply the principles of communication to establish effective interpersonal relationships																										
58340302 5	Demonstrate the ability to establish interpersonal relationships (within and outside of the family unit)																										
58340302 6	Describe a satisfying interpersonal relationship																										
58340302 7	Identify sexual needs of adolescents																										
58340302 8	Recognize interpersonal relationships that satisfy adolescents needs																										
58340303	Show comprehension of the role personal values play in the expression of one s sexuality			X						X	X		X	X	X		X			X				X			
58340303 1	Define values valuing and personal value system																										
58340303 2	Describe factors that influence the development of personal values																										
58340303 3	Demonstrate the effect of values on the decision making process																										
58340303 4	Describe the role of decision making in the expression of one s sexuality																										
58340303 5	Acknowledge environmental and societal factors that effect one s sexual conduct code																										
58340304	Show comprehension of the role personal behavior plays in the expression of one s sexuality			X						X	X	X	X	X			X			X				X			
58340304 1	Cite examples of personal behaviors																										
58340304 2	List masculine hygiene procedures																										

CURRICULUM FRAMEWORKS

M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R-Resources
T Technology
S Systems
FCS 174

NATIONAL GOALS

SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF-Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040183

DEF_3336-0948

TEX_22508

COURSE SPECIFICATIONS FOR HUMAN SEXUALITY I

The STUDENT will be able to

The STUDENT will be able to																											
Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals									
		M	F L	A	S C	L A	H S	S S	P E	P Q	T S	B S	I F	I T	R	T	S	S R	S C	S A	T E	M S	A L	D F	P I		
58340304 3	List feminine hygiene procedures																										
58340304 4	Describe what is meant by a complete physical checkup for the emerging adult (male and female)																										
58340304 5	Describe the relationship of dress to sexual expression																										
58340304 6	Describe nonverbal behaviors that communicate sexuality																										
58340304 7	Distinguish between responsible and irresponsible expressions of one's sexuality																										
58340304 8	Describe the risk associated with sexually permissive behaviors																										
58340304 9	Name and describe common sexually transmitted diseases																										
58340304 10	List common reasons for teenage pregnancies																										
58340304 11	Identify choices available to pregnant teenagers																										

Revision date 07/98

CURRICULUM FRAMEWORKS

M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems
FCS 175

NATIONAL GOALS

SR-School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS -Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF-Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040184

DEF_3336-0949

TEX_22509

HUMAN SEXUALITY 2

ACTIVITY/COURSE CODE 5835

COURSE DESCRIPTION

Human Sexuality II involves students in a realistic application of their knowledge of human sexuality and their personal standards and life goals to resolve conflicts and problems common to adolescents and young adults. Each student will be provided with models for making effective decisions in situations affecting individual sexuality and family life. The goal of this course is to create the understanding that successful family life is a practical and achievable goal rather than an ideal.

OBJECTIVE

Given effective instruction and relevant learning experiences, the student in Human Sexuality II will apply knowledge of human sexuality to resolve conflicts and problems common to young adults.

Credit 1/2 unit

FCS 172

REC040185

TEX_22510

DEF_3336-0950

HUMAN SEXUALITY II

RESOURCES

TEXTS

Meeks Heit

Education for Sexuality and HIV/AIDS
Comprehensive School Health Education

Merki Education in Sexuality Glencoe/McGraw Hill

Eugene Oregon

Health Skills for Life Curriculum Series

VIDEOS

March of Dimes

Someday I Might Be a Parent
Healthier Babies The Genetic Era
Rockabye
Woman Child
Journey to Birth
Special Delivery

SCETV

Film Series (see catalog)

Sources Unknown

The Ryan White Story
Who Am I Now?
How Can I Tell If I'm Really in Love
Miracle of Life

HUMAN SEXUALITY II

FCS 173

REC040186

DEF_3336-0951

TEX_22511

RESOURCES continued

Sources Unknown continued

Sex Lies and the Truth
Generation at Risk
Ultrasound Eyewitness to the Earliest Days
The Perfect Baby
Finding My Way
Safe Choices
HIV/AIDS Education Works Methods for Teaching About HIV/AIDS
Teen Dads Rights Responsibilities and Joys

OTHER

Hubbard Scientific Charts Models and Transparencies
(Conception to Birth and Reproductive System)

NASCO

Empathy Belly

Pennington Publishing (Bridgeport CT)
Cooks Video Cooking Library Series

Alfred Knopf Publishers (NY)
Julia Child The Way to Cook Series

Alwhit Productions (Burbank CA)
Cookbook Video

USDA

Food Safety Is No Mystery

HUMAN SEXUALITY II

RESOURCES continued

Meridian

Microwave Cooking
Major Appliance Selection Care
Controlling Weight Sensibly
Food Safety
Kitchen Safety and Sanitation
Herbs and Spices
Setting the Table

FCS 176

TEX_22513

DEF_3336-0953

REC040188

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58350100	A SHOWING COMPREHENSION OF FACTORS RELEVANT TO PLANNING PARENTHOOD			
58350101	Appraise the influence of family planning upon family happiness and well being		Area III Matter and Energy (Chemistry & Physics) Strand 3 Change	VI Probability and Statistics A Understand the relationship between theoretical and experimental probability and between probability and odds and use them to represent and solve problems involving uncertainty using technology whenever appropriate B Use simulations to estimate probabilities from real world situations using technology whenever appropriate F Understand and apply measures of central tendency variability and correlation and apply the effects of data transformations on measures of central tendency and variability using technology whenever appropriate G Construct and draw inferences from charts tables and graphs that summarize data from real world situations using technology whenever appropriate

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58350101	Appraise the influence of family planning upon family happiness and well being (continued)			H Design a statistical experiment to study a problem conduct an experiment and interpret and communicate the results, using technology
58350101 1	Define planned parenthood			
58350101 2	Summarize main concepts of planning parenthood			
58350101 3	Identify community organizations that offer planned parenthood counseling			
58350101 4	Identify physical and psychological effects on parents with unplanned children			
58350101 5	Compare costs of planning a family to suit an economically feasible time with having children without planning			
58350102	List effective methods of birth control in order of efficiency	I Reading/Literature III Speaking IV Writing V Research		
58350102 1	Compile a list of current methods of birth control			
58350102 2	Give advantages and disadvantages of each type			
58350102 3	Identify birth control methods that require a doctor's prescription			
58350102 4	Identify myths about contraception			
58350103	Recognize problems associated with teenage pregnancy	II Listening A Listen to the speaker to gather and interpret information and analyze for accuracy bias and speaker's intent and purpose	Area I Living Things (Biology) Strand 3 Change	
58350103 1	List risks existing in teenage pregnancies			
58350103 2	Identify physical effects on the mother's body			
58350103 3	Distinguish between the myths and romantic notions of parenthood and the realities			

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58350103 4	Analyze a given day's menu and change it to make it suitable for a pregnant woman			
58350104	Identify the role of a father during pregnancy	I Reading/Literature III Speaking IV Writing V Research		
58350104 1	Identify ways a father can support the expectant mother physically and emotionally throughout pregnancy			
58350104 2	Compare the adjustments that must be made by the expectant mother and father			
58350104 3	Identify unique problems of teenage fathers			
58350105	Demonstrate an understanding of prenatal development	I Reading/Literature II Listening III Speaking IV Writing V Research	Area I Living Things (Biology) Strand 1 Characteristics	
58350105 1	Define terminology related to prenatal child development			
58350105 2	Identify prenatal stages in the development of a child and the length of time involved in each stage			
58350105 3	Identify symptoms of pregnancy			
58350105 4	Describe changes in the mother during pregnancy			
58350105 5	State guidelines for health care of a pregnant woman			
58350105 6	List danger signals in pregnancy that should be reported to the doctor immediately			
58350105 7	Identify high risk pregnancies			
58350105 8	Explain the possible influences of smoking, alcohol, drugs, measles, and radiation on the development of the embryo and fetus			

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58350106	Compare advantages and disadvantages of selected types of childbirth	I Reading/Literature II Listening III Speaking IV Writing V Research		
58350106 1	Identify types of childbirth delivery			
58350106 2	List advantages and disadvantages of selected types of delivery			
58350106 3	Determine what can be expected in each stage of labor			
58350106 4	Explain how childbirth is an emotional as well as physical experience			
58350107	Compare costs of care of the expectant mother and delivery	I Reading/Literature II Listening III Speaking IV Writing V Research		I Number and Numeration Systems
58350107 1	Identify community facilities and services available to the expectant mother			
58350107 2	Compare costs of each service for the care of the expectant mother and the delivery of the baby			
58350107 3	List expenses of pregnancy and birth other than medical costs including insurance(s)			
58350200	B IDENTIFYING SELECTED FACTORS AFFECTING READINESS FOR AND RESPONSIBILITIES OF PARENTHOOD			
58350201	Describe attitudes that make a couple emotionally ready for children	I Reading/Literature II Listening III Speaking IV Writing V Research		
58350201 1	Study the emotional effects of pregnancy on mothers of different ages			
58350201 2	Identify changes to be expected in husband wife relationships before and after the children are born			
58350201 3	Discuss emotional problems to be solved by parents			

Competency Number	Competency/Objective	SC CURRICULUM STANDARDS		
		LANGUAGE ARTS	SCIENCE	MATHEMATICS
58350201 4	Identify characteristics of a positive home environment			
58350202	Identify financial problems that prospective parents will encounter during the childbearing and rearing period of married life	I Reading/Literature IV Writing V Research		I Number and Numeration Systems
58350202 1	Identify factors that influence spending and create problems in marriage including personal spending habits			
58350202 2	Make a list of the items a parent can expect to provide children			
58350202 3	Identify costs for each item that a parent is expected to provide for a child			
58350202 4	Develop generalizations concerning financial problems prospective parents can encounter			

Revision date 07/98 **See first section after contents page for Basic Skills Objectives and Supplemental Competencies**

FCS 177

TEX_22519

DEF_3336-0959

REC040194

HUMAN SEXUALITY II

ACTIVITY/COURSE CODE. 5835

COURSE DESCRIPTION

Human Sexuality II involves students in a realistic application of their knowledge of human sexuality and their personal standards and life goals to resolve conflicts and problems common to adolescents and young adults. Each student will be provided with models for making effective decisions in situations affecting individual sexuality and family life. The goal of this course is to create the understanding that successful family life is a practical and achievable goal rather than an ideal.

OBJECTIVE

Given effective instruction and relevant learning experiences, the student in Human Sexuality II will apply knowledge of human sexuality to resolve conflicts and problems common to young adults.

Credit 1/2 unit

FCS 178

REC040195

TEX_22520

DEF_3336-0960

HUMAN SEXUALITY II

RESOURCES

TEXTS

Meeks Heit

Education for Sexuality and HIV/AIDS

Comprehensive School Health Education

Merki Education in Sexuality Glencoe/McGraw Hill

Eugene Oregon

Health Skills for Life Curriculum Series

VIDEOS

March of Dimes

Someday I Might Be a Parent

Healthier Babies The Genetic Era

Rockabye

Woman Child

Journey to Birth

Special Delivery

SCETV

Film Series (see catalog)

Sources Unknown

The Ryan White Story

Who Am I Now?

How Can I Tell If I'm Really in Love

Miracle of Life

HUMAN SEXUALITY II

FCS 179

REC040196

TEX_22521

DEF_3336-0961

RESOURCES continued

Sources Unknown continued

Sex Lies and the Truth
Generation at Risk
Ultrasound Eyewitness to the Earliest Days
The Perfect Baby
Finding My Way
Safe Choices
HIV/AIDS Education Works Methods for Teaching About HIV/AIDS
Teen Dads Rights Responsibilities and Joys

OTHER

Hubbard Scientific Charts Models and Transparencies
(Conception to Birth and Reproductive System)

NASCO
Empathy Belly

Pennington Publishing (Bridgeport CT)
Cooks Video Cooking Library Series

Alfred Knopf Publishers (NY)
Julia Child The Way to Cook Series

Alwhit Productions (Burbank CA)
Cookbook Video

USDA
Food Safety Is No Mystery

HUMAN SEXUALITY II

RESOURCES continued

Meridian

- Microwave Cooking
- Major Appliance Selection Care
- Controlling Weight Sensibly
- Food Safety
- Kitchen Safety and Sanitation
- Herbs and Spices
- Setting the Table

FCS 176

TEX_22523

DEF_3336-0963

REC040198

COURSE SPECIFICATIONS FOR HUMAN SEXUALITY II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks										SC Chamber/SCANS Skills										National Goals																			
		M	F	A	S	L	H	S	S	P	E	P	Q	T	S	B	S	I	F	I	T	R	T	S	S	R	S	C	S	A	T	E	M	S	A	L	D	F	P	I	
58350100	A SHOWING COMPREHENSION OF FACTORS RELEVANT TO PLANNING PARENTHOOD																																								
58350101	Appraise the influence of family planning upon family happiness and well being	X		X								X	X	X	X	X	X							X					X												
58350101 1	Define planned parenthood																																								
58350101 2	Summarize main concepts of planning parenthood																																								
58350101 3	Identify community organizations that offer planned parenthood counseling																																								
58350101 4	Identify physical and psychological effects on parents with unplanned children																																								
58350101 5	Compare costs of planning a family to suit an economically feasible time with having children without planning																																								
58350102	List effective methods of birth control in order of efficiency											X	X	X	X			X					X					X								X					
58350102 1	Compile a list of current methods of birth control																																								
58350102 2	Give advantages and disadvantages of each type																																								
58350102 3	Identify birth control methods that require a doctor s prescription																																								
58350102 4	Identify myths about contraception																																								
58350103	Recognize problems associated with teenage pregnancy	X										X	X	X	X			X					X					X								X					
58350103 1	List risks existing in teenage pregnancies																																								
58350103 2	Identify physical effects on the mother s body																																								
58350103 3	Distinguish between the myths and romantic notions of parenthood and the realities																																								
58350103 4	Analyze a given day s menu and change it to make it suitable for a pregnant woman																																								

CURRICULUM FRAMEWORKS

M-Math
FL Foreign Language
A Visual & Performing Arts
SC-Science
LA Language Arts
HS-Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S-Systems
FCS 182

NATIONAL GOALS

SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040199

DEF_3336-0964

TEX_22524

COURSE SPECIFICATIONS FOR HUMAN SEXUALITY II

The STUDENT will be able to

The student will be able to																											
Competency		Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals								
Number			M	F	A	S	L	H	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P	
			L	C	A	S	A	S	S	E	Q	S	S	F	T				R	C	C	A	E	S	L	F	I
58350104		Identify the role of a father during pregnancy									X	X													X		
58350104 1		Identify ways a father can support the expectant mother physically and emotionally throughout pregnancy																									
58350104 2		Compare the adjustments that must be made by the expectant mother and father																									
58350104 3		Identify unique problems of teenage fathers																									
58350105		Demonstrate an understanding of prenatal development									X	X	X	X													
58350105 1		Define terminology related to prenatal child development																									
58350105 2		Identify prenatal stages in the development of a child and the length of time involved in each stage																									
58350105 3		Identify symptoms of pregnancy																									
58350105 4		Describe changes in the mother during pregnancy																									
58350105 5		State guidelines for health care of a pregnant woman																									
58350105 6		List danger signals in pregnancy that should be reported to the doctor immediately																									
58350105 7		Identify high risk pregnancies																									
58350105 8		Explain the possible influences of smoking alcohol drugs measles and radiation on the development of the embryo and fetus																									
58350106		Compare advantages and disadvantages of selected types of childbirth									X	X	X														
58350106 1		Identify types of childbirth delivery																									
58350106 2		List advantages and disadvantages of selected types of delivery																									
58350106 3		Determine what can be expected in each stage of labor																									

CURRICULUM FRAMEWORKS

M Math
FL Foreign Language
A Visual & Performing Arts
SC-Science
LA Language Arts
HS-Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY SC CHAMBER/SCANS SKILLS

PQ-Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems
FCS 183

NATIONAL GOALS

SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS- Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040200

DEF_3336-0965

TEX_22525

COURSE SPECIFICATIONS FOR HUMAN SEXUALITY II

The STUDENT will be able to

		Curriculum Frameworks										SC Chamber/SCANS Skills										National Goals									
Competency Number	Competency/Objective	M	F	A	S	L	H	S	S	P	P	T	B	I	I	R	T	S	S	S	S	T	M	A	D	P					
			L	A	C	A	S	S		E	Q	S	S	F	T				R	C	A	E	S	L	F	I					
58350106 4	Explain how childbirth is an emotional as well as physical experience																														
58350107	Compare costs of care of the expectant mother and delivery	X		X							X	X	X	X		X							X								
58350107 1	Identify community facilities and services available to the expectant mother																														
58350107 2	Compare costs of each service for the care of the expectant mother and the delivery of the baby																														
58350107 3	List expenses of pregnancy and birth other than medical costs including insurance(s)																														
58350200	B IDENTIFYING SELECTED FACTORS AFFECTING READINESS FOR AND RESPONSIBILITIES OF PARENTHOOD																														
58350201	Describe attitudes that make a couple emotionally ready for children										X	X	X	X										X							
58350201 1	Study the emotional effects of pregnancy on mothers of different ages																														
58350201 2	Identify changes to be expected in husband wife relationships before and after the children are born																														
58350201 3	Discuss emotional problems to be solved by parents																														
58350201 4	Identify characteristics of a positive home environment																														
58350202	Identify financial problems that prospective parents will encounter during the childbearing and rearing period of married life	X									X	X	X	X	X	X								X							
58350202 1	Identify factors that influence spending and create problems in marriage including personal spending habits																														
58350202 2	Make a list of the items a parent can expect to																														

CURRICULUM FRAMEWORKS

M Math
FL Foreign Language
A Visual & Performing Arts
SC-Science
LA Language Arts
HS-Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY

SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems
FCS 184

NATIONAL GOALS

SR School Readiness
SC School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040201

DEF_3336-0966

TEX_22526

COURSE SPECIFICATIONS FOR HUMAN SEXUALITY II

The STUDENT will be able to

Competency Number	Competency/Objective	Curriculum Frameworks								SC Chamber/SCANS Skills								National Goals							
		M	F L	A	S C	L A	H S	S S	P E	P Q	T S	B S	I F	I T	R	T	S	S R	S C	S A	T E	M S	A L	D F	P I
	provide children																								
58350202 3	Identify costs for each item that a parent is expected to provide for a child																								
58350202 4	Develop generalizations concerning financial problems prospective parents can encounter																								

Revision date 07/98

CURRICULUM FRAMEWORKS

M Math
FL Foreign Language
A Visual & Performing Arts
SC Science
LA Language Arts
HS Health & Safety
SS Social Studies
PE Physical Education

MATRIX KEY SC CHAMBER/SCANS SKILLS

PQ Personal Qualities
TS Thinking Skills
BS Basic Skills
IF Information
IT Interpersonal
R Resources
T Technology
S Systems
FCS 185

NATIONAL GOALS

SR-School Readiness
SC-School Completion
SA Student Achievement & Citizenship
TE Teacher Education & Professional Development
MS Mathematics & Science
AL Adult Literacy & Lifelong Learning
DF Safe Disciplined & Alcohol & Drug Free Schools
PI Parental Involvement

REC040202

DEF_3336-0967

TEX_22527

[illegible]

Source: 2002 School Report Cards

DEFENDANT'S
EXHIBIT
2329

		% Free & Reduced Lunch	Student Retention Rate	Student Attendance Rate	Teachers Advanced Degree	Teachers Continuing Contract	Teachers Returning from Previous Year	Teacher Attrition Rate	Teacher Average Salary	Teachers Professional Development Days	Principal's Years at School	Student-Teacher Ratio (per class)	Principals Instructional Time	Dollars Spent Per Pupil	% Spent on Teacher Salaries	ELA - Basic & AB
Aldendale	Aldendale Elementary	92.6%	2.3%	96.4%	37.8%	60.0%	66.5%	95.0%	\$33,347	16.9	2	15.9	89.3%	\$6,643	37.3%	41.0%
	Fukia Elementary	93.6%	4.8%	94.7%	31.0%	93.1%	78.4%	93.5%	\$32,477	15.4	3	11.6	85.3%	\$8,682	55.4	58.0%
DiBon 1	Stewart Heights Elementary	96.0%	6.0%	91.4%	50.0%	93.1%	91.5%	94.9%	\$37,596	12.5	18	19	89.1%	\$5,119	60.3%	71.3%
	South Elementary	90.0%	10.4%	95.7%	40.0%	85.0%	82.8%	98.5%	\$35,645	22.1	18	17.0	51.7%	\$5,229	61.7%	91.1%
	London Elementary	84.9%	3.5%	94.4%	31.9%	85.1%	91.1%	93.3%	\$37,831	20.3	5	17	87.6%	\$4,533	68.1%	57.8%
	East Elementary	74.8%	9.0%	93.9%	31.4%	91.4%	92.6%	93.2%	\$39,061	N/R	3	20.2	50.9%	\$5,171	64.4%	84.1%
Florence 4	Brookington Elementary	81.7%	N/R	95.2%	37.2%	58.1%	N/R	92.0%	\$37,721	5.1	2	15	65.4%	\$6,839	70.9%	60.1%
Hampton 2	Hard Elementary	92.4%	N/R	96.0%	26.8%	70.7%	82.2%	95.5%	\$35,498	10.6	3	20.5	88.4%	\$5,813	N/R	59.4%
Jasper	West Hardenville Elementary	75.9%	N/R	94.6%	49.2%	73.8%	73.0%	94.1%	\$39,485	20	2	17.2	85.1%	\$6,001	68.4%	64.8%
	Ridgeland Elementary	67.4%	N/R	94.9%	48.4%	73.4%	81.5%	92.7%	\$36,839	16	3	15.4	83.1%	\$5,726	70.4%	63.2%
Lee	West Lee Elementary	88.2%	6.6%	94.8%	32.4%	81.0%	73.7%	93.2%	\$39,646	15.4	6	14.3	87.0%	\$8,013	71.0%	64.7%
	Lowee Lee Elementary	90.8%	2.2%	93.1%	47.6%	71.4%	72.7%	96.2%	\$34,572	5	0.3	17.1	91.0%	\$7,925	65.6%	51.2%
	Denub Intermediate	85.7%	3.1%	94.6%	18.4%	42.1%	58.3%	93.7%	\$34,372	6.6	3	18.4	87.1%	\$7,307	59.9%	47.0%
	Blacksburg Primary	93.3%	3.9%	95.9%	22.7%	70.5%	78.7%	93.4%	\$32,524	13.3	3	16.7	88.3%	\$3,796	70.4%	64.8%
Marion 7	Reins Community Elementary	93.2%	1.0%	92.6%	39.3%	82.9%	75.8%	93.0%	\$34,335	14.2	1	17.7	88.8%	\$9,035	36.0%	43.0%
	Britton's Neck Elementary	90.8%	1.8%	93.6%	56.3%	81.3%	82.4%	96.9%	\$35,733	23.6	2	19.3	89.4%	\$7,062	56.8%	55.6%
Orangeburg	Vincent Providence Elementary	90.9%	N/R	93.6%	68.2%	81.8%	91.7%	96.6%	\$40,359	21.5	7	2.3	88.5%	\$1,528	99.5%	62.7%
	St. James-Guilford Elementary	89.3%	N/R	93.8%	65.2%	91.3%	88.5%	95.0%	\$41,572	14.5	5	20.5	88.5%	\$6,034	59.90%	1.99
	Holly Hill Elementary	88.4%	0.20%	91.0%	57.9%	87.5%	88.2%	93.9%	\$41,826	9.6	1	18	83.0%	\$6,312	62.30%	52.1%
	Lincolnton Elementary	95.7%	N/R	94.7%	18.8%	88.2%	87.7%	95.2%	\$42,315	8.9	3	10.8	88.5	\$8,414	56.40%	60.2%

Source: 2003 School Report Cards

Direct Examination

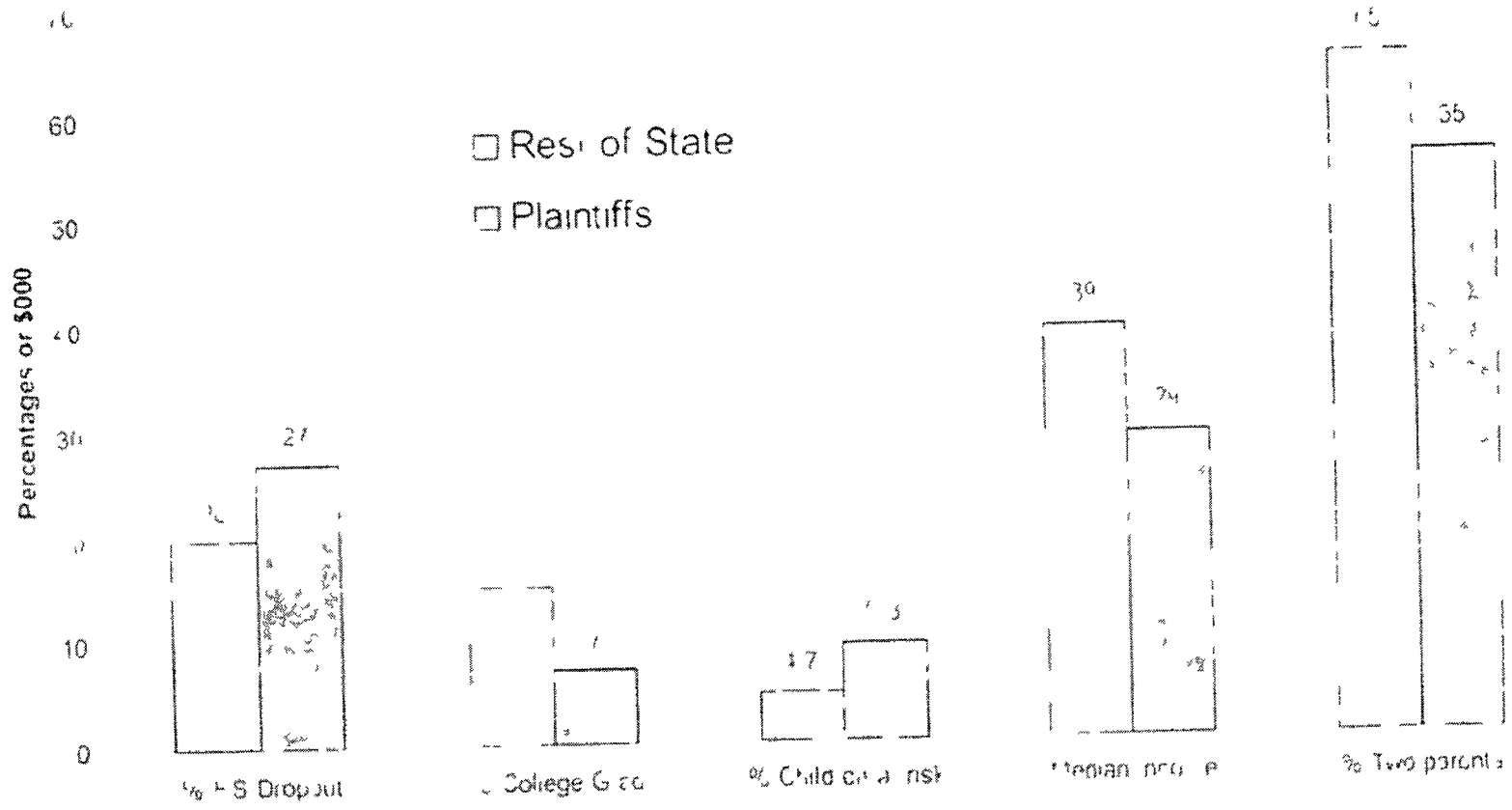
Dr. David Armor

DEFENDANT'S
EXHIBIT
334.2
COPY

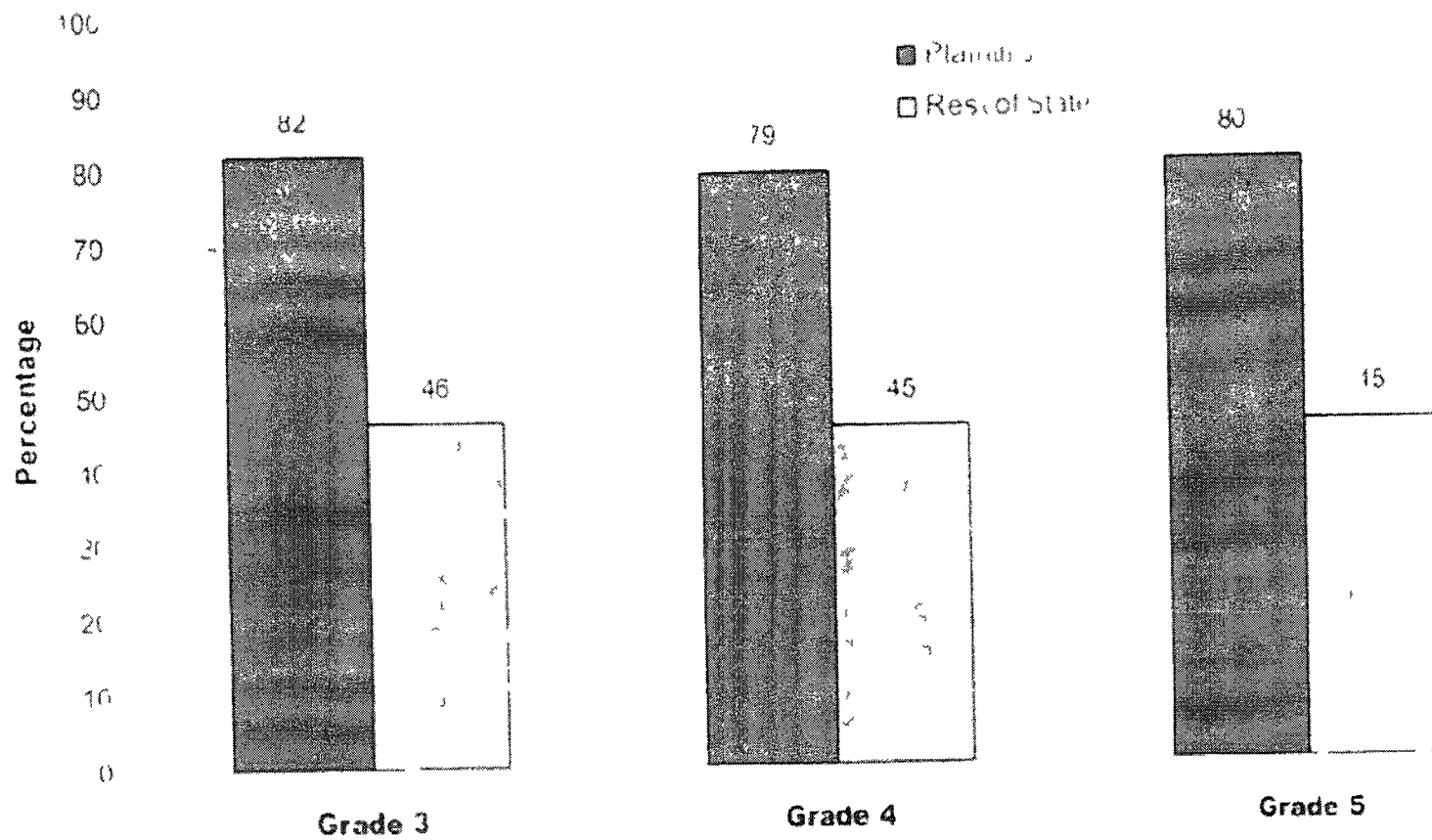
REC040205

D-F 334

SOCIOECONOMIC CHARACTERISTICS OF S.C. FAMILIES WITH CHILDREN
(Source: 2000 U.S. Census)

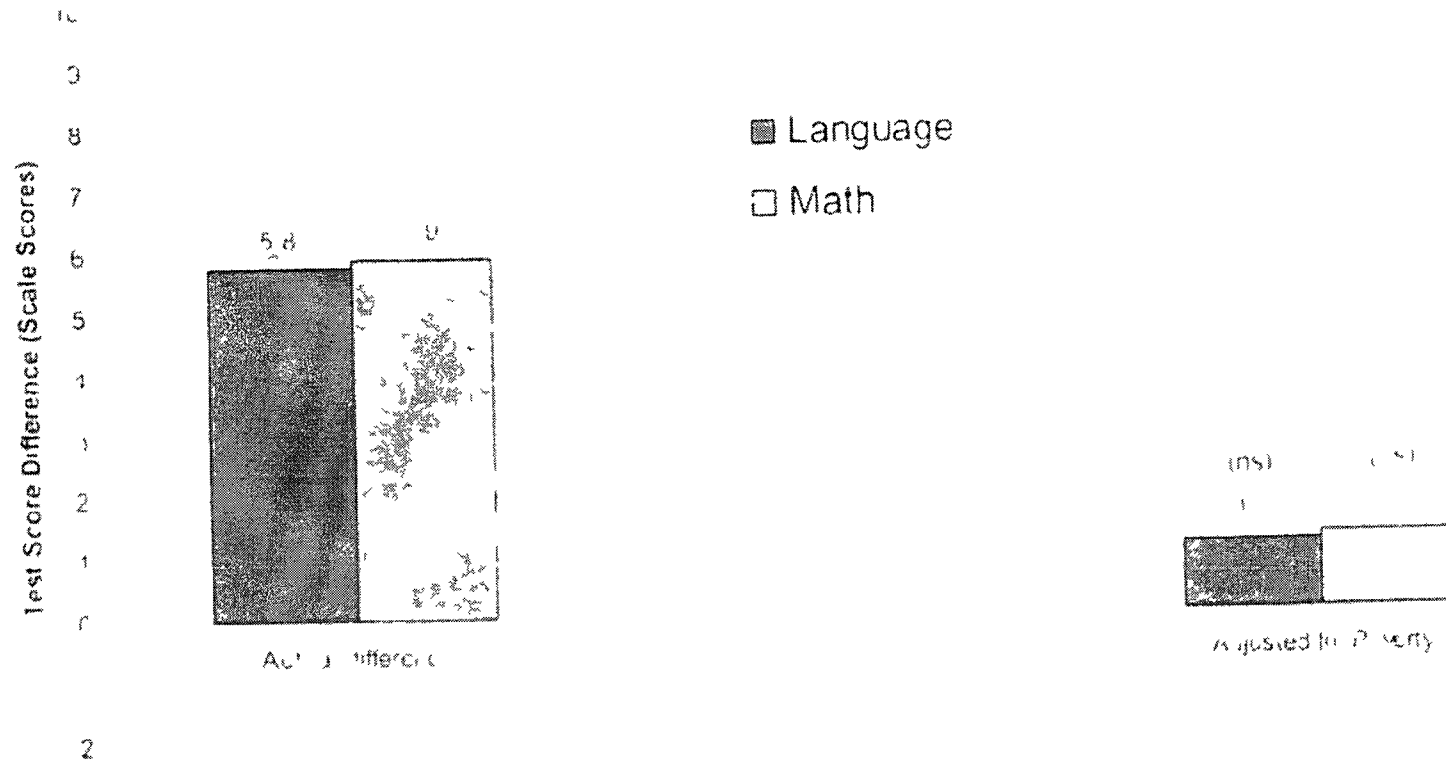


A 1 PERCENT FREE LUNCH 2001



Source Report Cards

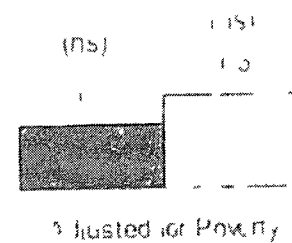
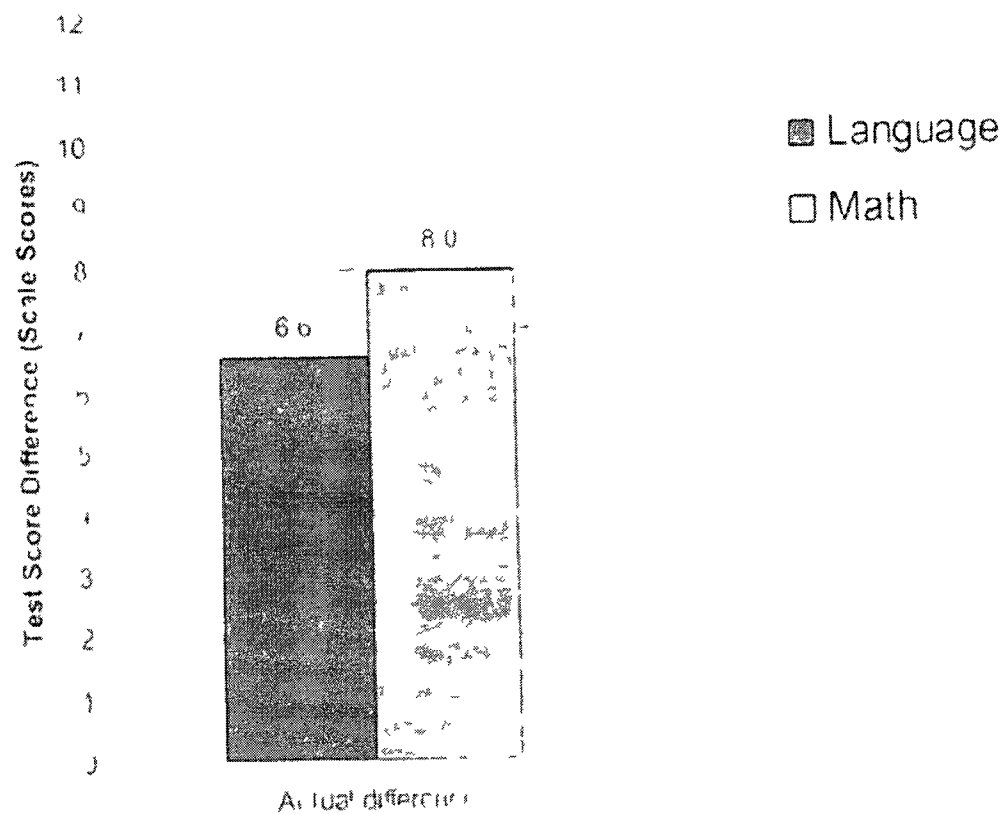
A 12. ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE 2003 GRADE 3



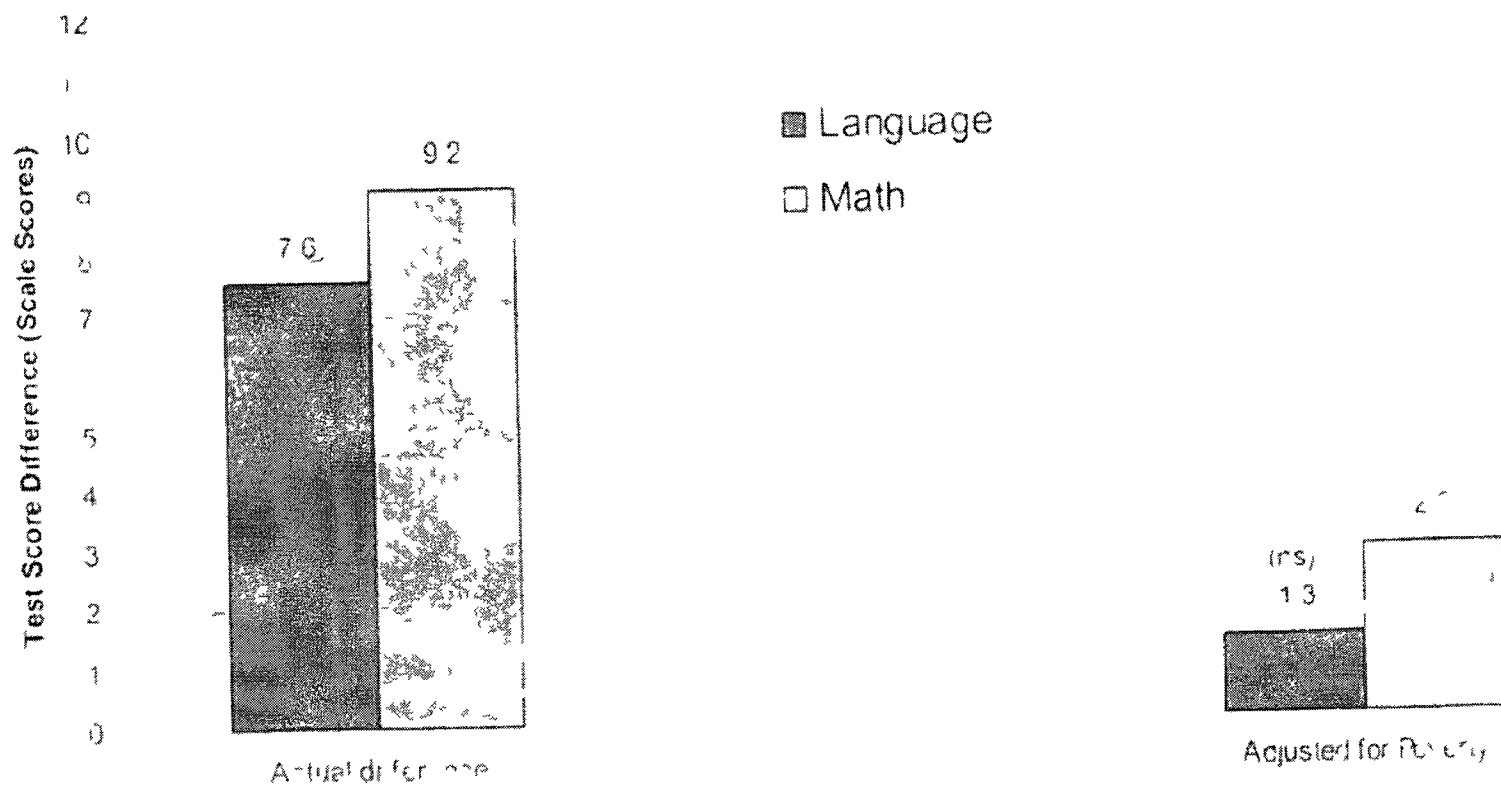
REC040208

Sources for Slides 4 – 8 2003 PACT Data and Employment Files *mor*

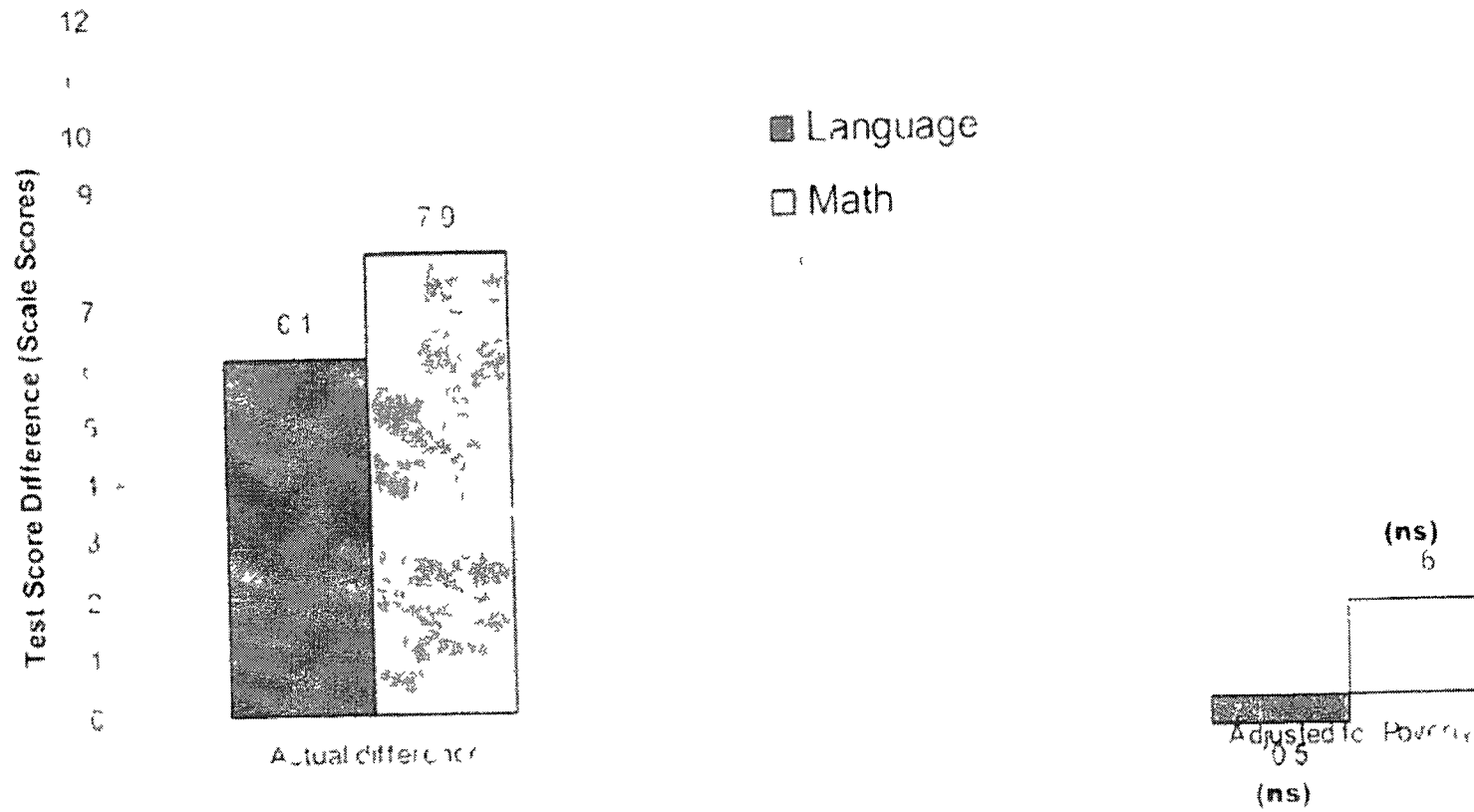
A 13 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE
2003 GRADE 4



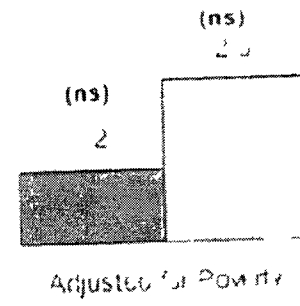
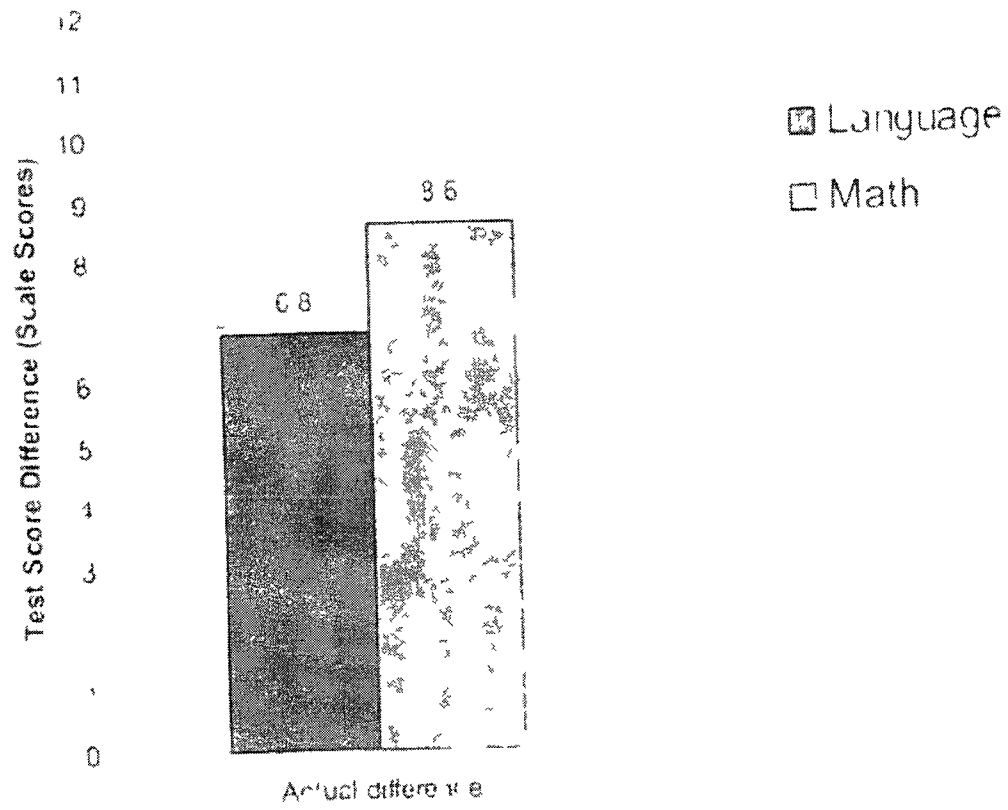
A 14 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE
2003 GRADE 5



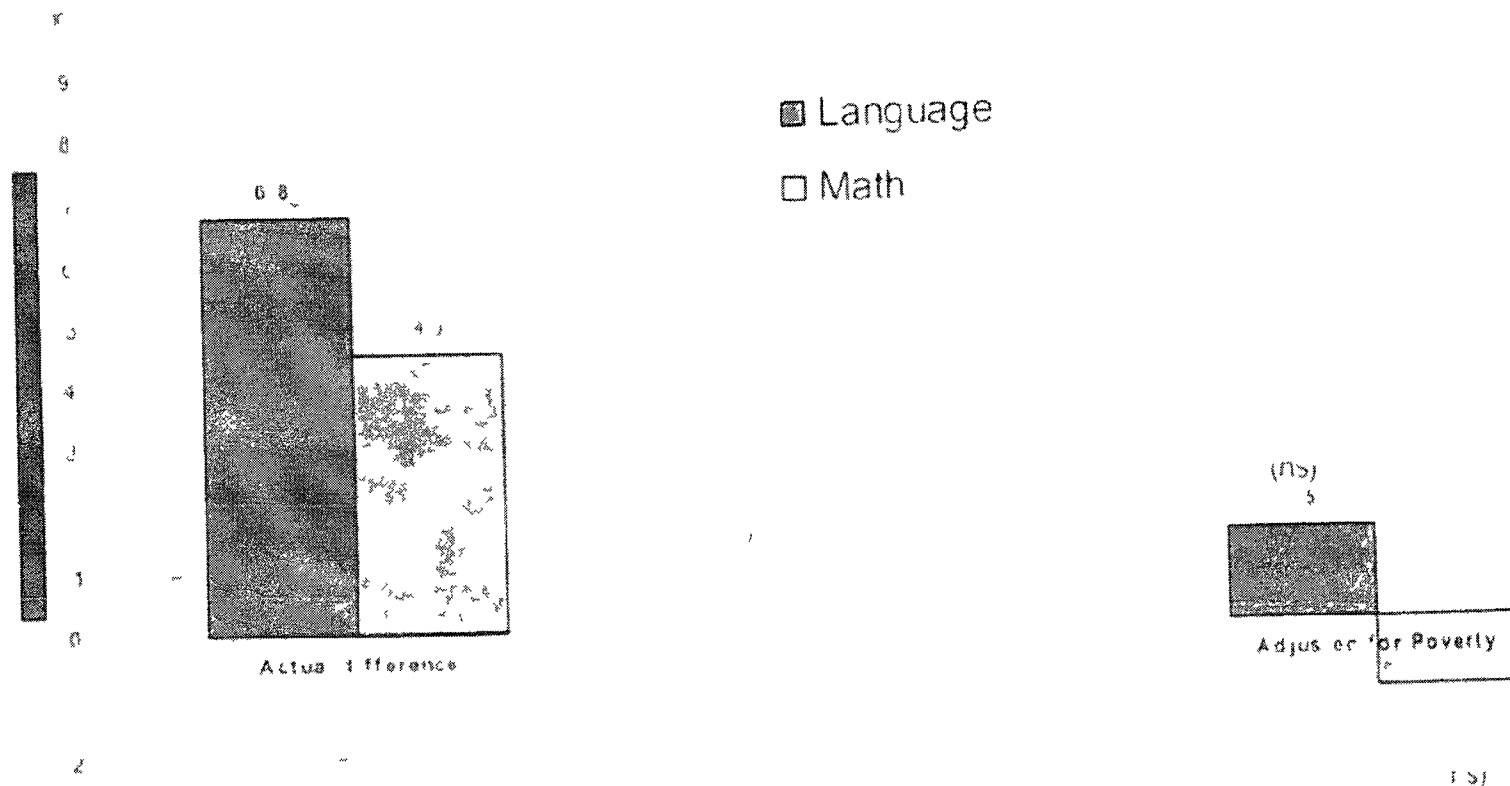
A 15 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE
2003 GRADE 5



A 6 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE 2003 GRADE 7

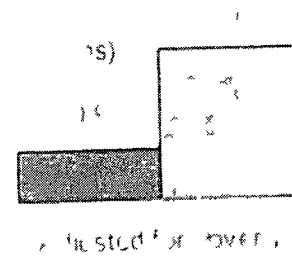
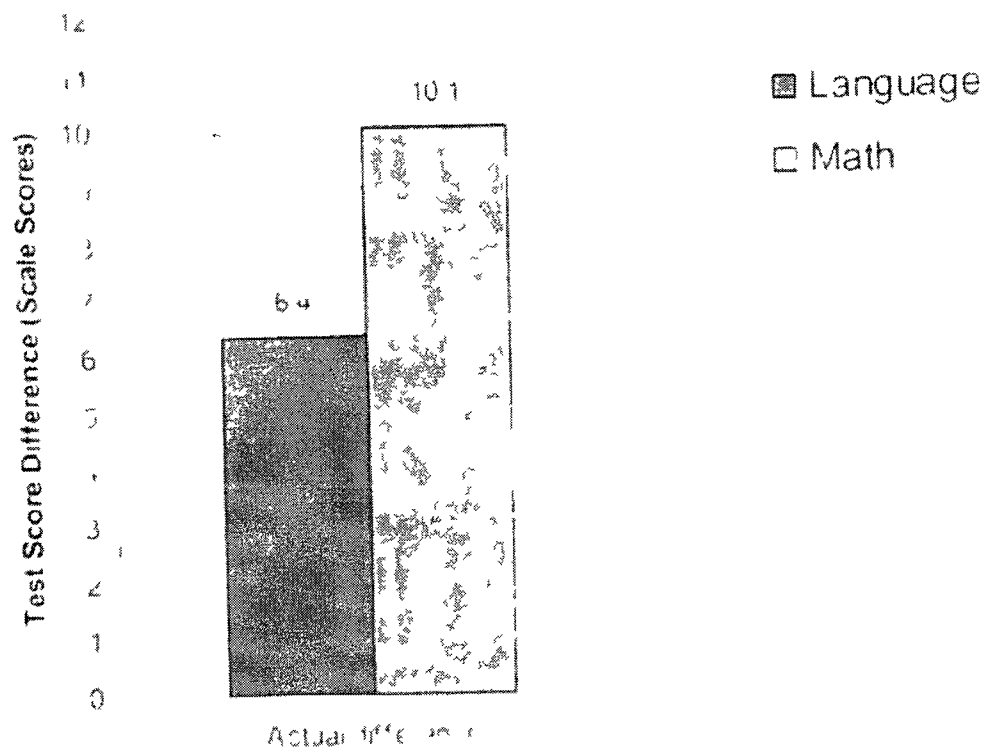


A 7 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE 2002 GRADE 3

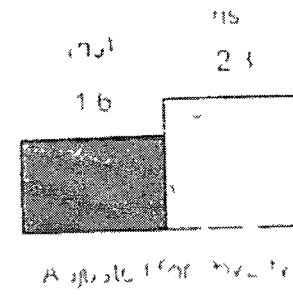
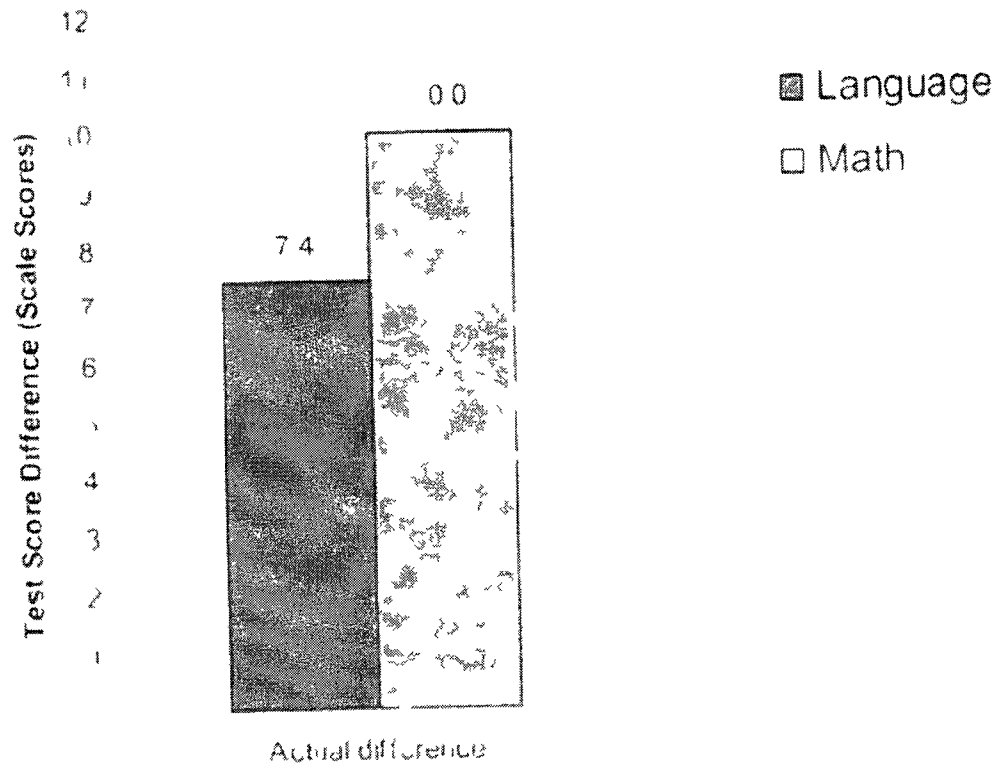


Sources for Slides 9 - 13: 2002 SDE PACT Data and Employment Files

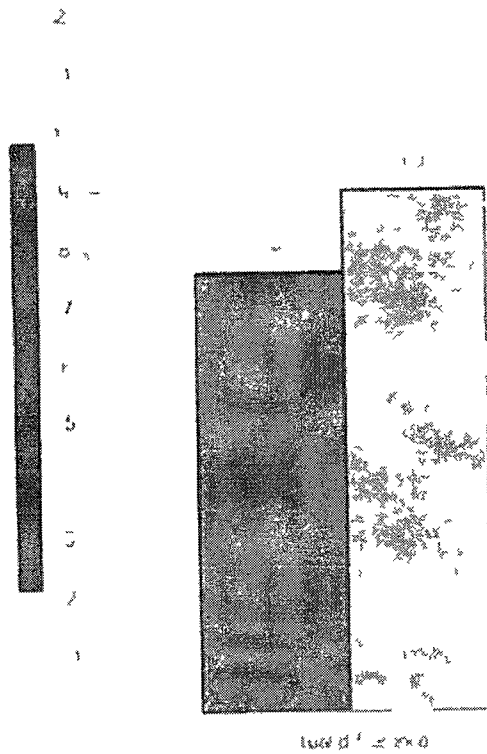
A 8 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE 2002 GRADE 4



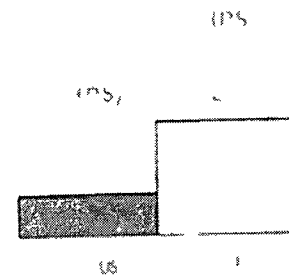
A 9 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE 2002 GRADE 5



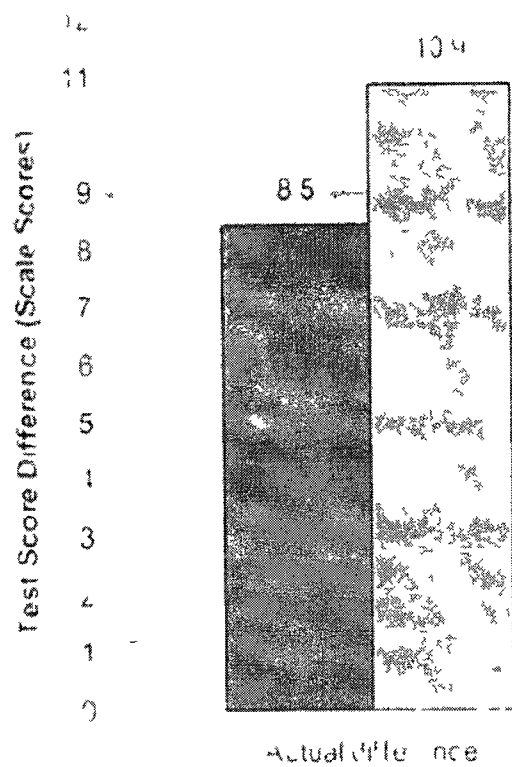
A 10 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE 2002 GRADE 5



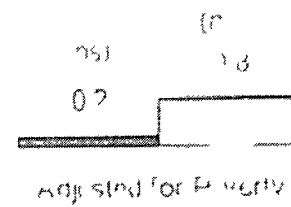
■ Language
□ Math



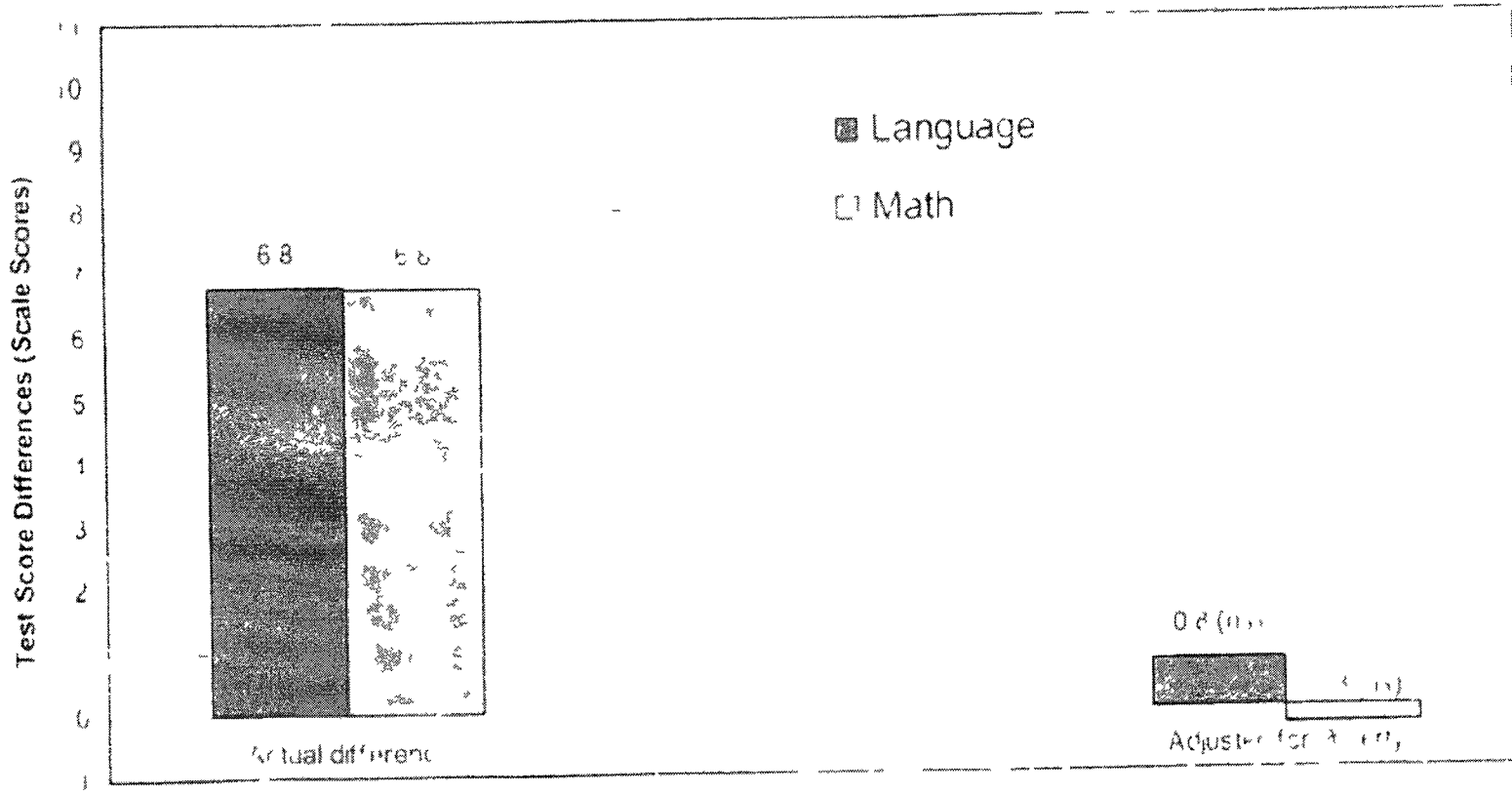
A 11 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE
2002 GRADE 7



■ Language
□ Math

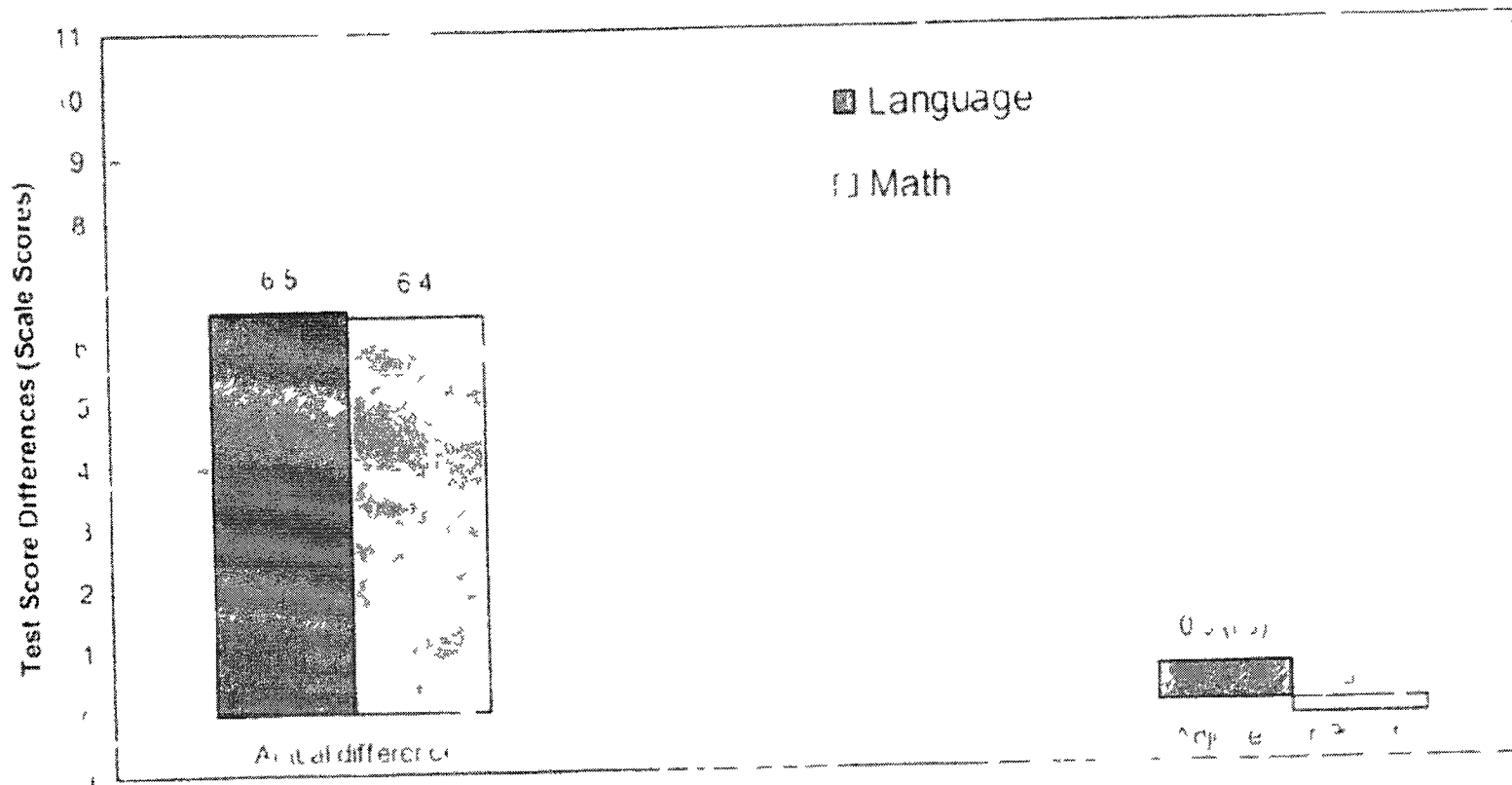


A 2 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE
2001 GRADE 3

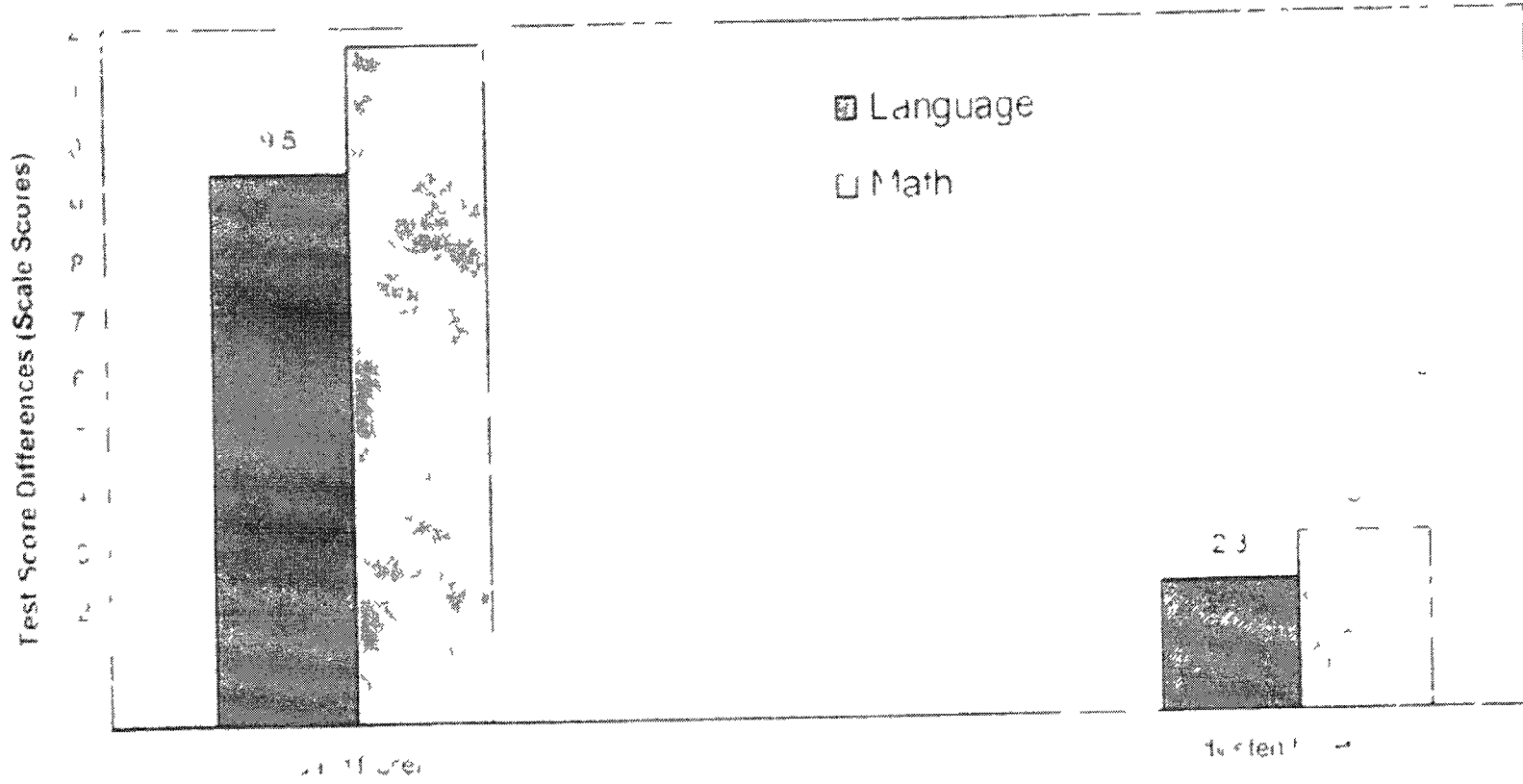


Sources for Slides 14 – 17 2001 SDE PACT Data and Employment Files

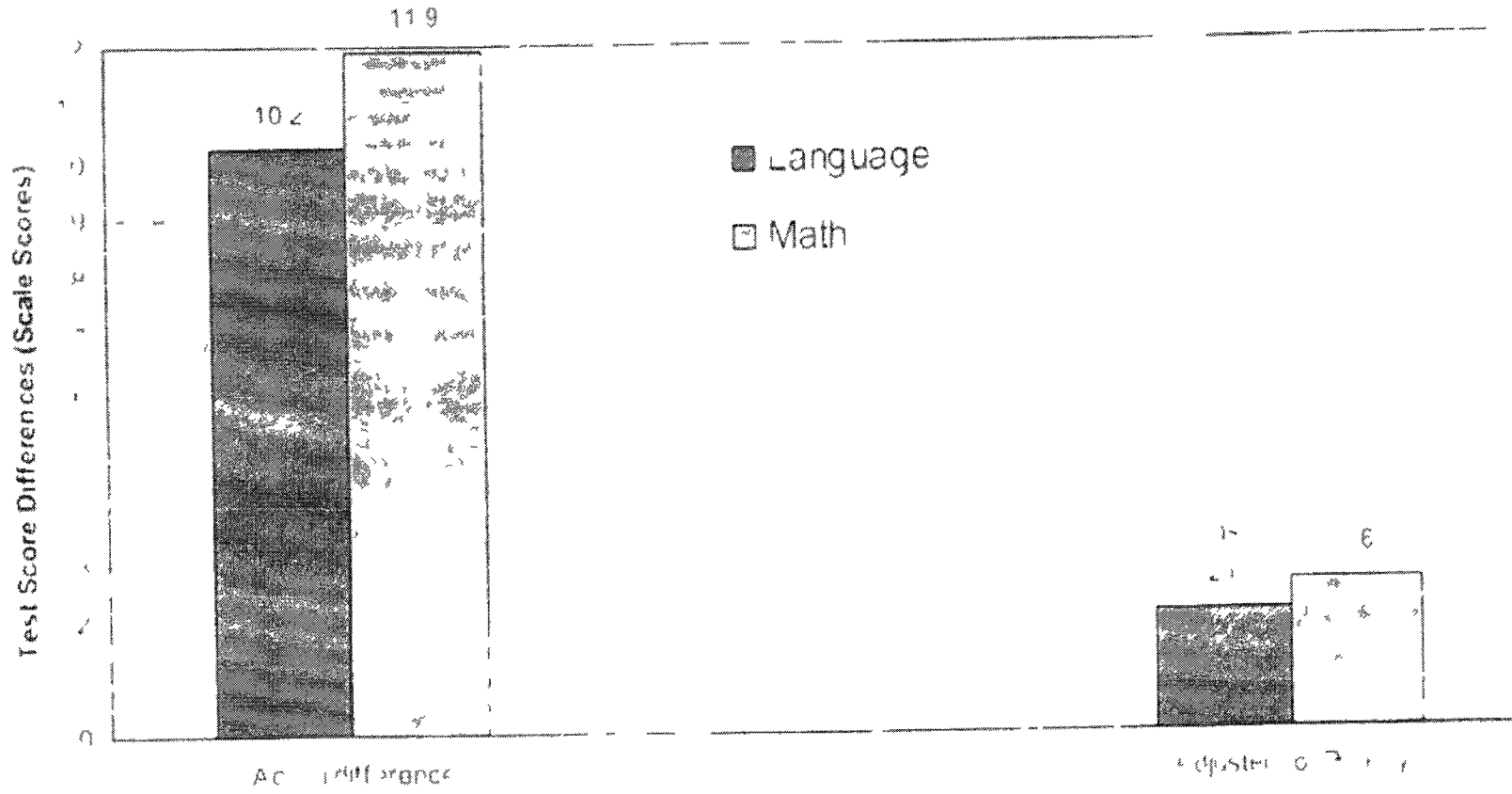
A 3 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE 2001 GRADE 4



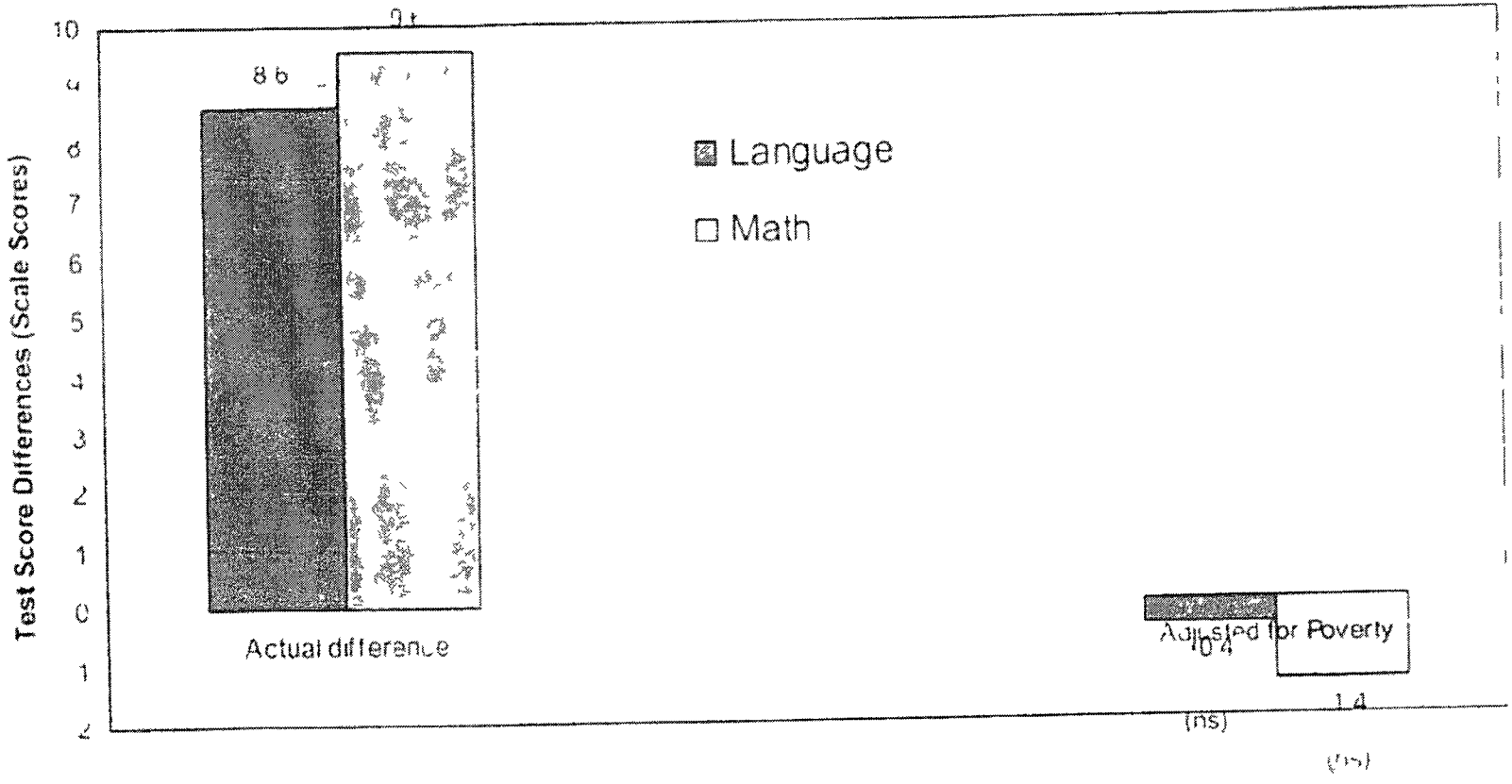
A 4 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE 2001 GRADE 5



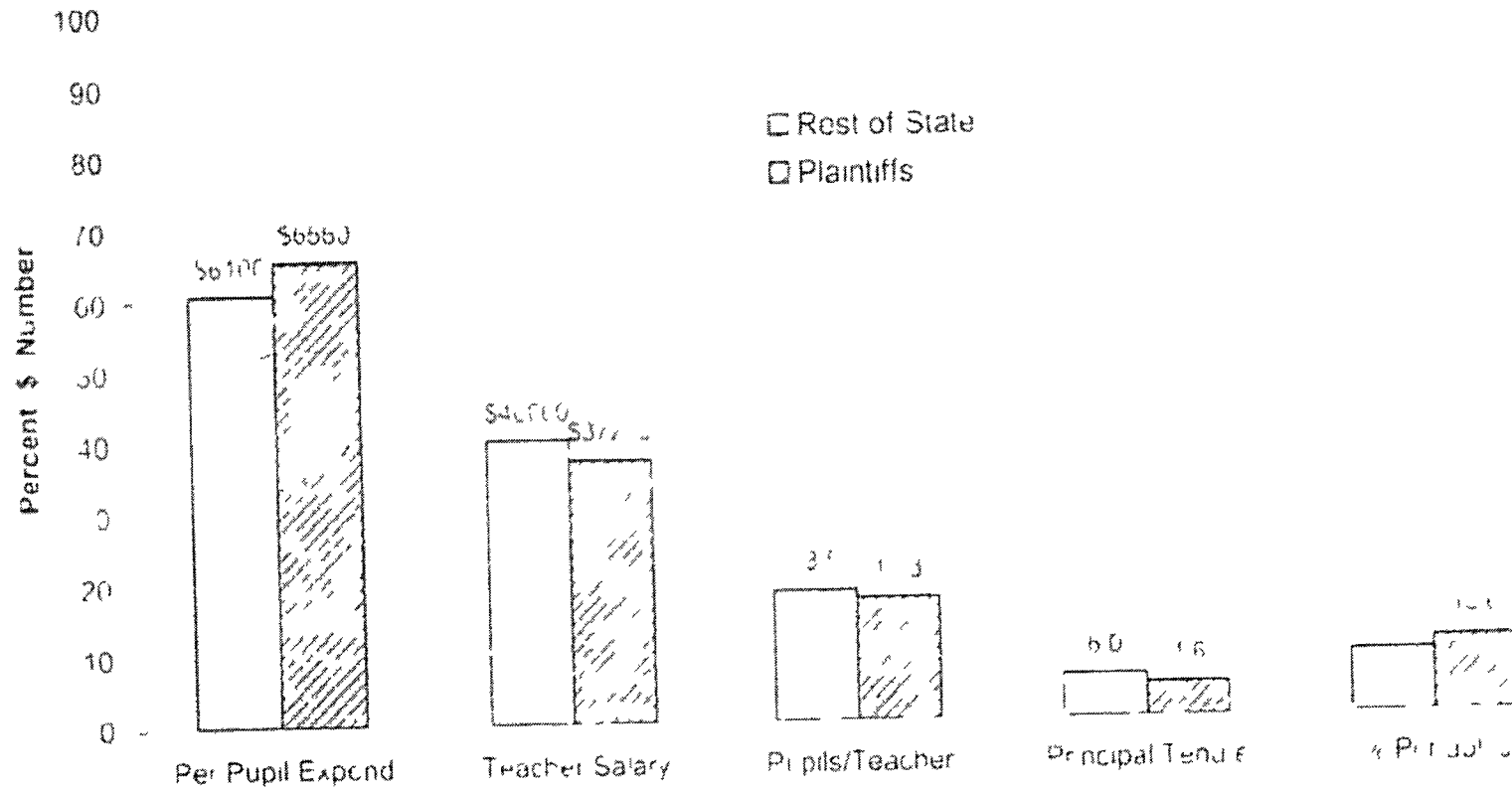
A 5 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE 2001 GRADE 6



A 6 ACHIEVEMENT GAP BETWEEN PLAINTIFF SCHOOLS AND REST OF STATE
2001 GRADE 7

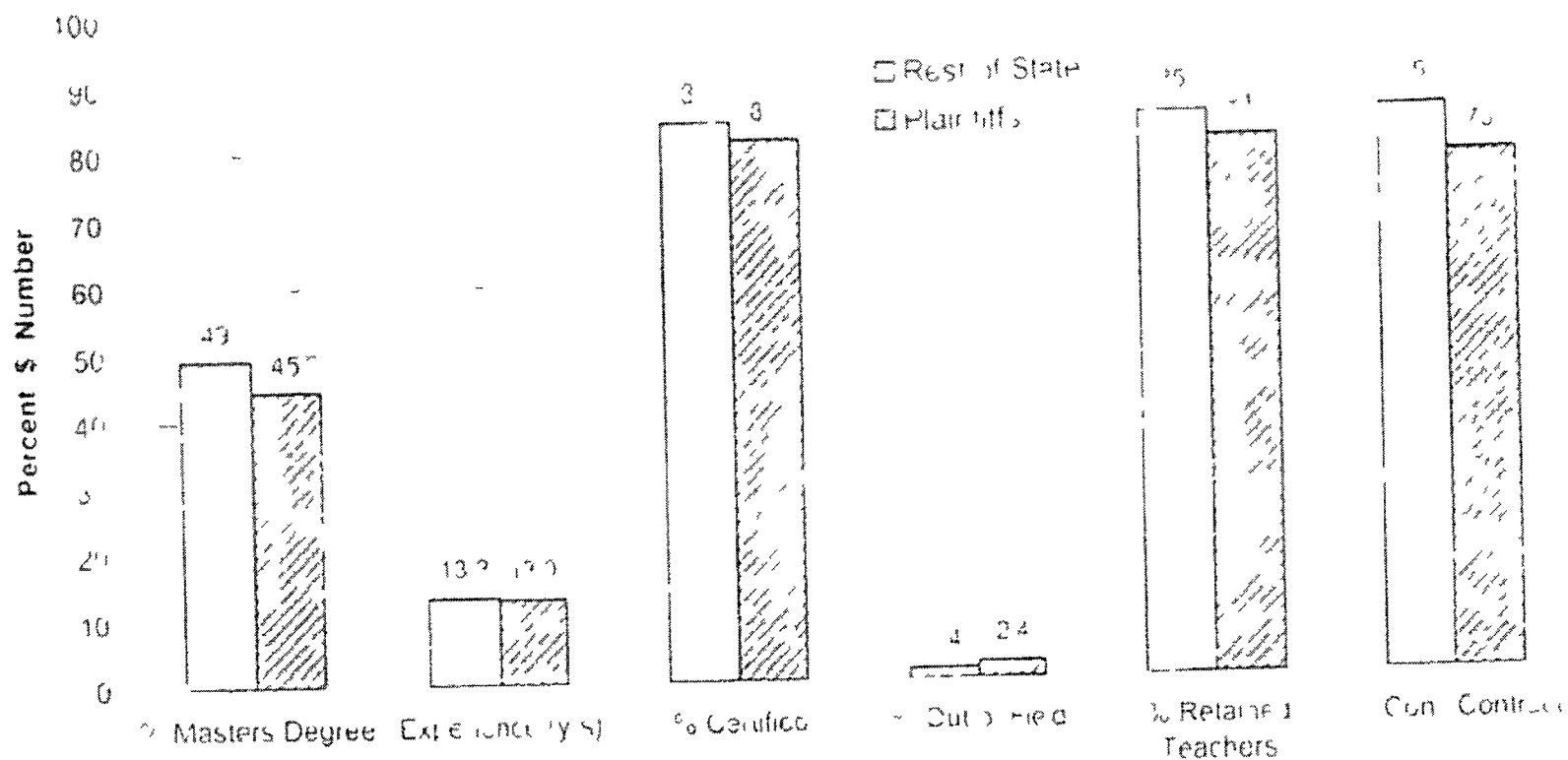


B 9 ELEMENTARY SCHOOL RESOURCES 2003

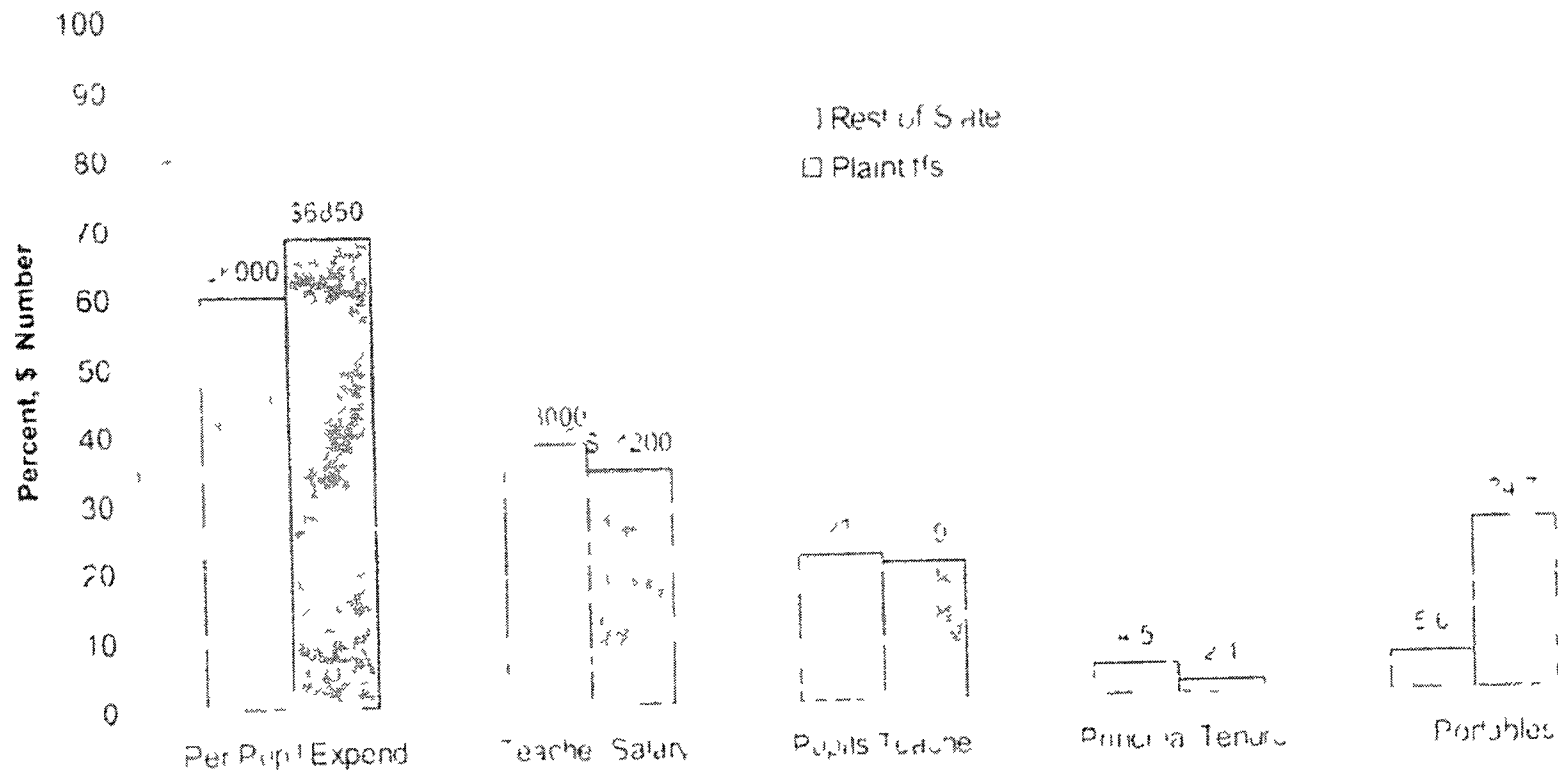


Sources for Slides 19 - 22 2003 SDE PACT Data and Employment Files

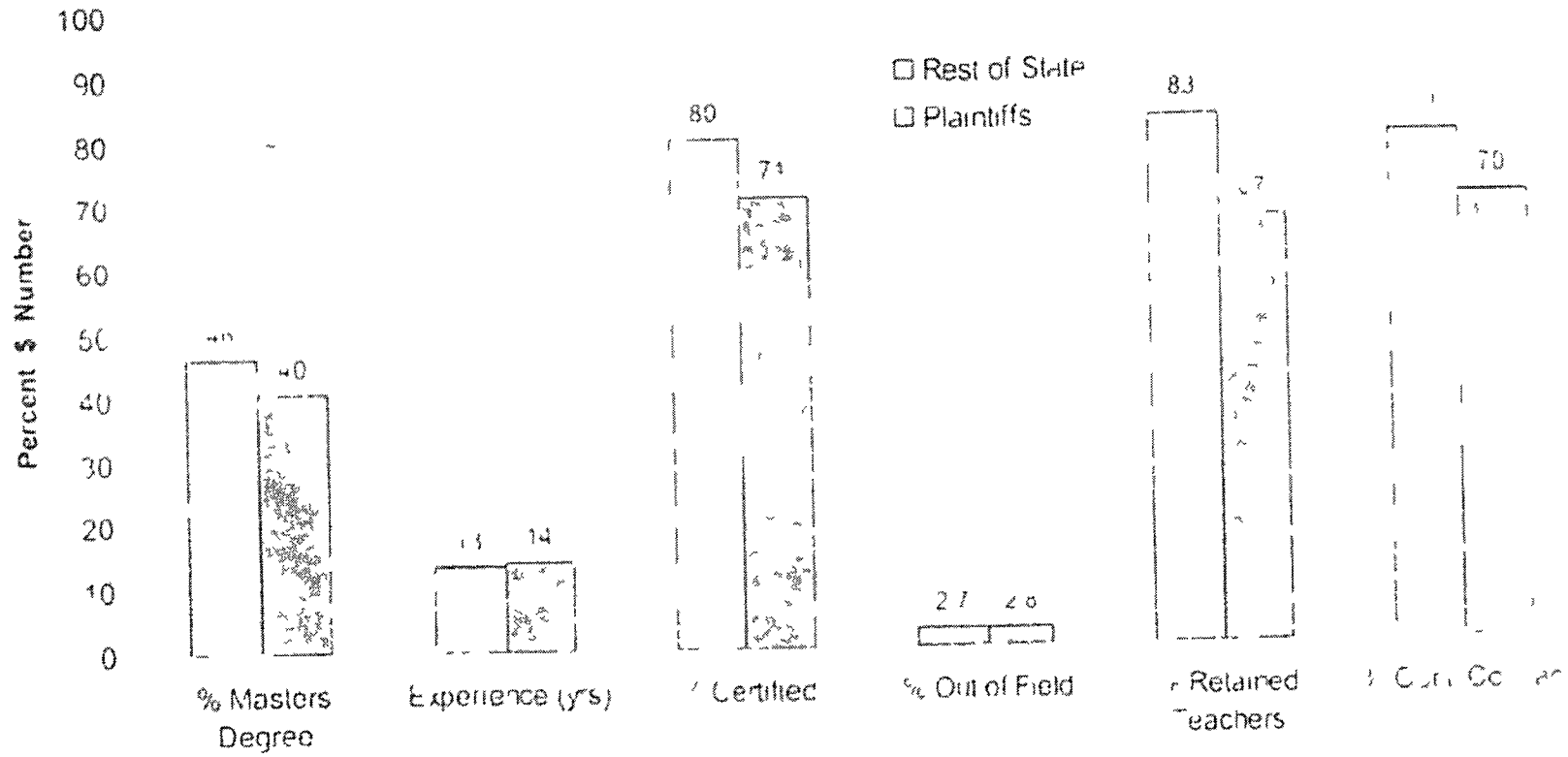
B 10 ELEMENTARY TEACHER CHARACTERISTICS 2003



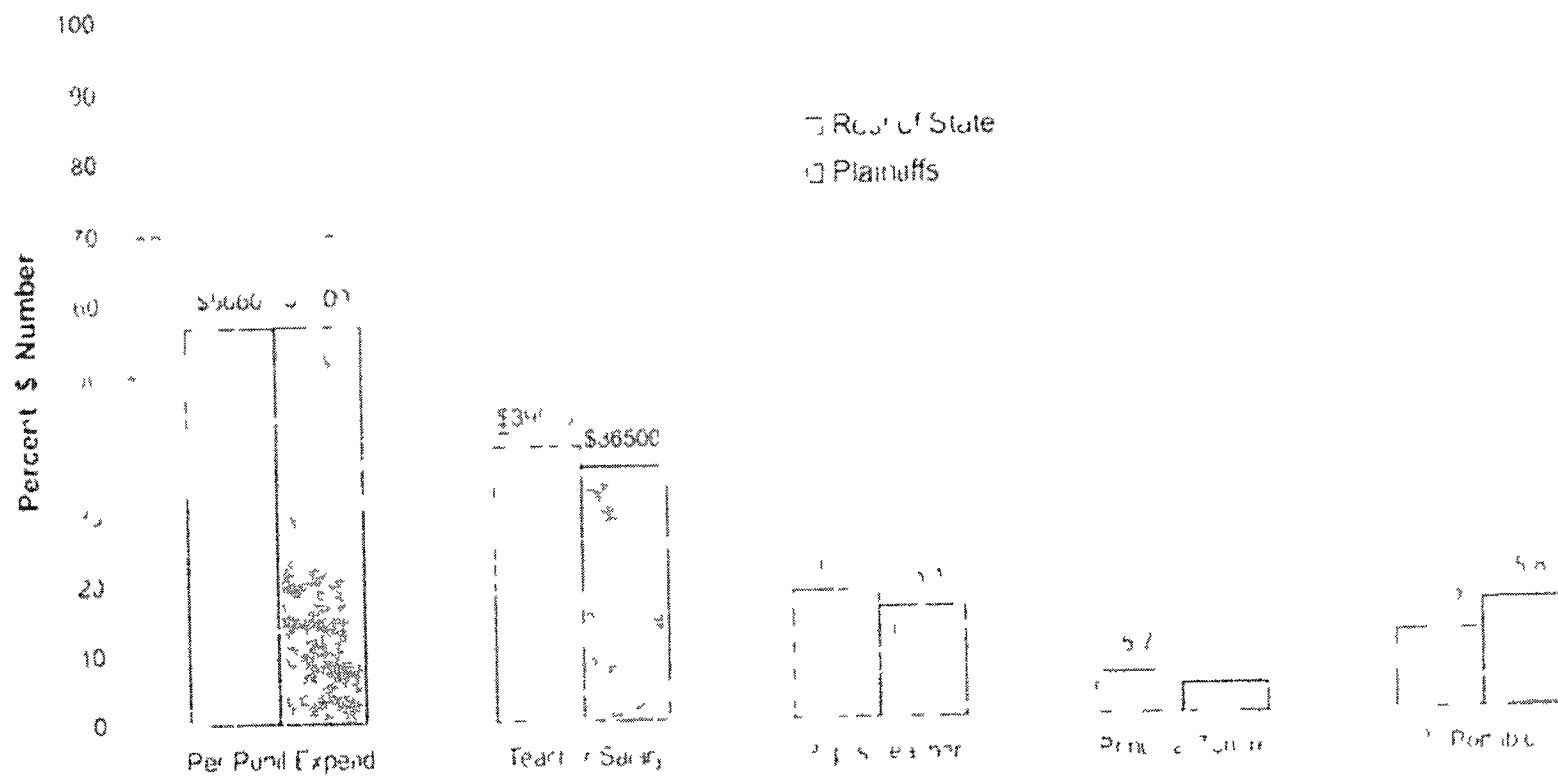
B 11 MIDDLE SCHOOL RESOURCES 2003



B 12 MIDDLE TEACHER CHARACTERISTICS 2003

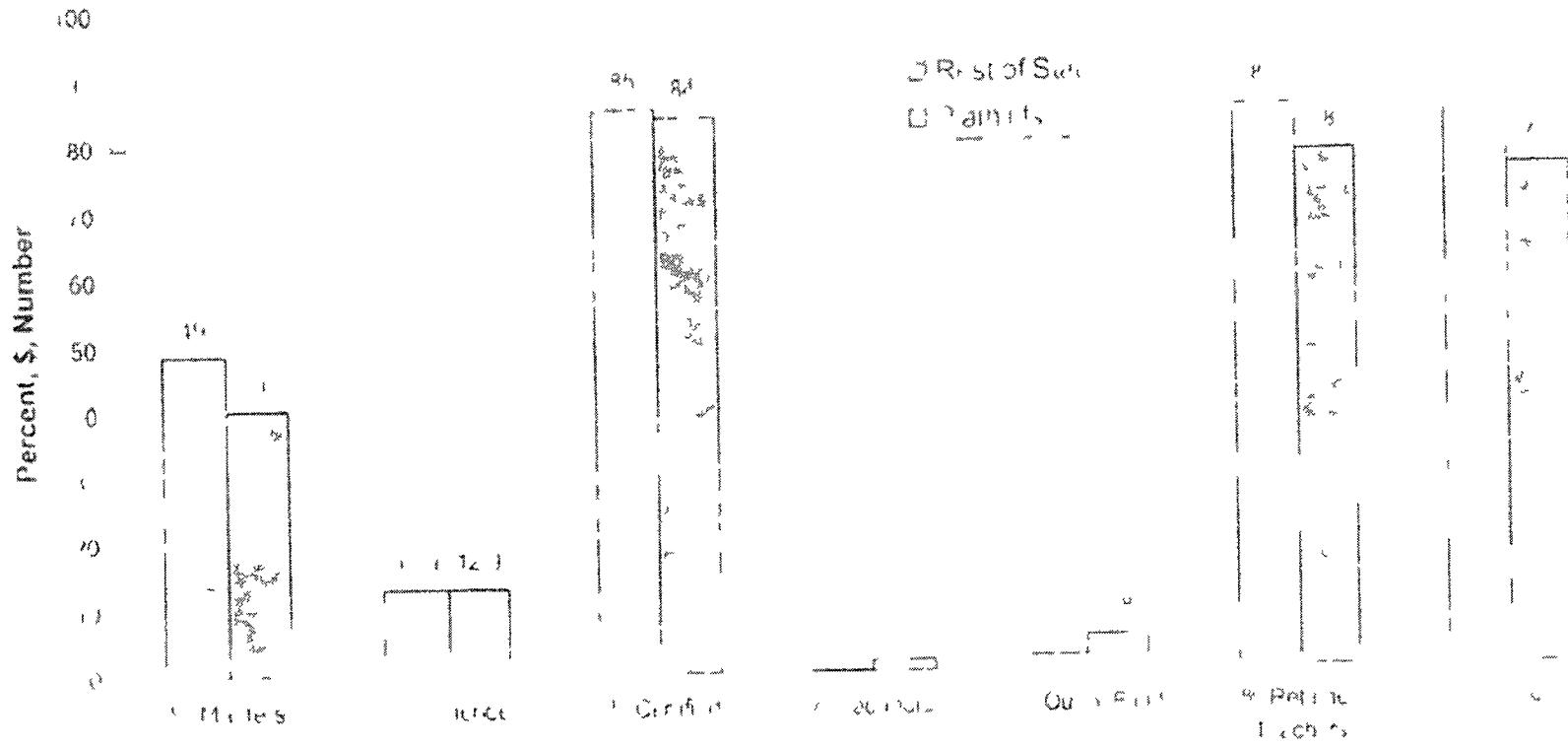


B 5 ELEMENTARY SCHOOL RESOURCES 2002

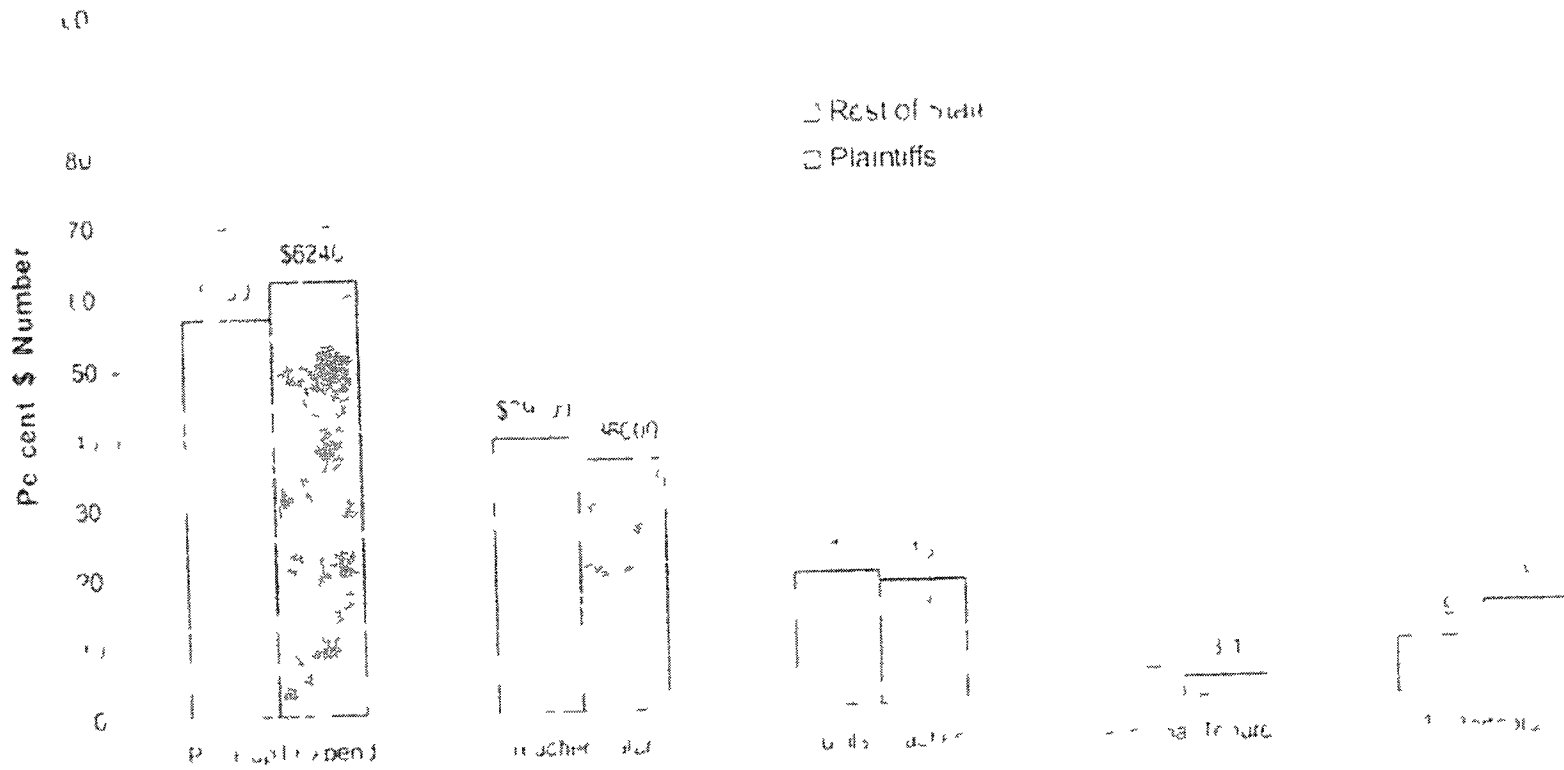


Sources for Slides 23 – 26 2002 SDE PACT Data and Employment Files

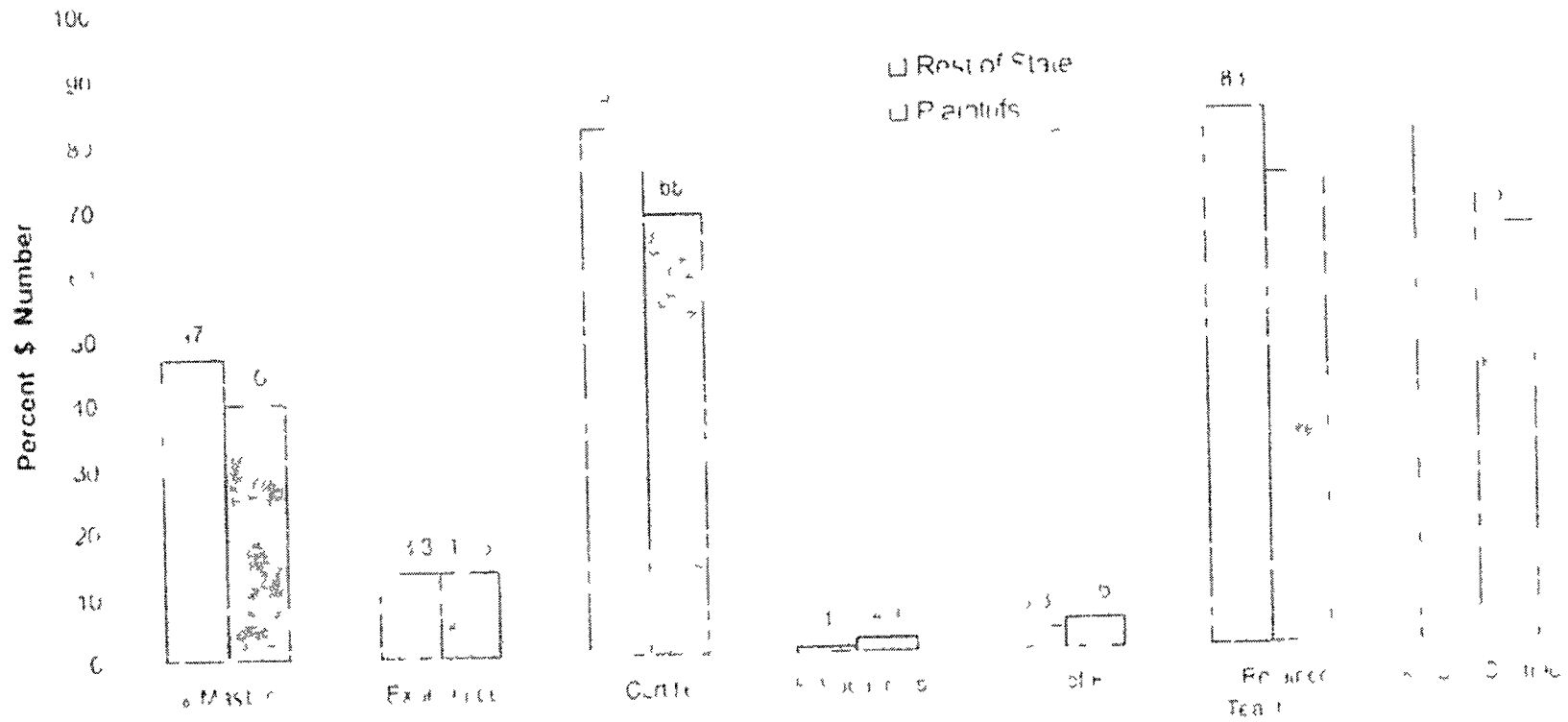
B 6 ELEMENTARY TEACHER CHARACTERISTICS 2002



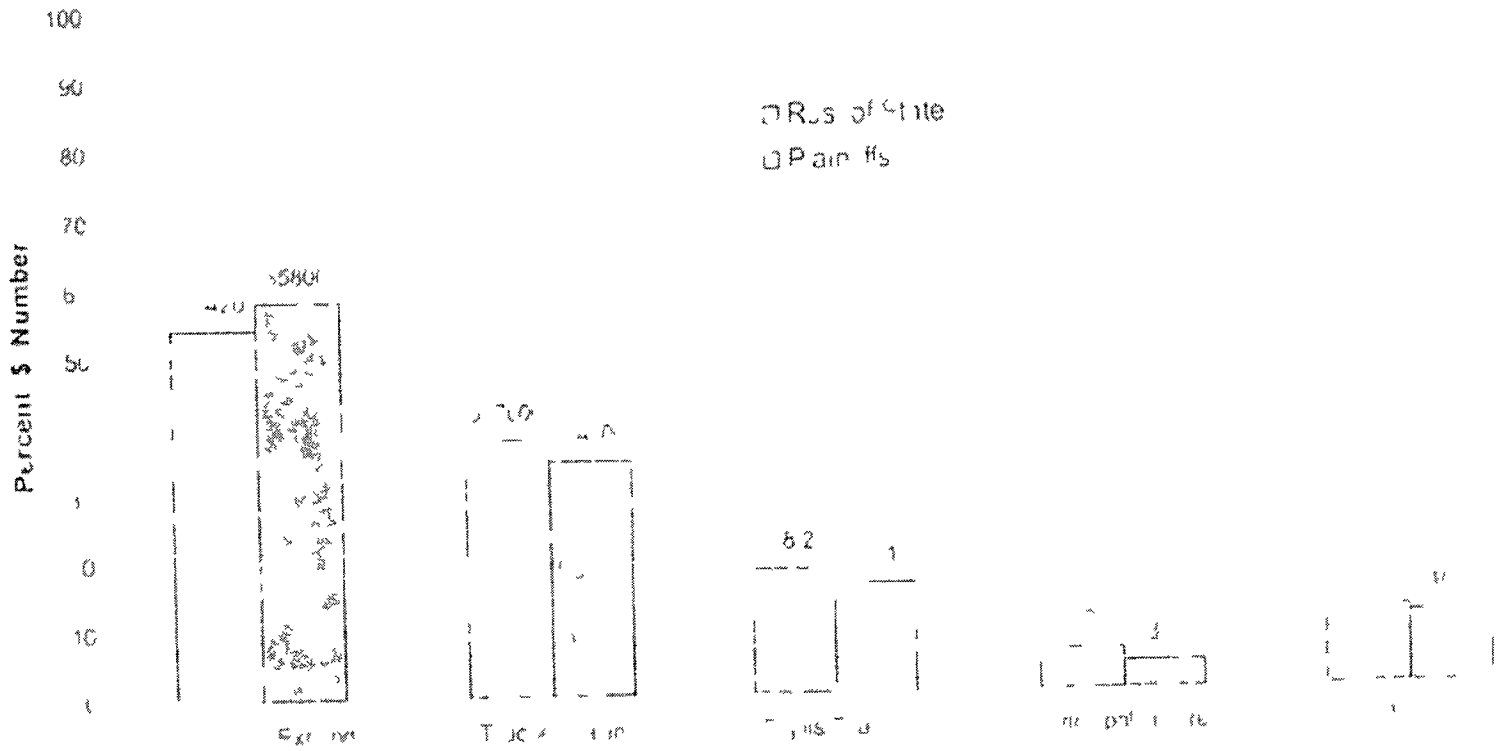
8.7 MIDDLE SCHOOL RESOURCES 2002



B 8 MIDDLE SCHOOL TEACHER CHARACTERISTICS, 2002



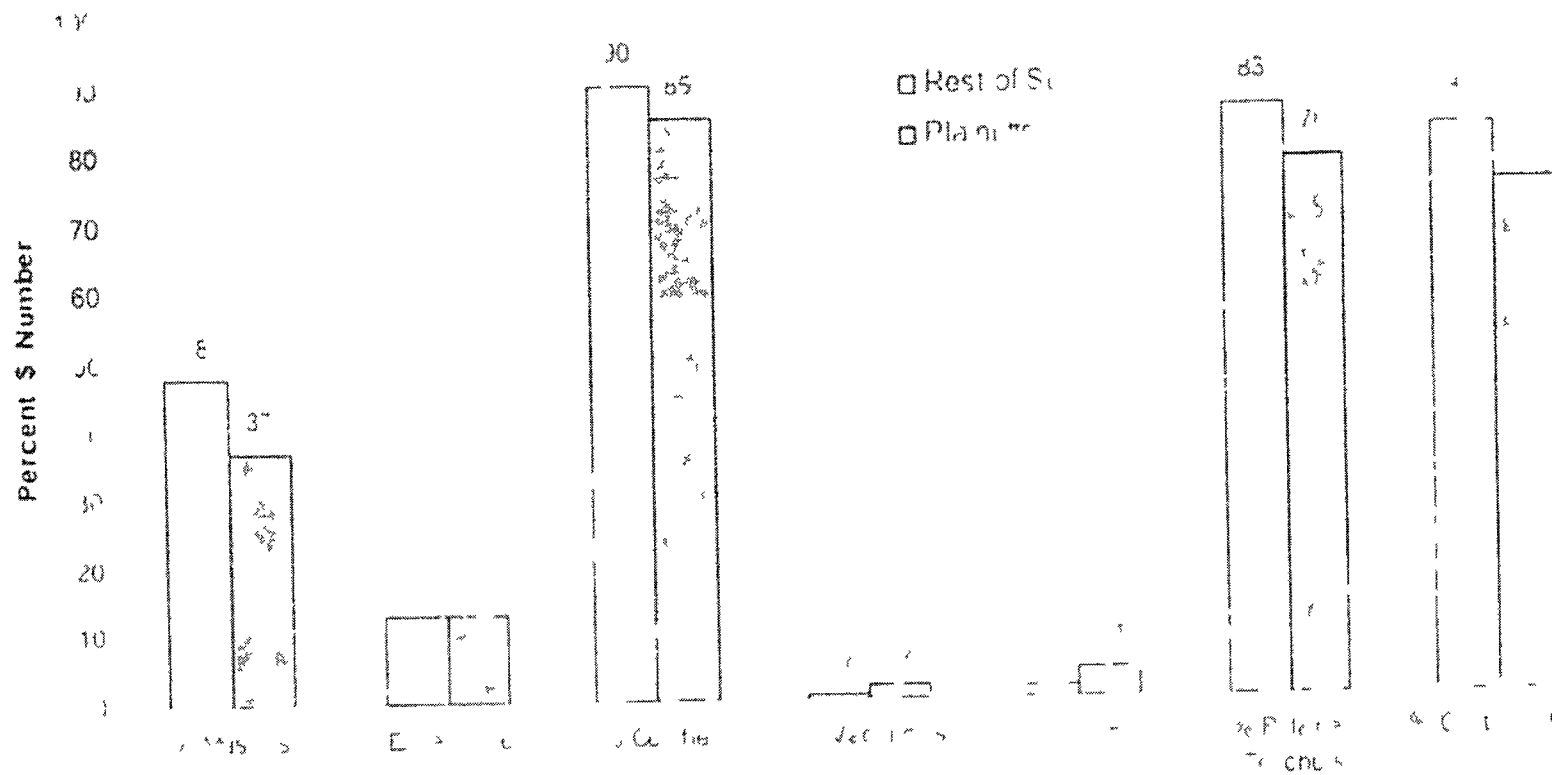
B 1 ELEMENTARY SCHOOL RESOURCES 2001



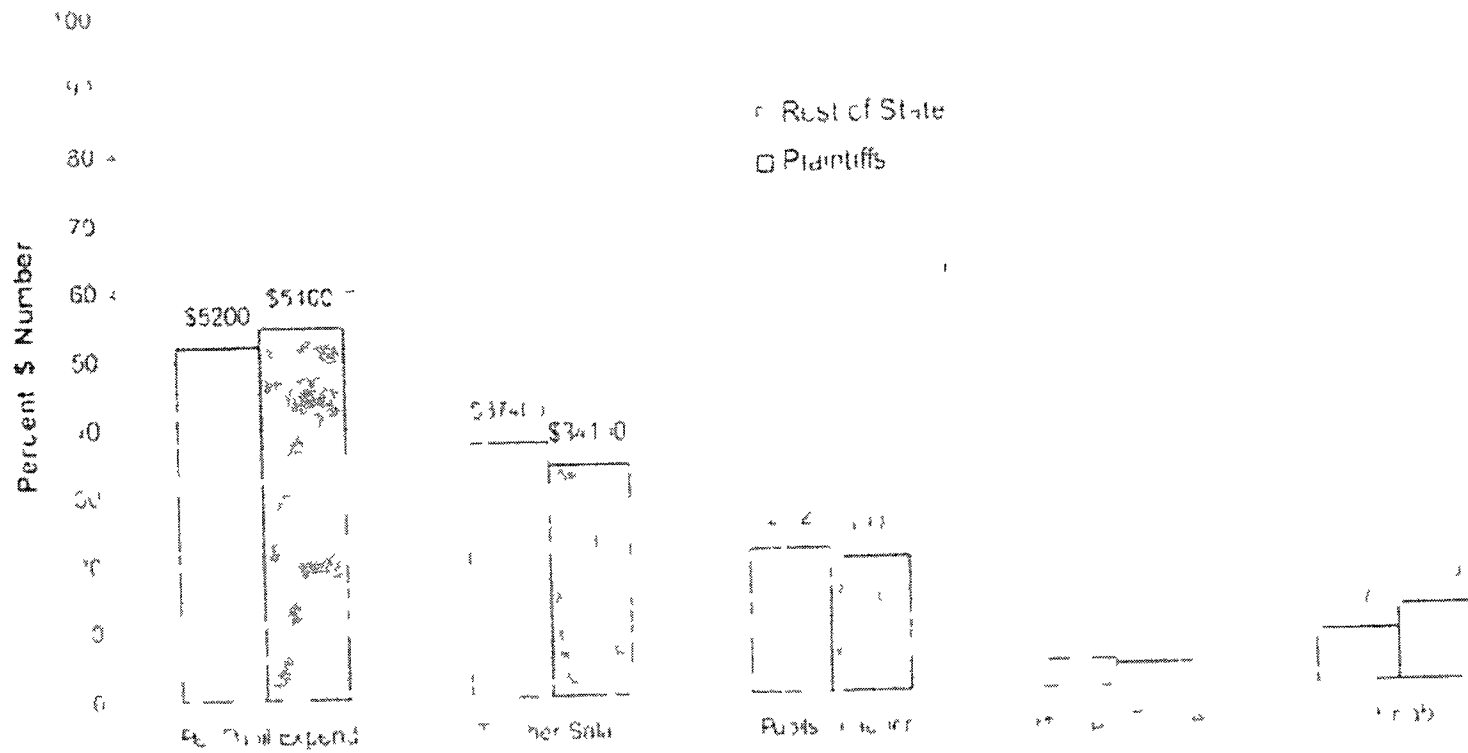
Sources Slides 27 - 30 2001 SDE PACT Data and Employment Files

REC040231

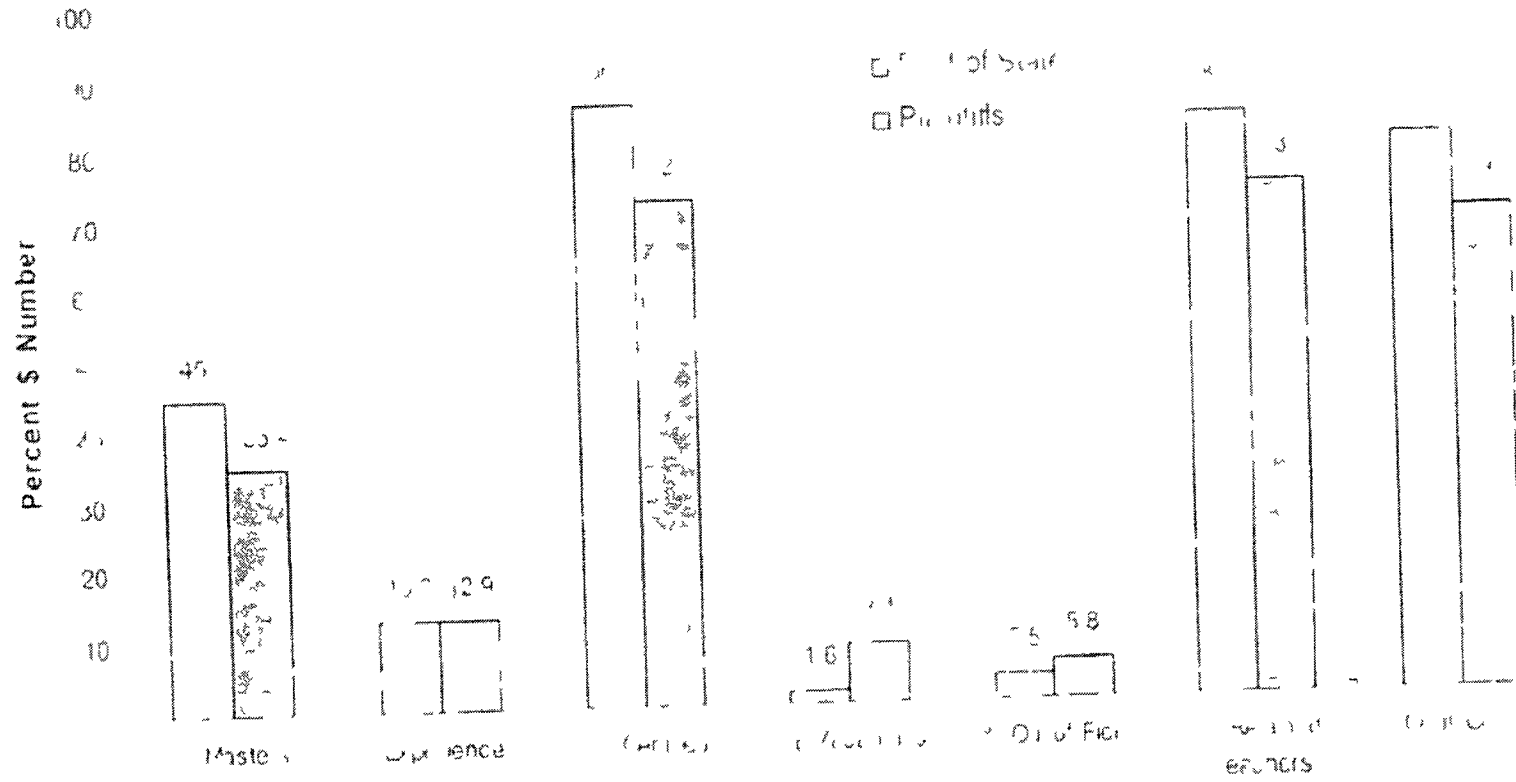
B.2 ELEMENTARY TEACHER CHARACTERISTICS 2001



B3 MIDDLE SCHOOL RESOURCES 2001



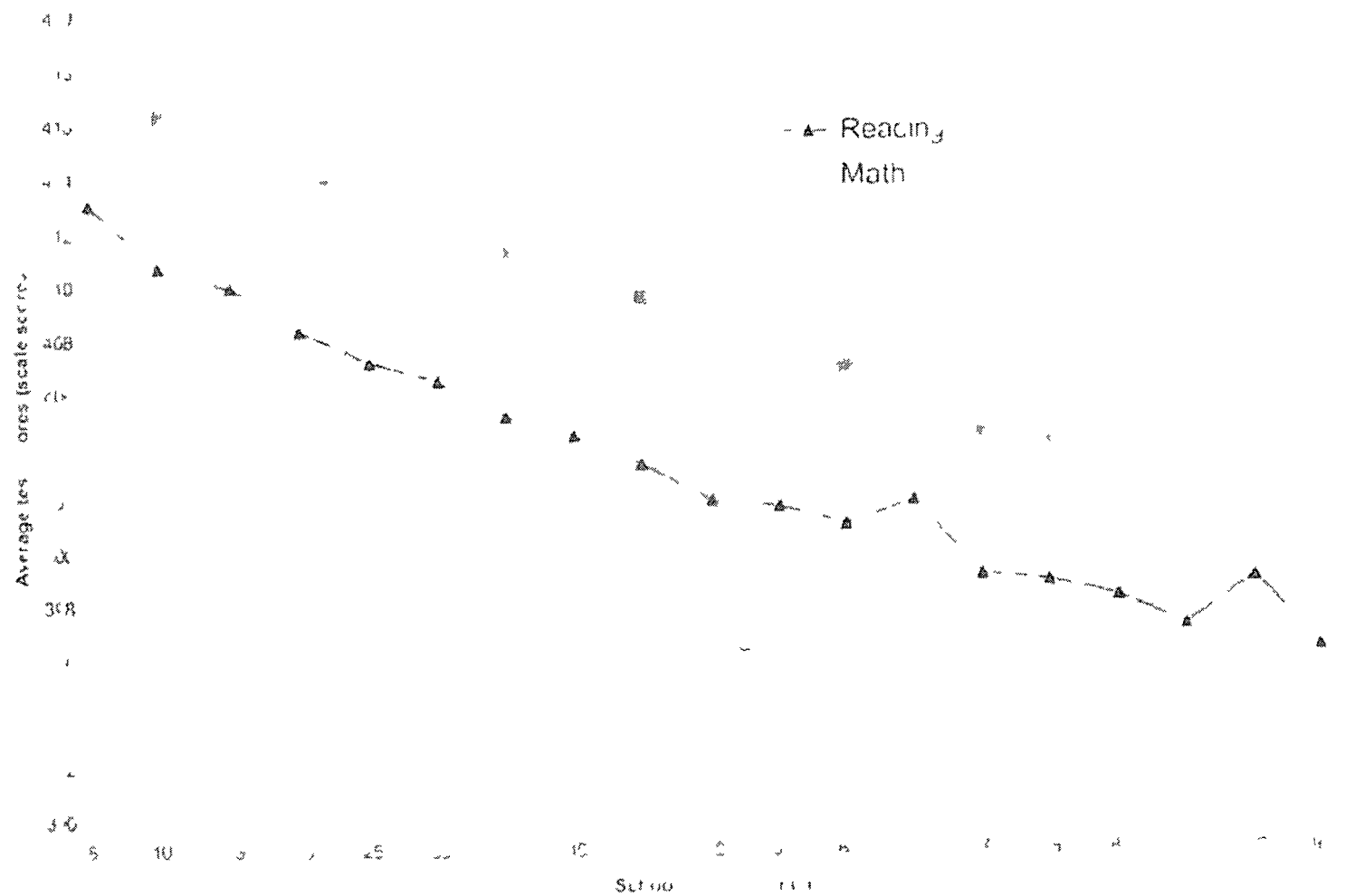
B 4 MIDDLE SCHOOL TEACHER CHARACTERISTICS 2001



30

	READING/LANGUAGE SCORES			MATH SCORES		
			Standardized			Standardized
Resource	Effect	Significance	Effect	Effect	Significance	Effect
ELEMENTARY SCHOOLS						
Free lunch	161	p< .001	735	- 173	p< .001	722
Teacher characteristic						
Pupils per teacher	006	ns	003	044	ns	025
% MA or above	011	ns	030	018	ns	044
% Continuing contract	001	ns	003	039	ns	069
% Out of field	122	p= .026	066	211	p< .001	103
% Returning	001	ns	002	027	ns	037
Experience yrs	065	ns	034	048	ns	023
% Certified	075	p= .005	128	041	ns	064
School resource						
Expenditures (000s)	107	ns	026	114	ns	025
Teacher salary(000s)	133	p= .021	073	102	ns	051
Principal experience	038	ns	043	044	ns	046
% Portables	002	ns	008	011	ns	034
Number of schools	537					
MIDDLE SCHOOLS						
Free lunch	196	p< .001	804	230	p< .001	789
Teacher characteristic						
Pupils per teacher	062	ns	049	034	ns	022
% MA or above	018	ns	042	013	ns	025
% Continuing contract	018	ns	045	004	ns	009
% Out of field	069	ns	045	031	ns	017
% Returning	040	ns	069	083	ns	091
Experience yrs	107	ns	053	129	ns	053
% Certified	038	ns	077	010	ns	016
School resource						
Expenditures (000s)	083	ns	028	032	ns	009
Teacher salary (000s)	077	ns	038	051	ns	021
Principal experience	098	ns	076	233	p< .001	148
% Portables	028	ns	067	003	ns	005
Number of schools	221					
Effect is opposite from expected						
Sources for Slides 31 – 55 –2003 SDE-PACT-Data and Employment Files						

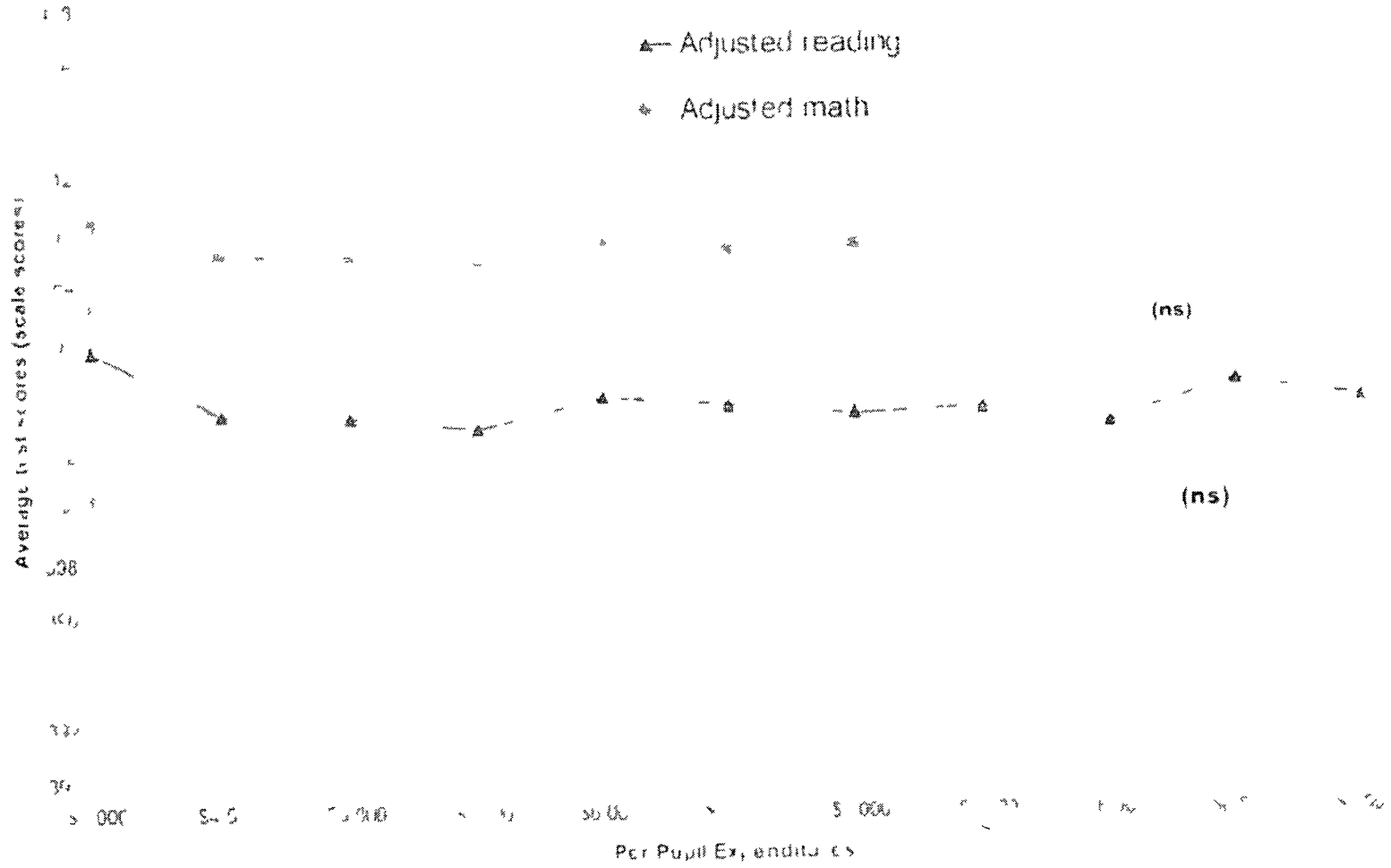
E 1 ELEMENTARY ACHIEVEMENT BY FREE LUNCH 2007 GRADES 3-5



E 2 ELEMENTARY ACHIEVEMENT BY PER PUPIL EXPENDITURES 2003 GRADES 3-5

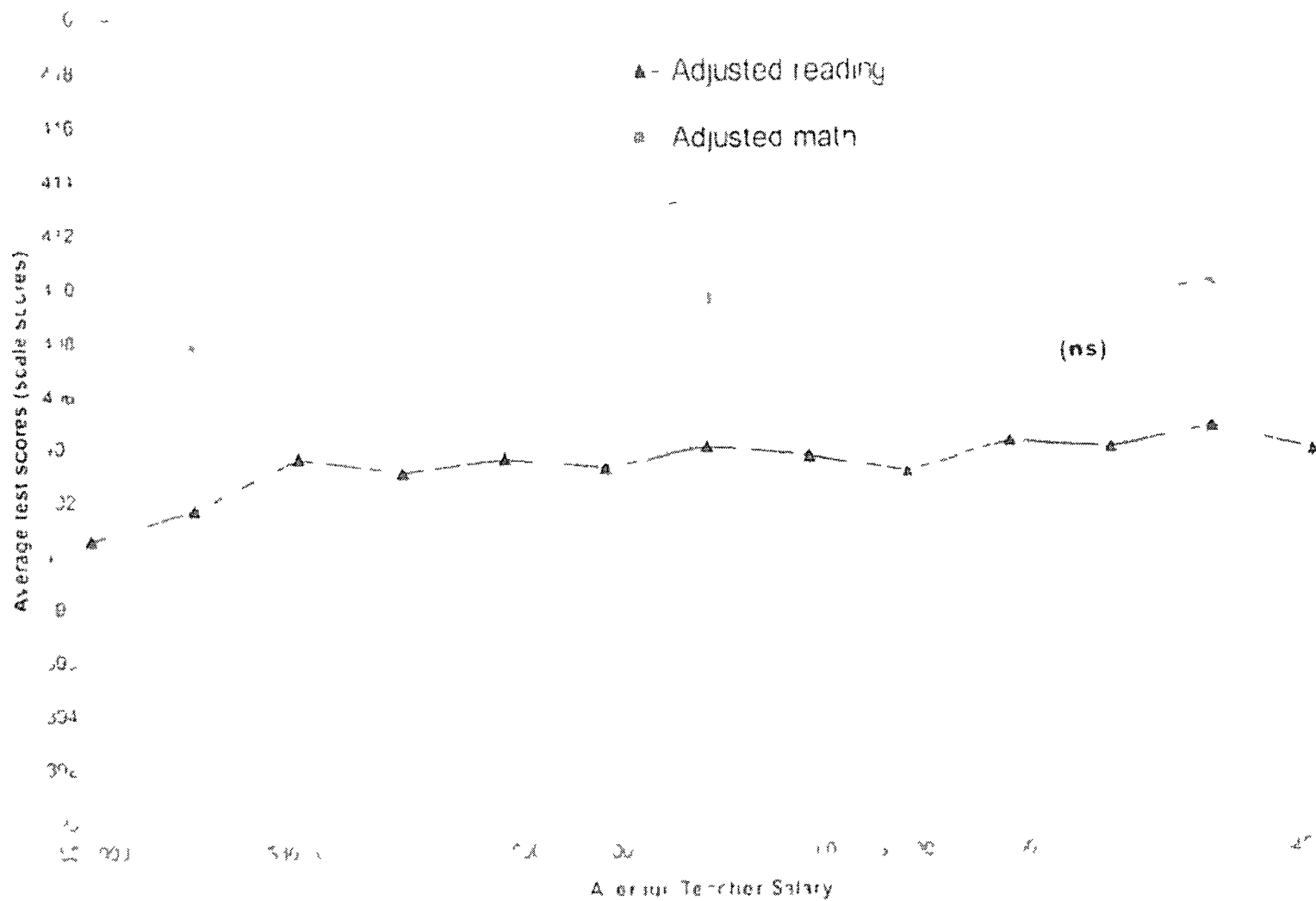
NFF 3242 0030

REC040237



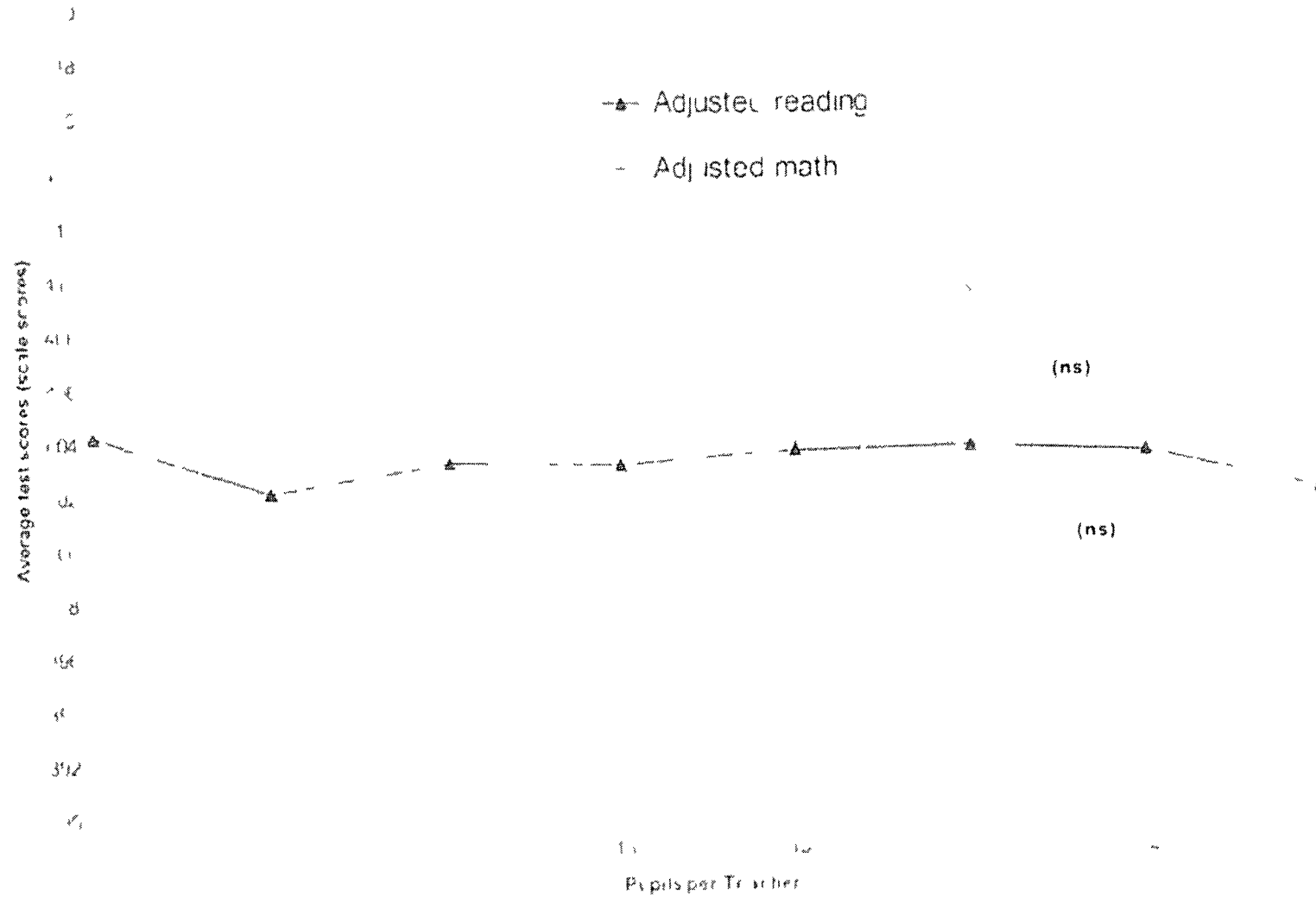
E 3 ELEMENTARY ACHIEVEMENT BY TEACHER SALARY 2003 GRADES 3-5

10/1/04 10:42:00 AM



REC040238

E 4 FIFTH GRADE ACHIEVEMENT BY PUPIL-TEACHER RATIO 2003 GRADES 3-5

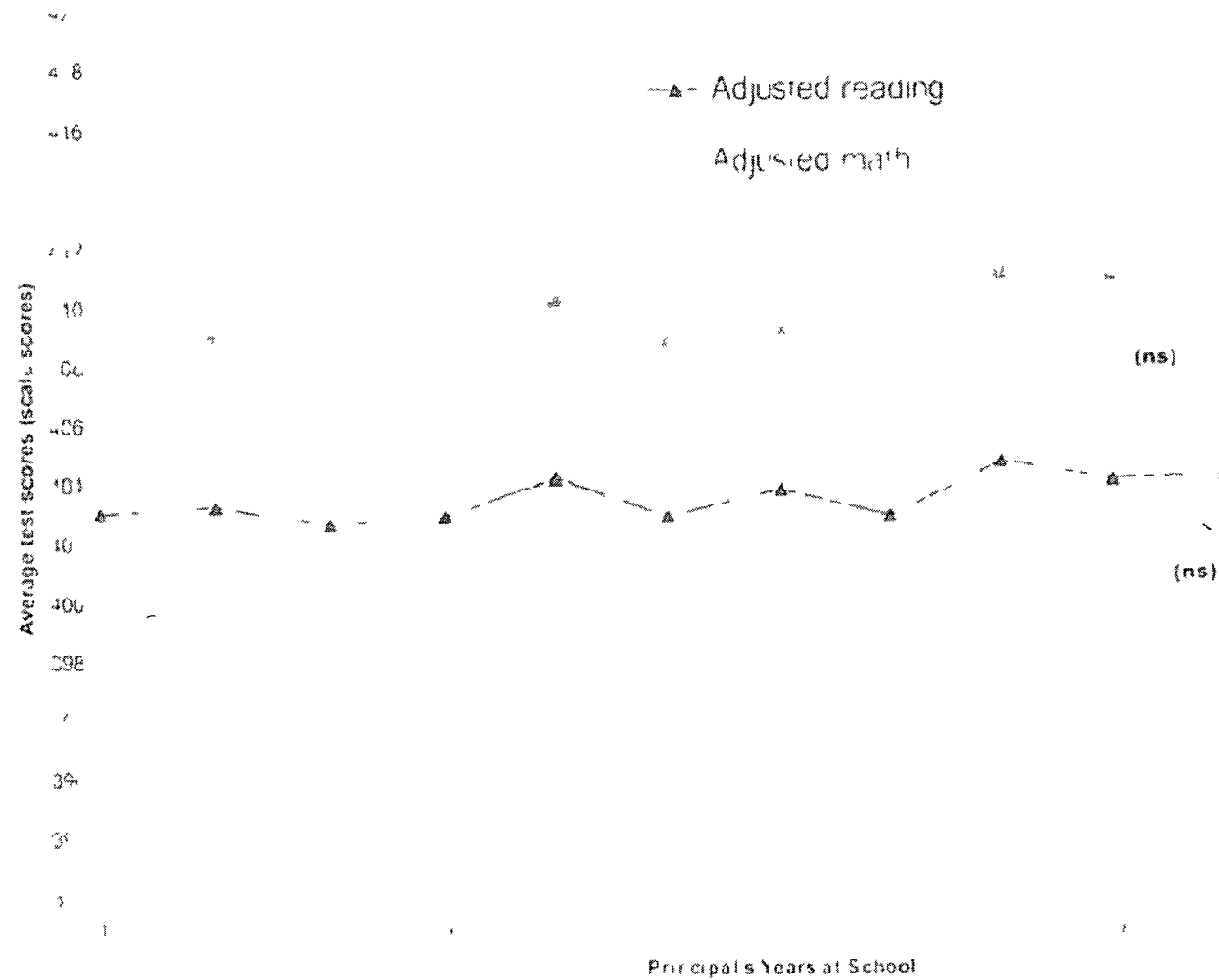


REC-342003

REC040230

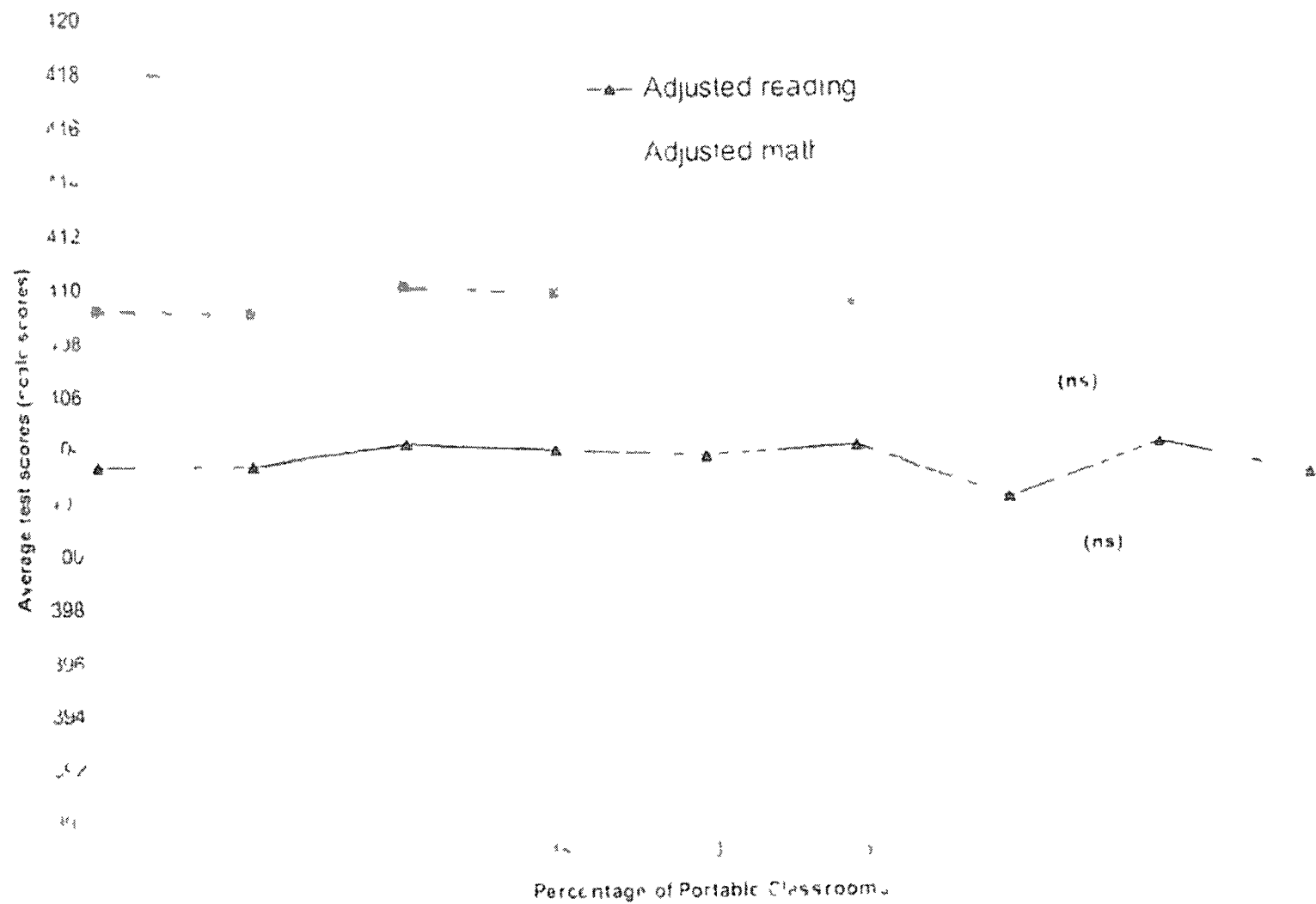
E 5 ELEMENTARY ACHIEVEMENT BY PRINCIPAL'S TENURE 2003 GRADES 3-5

REC- 3042 0036

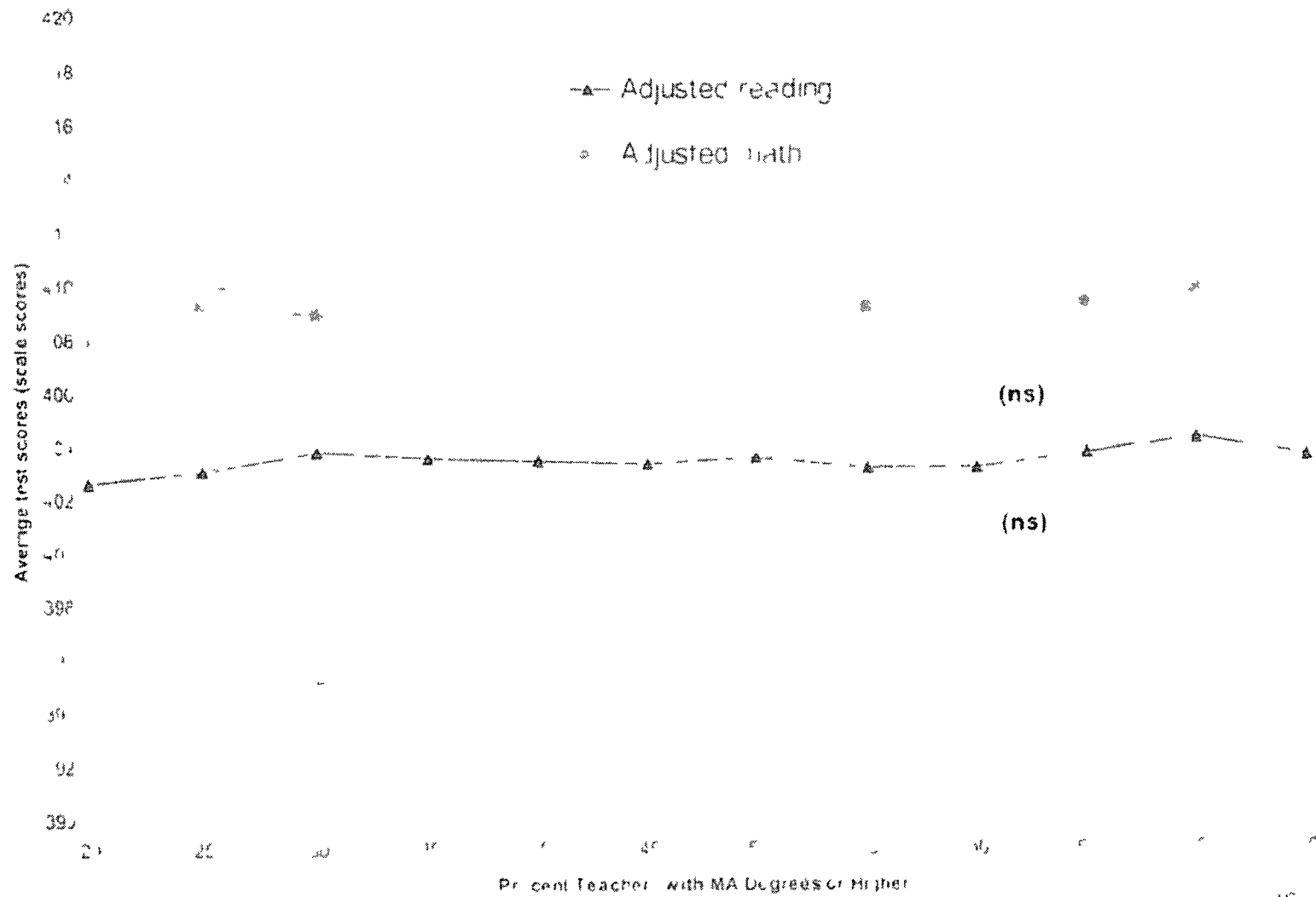


REC040240

E 6 ELEMENTARY ACHIEVEMENT BY PORTABLE CLASSROOMS 2003 GRADES 3-5

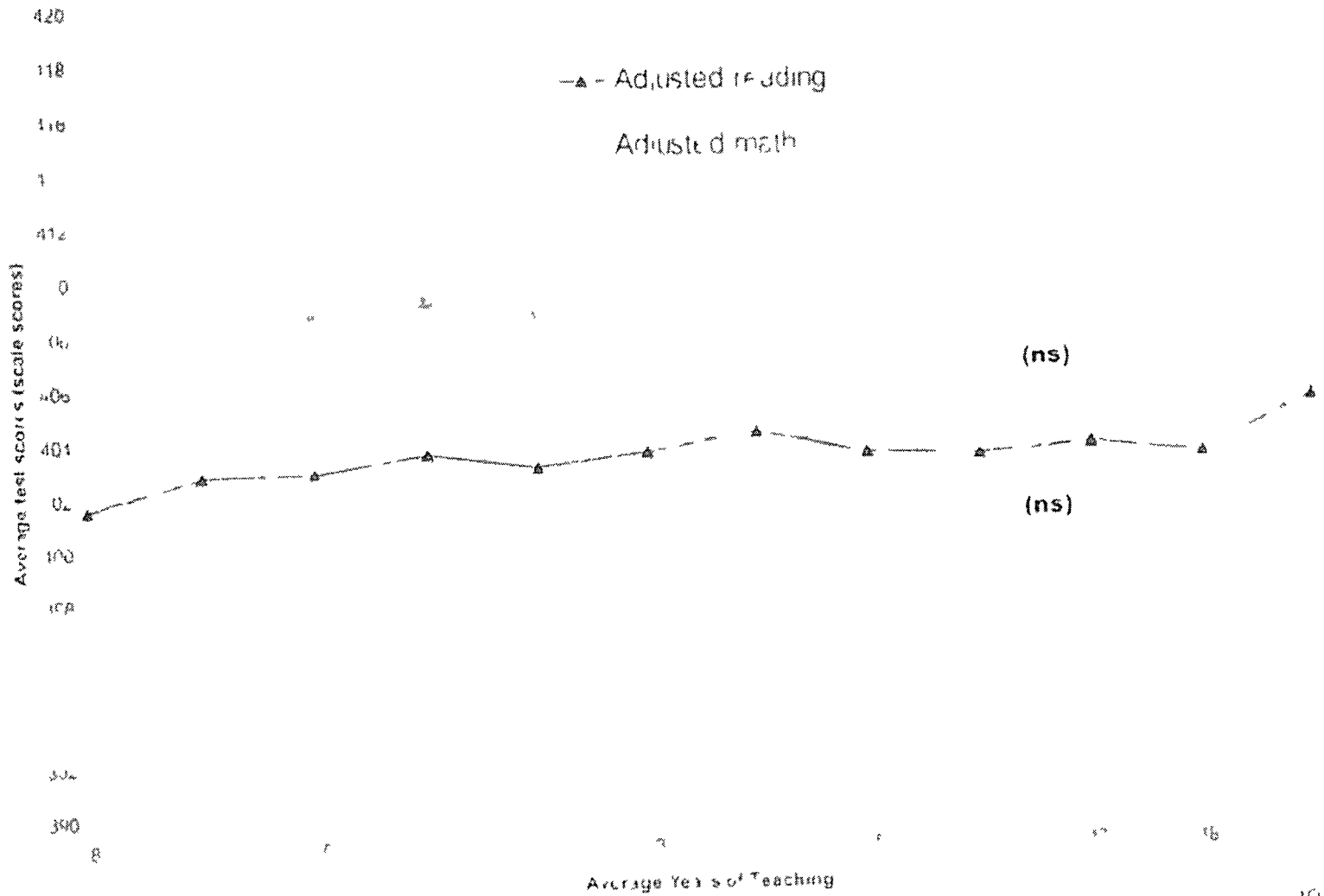


7 ELEMENTARY ACHIEVEMENT BY TEACHER EDUCATION 1003 GRADES 3-5



4.8 ELEMENTARY ACHIEVEMENT BY TEACHER EXPERIENCE 2003 GRADES 3-5

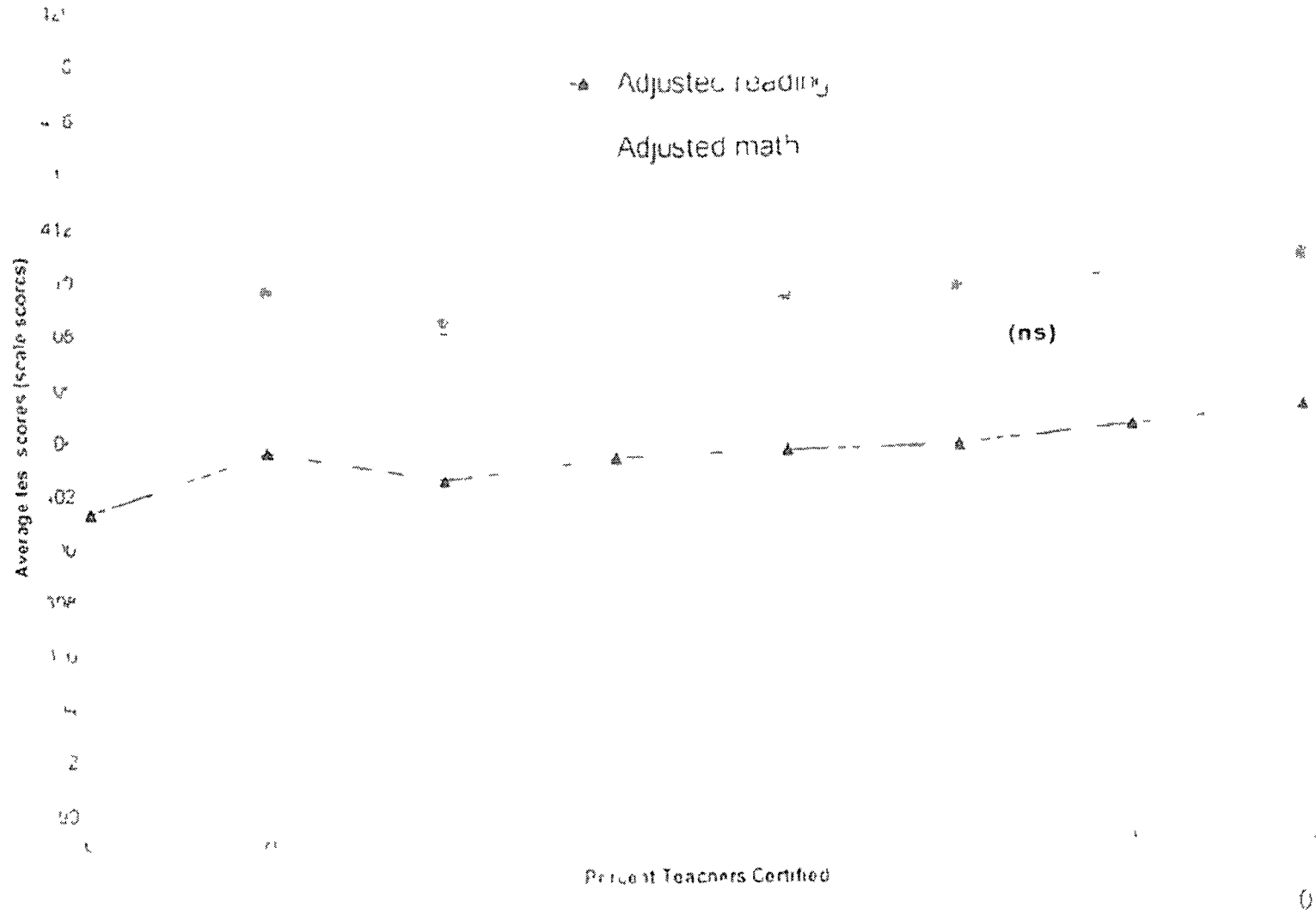
DEF 3312 0130



REC040243

E 9 ELEMENTARY ACHIEVEMENT BY TEACHER CERTIFICATION 2003 GRADES 3-5

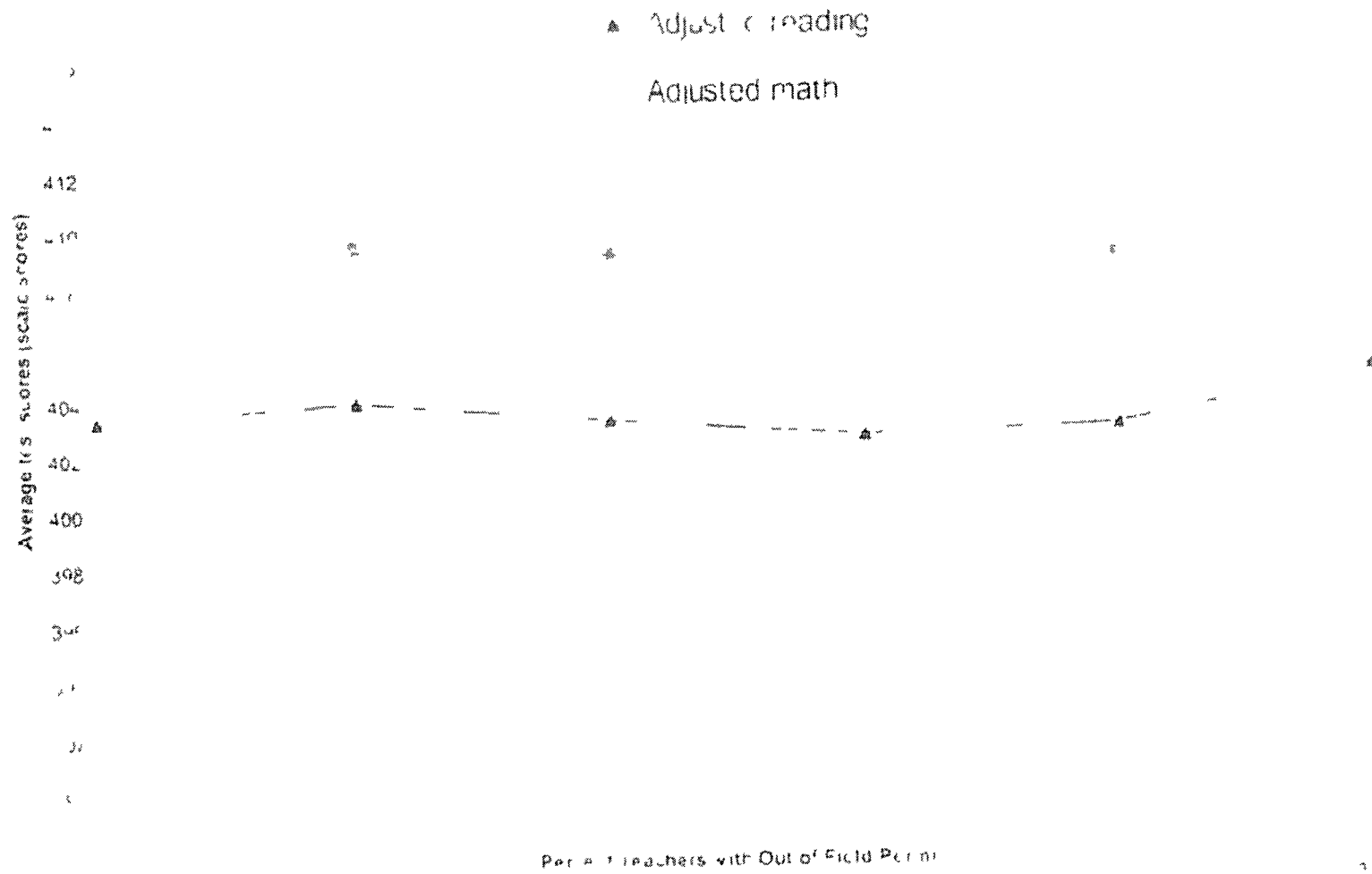
DET F_3342-0040



REC040244

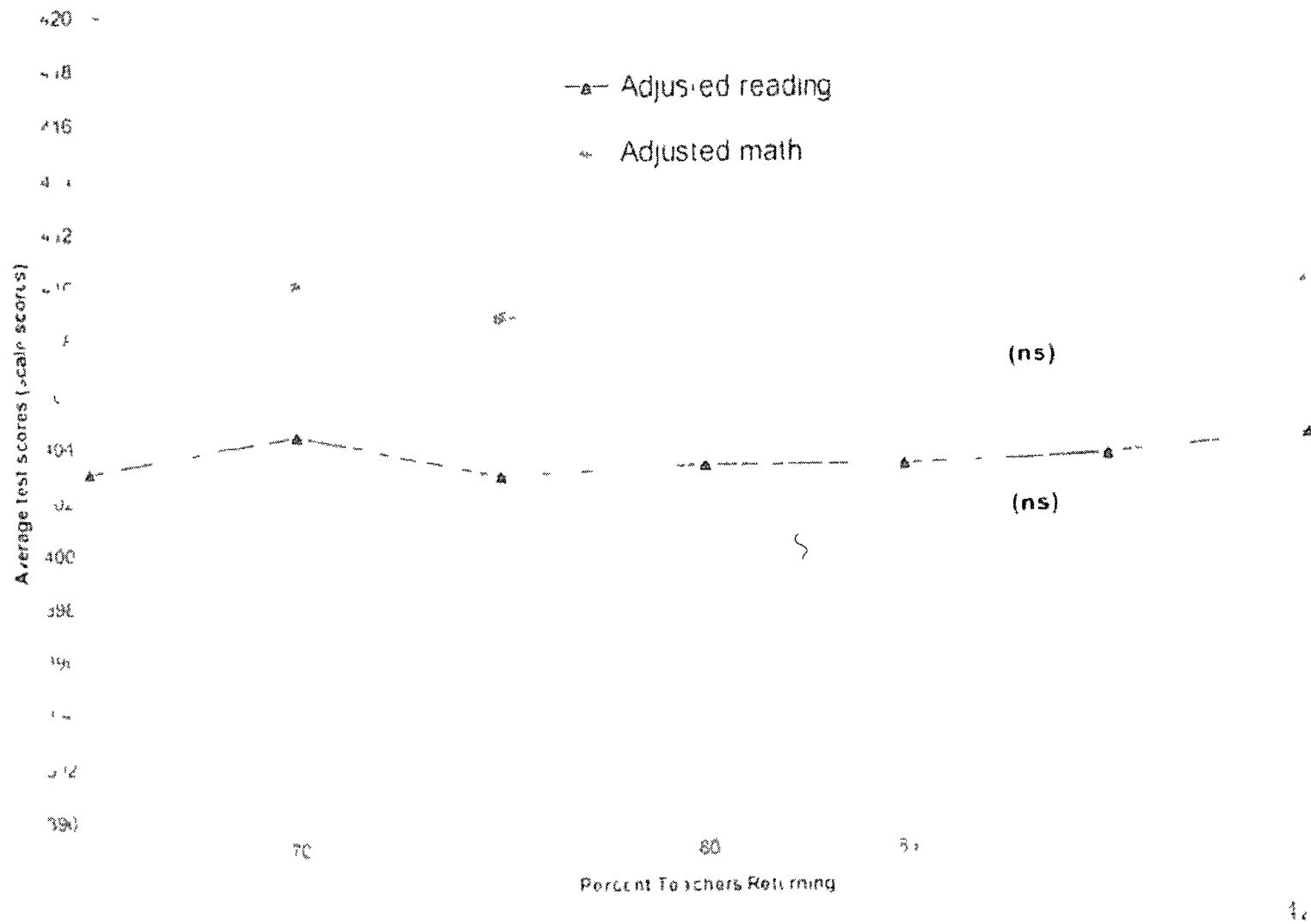
F 10 ELEMENTARY ACHIEVEMENT BY TEACHERS OUT OF FIELD 2003 GRADES 3-5

REC 0042-0041



REC040245

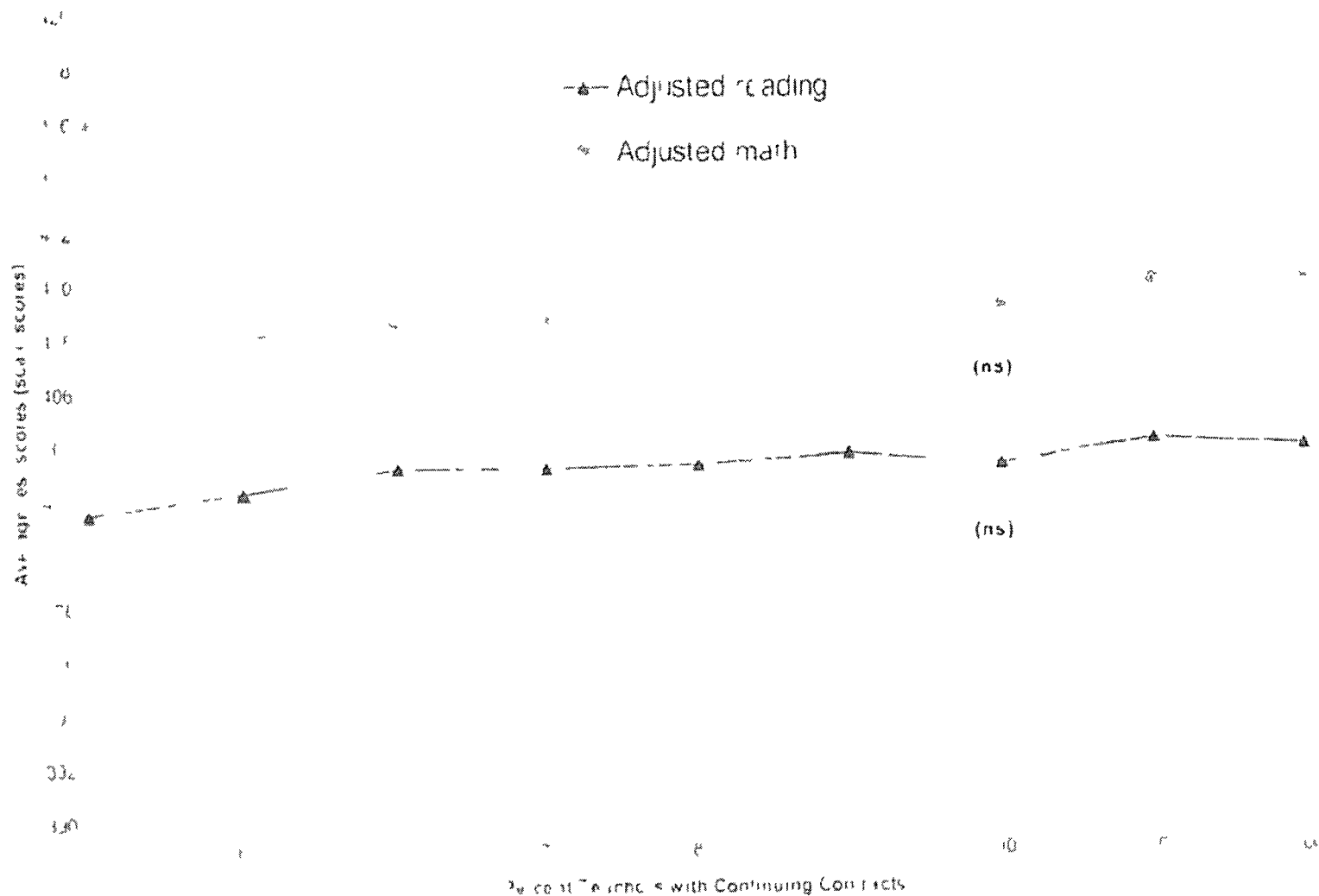
E 11 ELEMENTARY ACHIEVEMENT BY TEACHER RETENTION 2003 GRADES 3-5



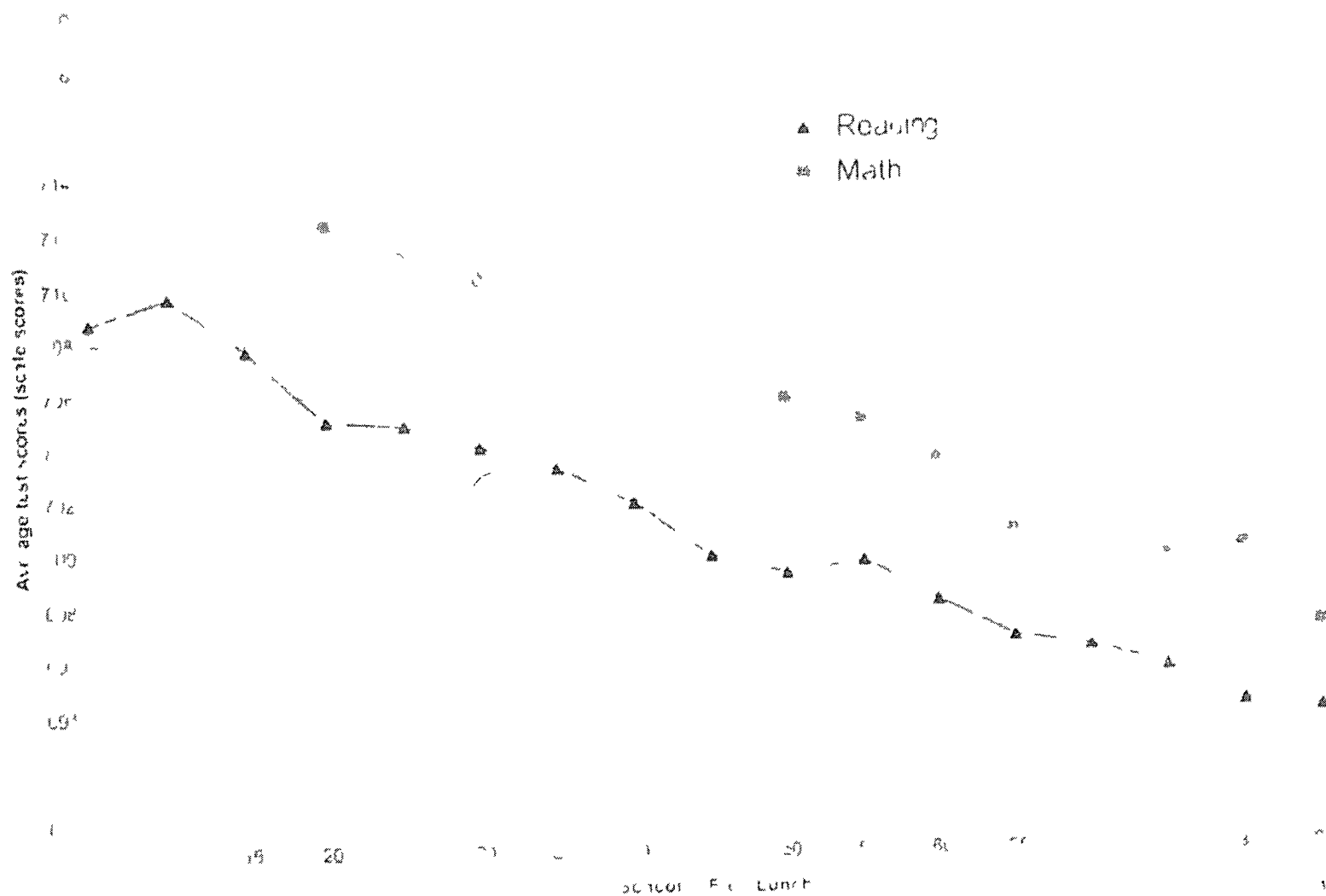
E 12 ELEMENTARY ACHIEVEMENT BY TEACHER CONTRACT STATUS 2003 GRADES 3-5

DEF 3020043

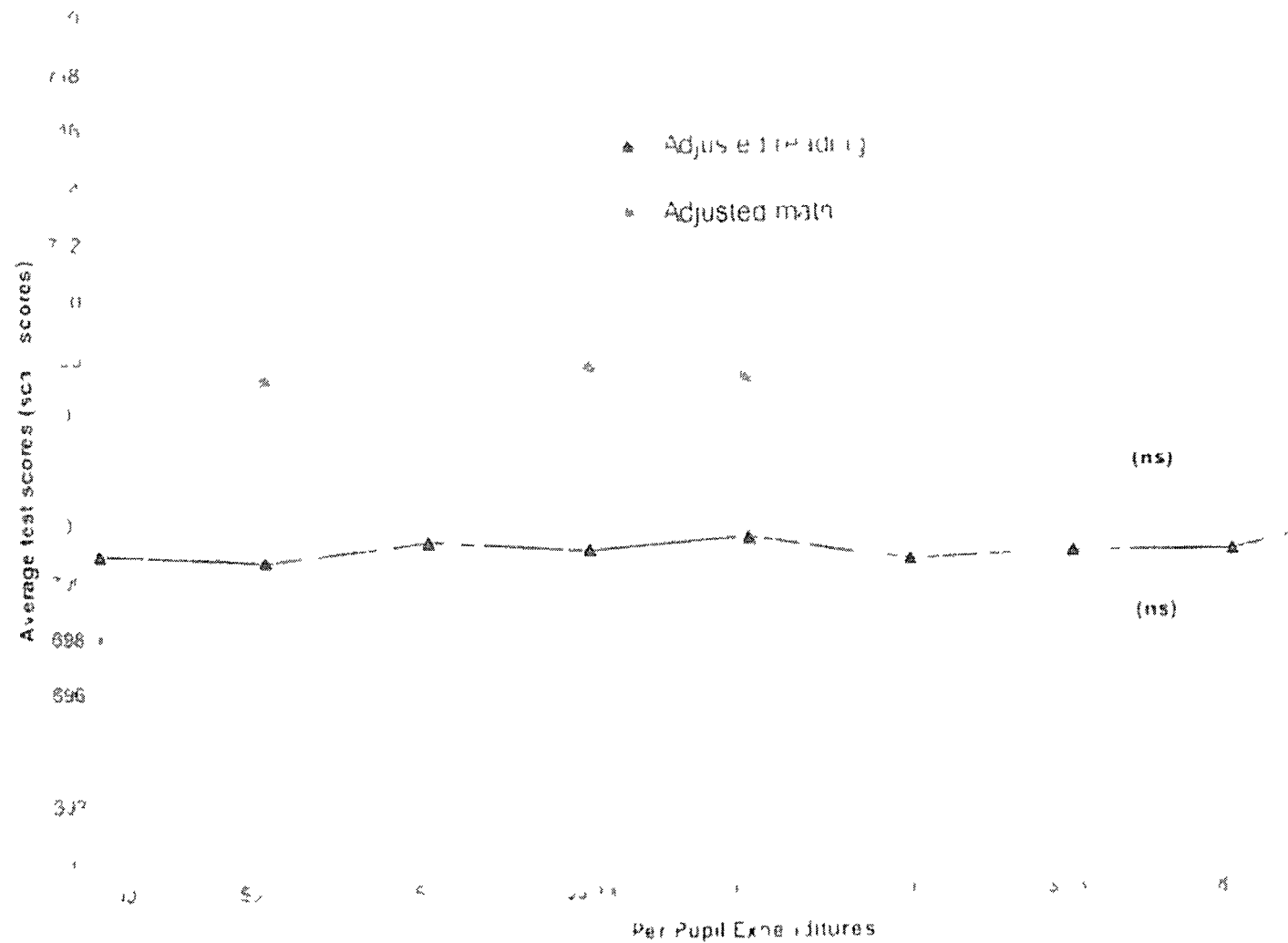
REC040247



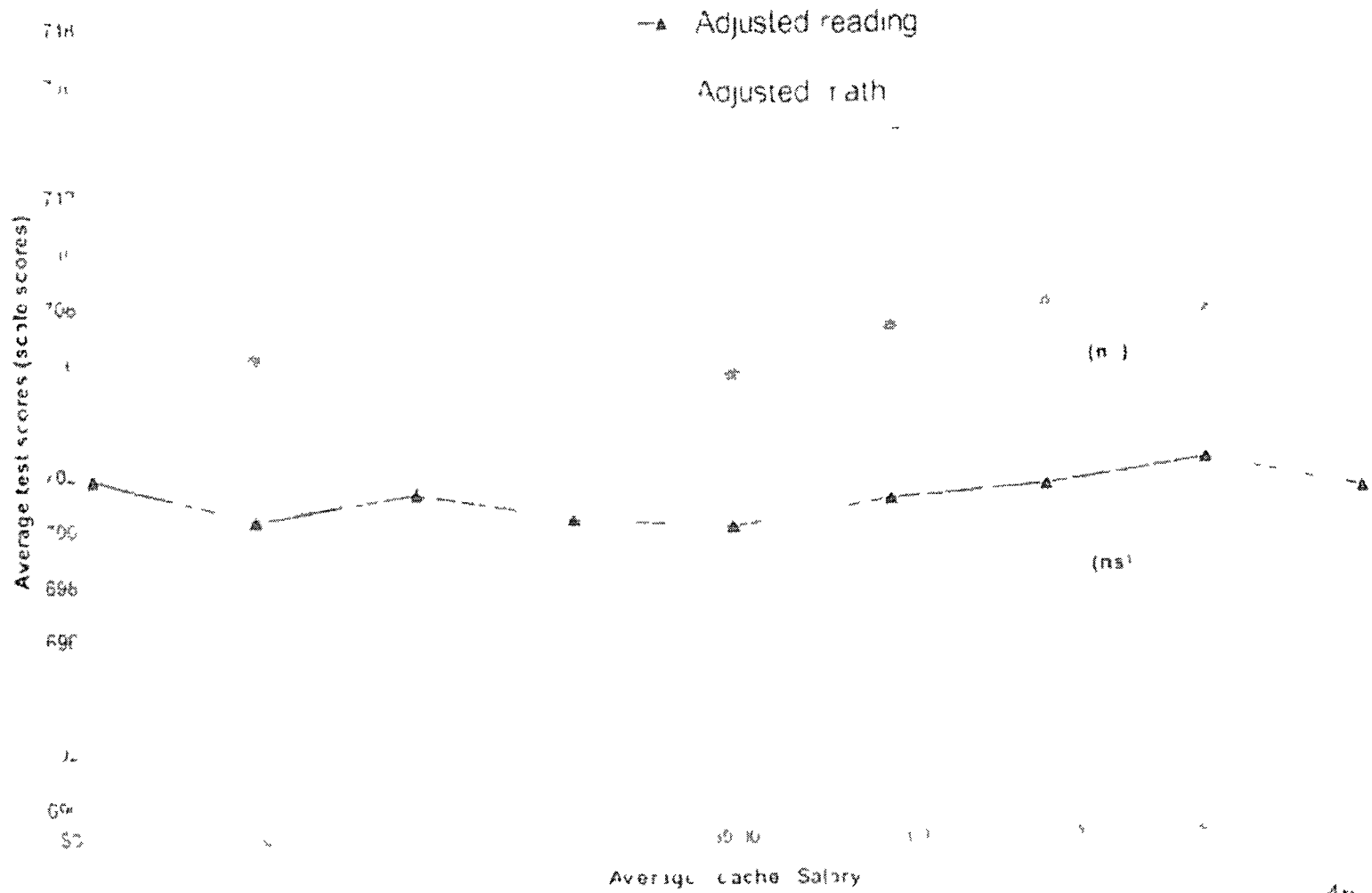
F 13 MIDDLE SCHOOL ACHIEVEMENT BY % FREE LUNCH 2003 GRADES 6-8



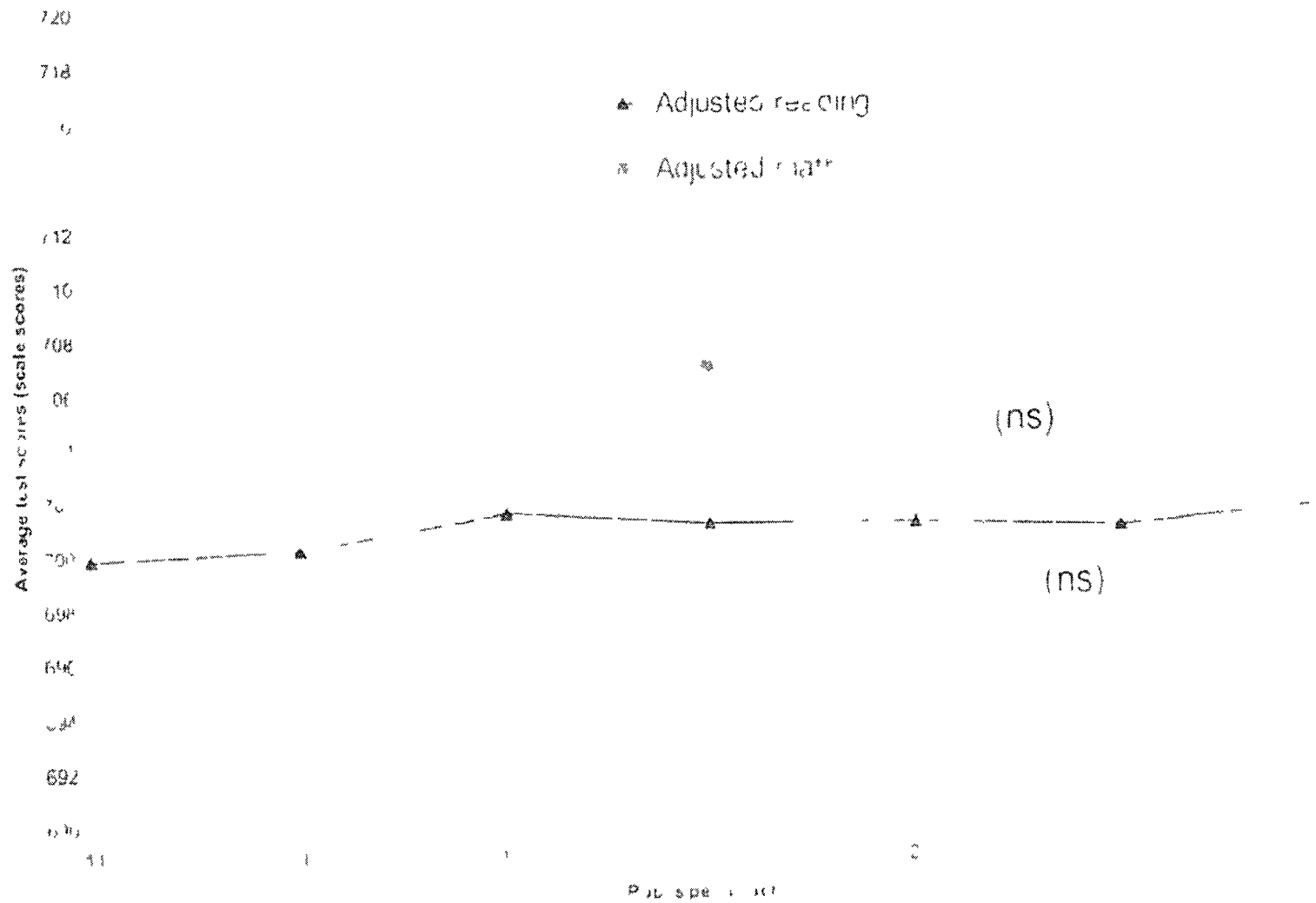
E 1 MIDDLE SCHOOL ACHIEVEMENT BY PER PUPIL EXPENDITURES 2003 GRADES 6-8



E 15 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER SALARY 2007 GRADES 6-8



E 16 MIDDLE SCHOOL ACHIEVEMENT BY PUPIL TEACHER RATIO 2003 GRADES 5-8



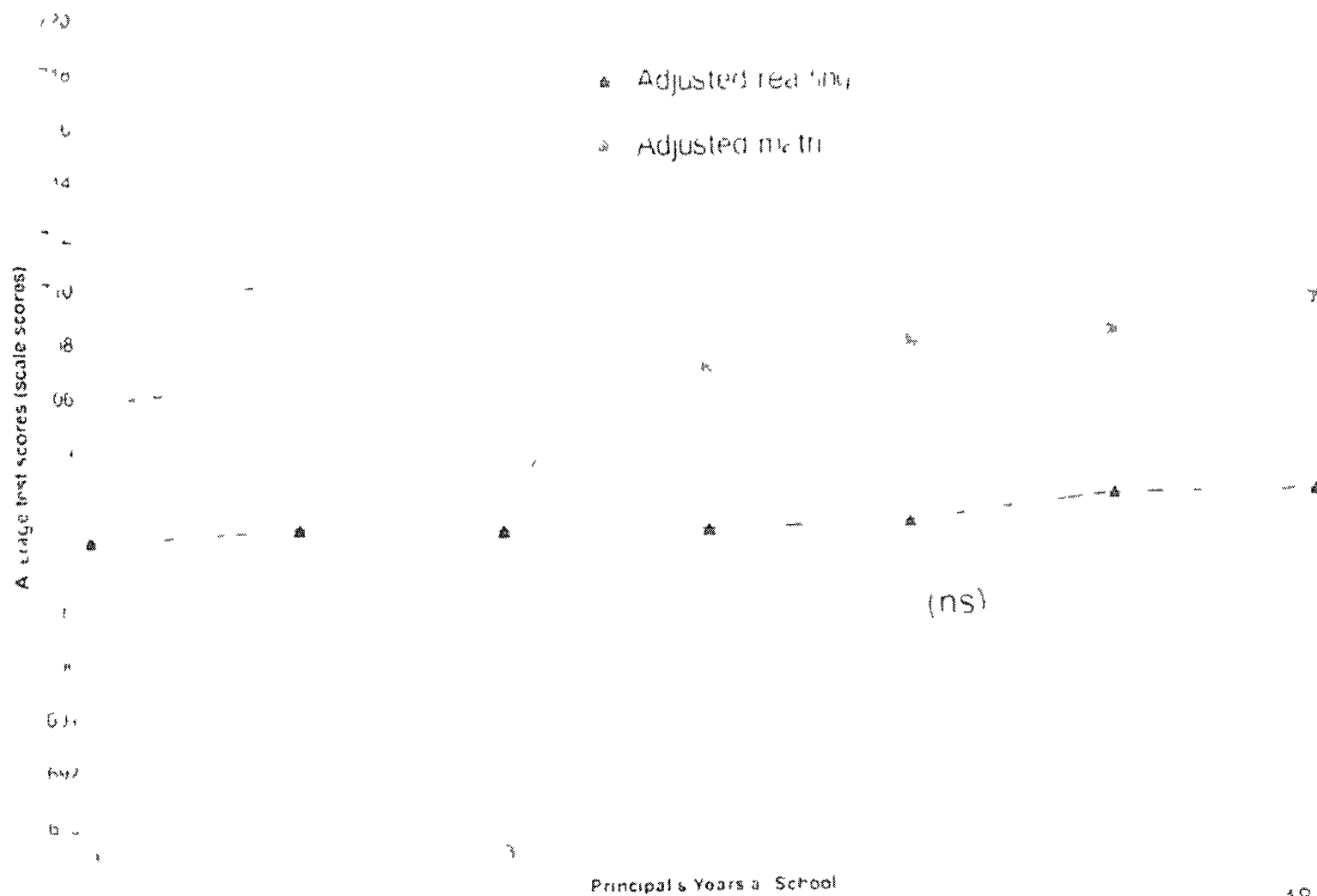
1 - 34, 1047

REC040251

E 17 MODEL: SCHOOL ACHIEVEMENT BY PRINCIPAL'S TENURE 2003 GRADES 6-8

REC 0420042

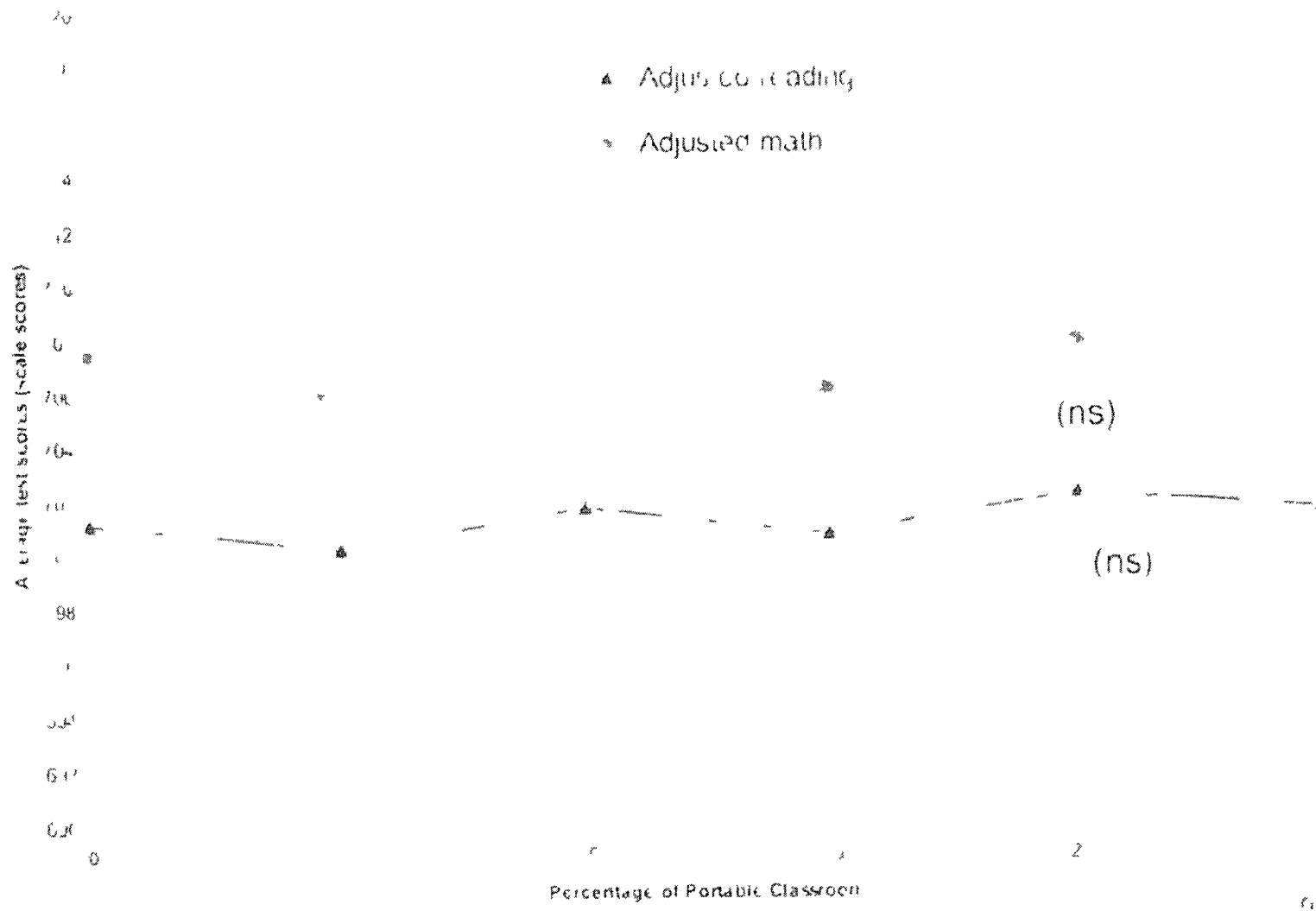
REC040252



19 MIDDLE SCHOOL ACHIEVEMENT BY PORTABLE CLASSROOMS 2001 GRADES 6-8

FILE 33 70049

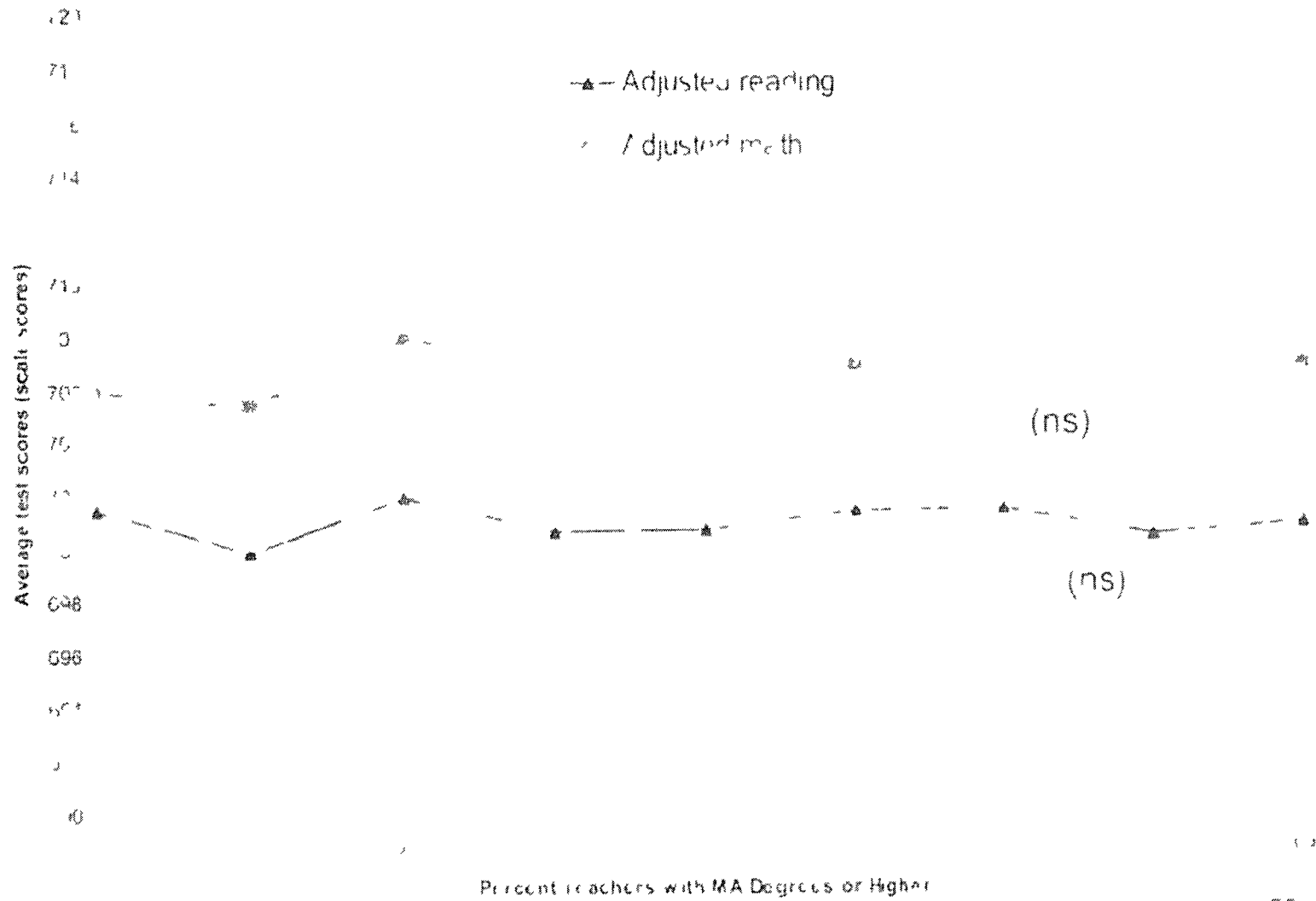
REC040252



E13 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER EDUCATION 2003 GRADES 6-8

DE-3042 0050

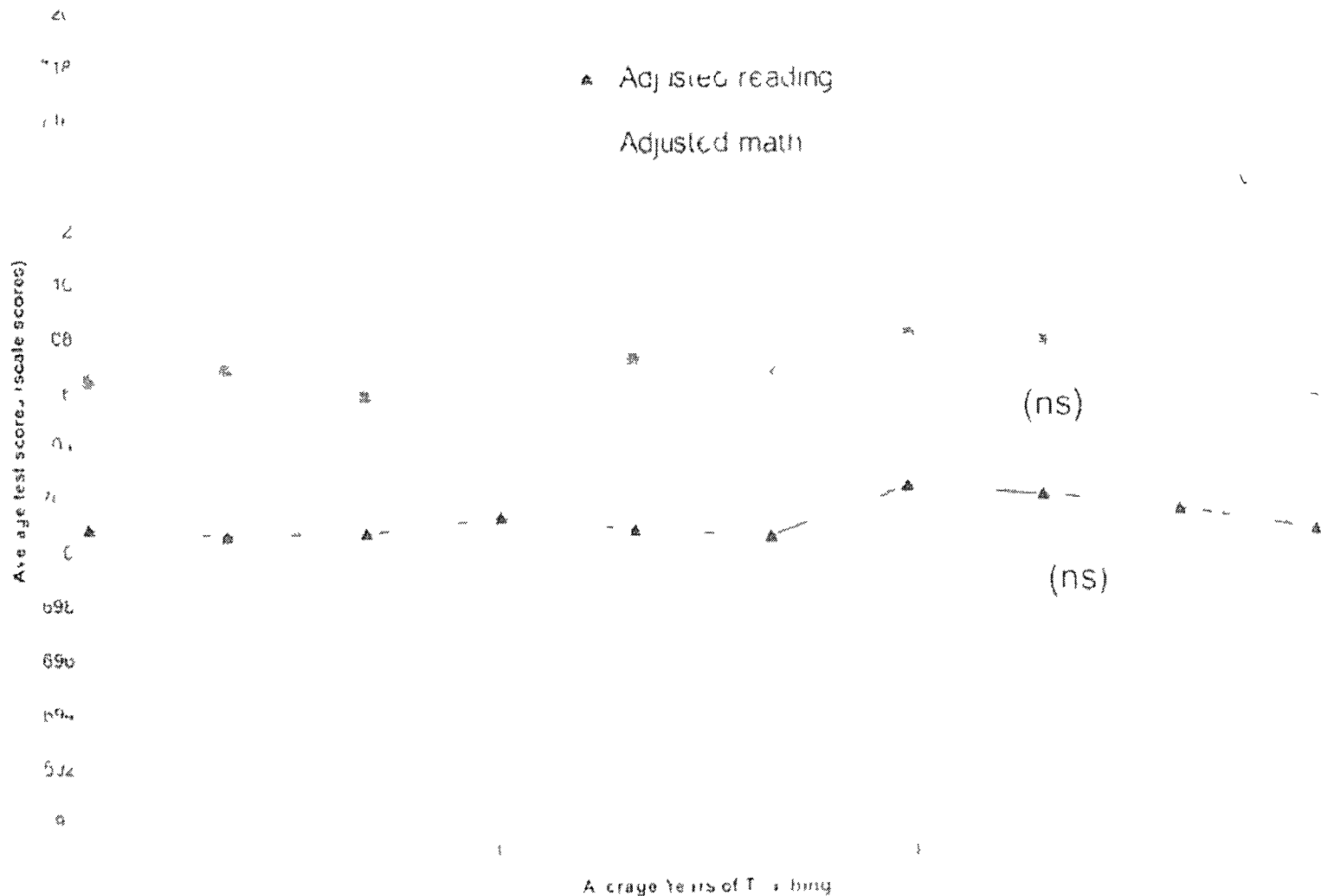
REC040254



F 20 MDDL SCHOOL ACHIEVEMENT BY TEACHER EXPERIENCE 2003 GRADES 6-8

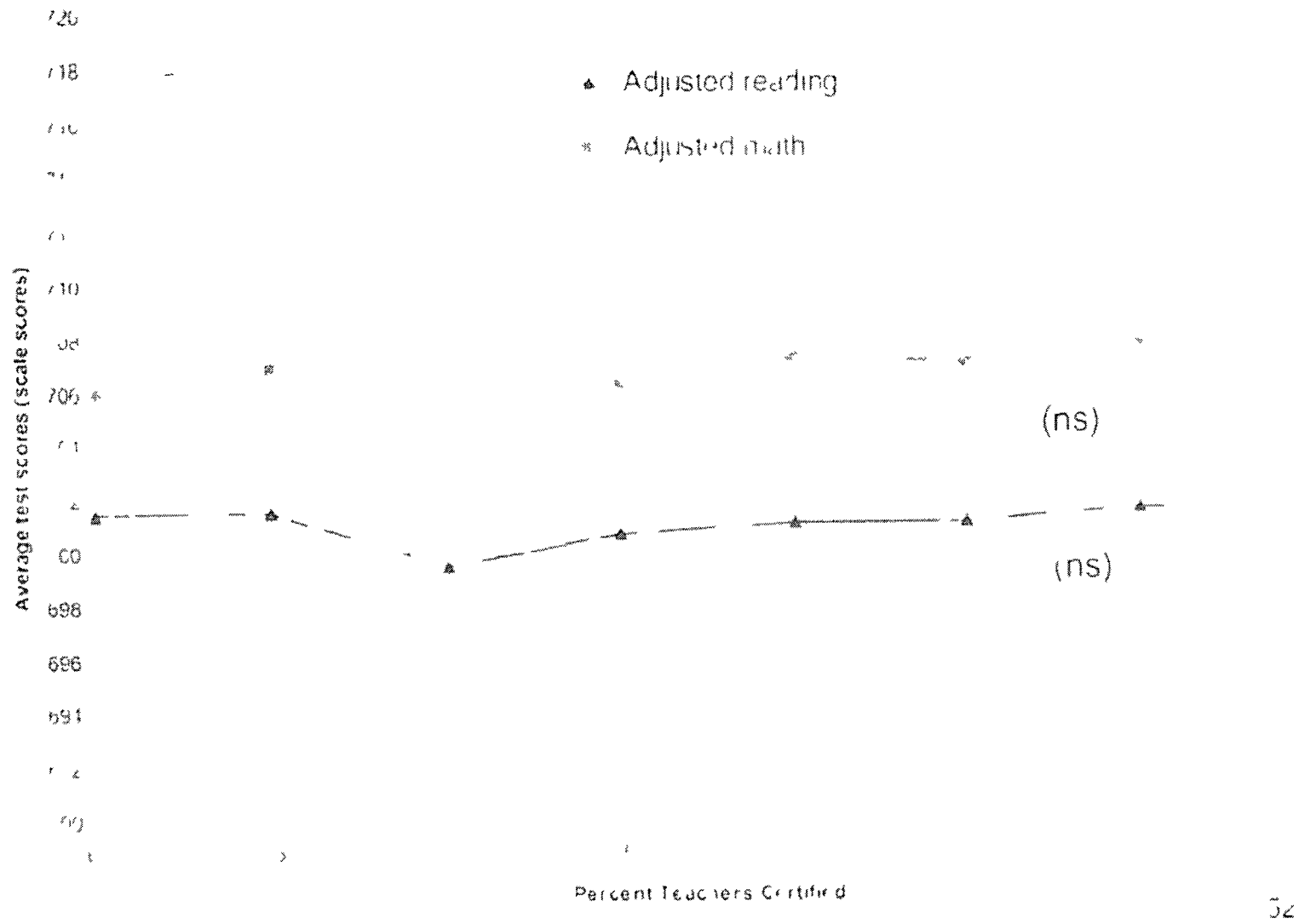
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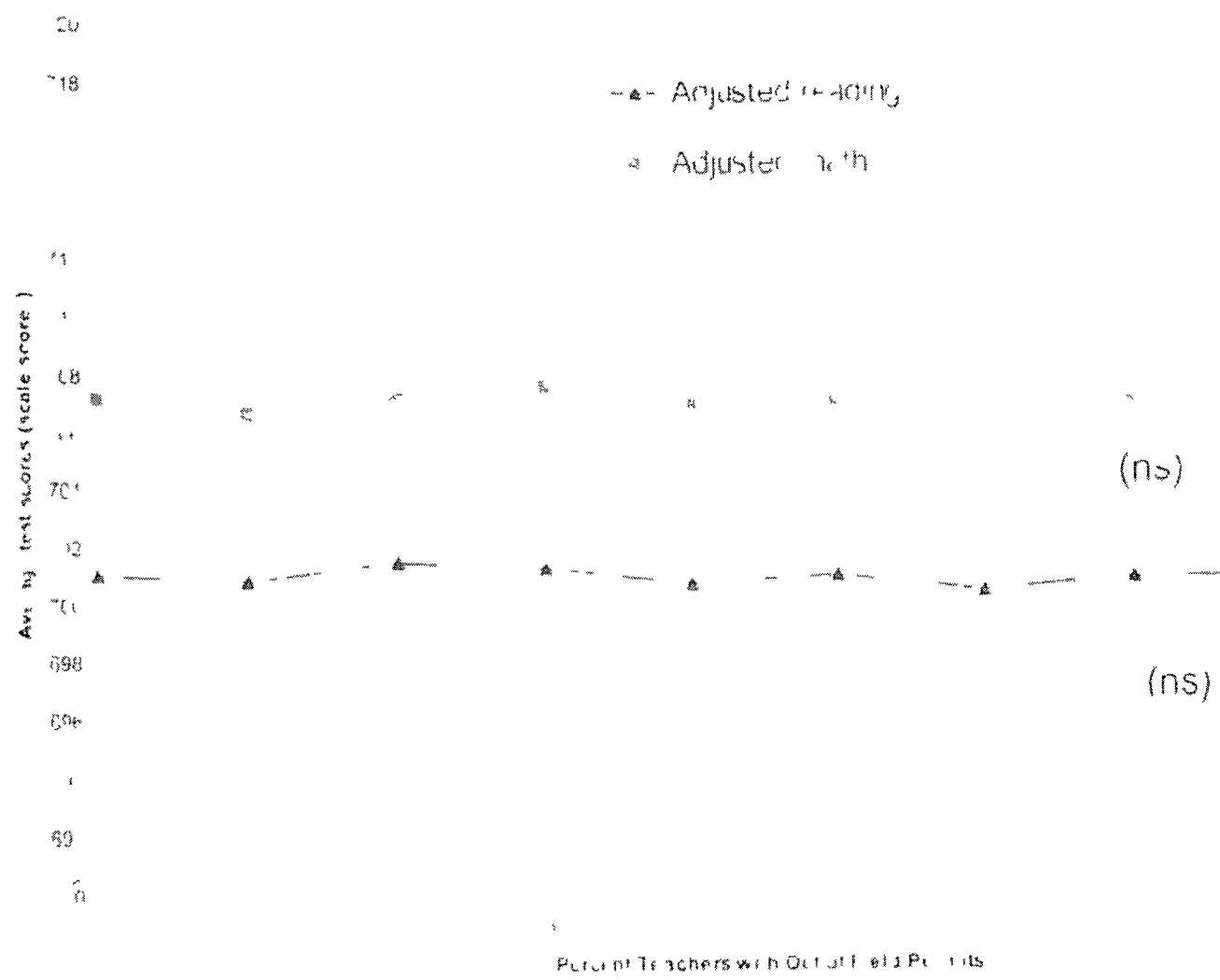
E 21 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER CERTIFICATION 2003 GRADES 6-8

DE-3.4-0052



REC040256

4.22 MIDDLE SCHOOL ACHIEVEMENT BY TEACHERS OUT OF FIELD 603 GRADES 5-8



E 23 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER RETENTION 2001 GRADES 6-8

DEF 410054

REC040258

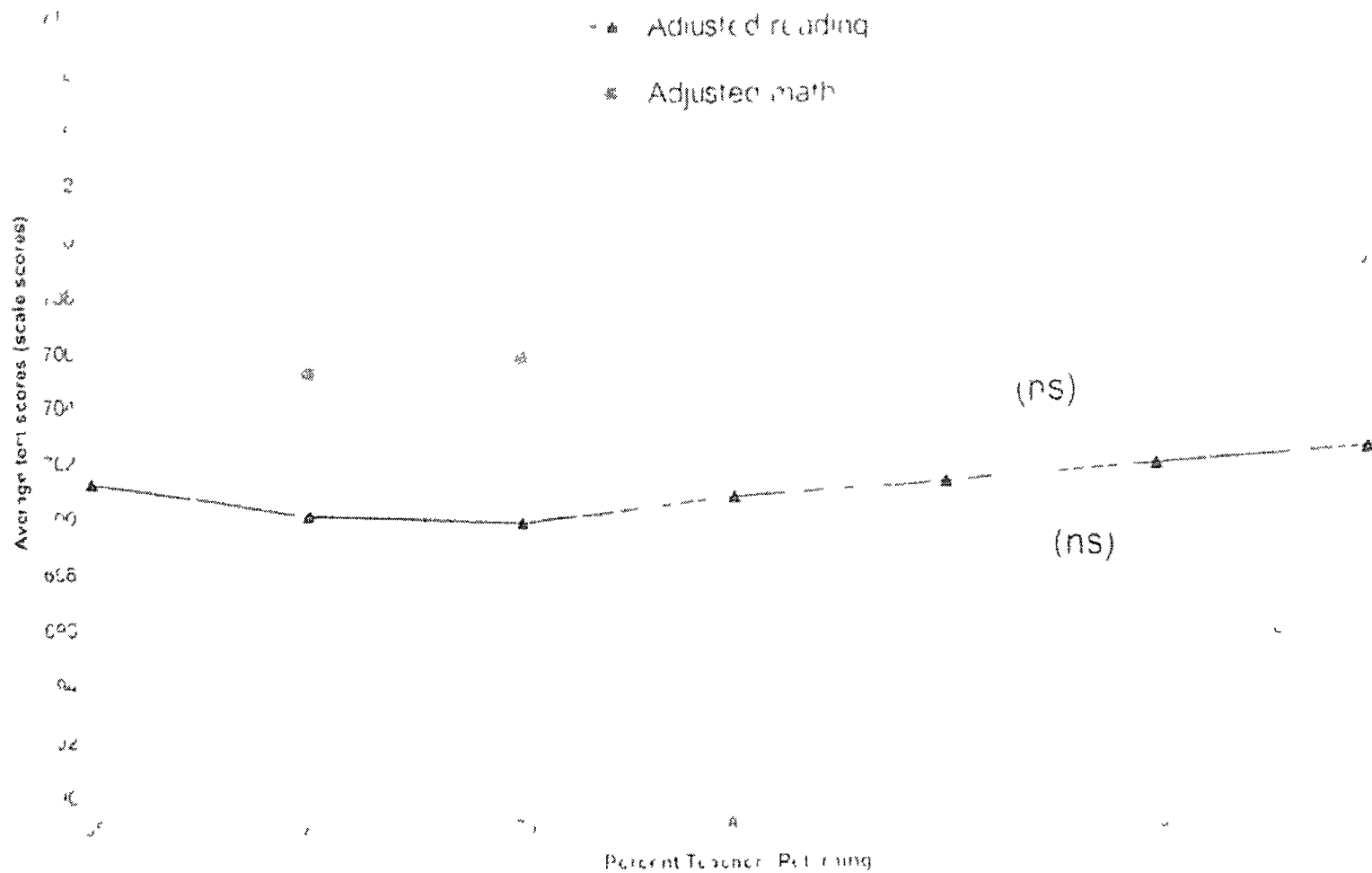


FIGURE 1: MIDDLE SCHOOL ACHIEVEMENT BY TEACHER CONTINUITY STATUS, GRADES 6-8

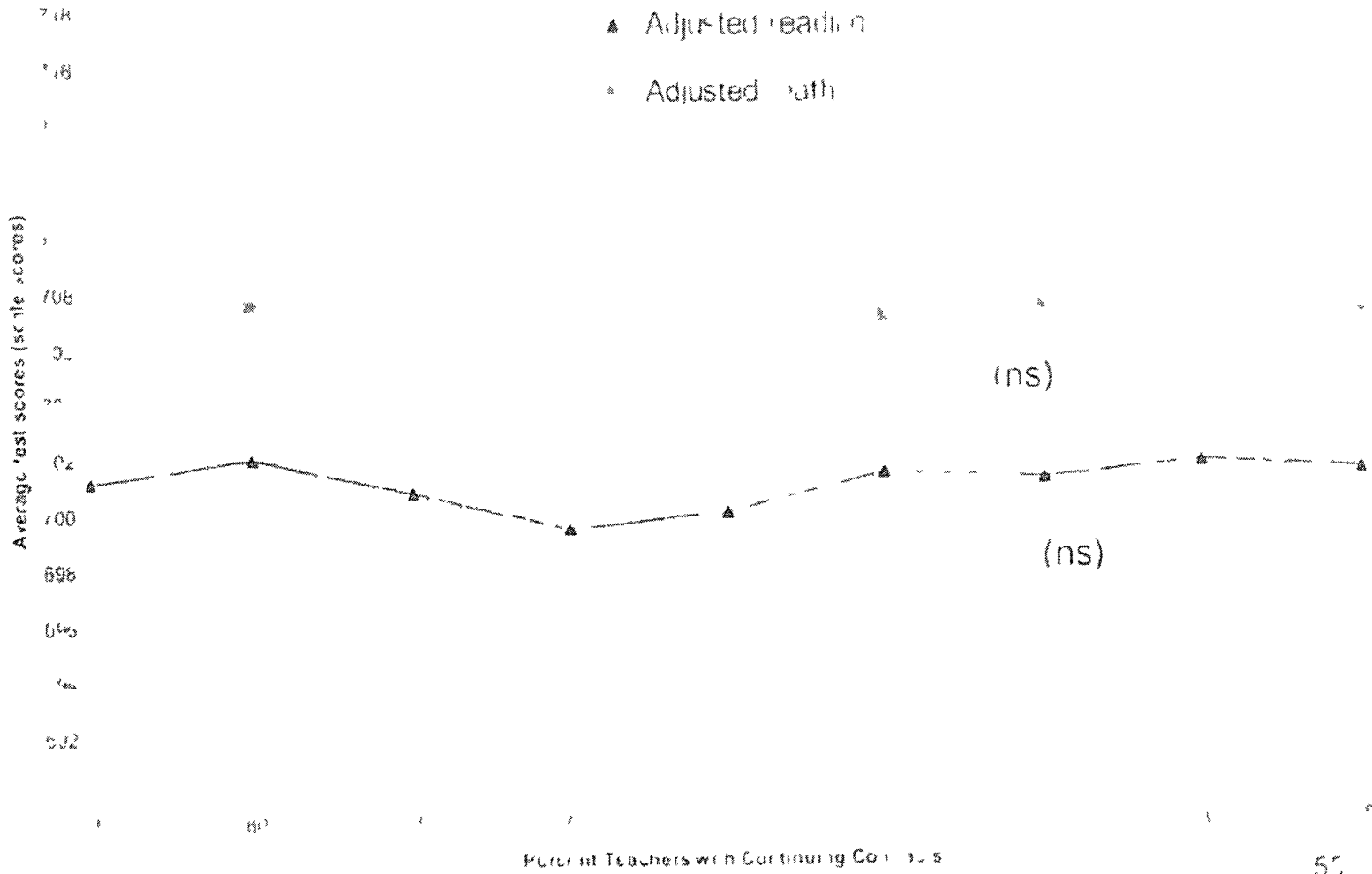
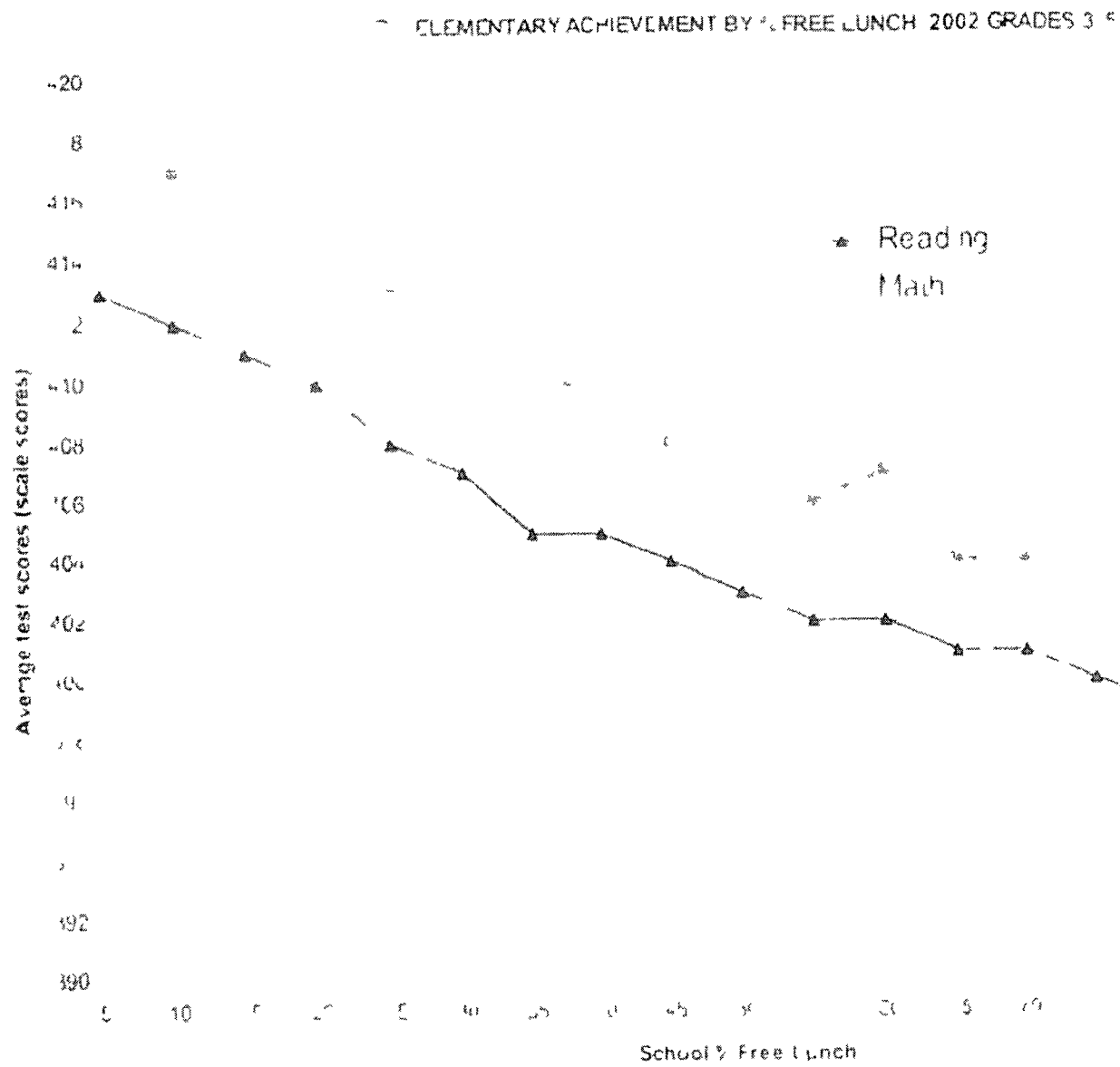
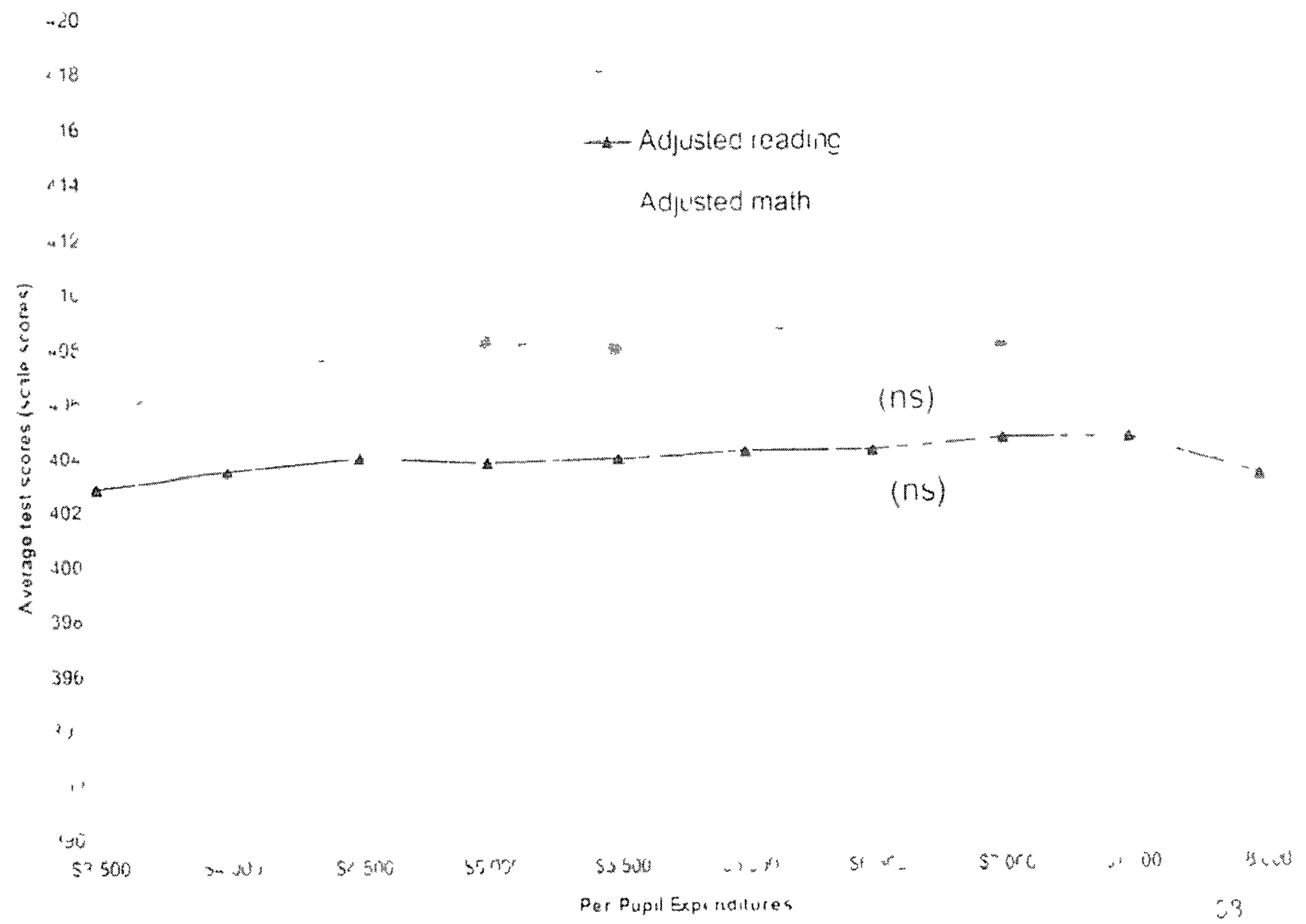


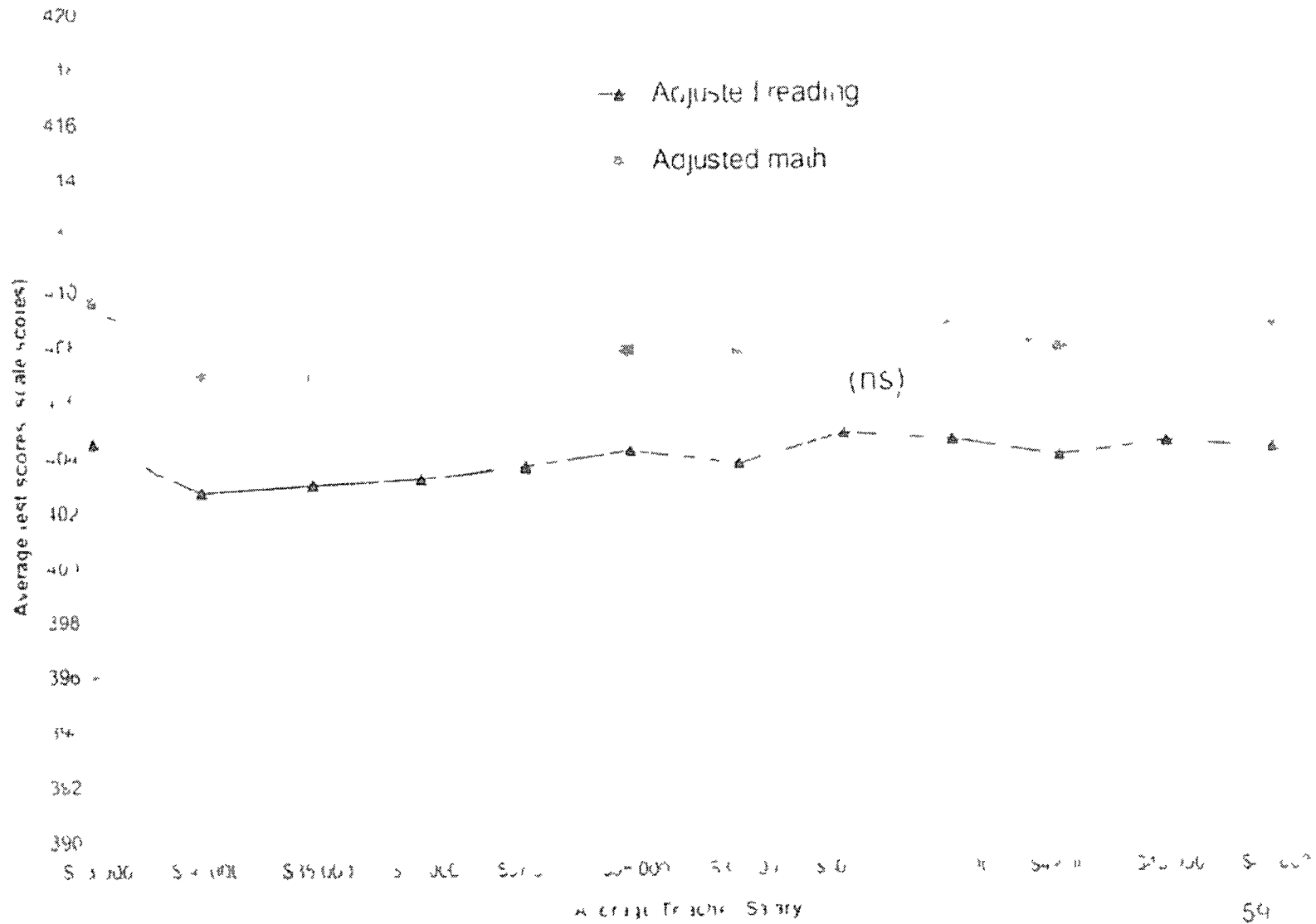
TABLE 2 SIGNIFICANCE TESTS FOR TEACHER & SCHOOL RESOURCES 2002						
	READING SCORES		Standardized	MATH SCORES		Standardized
	Effect	Significance	Effect	Effect	Significance	Effect
ELEMENTARY SCHOOLS						
Free lunch	-0 15705	(p< 001)	-0 747	0 18877	(p< 001)	-0 697
Pupils per teacher	0 03577	ns	0 022	0 06812	ns	0 033
Vacancy rate	0 13150	ns	0 045	0 10437	ns	0 028
% MA degrees	0 00853	ns	0 023	0 00927	ns	0 020
Continuation rate	-0 01191	ns	-0 026	0 01043	ns	-0 018
% Out of Field	-0 00283	ns	-0 002	0 01825	ns	-0 009
% Returning	0 02732	ns	0 042	0 07120	(p< 03)	0 084
Experience (yrs)	0 03917	ns	0 024	-0 02038	ns	-0 010
% Certified	0 04512	(p< 02)	0 086	0 05736	(p< 03)	0 085
Per Pupil Expenditures	0 00006	ns	0 013	0 00013	ns	0 022
Teacher Salary	0 00014	(p< 02)	0 075	0 00015	ns	0 065
Principal Experience	0 04545	ns	0 051	0 08857	(p< 01)	0 076
% Portable classrooms	0 00470	ns	0 018	0 00400	ns	0 012
MIDDLE SCHOOLS						
Free lunch	-0 20414	(p< 001)	-0 708	-0 22848	(p< 001)	-0 697
Pupils per teacher	0 06873	ns	0 062	0 09199	ns	0 073
Vacancy rate	-0 14891	ns	-0 055	-0 22889	ns	-0 075
% MA degrees	-0 03641	ns	-0 065	-0 02535	ns	-0 040
Continuation rate	0 01426	ns	0 029	0 04955	ns	0 089
% Out of Field	0 03183	ns	0 023	0 05704	ns	0 037
% Returning	-0 00111	ns	-0 001	0 02074	ns	0 024
Experience (yrs)	0 08121	ns	0 033	0 04004	ns	0 014
% Certified	-0 00151	ns	-0 002	-0 03926	ns	-0 055
Per Pupil Expenditures	0 00048	ns	0 087	0 00047	ns	0 076
Teacher Salary	0 00004	ns	0 016	0 00017	ns	0 056
Principal Experience	0 01451	ns	0 009	0 09199	ns	0 050



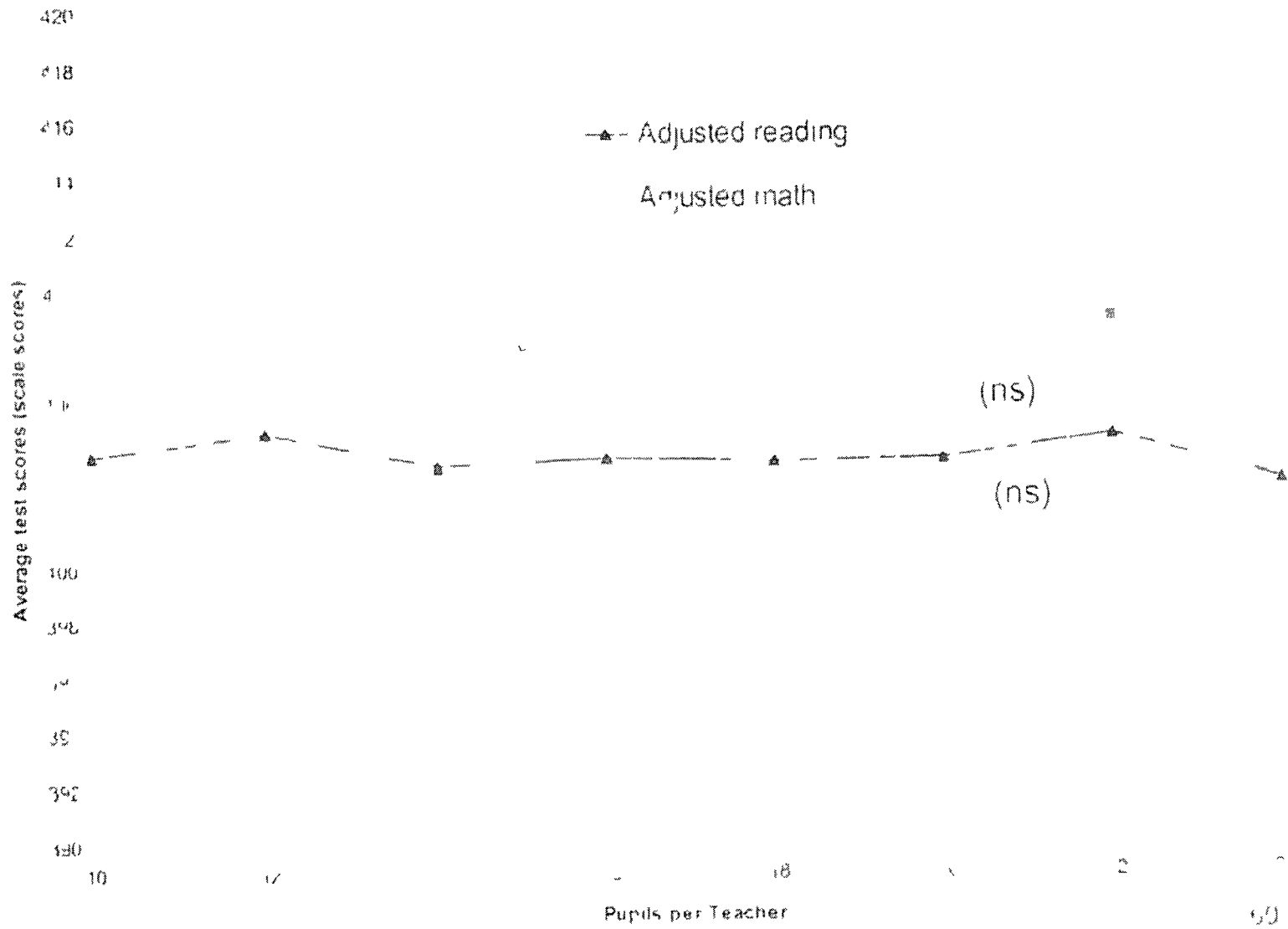
C 2 ELEMENTARY ACHIEVEMENT BY PER PUPIL EXPENDITURES 2002 GRADES 3-5



C 3 ELEMENTARY ACHIEVEMENT BY TEACHER SALARY 2002 GRADES 3-5

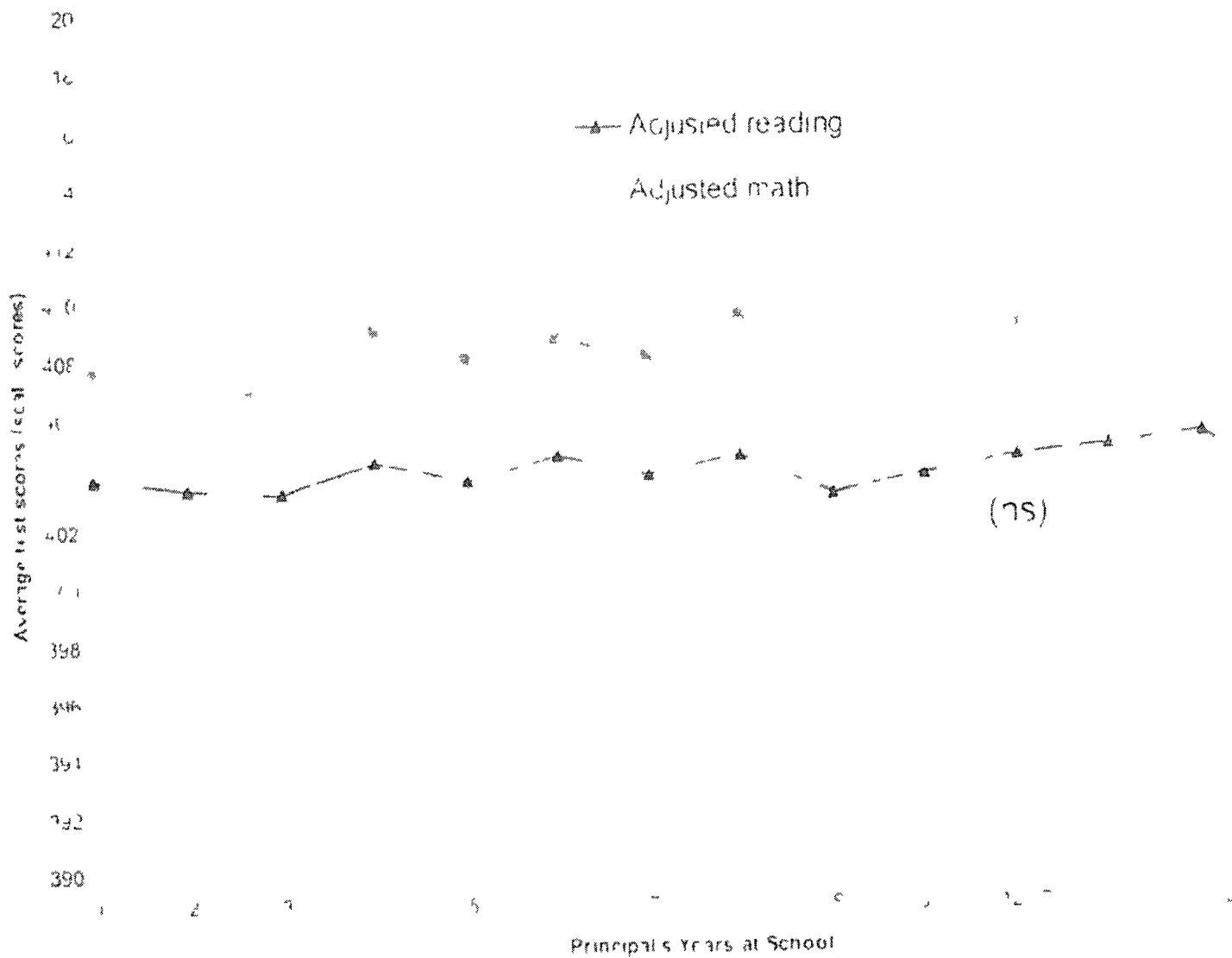


C 4 ELEMENTARY ACHIEVEMENT BY PUPIL TEACHER RATIO 2002 GRADES 3-5



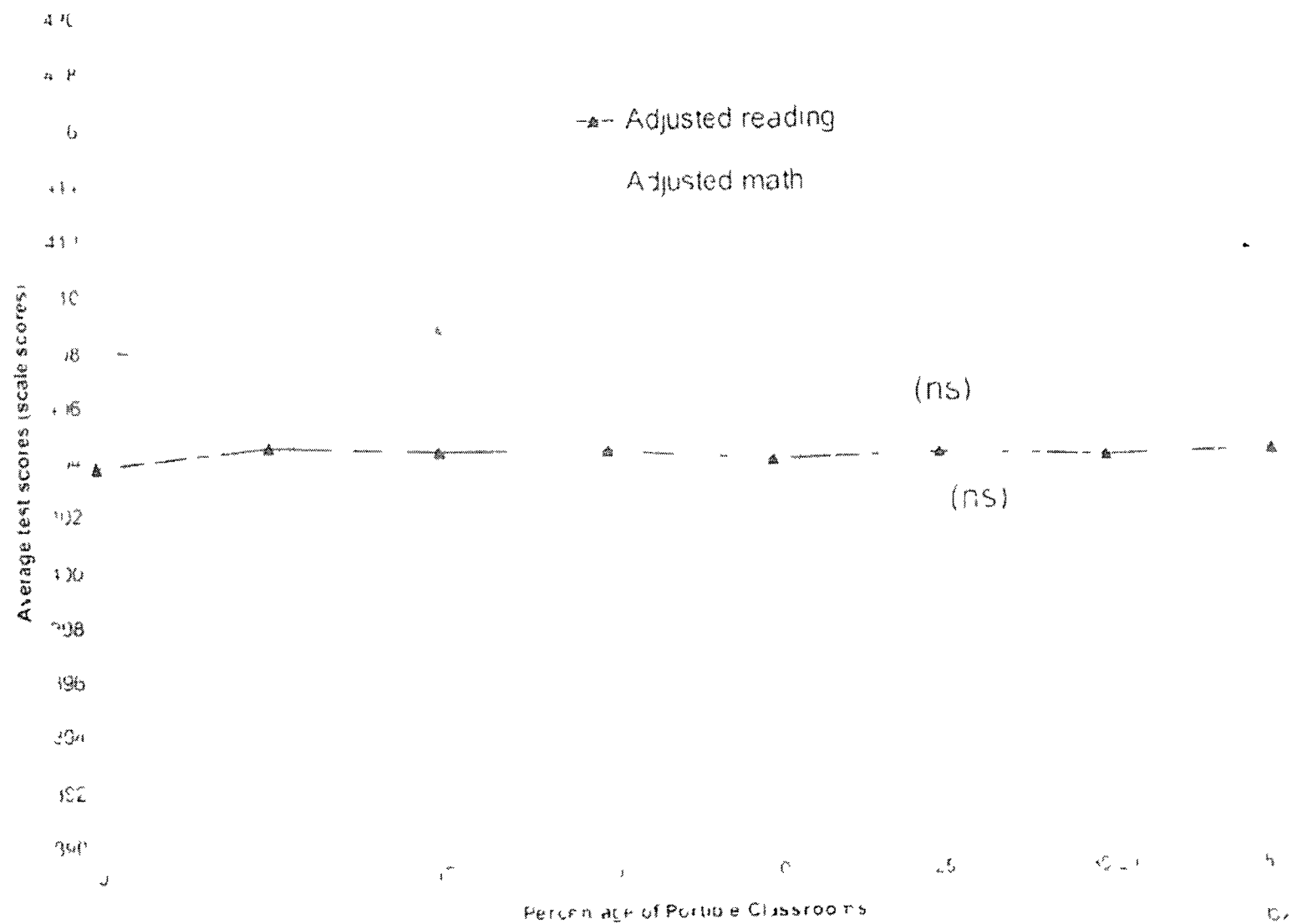
C 5 ELEMENTARY ACHIEVEMENT BY PRINCIPAL'S TENURE 2002 GRADES 3-5

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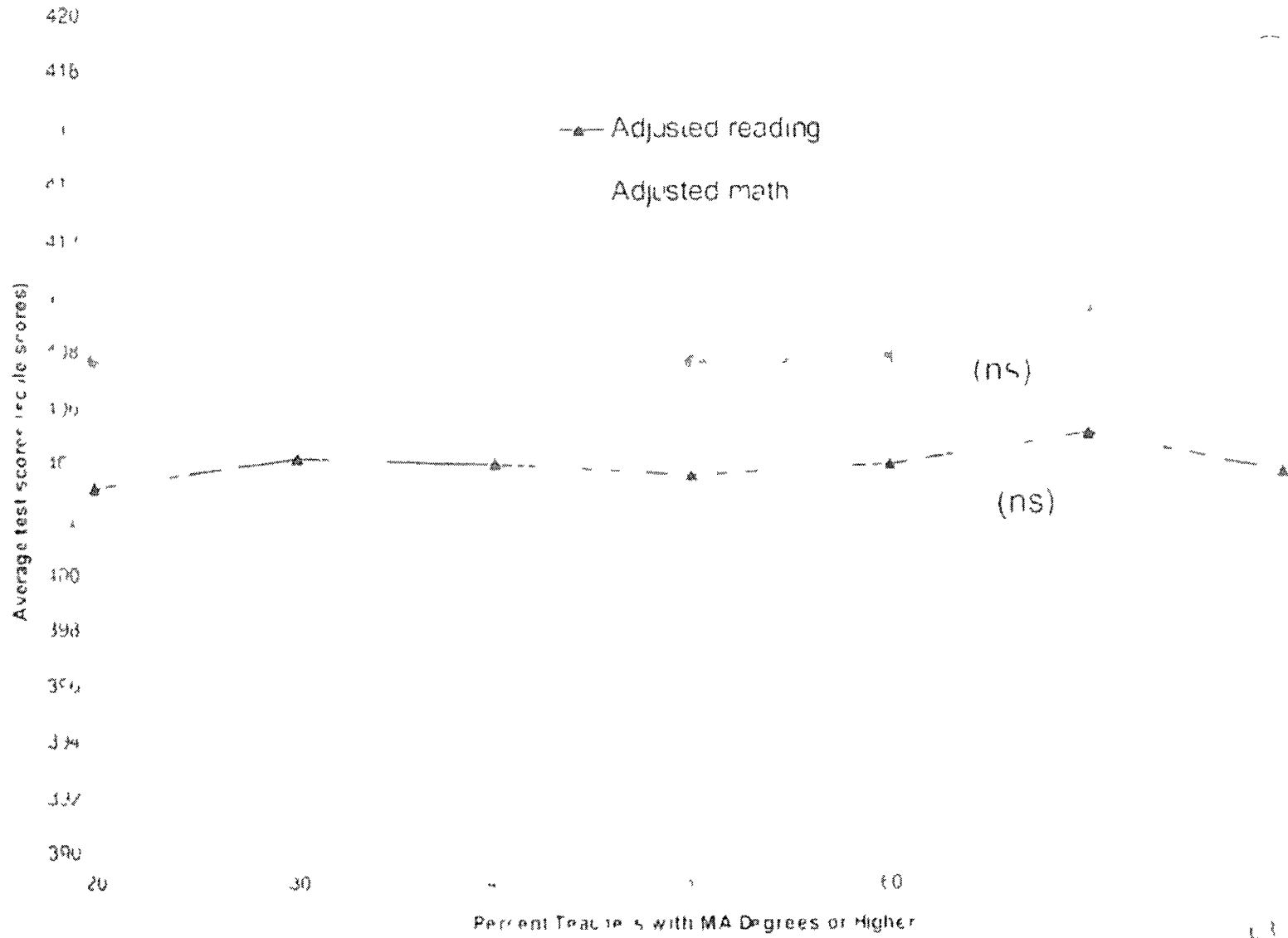
C 6 ELEMENTARY ACHIEVEMENT BY PORTABLE CLASSROOMS 2002 GRADES 3-5



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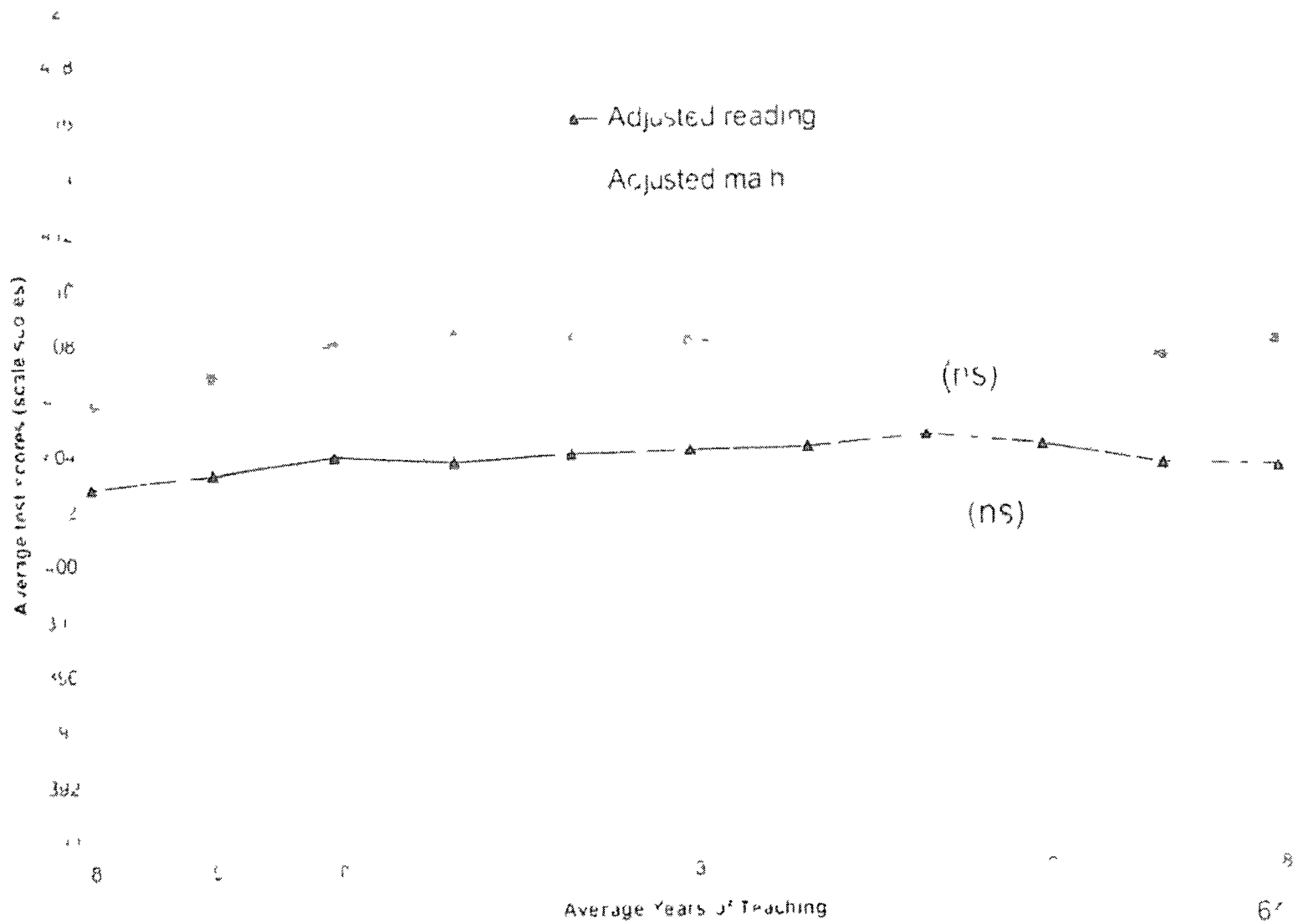
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C 7 ELEMENTARY ACHIEVEMENT BY TEACHER EDUCATION 2002 GRADES 3-5



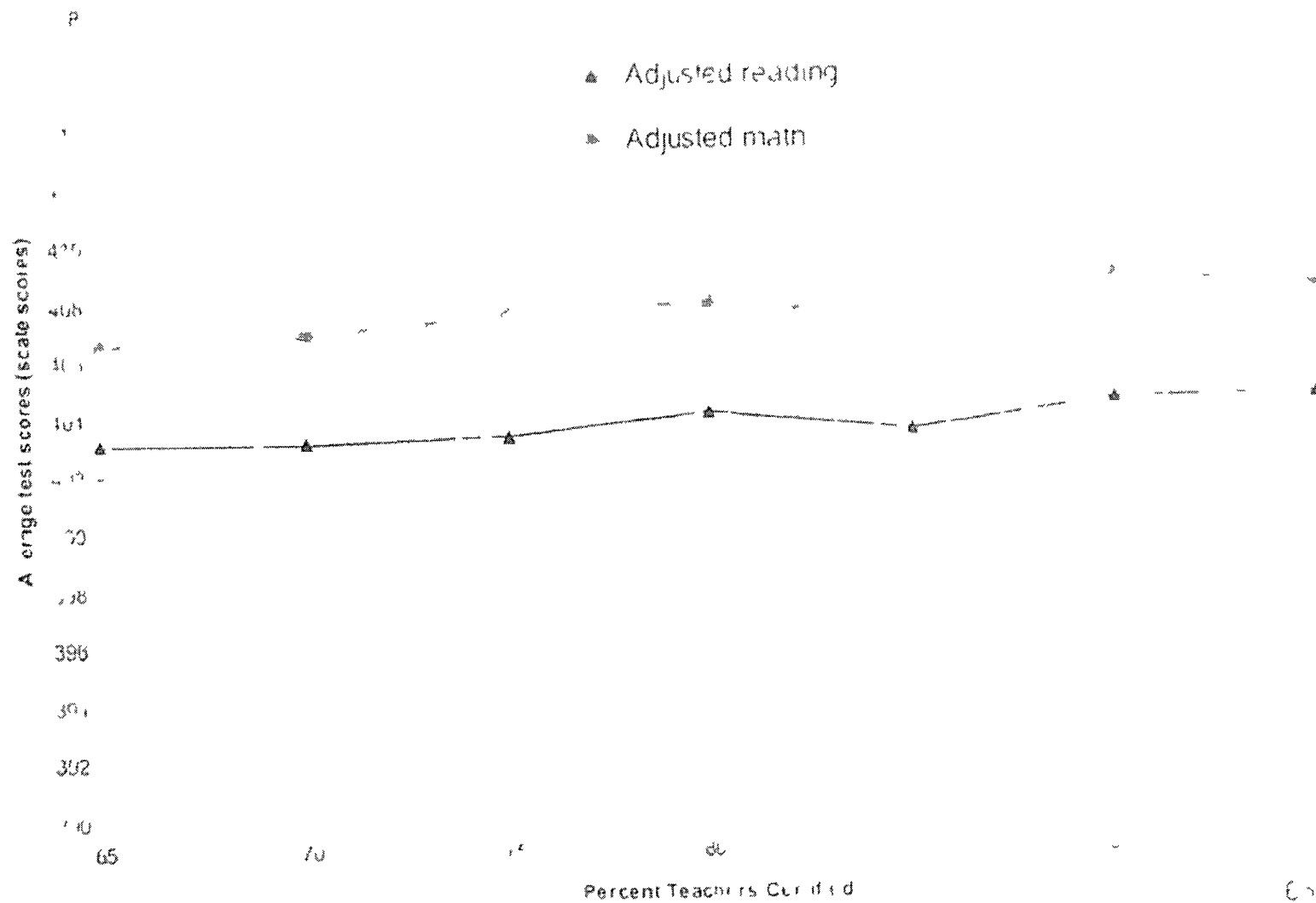
C 3 ELEMENTARY ACHIEVEMENT BY TEACHER EXPERIENCE 2002 GRADES 3-5

DE C342 0054

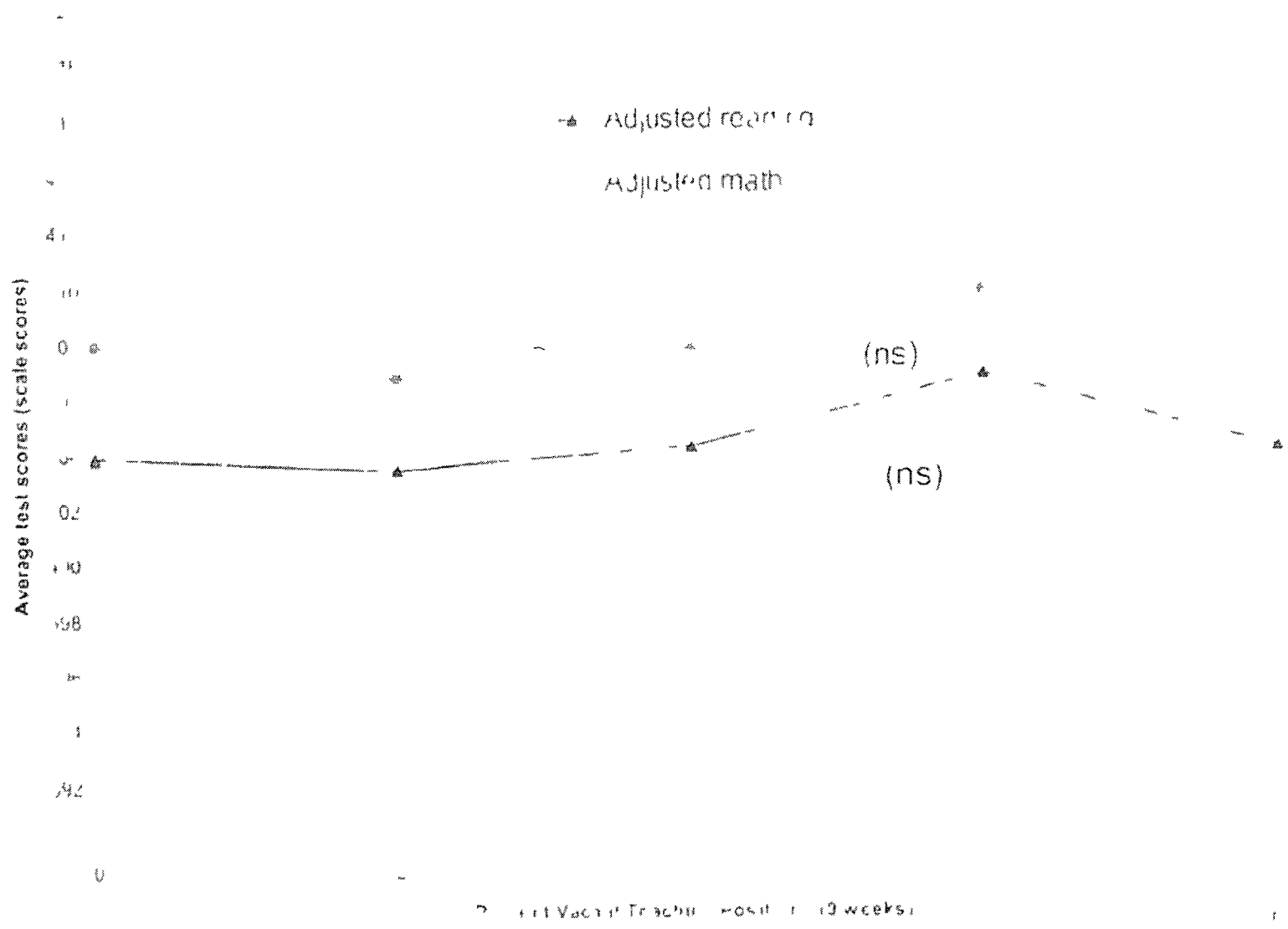


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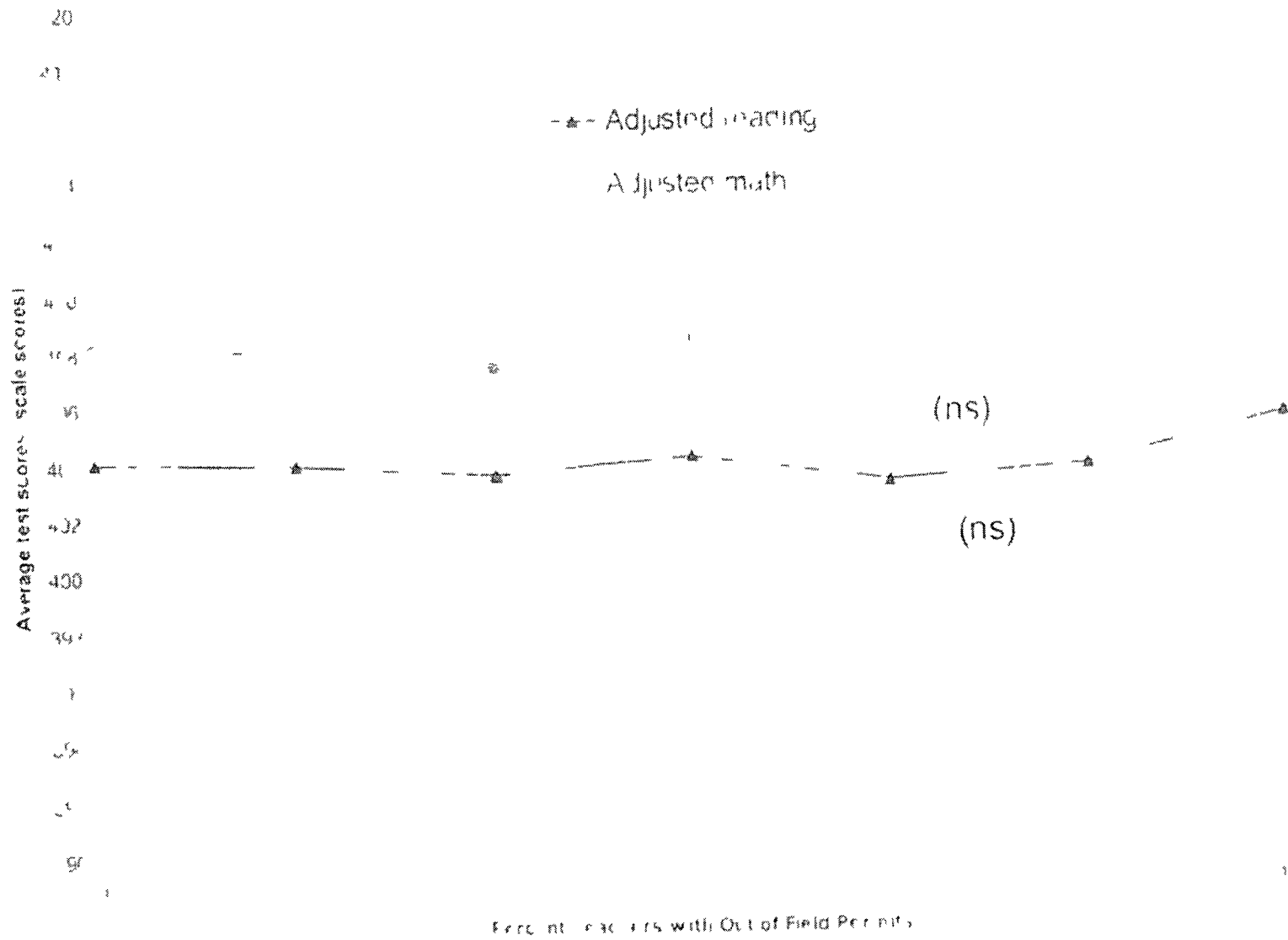
C 9 ELEMENTARY ACHIEVEMENT BY TEACHER CERTIFICATION 2002 GRADES 3-5



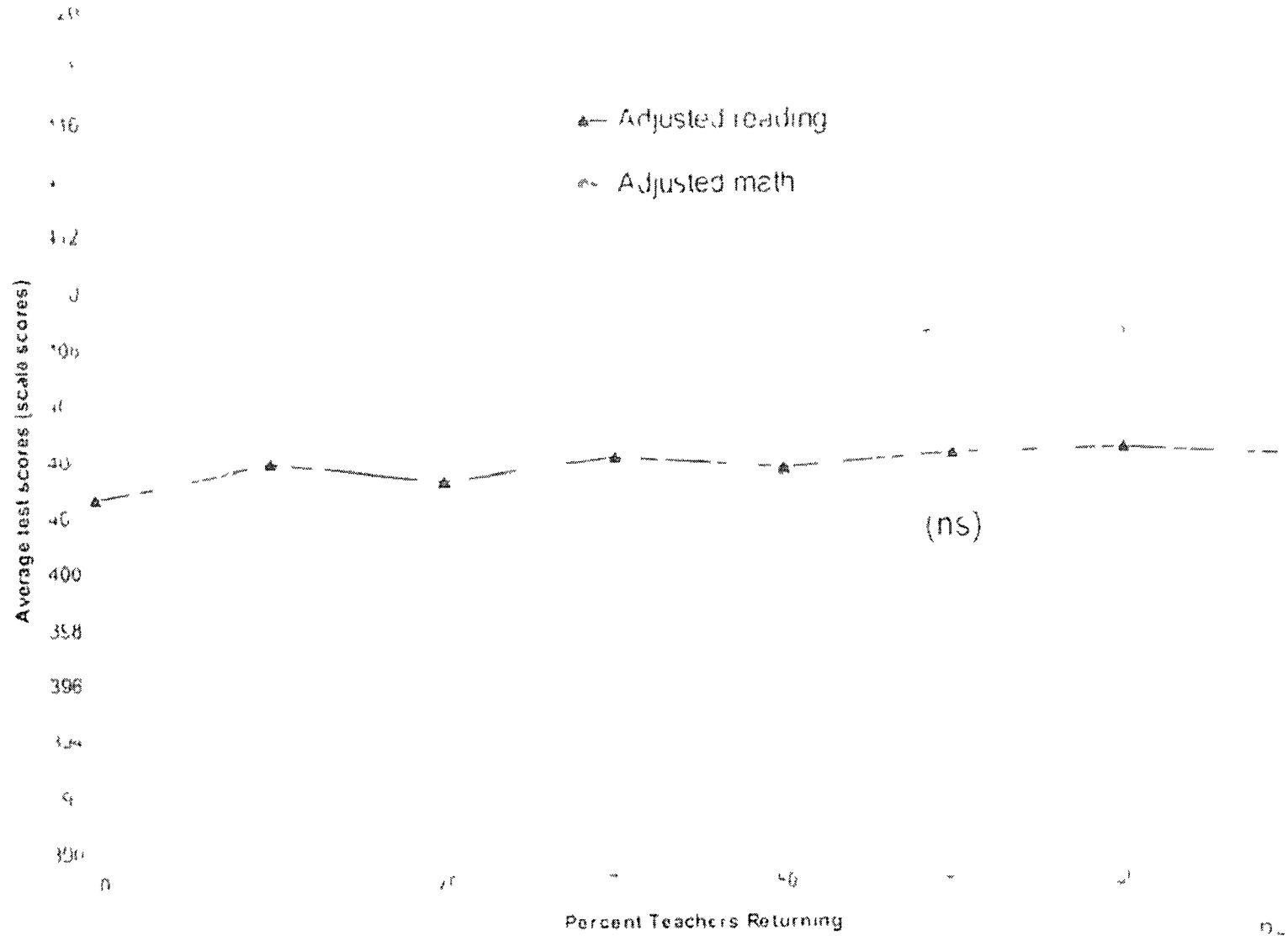
ELEMENTARY ACHIEVEMENT BY TEACHER VACANCY RATE, 2002 GRADES 3-5



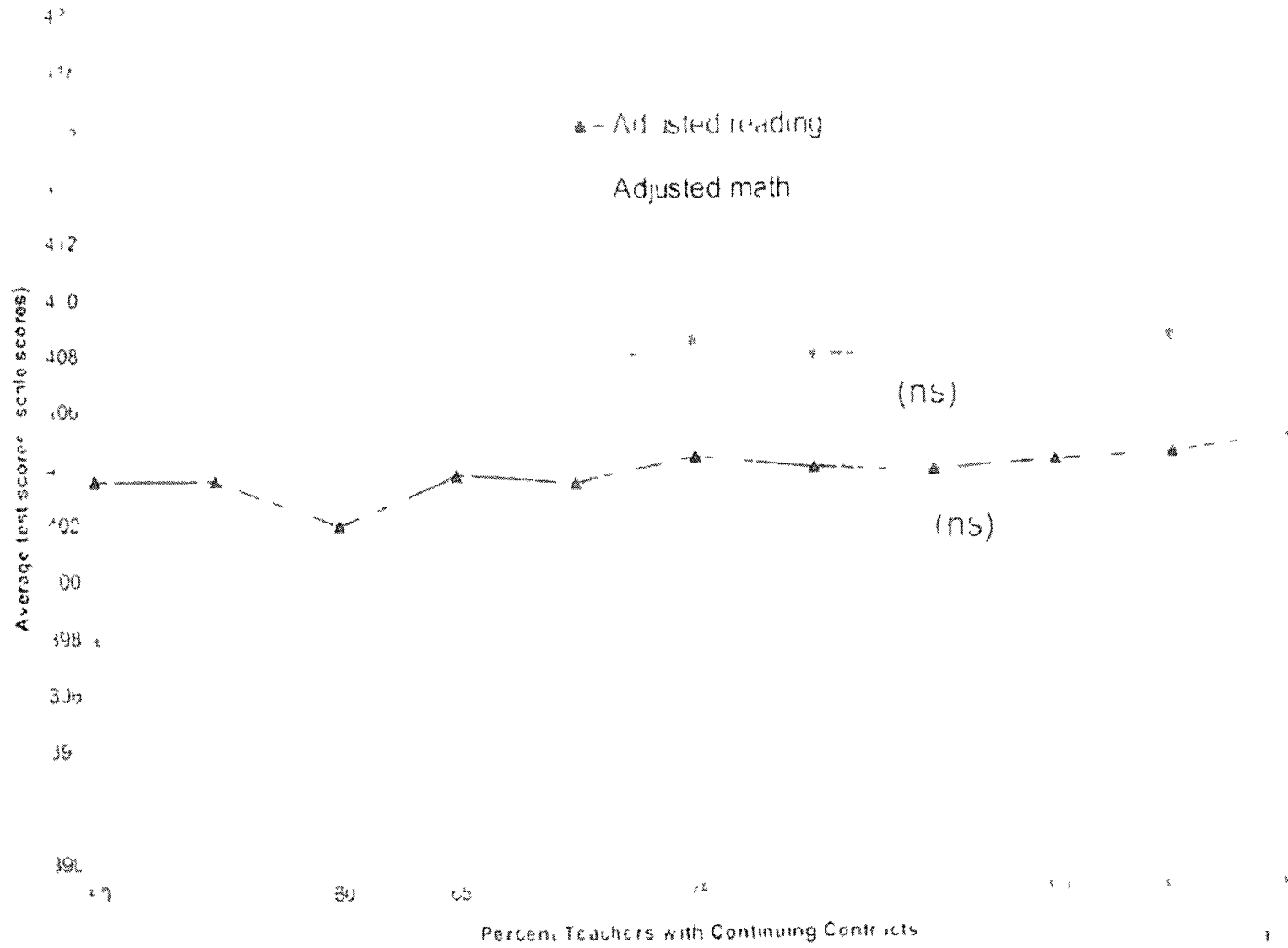
1. ELEMENTARY ACHIEVEMENT BY TEACHERS OUT OF FIELD 2001 GRADES 3-5



C 12 ELEMENTARY ACHIEVEMENT BY TEACHER RETENTION 2007 GRADES 3-5



C13 ELEMENTARY ACHIEVEMENT BY TEACHER CONTRACT STATUS 2002 GRADES 3-5



2014 MIDDLE SCHOOL ACHIEVEMENT BY % FREE LUNCH 2002 GRADES 6-8

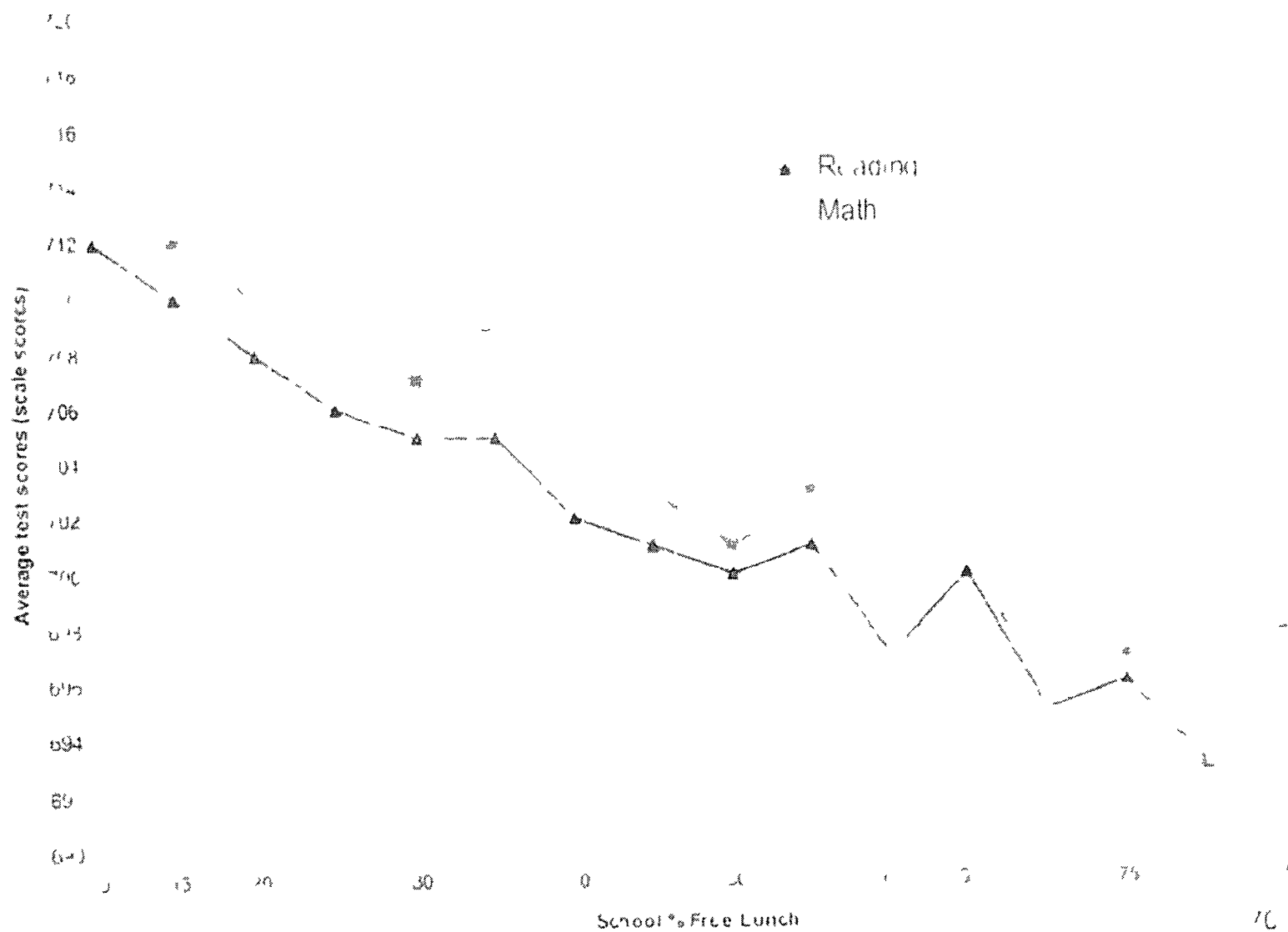
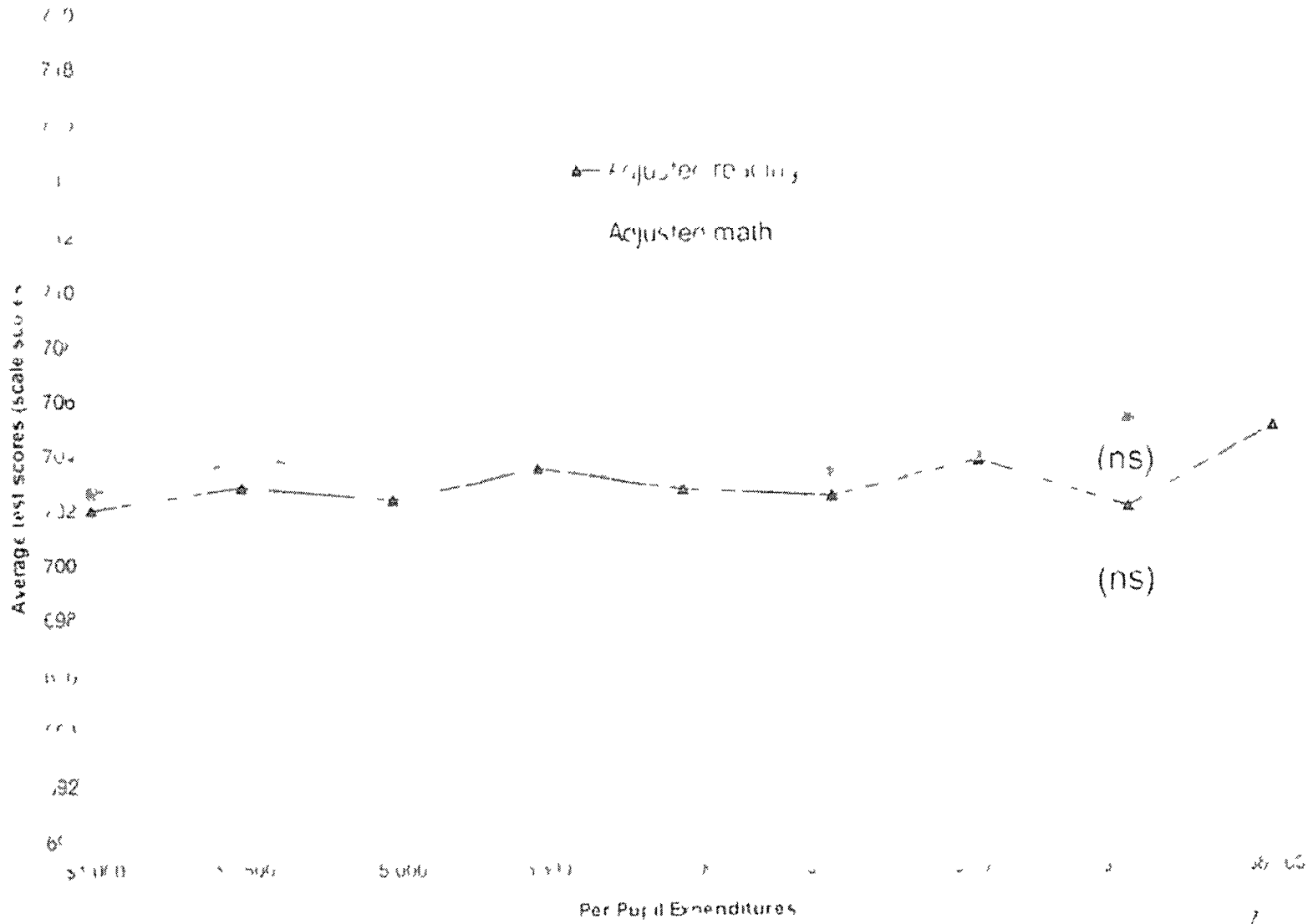
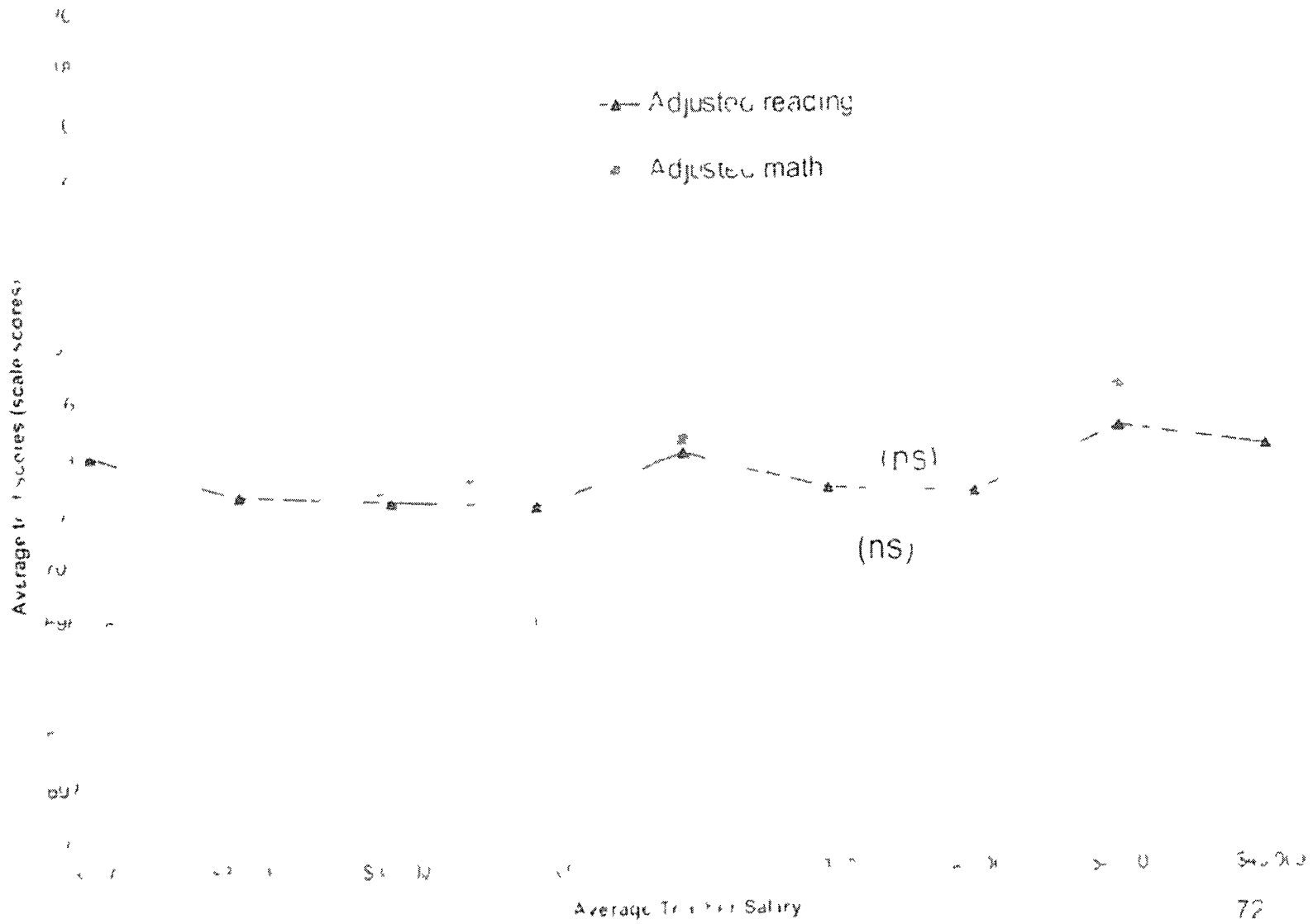


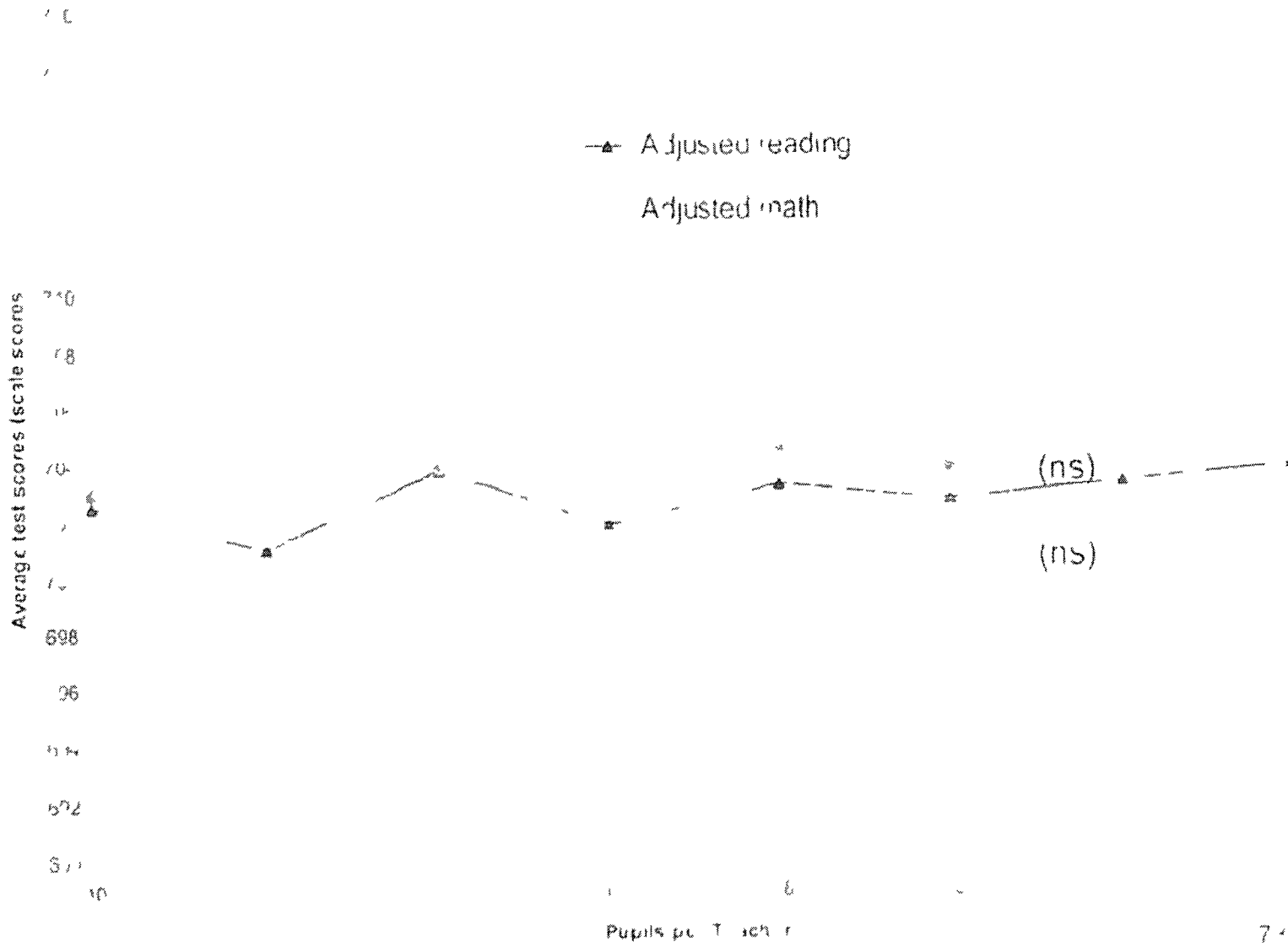
FIGURE 15 MIDDLE SCHOOL ACHIEVEMENT BY PER PUPIL EXPENDITURES 2002 GRADES 6-8



C 16 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER SALARY 2002 GRADES 6-8

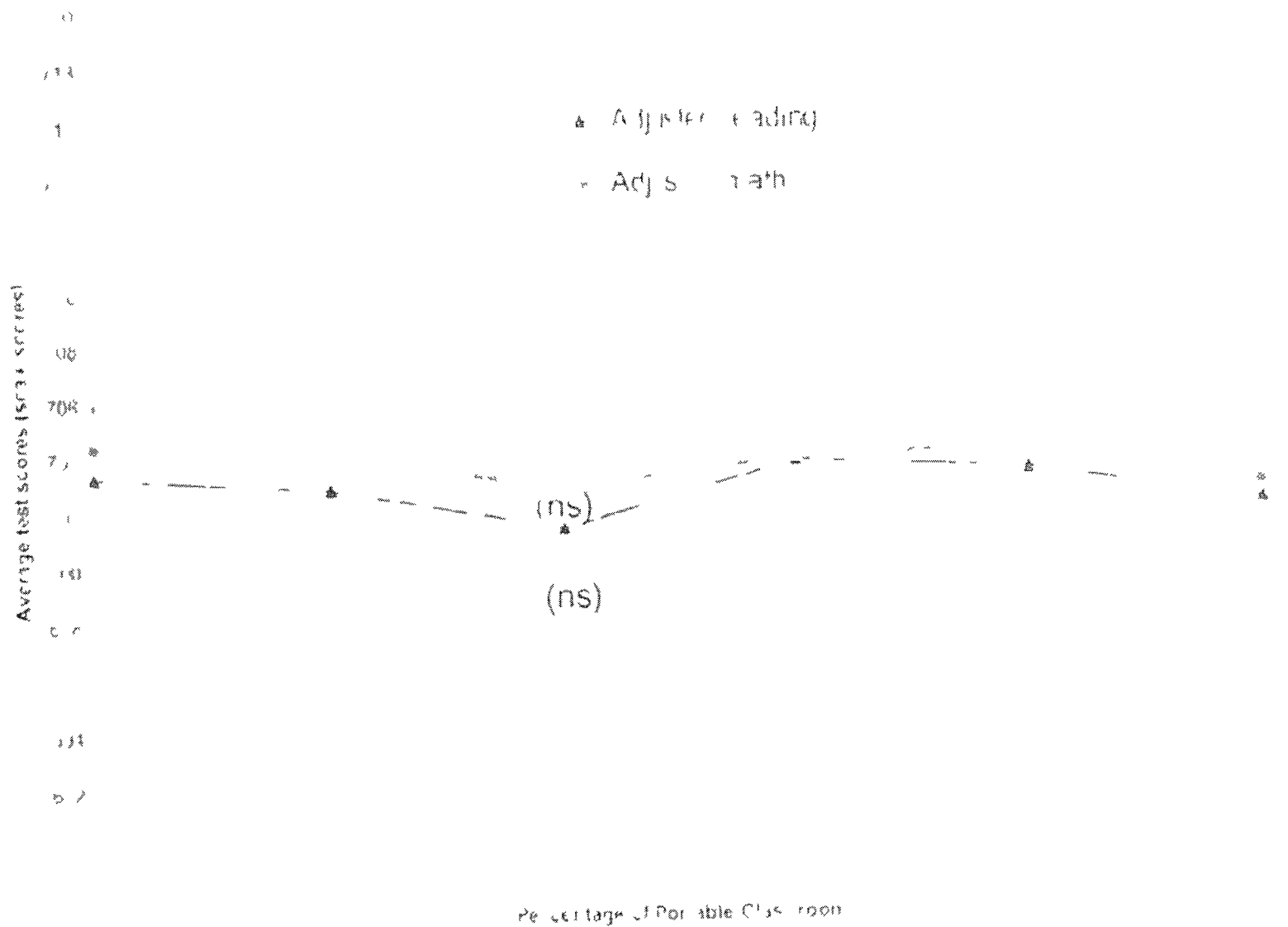


C 17 MIDDLE SCHOOL ACHIEVEMENT BY PUPIL TEACHER RATIO, 2002 GRADES 6-8



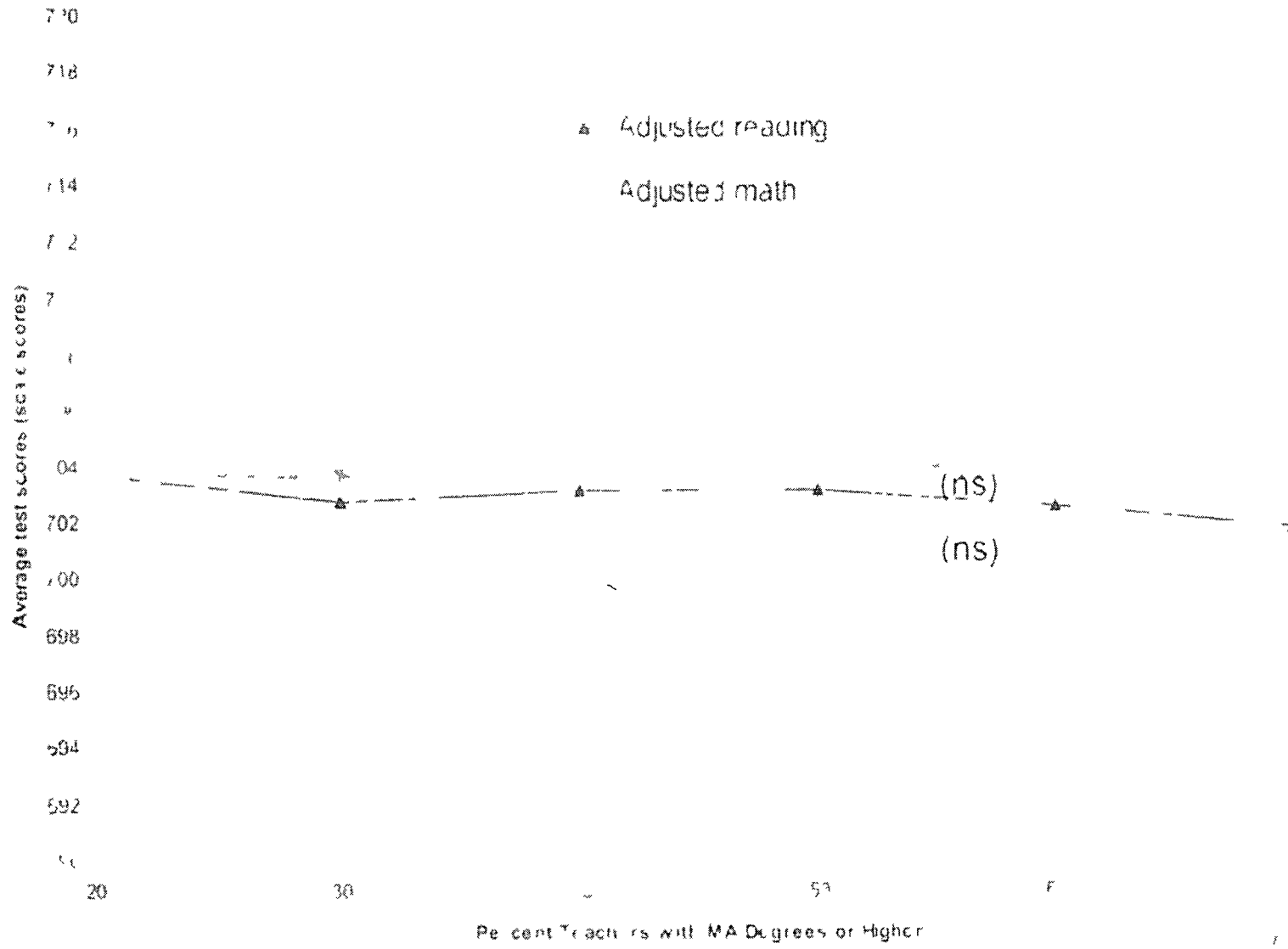
CITY MIDDLE SCHOOL ACHIEVEMENT BY PORTABLE CLASSROOMS 2022 GRADES 3

11 - 33120174

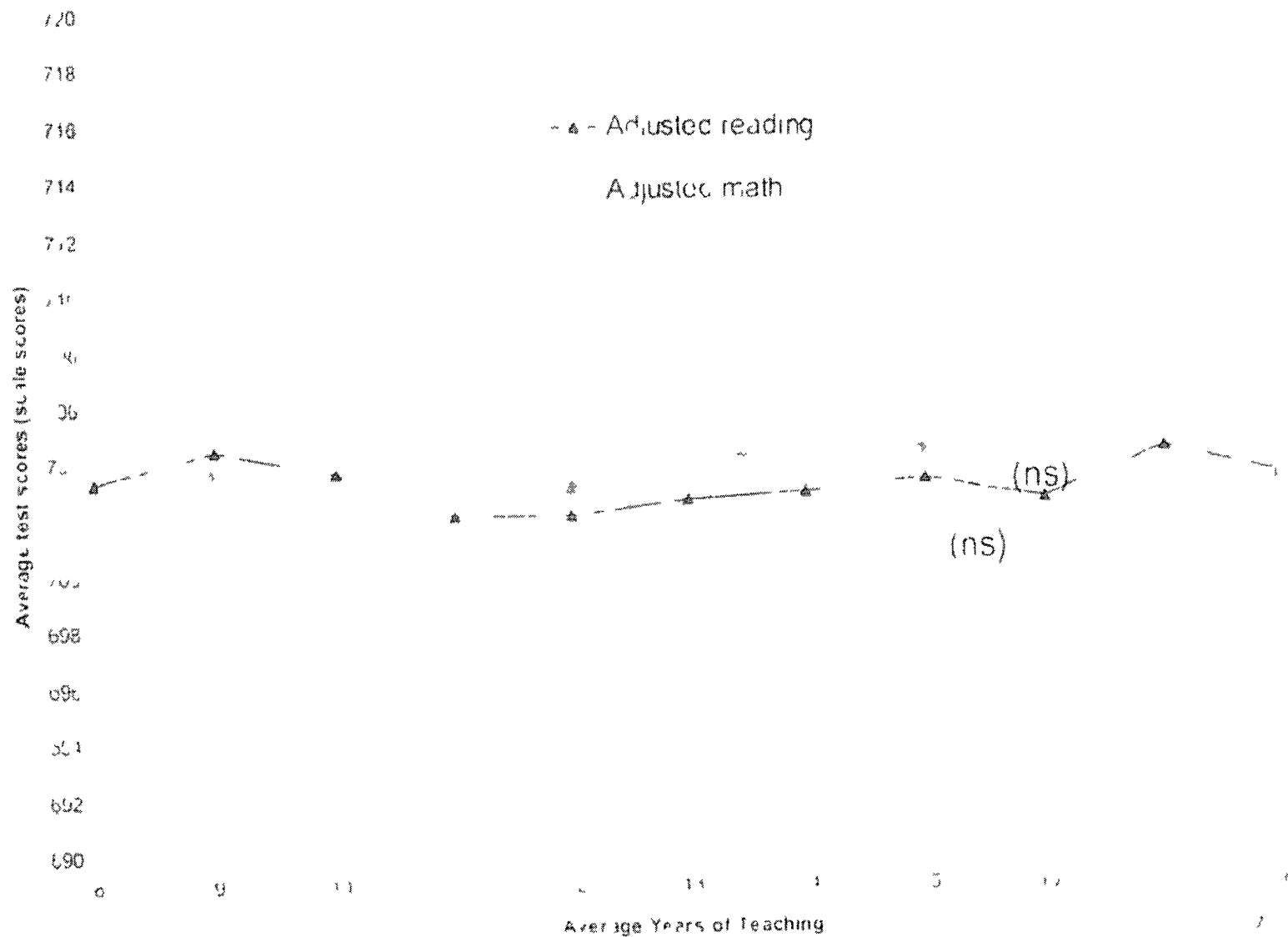


RE 140279

C 20 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER EDUCATION 2002 GRADES 6-8



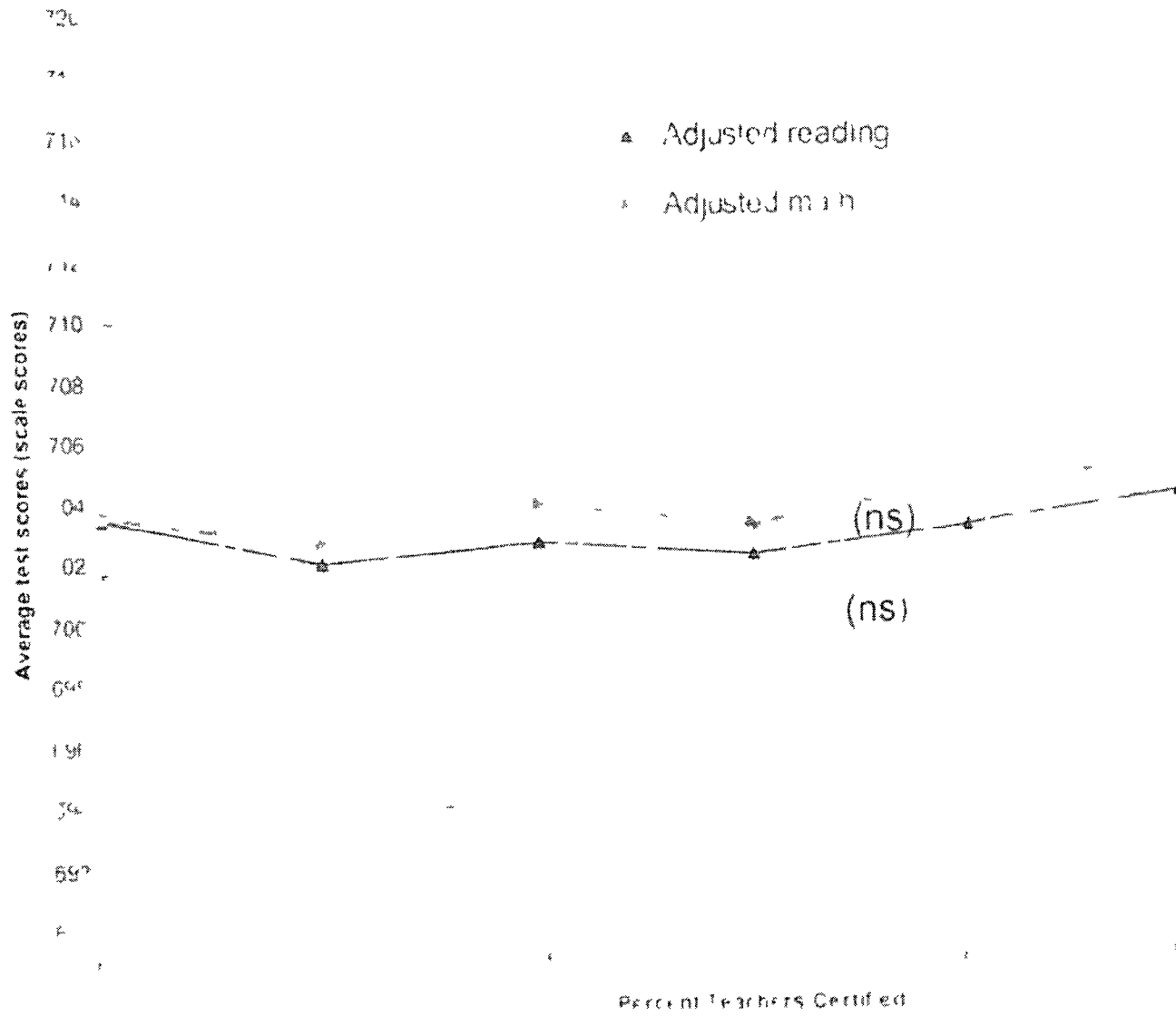
C 21 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER EXPERIENCE 2002 GRADES 6-8



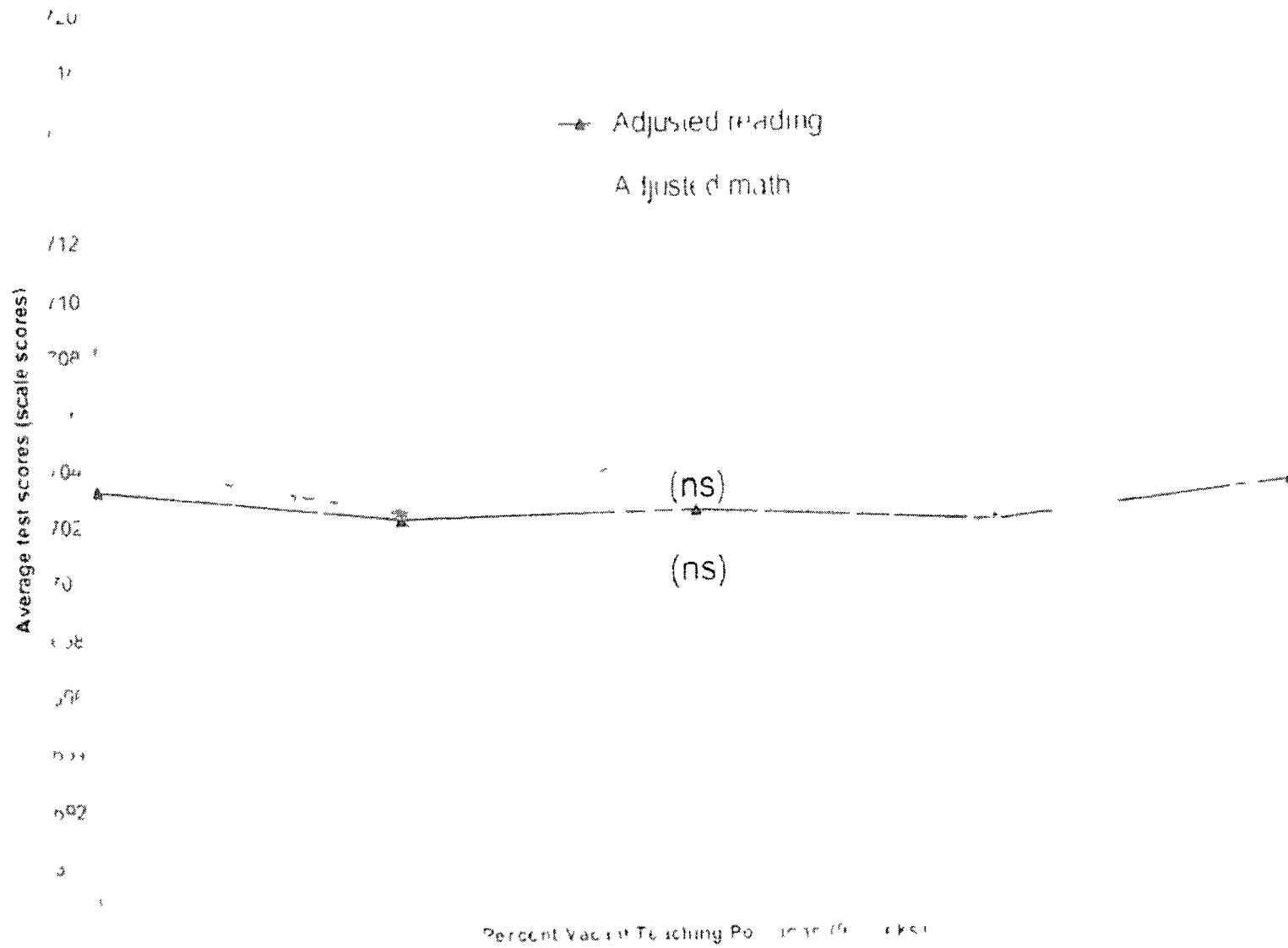
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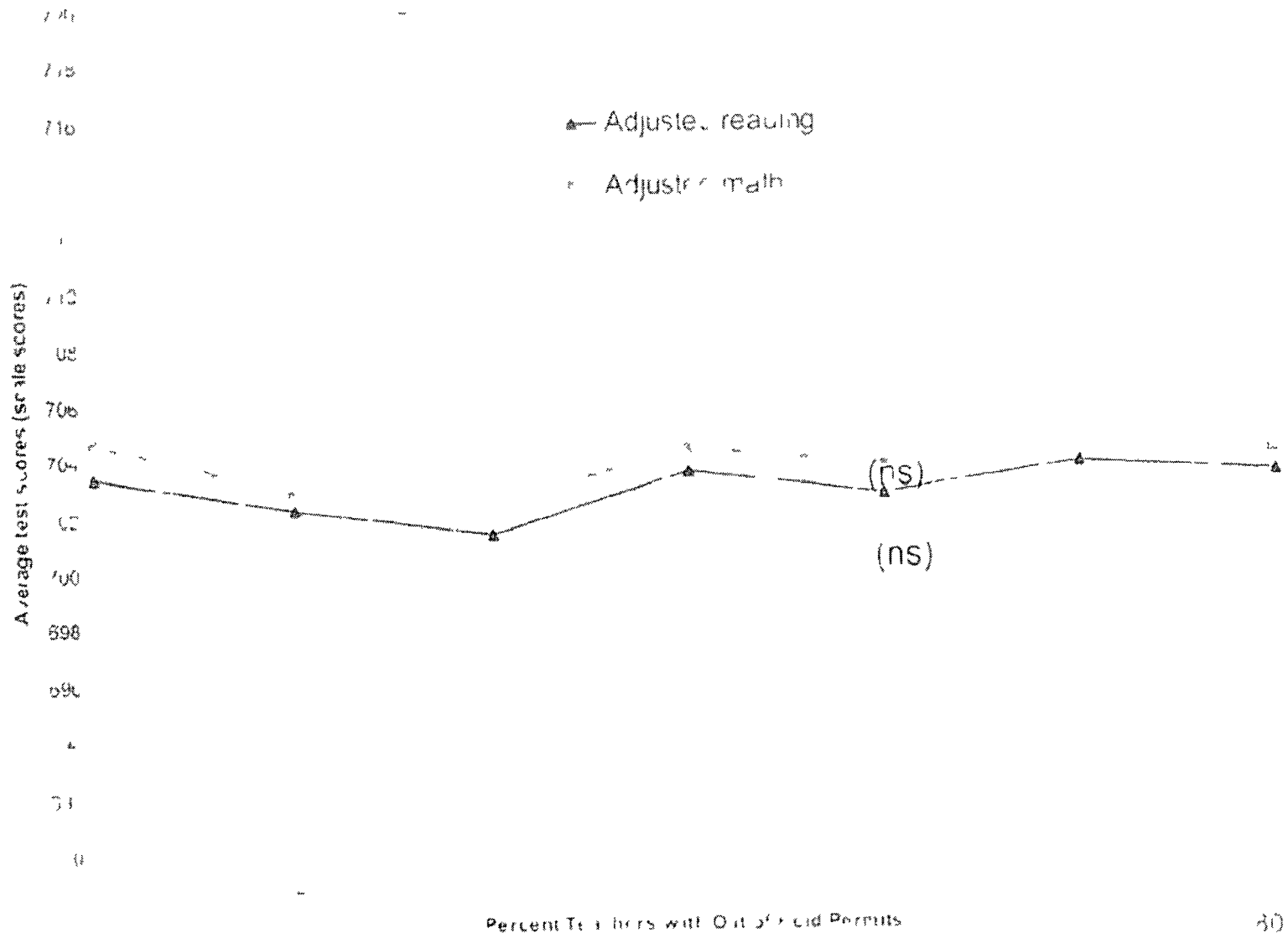
C 22 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER CERTIFICATION 2002 GRADES 6-8



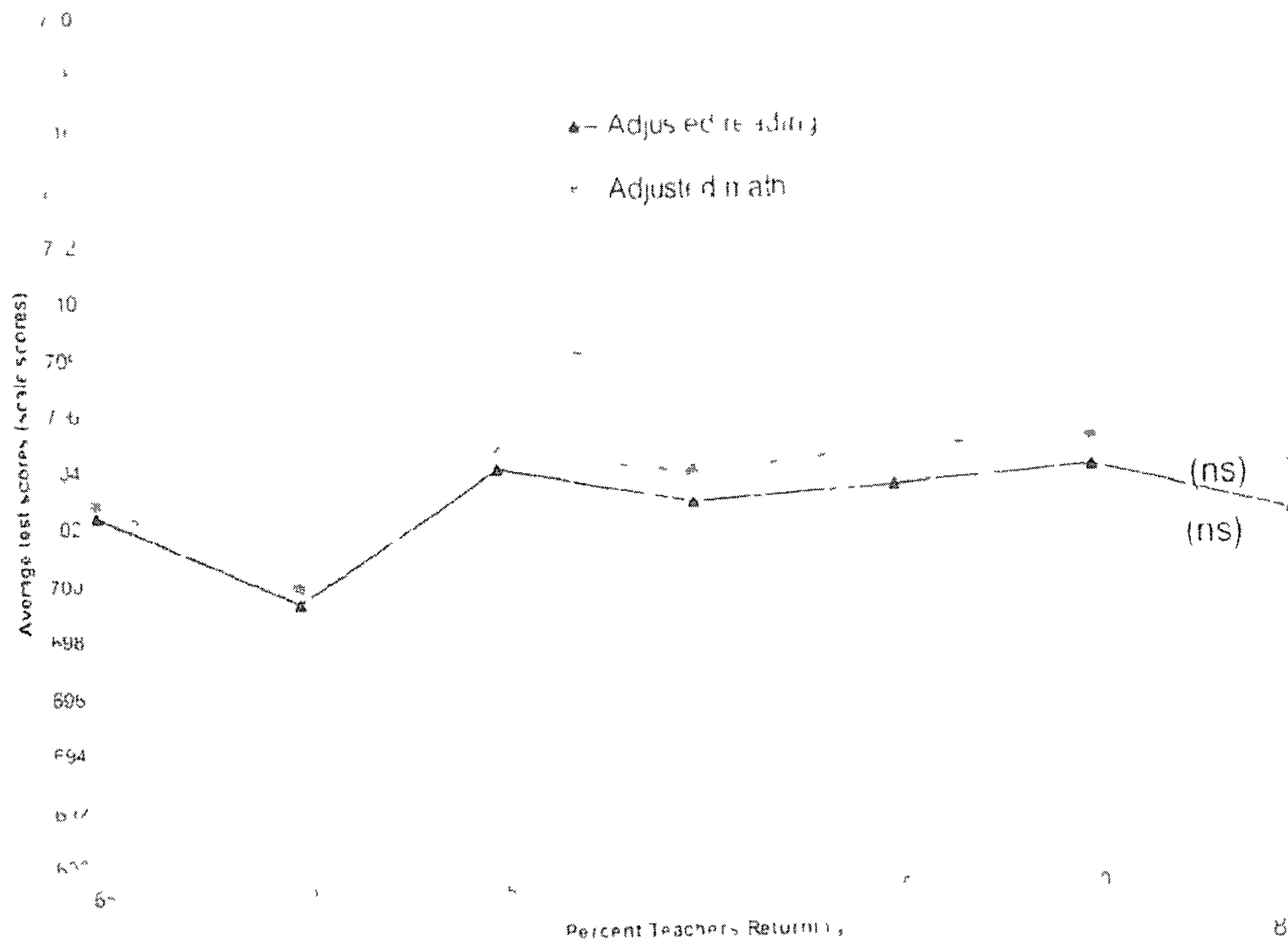
23 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER VACANCY RATE, 2002 GPAD 3.6.8



C 24 MIDDLE SCHOOL ACHIEVEMENT BY TEACHERS OUT OF FIELD 2012 GRADES 6-8



C J MIDDLE SCHOOL ACHIEVEMENT BY TEACHER RETENTION 2002 GRADES 6-8



C 26 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER CONTRACT STATUS GRADES 6

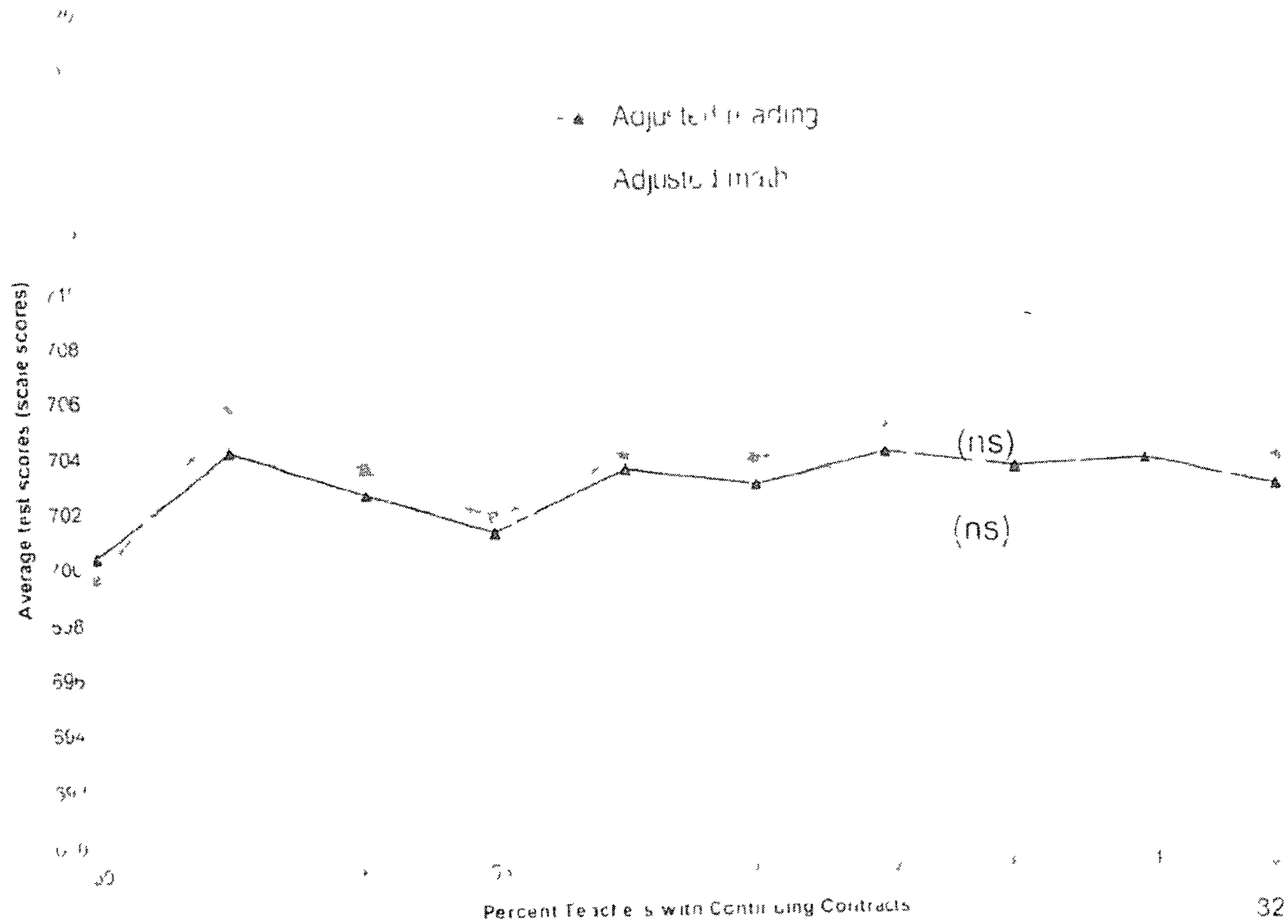
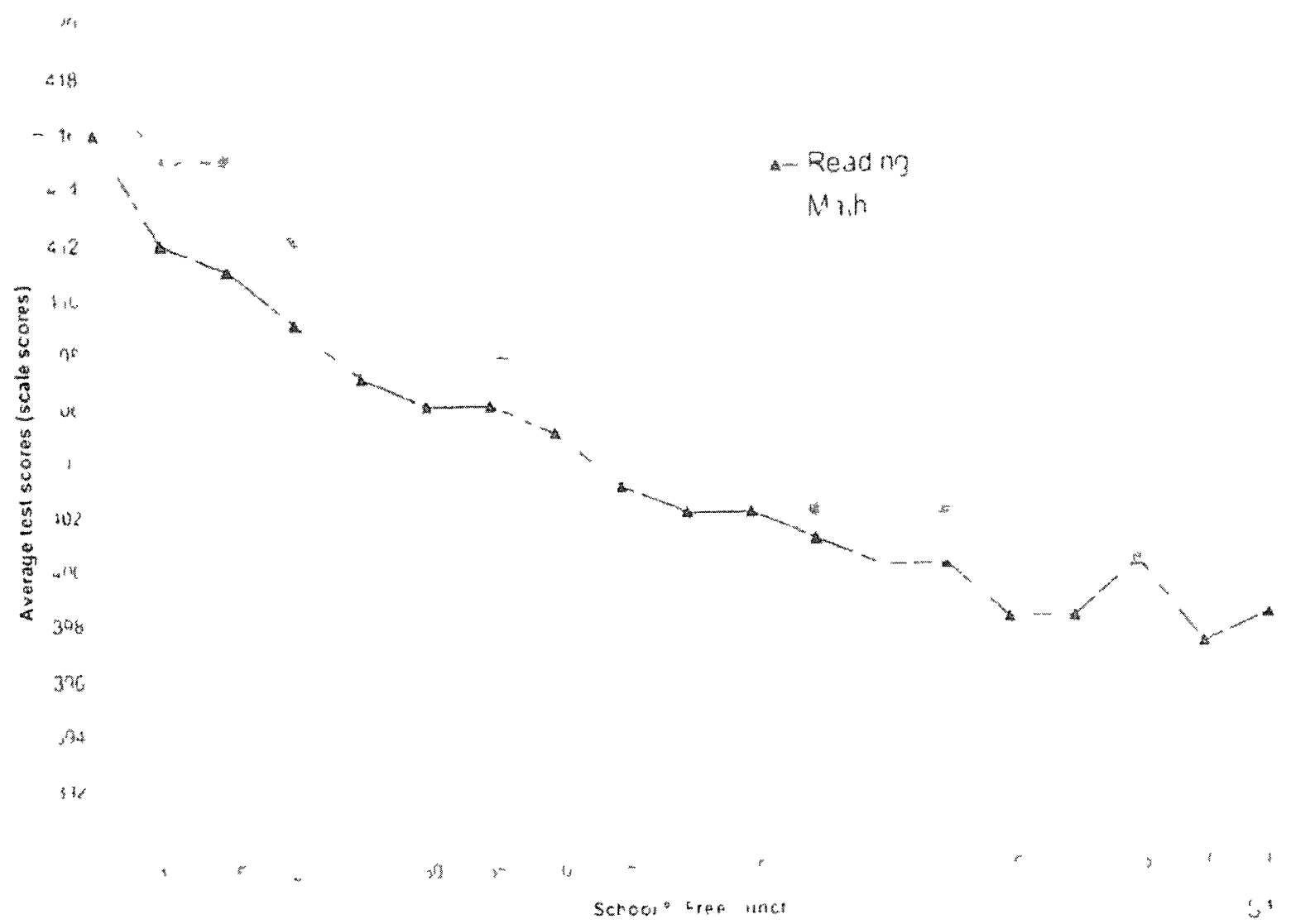


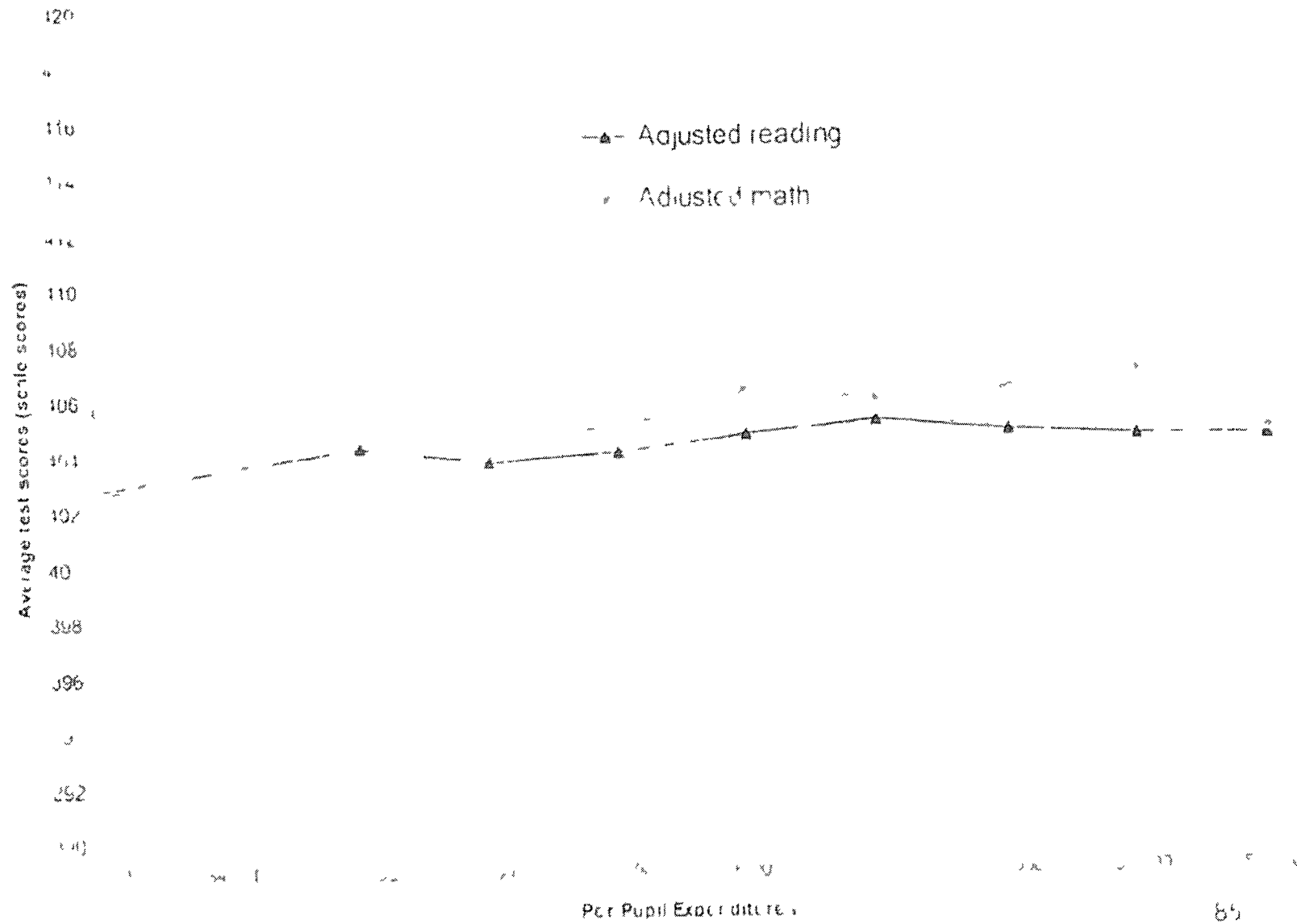
TABLE 1 SIGNIFICANCE TESTS FOR TEACHER & SCHOOL RESOURCES 2001						
	READING SCORES		Standardized	MATH SCORES		Standardized
	Effect	Significance	Effect	Effect	Significance	Effect
ELEMENTARY SCHOOLS						
Free lunch	-0.18044	(p< .001)	-0.820	-0.19818	(p< .001)	-0.710
Pupils per teacher	-0.05237	ns	-0.036	-0.02255	ns	-0.012
% MA degrees	0.01833	ns	0.046	0.03074	ns	0.061
Vacancy rate	0.16205	(p< .01)	0.068	0.14471	ns	0.048
Continuation rate	-0.00553	ns	-0.011	-0.00459	ns	-0.007
% Out of Field	0.01619	ns	0.009	-0.03794	ns	-0.017
% Returning	0.02573	ns	0.035	0.08359	(p< .02)	0.089
Experience (yrs)	0.05919	ns	0.029	0.01980	ns	0.008
% Certified	0.02673	ns	0.035	0.03649	ns	0.038
Per Pupil Expenditures	0.00035	(p< .01)	0.071	0.00049	(p< .02)	0.078
Teacher Salary	0.00006	ns	0.030	0.00014	ns	0.055
Principal Experience	0.06377	(p< .01)	0.064	0.08218	(p< .02)	0.065
% Portable classrooms	0.01556	ns	0.044	0.00334	ns	0.008
MIDDLE SCHOOLS						
Free lunch	-0.19203	(p< .001)	-0.679	-0.23378	(p< .001)	-0.696
Pupils per teacher	-0.01919	ns	-0.014	-0.01603	ns	-0.010
Vacancy rate	-0.08440	ns	-0.057	-0.15885	ns	-0.091
% MA degrees	-0.05771	ns	-0.107	-0.0768*	(p< .03)	-0.120
Continuation rate	0.03472	ns	0.067	0.02625	ns	0.043
% Out of Field	0.04317	ns	0.032	0.06381	ns	0.040
% Returning	-0.07123	ns	-0.089	-0.09490	ns	-0.099
Experience (yrs)	0.23749	ns	0.096	0.35340	(p< .05)	0.120
% Certified	0.04239	ns	0.057	0.09713	ns	0.111
Per Pupil Expenditures	-0.00025	ns	-0.011	-0.00007	ns	-0.034
Teacher Salary	-0.00001	ns	-0.034	-0.00009	ns	0.003
Principal Experience	0.15224	ns	0.071	0.11153	ns	0.083
% Portable classrooms	-0.02041	ns	-0.028	-0.01264	ns	-0.038

Sources for Slides 83 - 109 2001 SDE PACT Data and SDE Employment Files

D 1 ELEMENTARY ACHIEVEMENT BY % FREE LUNCH 2001 GRADES 3-5



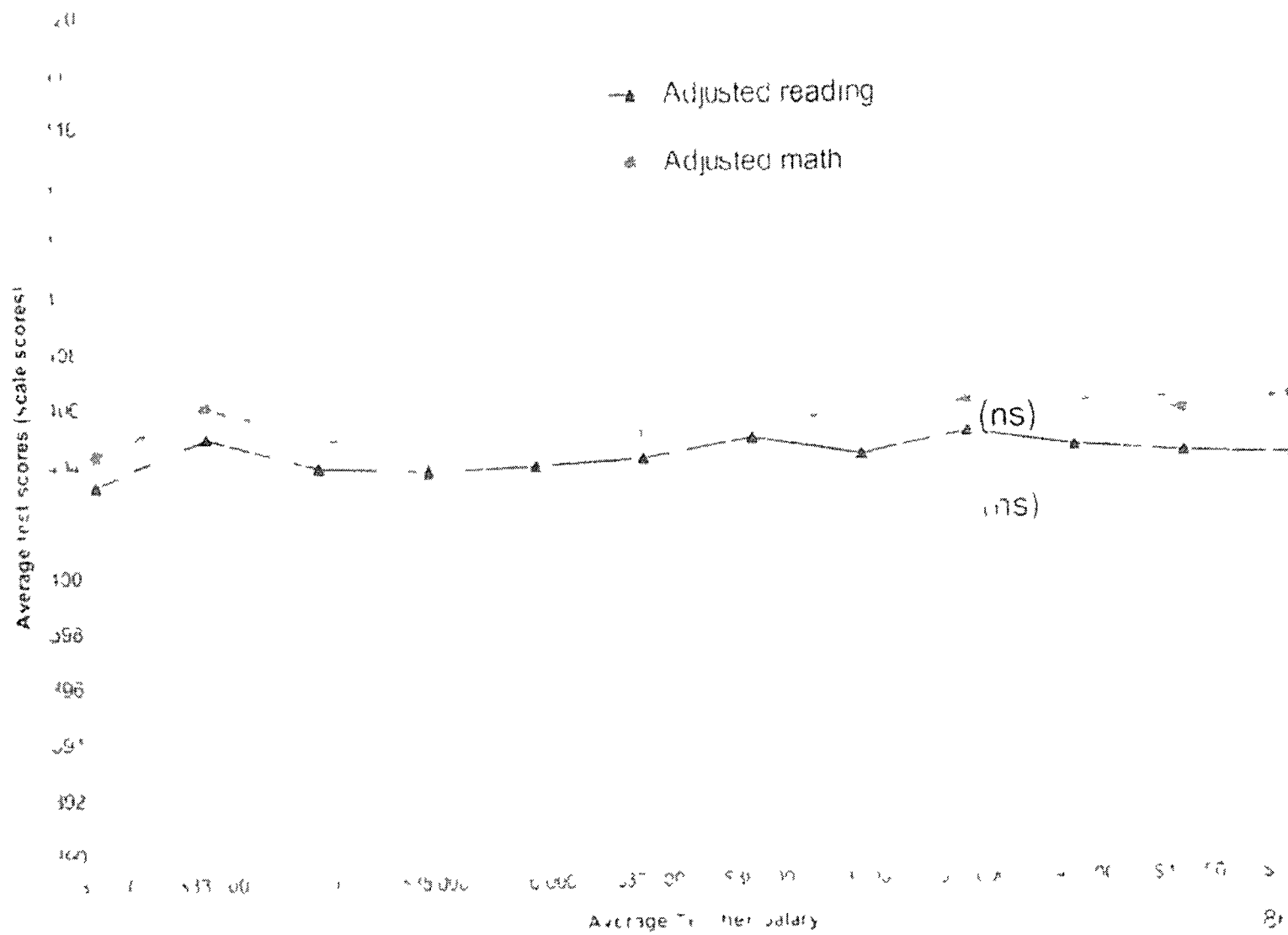
DOZ ELEMENTARY ACHIEVEMENT BY PER PUPIL EXPENDITURES 2001 GRADES 3-5



REC 2342 085

REC040289

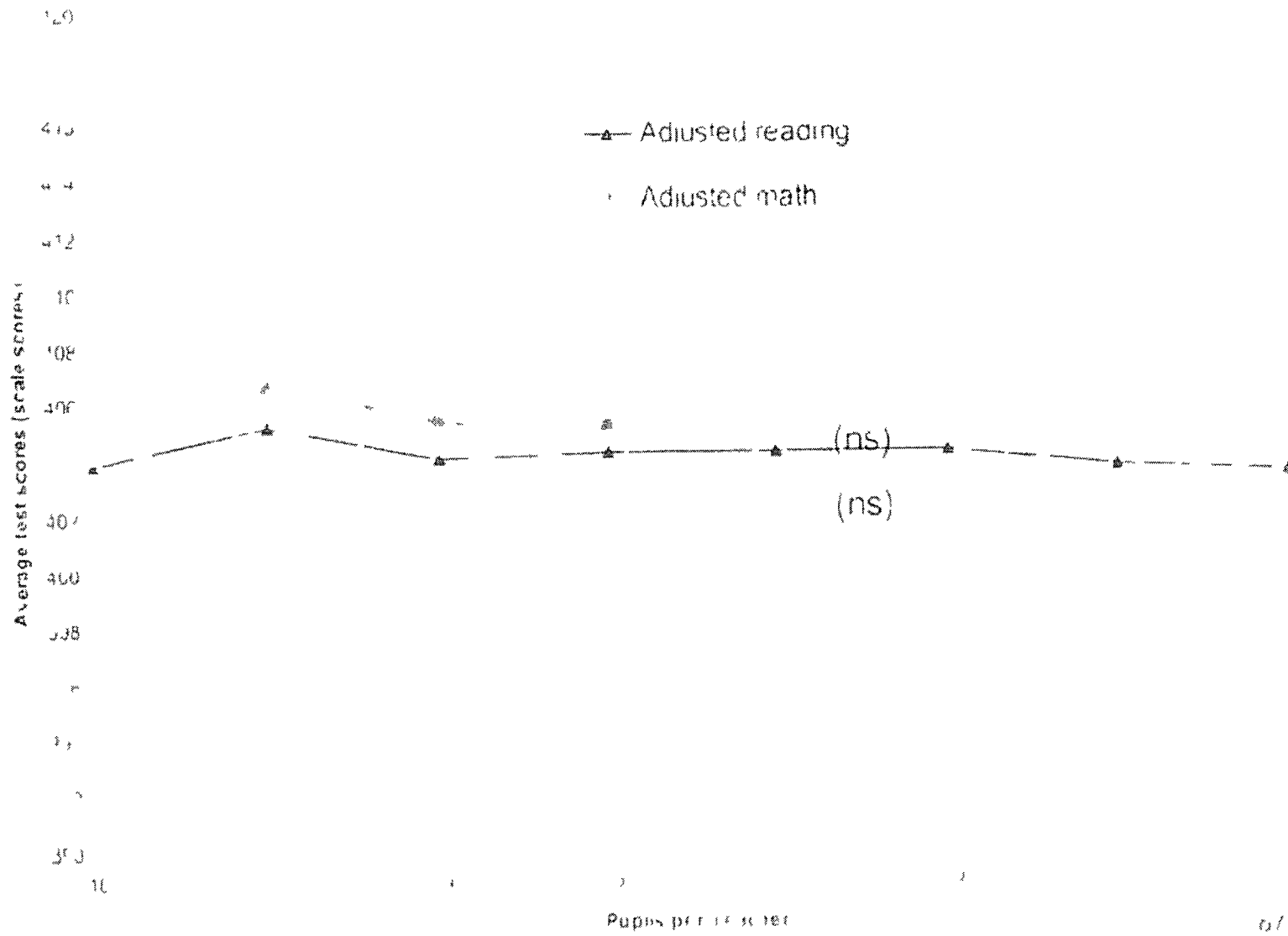
D 3 ELEMENTARY ACHIEVEMENT BY TEACHER SALARY 2001 GRADES 3-5



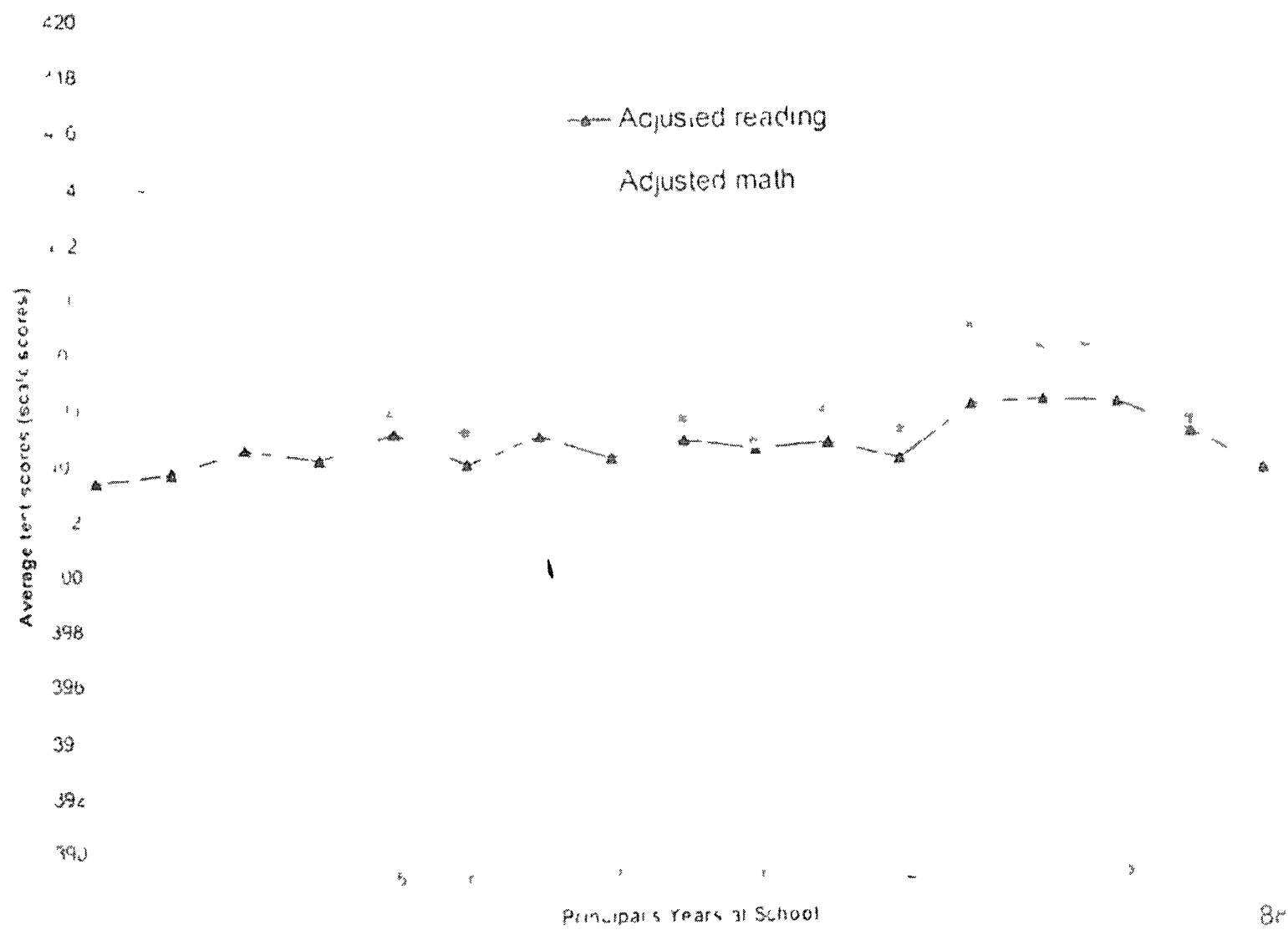
D 4 ELEMENTARY ACHIEVEMENT BY PUPIL TEACHER RATIO 2001 GRADES 3-5

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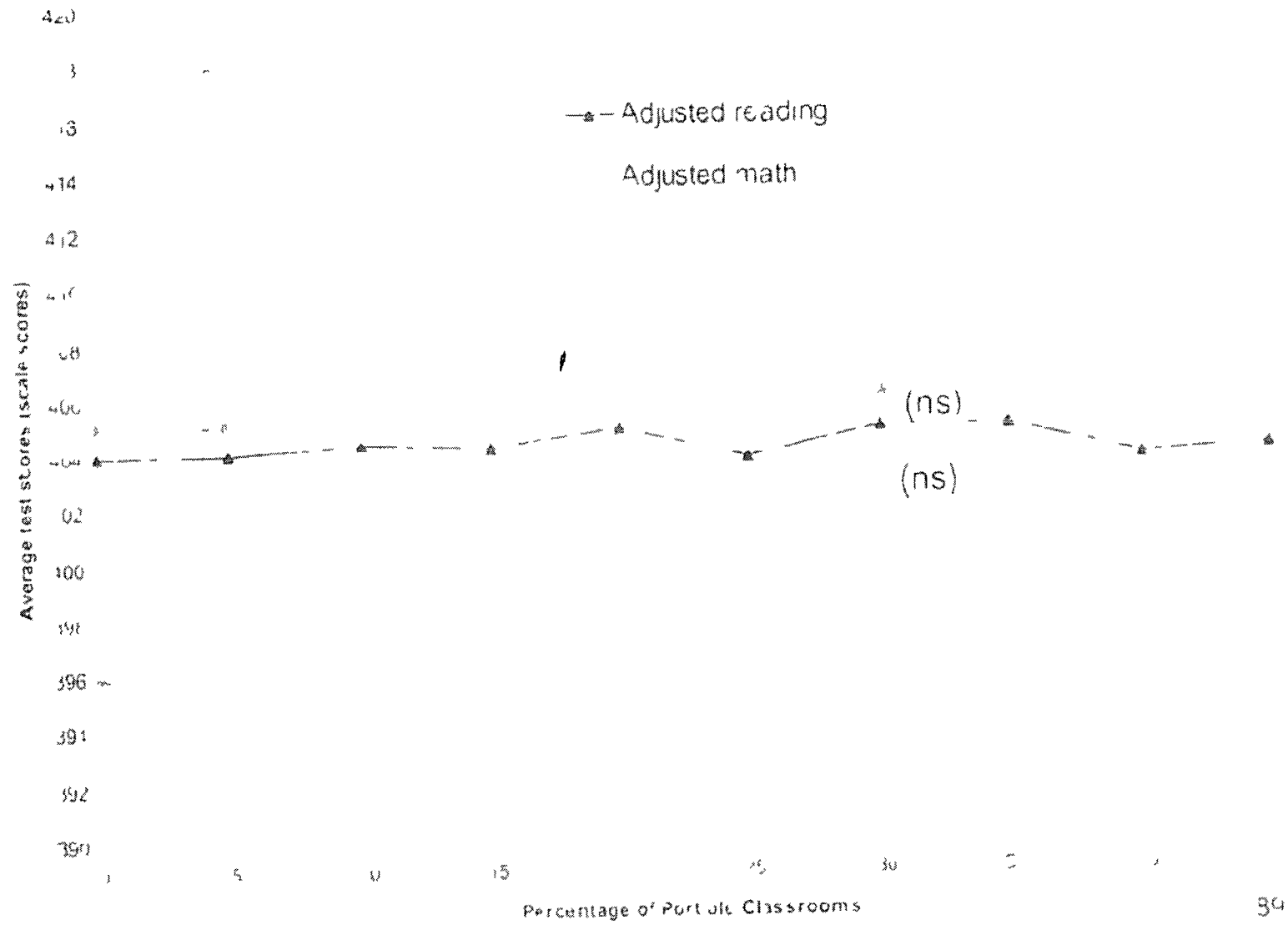
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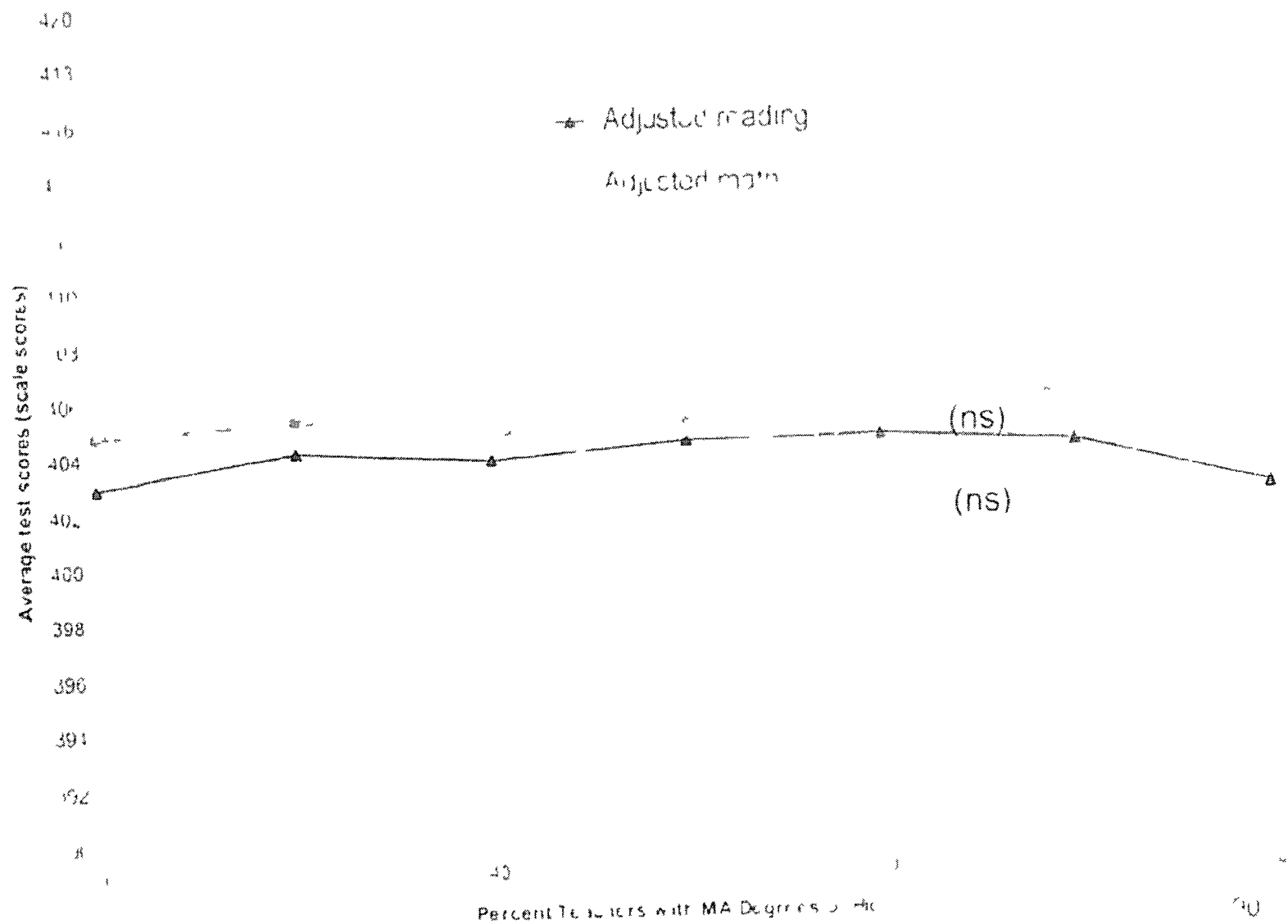
D 5 ELEMENTARY ACHIEVEMENT BY PRINCIPAL S TENURE 2001 GRADES 3-5



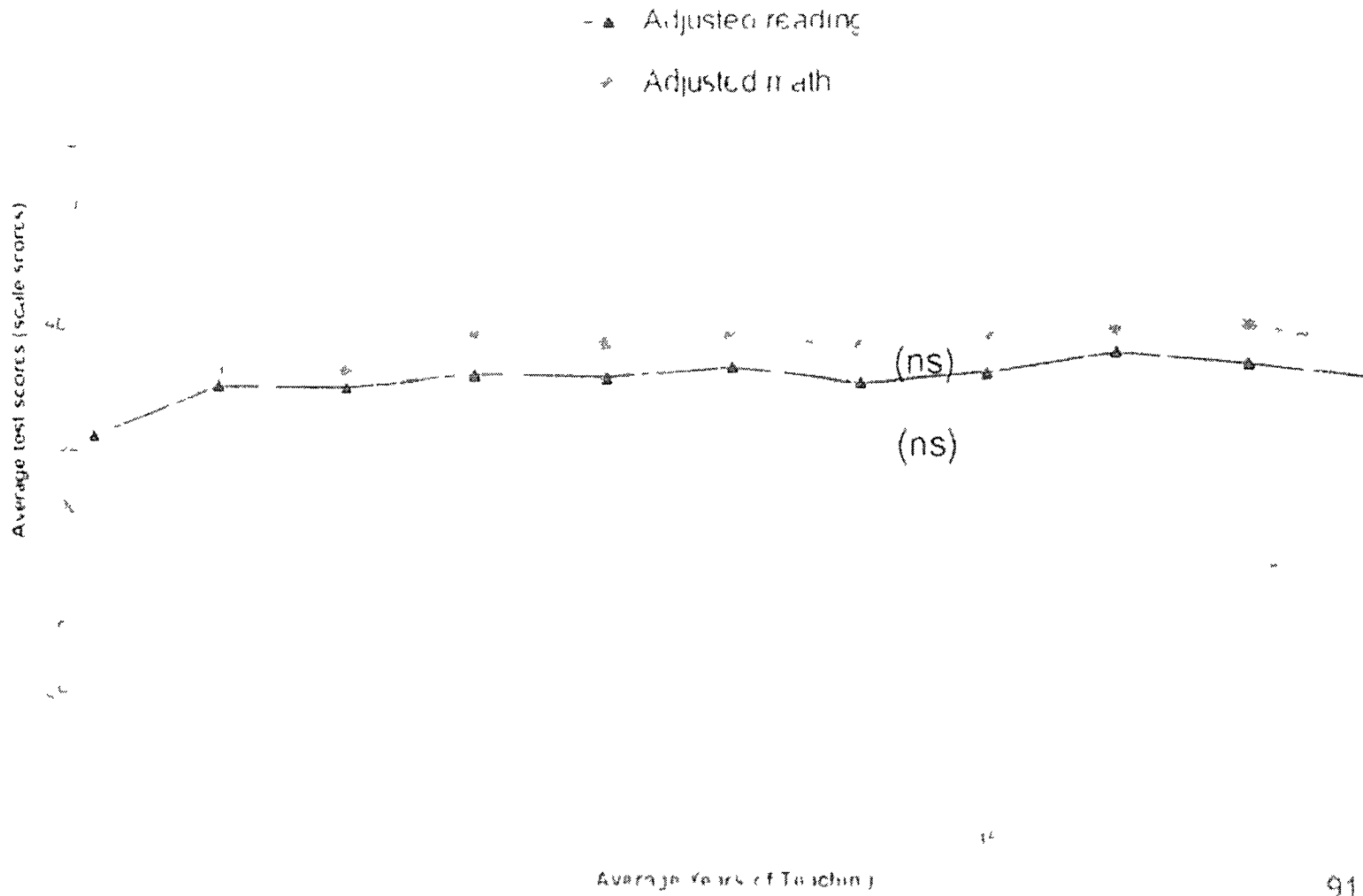
D 6 ELEMENTARY ACHIEVEMENT BY PORTABLE CLASSROOMS 2001 GRADES 3-5



D 7 ELEMENTARY ACHIEVEMENT BY TEACHER EDUCATION 2001 GRADES 3-5



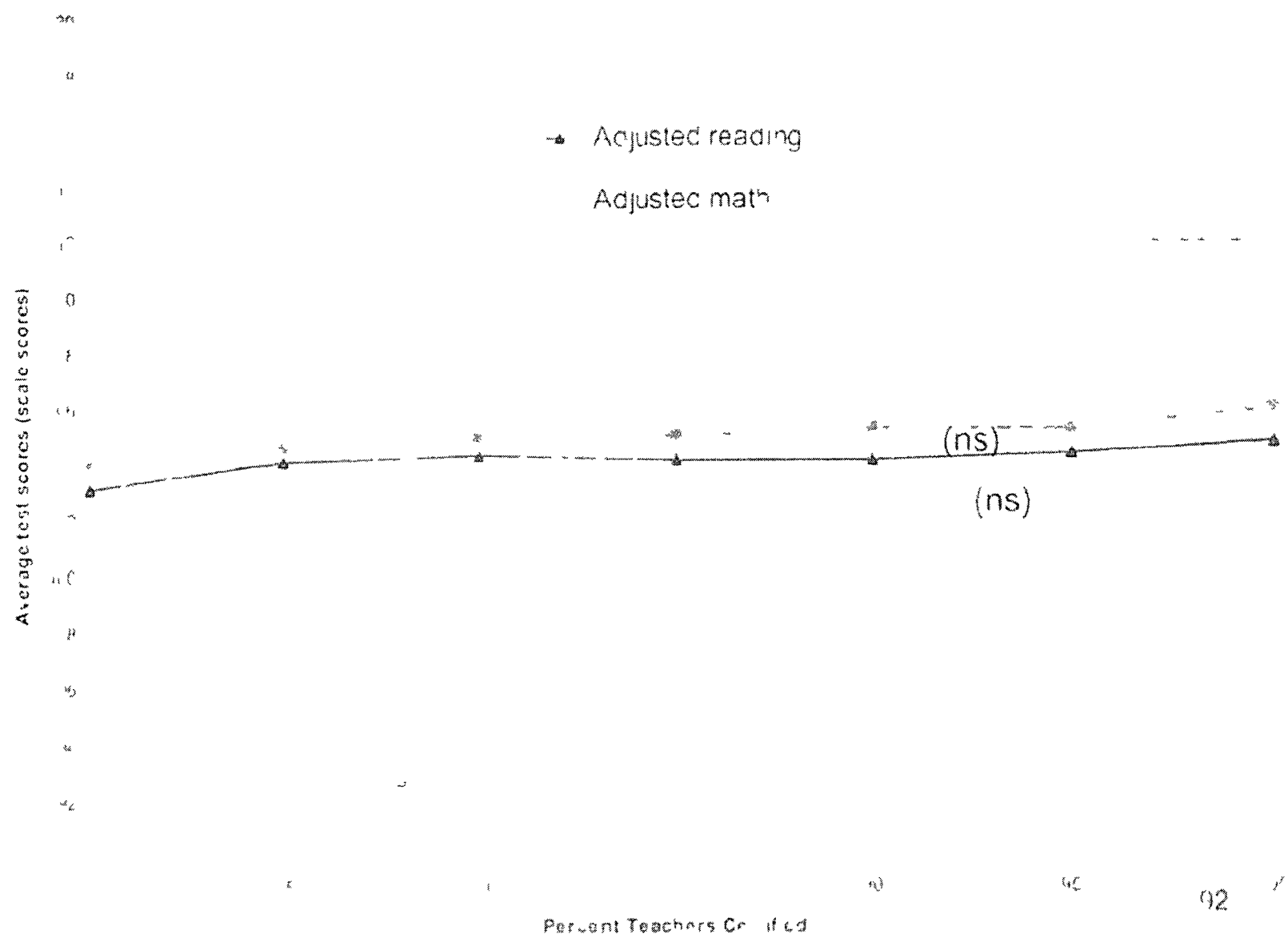
D 8 ELEMENTARY ACHIEVEMENT BY TEACHER EXPERIENCE 2001 GRADES 3-5



REC040295

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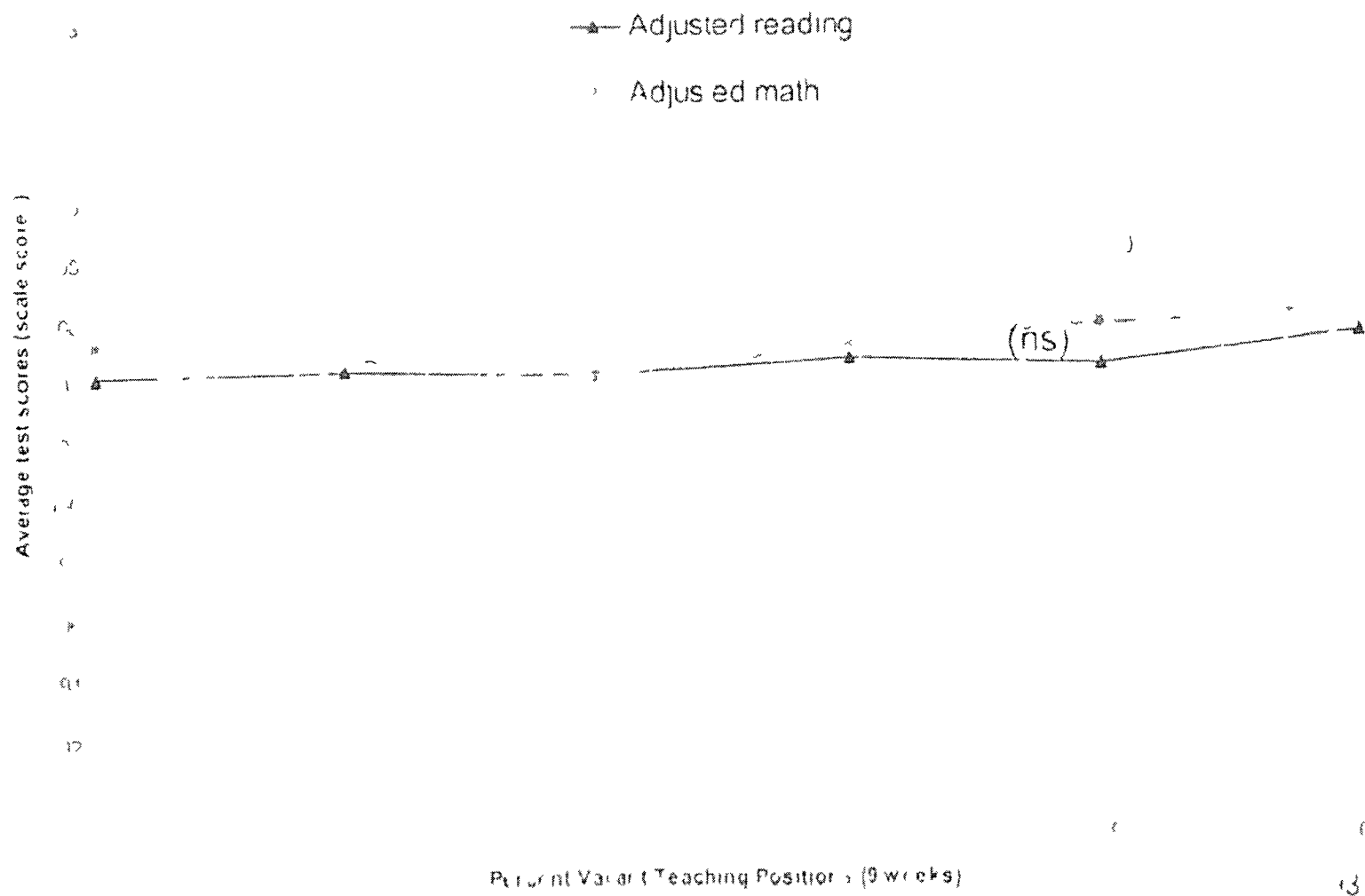
D 9 ELEMENTARY ACHIEVEMENT BY TEACHER CERTIFICATION 2001 GRADES 3-5



REC040296

DATE 30-1-2009

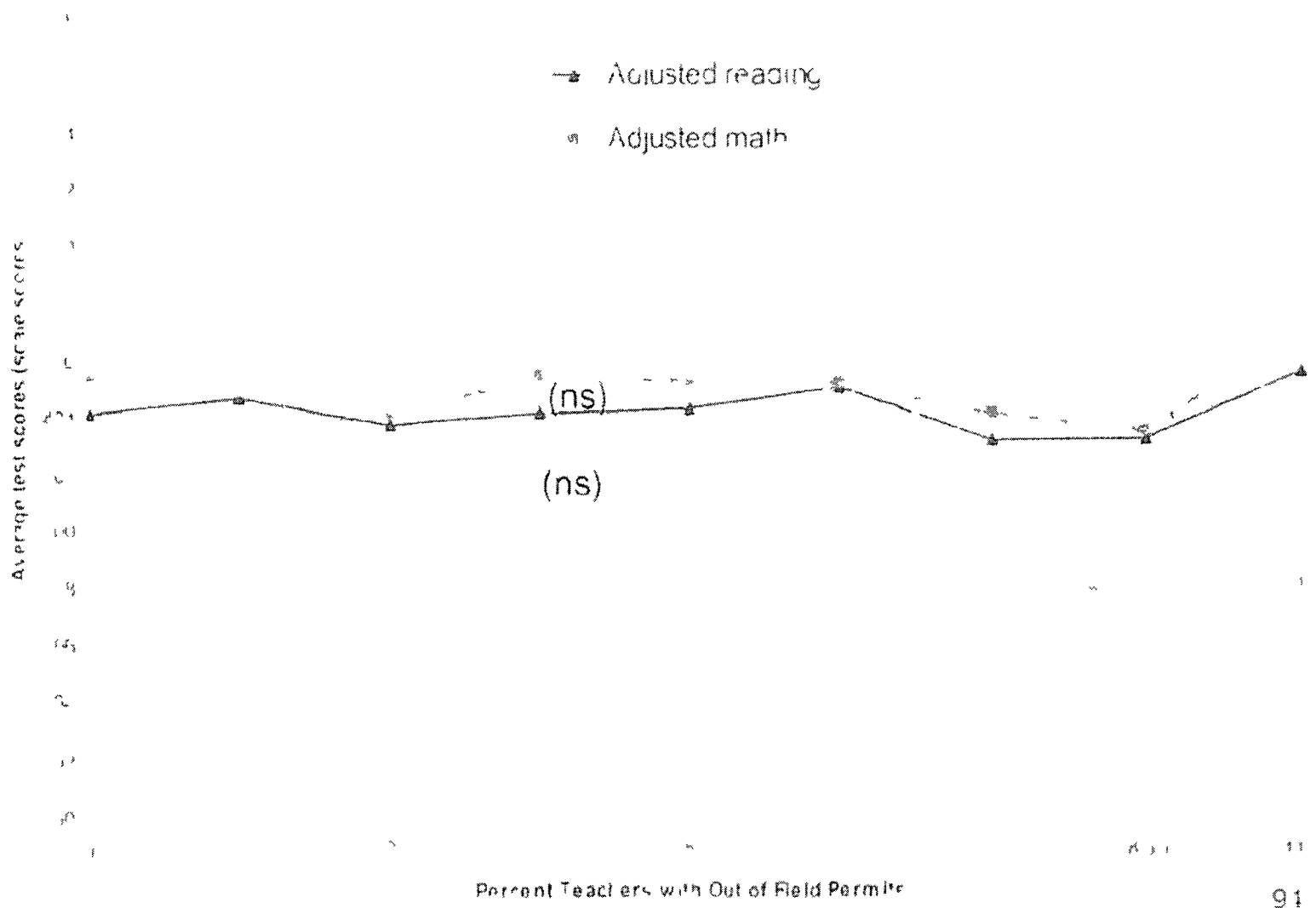
D 10 ELEMENTARY ACHIEVEMENT BY TEACHER VACANCY RATE 2001 GRADES 3-5



REC040297

DEC 14 2009

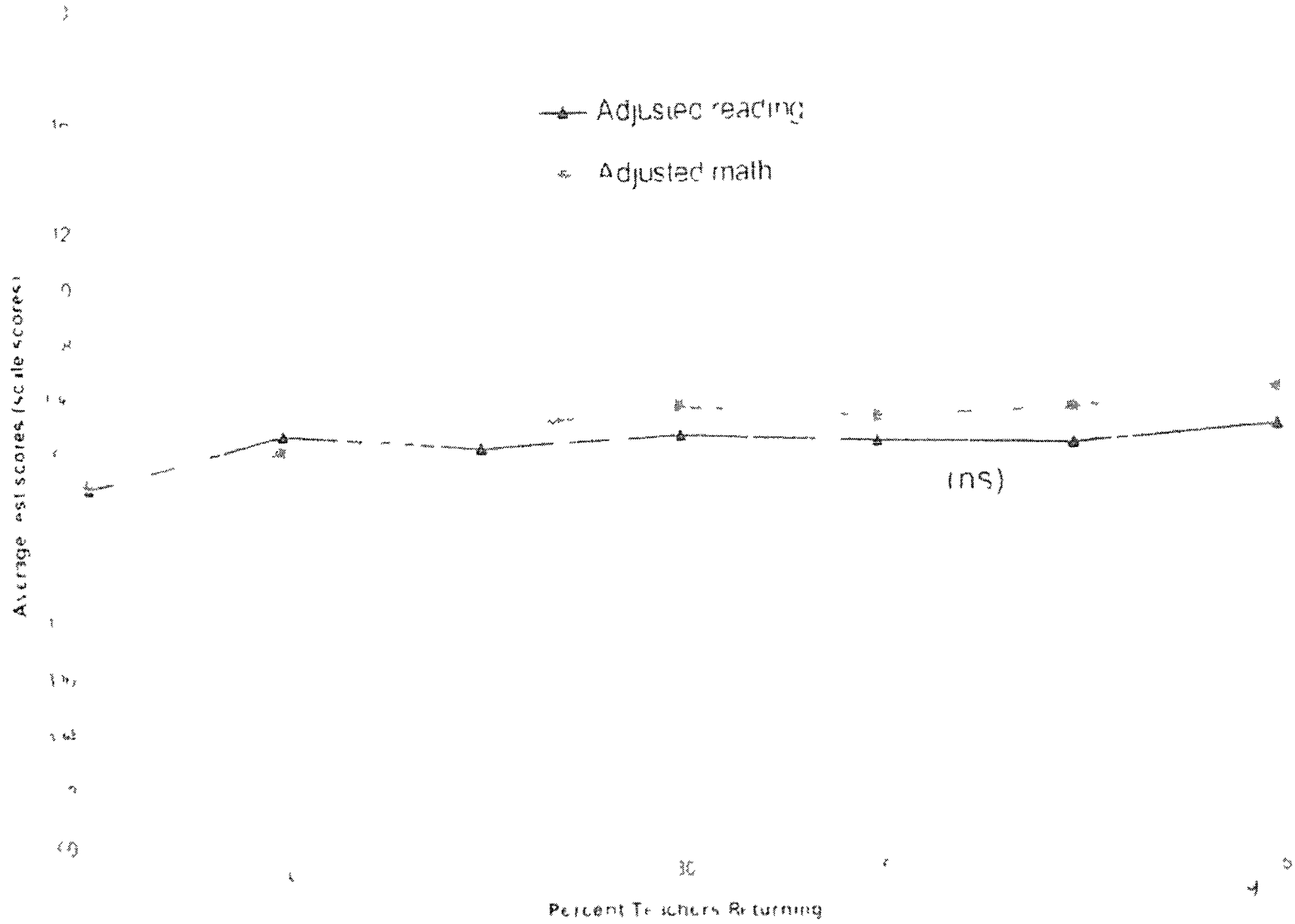
D 11 ELEMENTARY ACHIEVEMENT BY TEACHERS OUT OF FIELD 2001 GRADES 3-5



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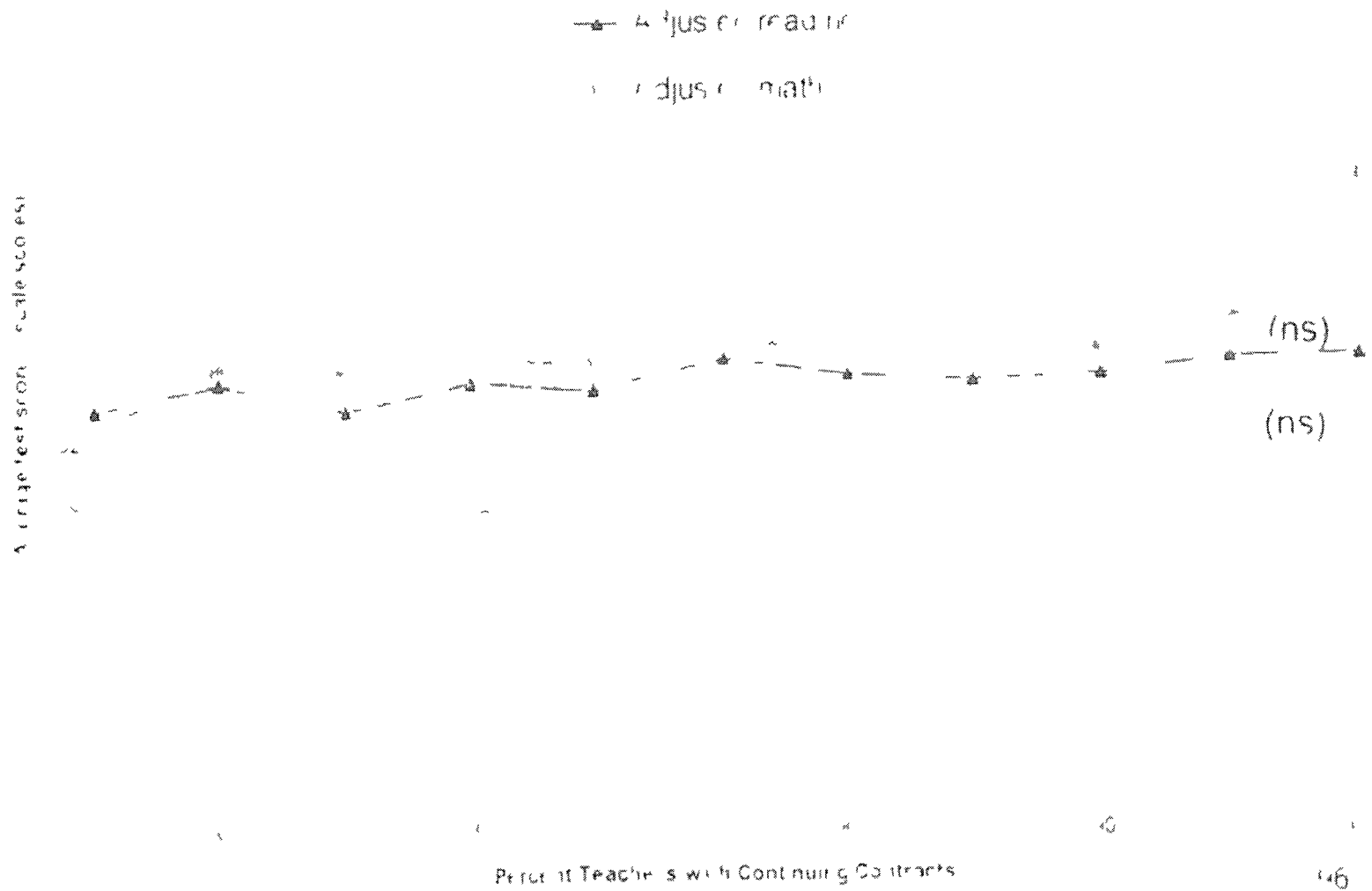
D 12 ELEMENTARY ACHIEVEMENT BY TEACHER RETENTION 2001 GRADES 3-5



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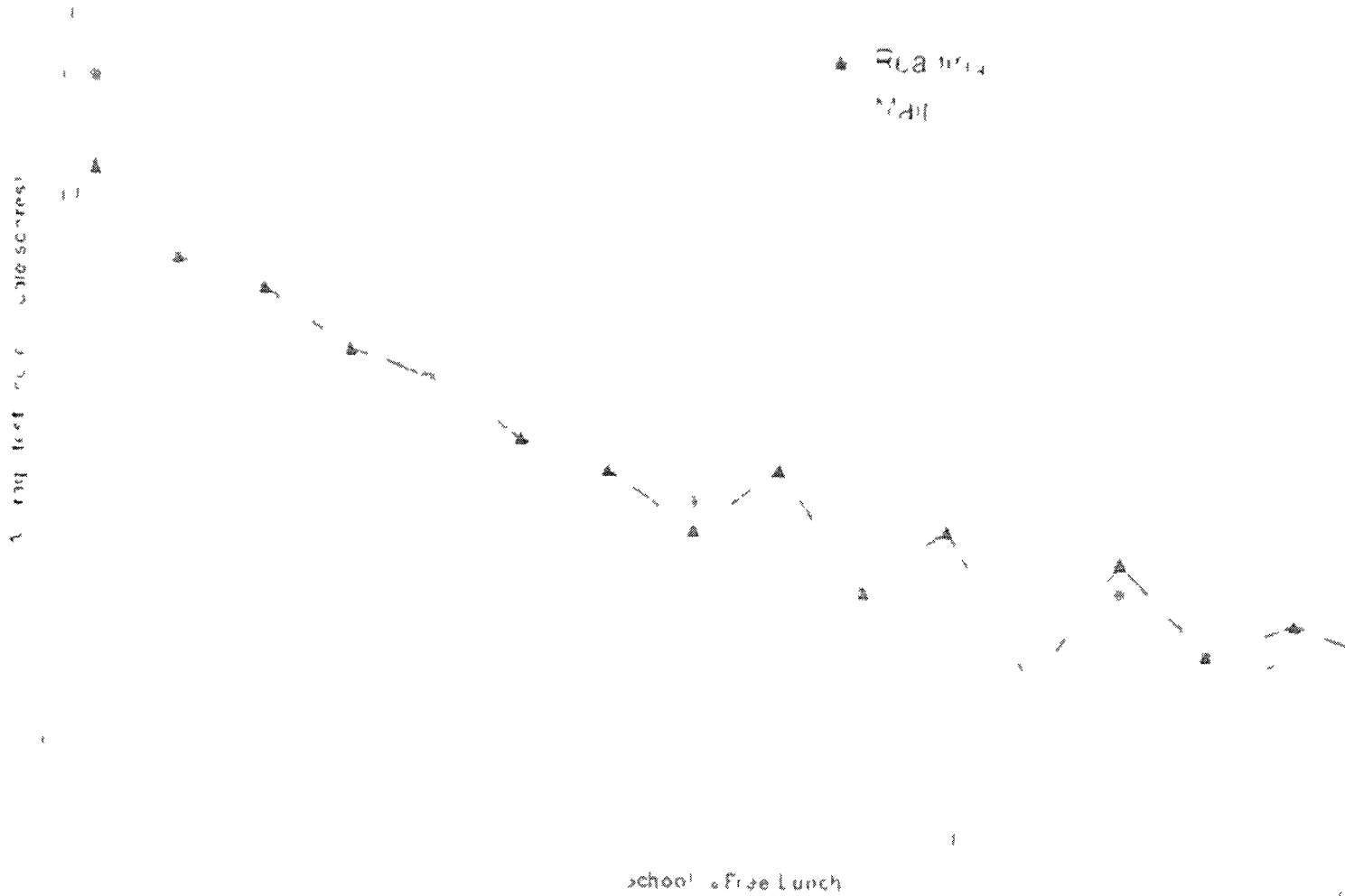
D 10 ELEMENTARY ACHIEVEMENT BY TEACHER CONTRACT STATUS 2001 GRADES 3-5



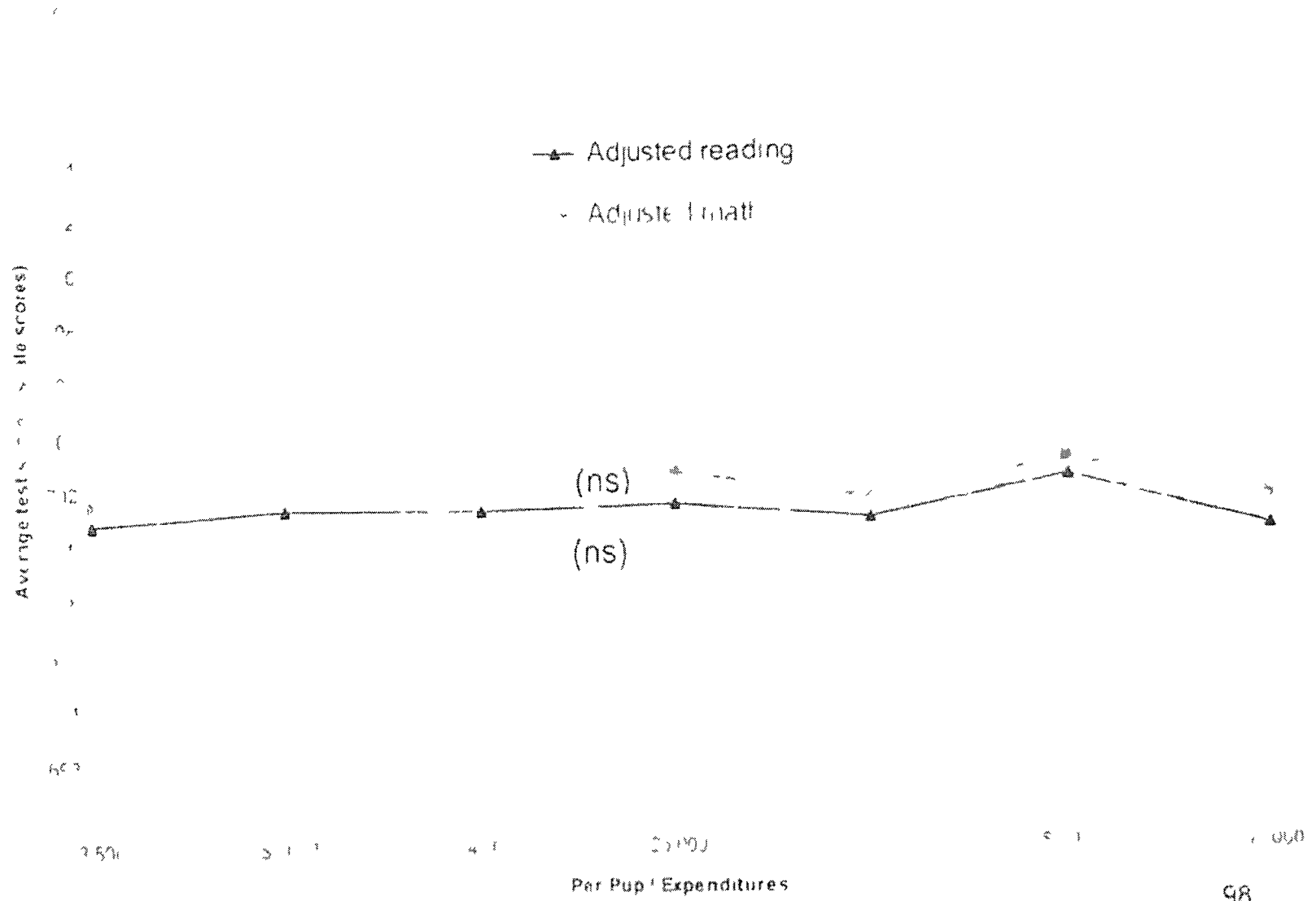
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2nd MIDDLE SCHOOL ACHIEVEMENT BY FREE LUNCH 2001 GRADES 6-8



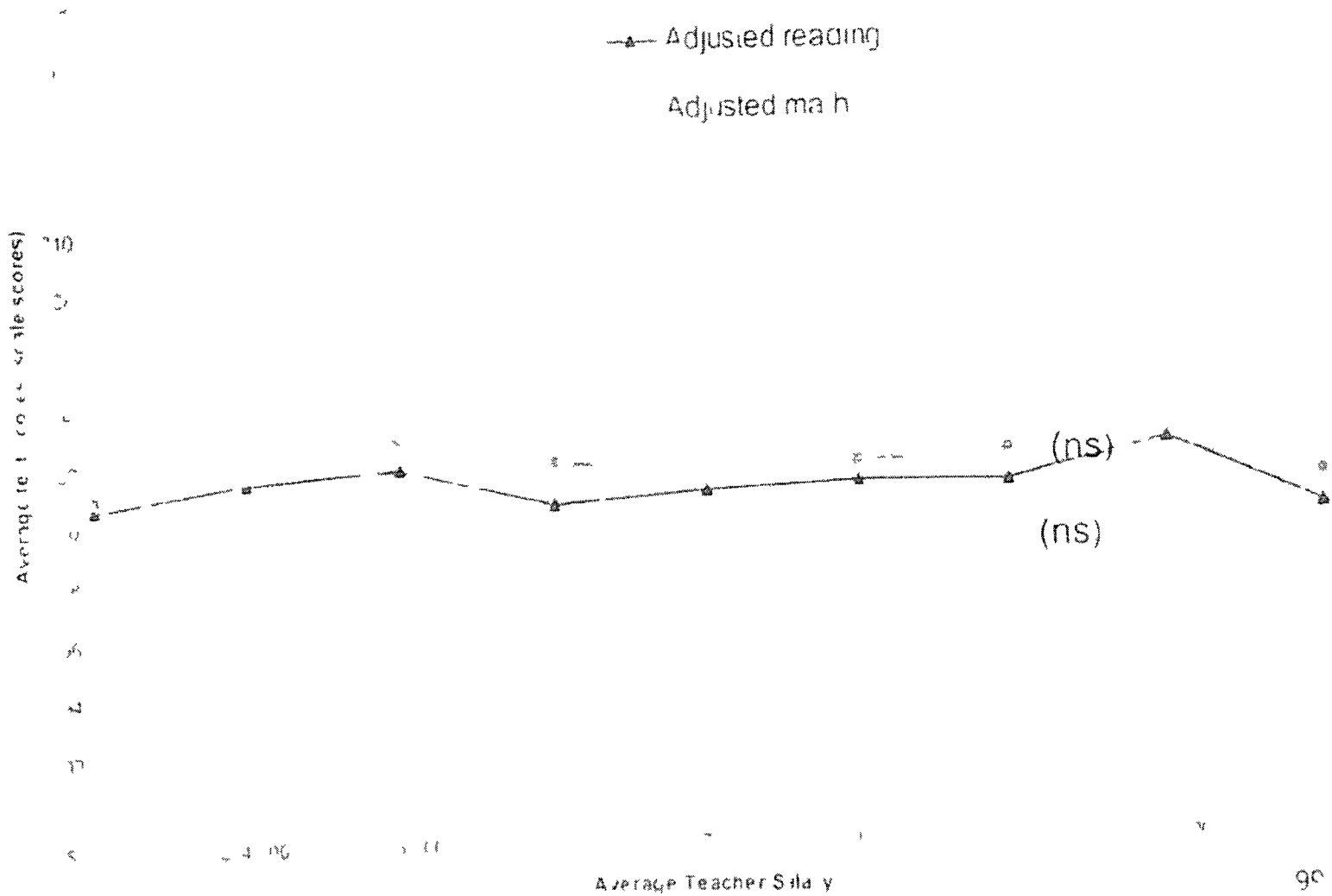
D 15 MIDDLE SCHOOL ACHIEVEMENT BY PER PUPIL EXPENDITURES 2001 GRADES 6-8



REC040302

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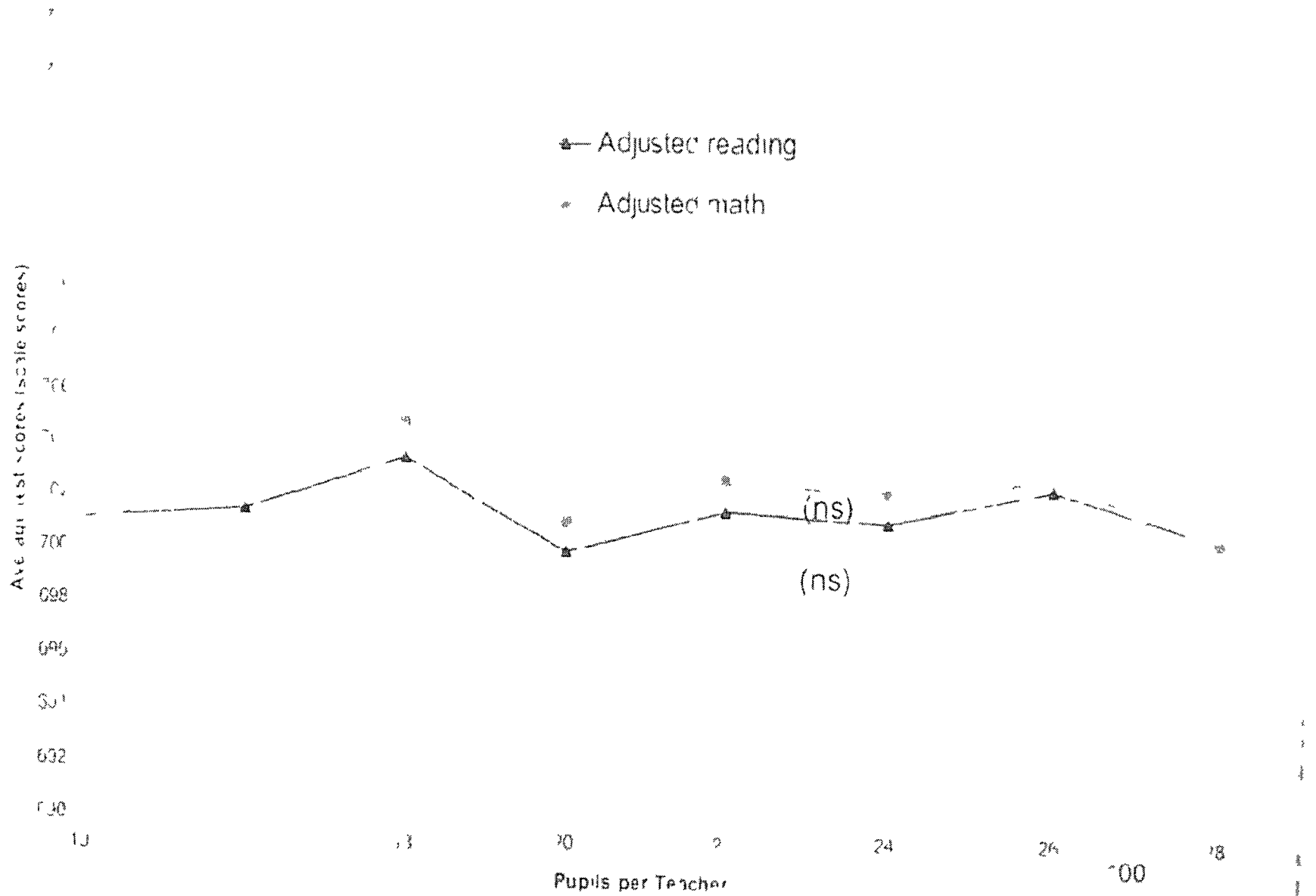
D 16 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER SALARY 2001 GRADES 6-8



REC040303

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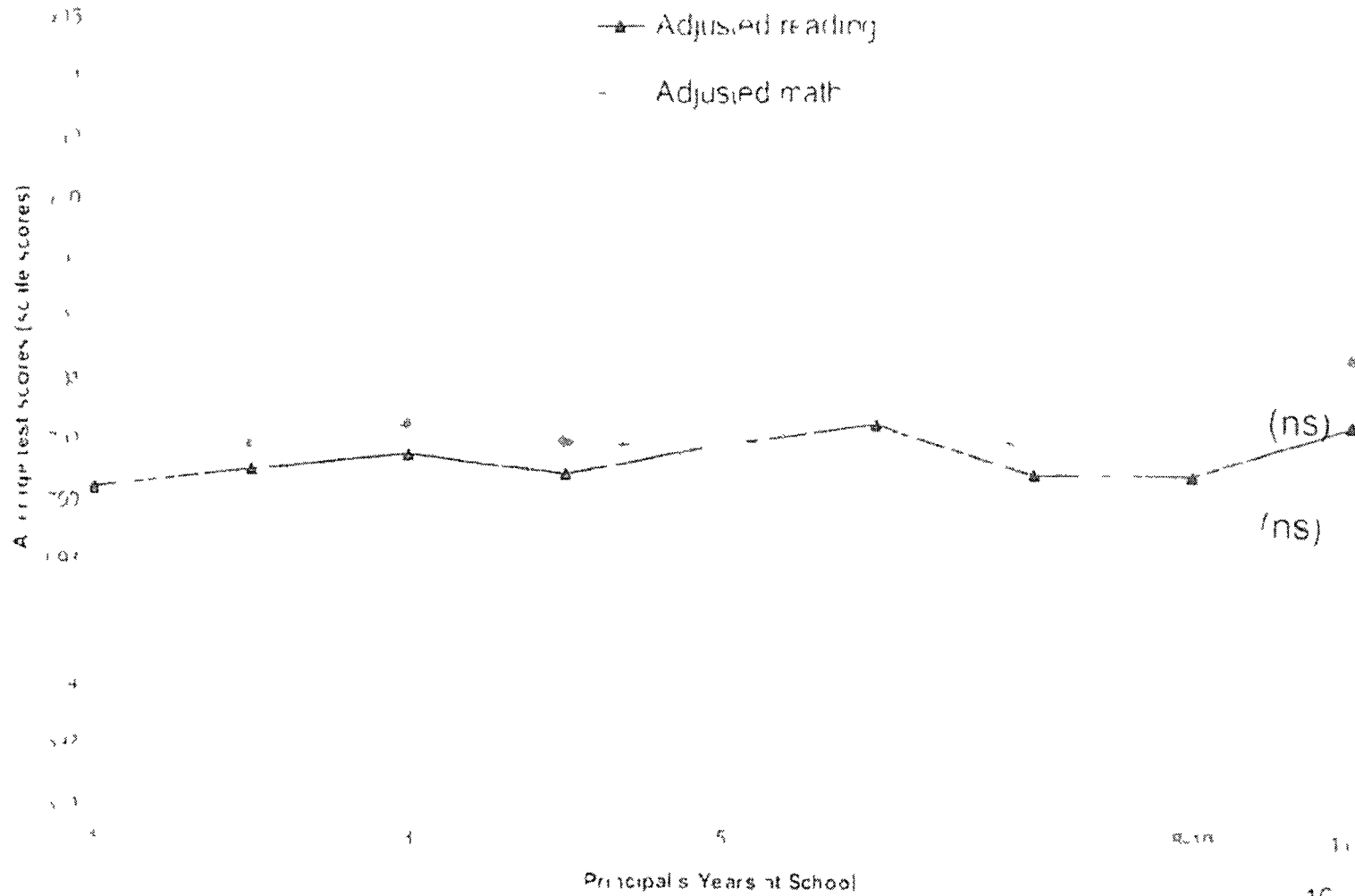
D 17 MIDDLE SCHOOL ACHIEVEMENT BY PUPIL TEACHER RATIO 2001 GRADES 3-5



REC040304

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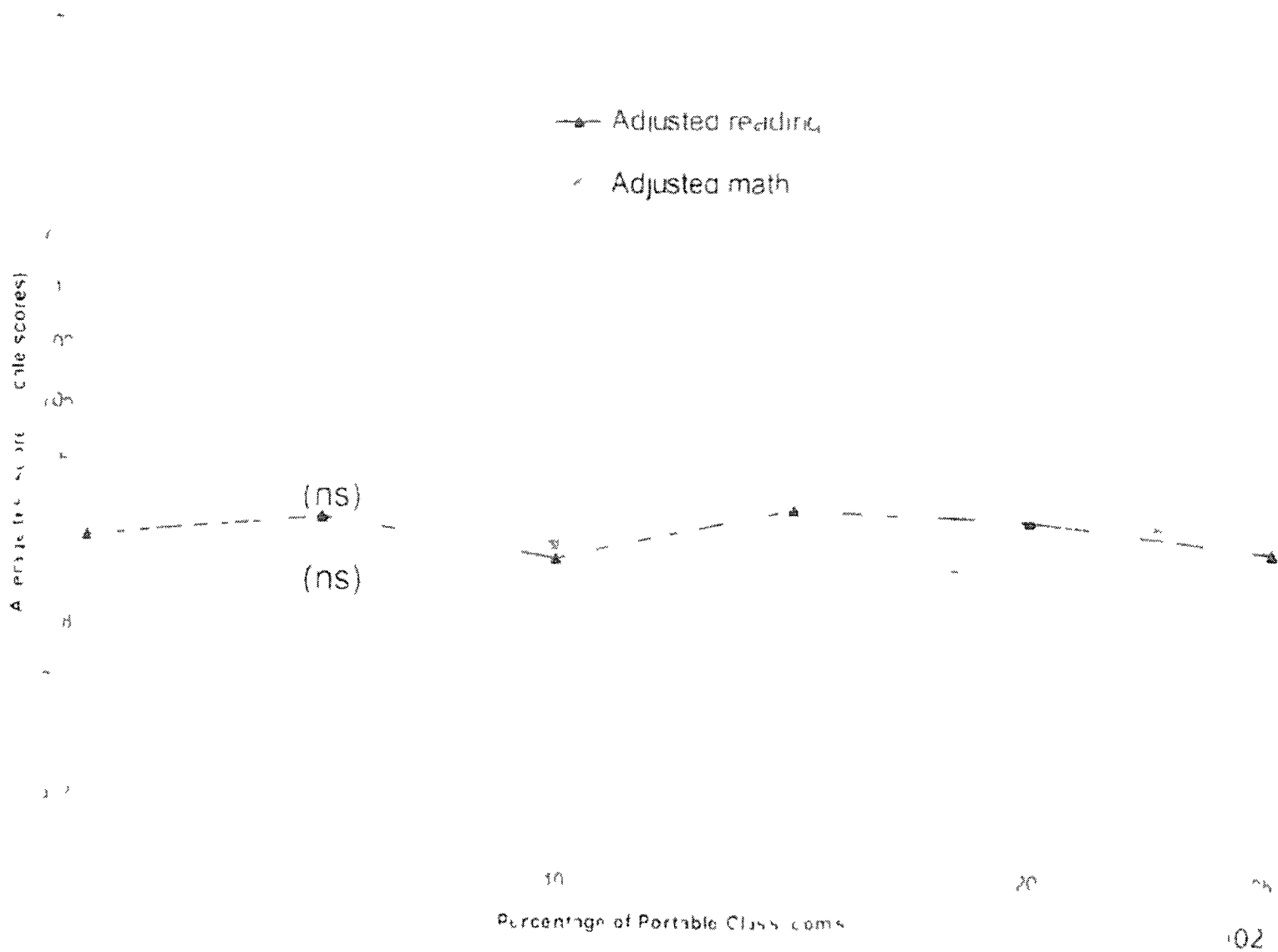
D 18 MIDDLE SCHOOL ACHIEVEMENT BY PRINCIPAL'S TENURE 2001 GRADES 3-5



REC040305

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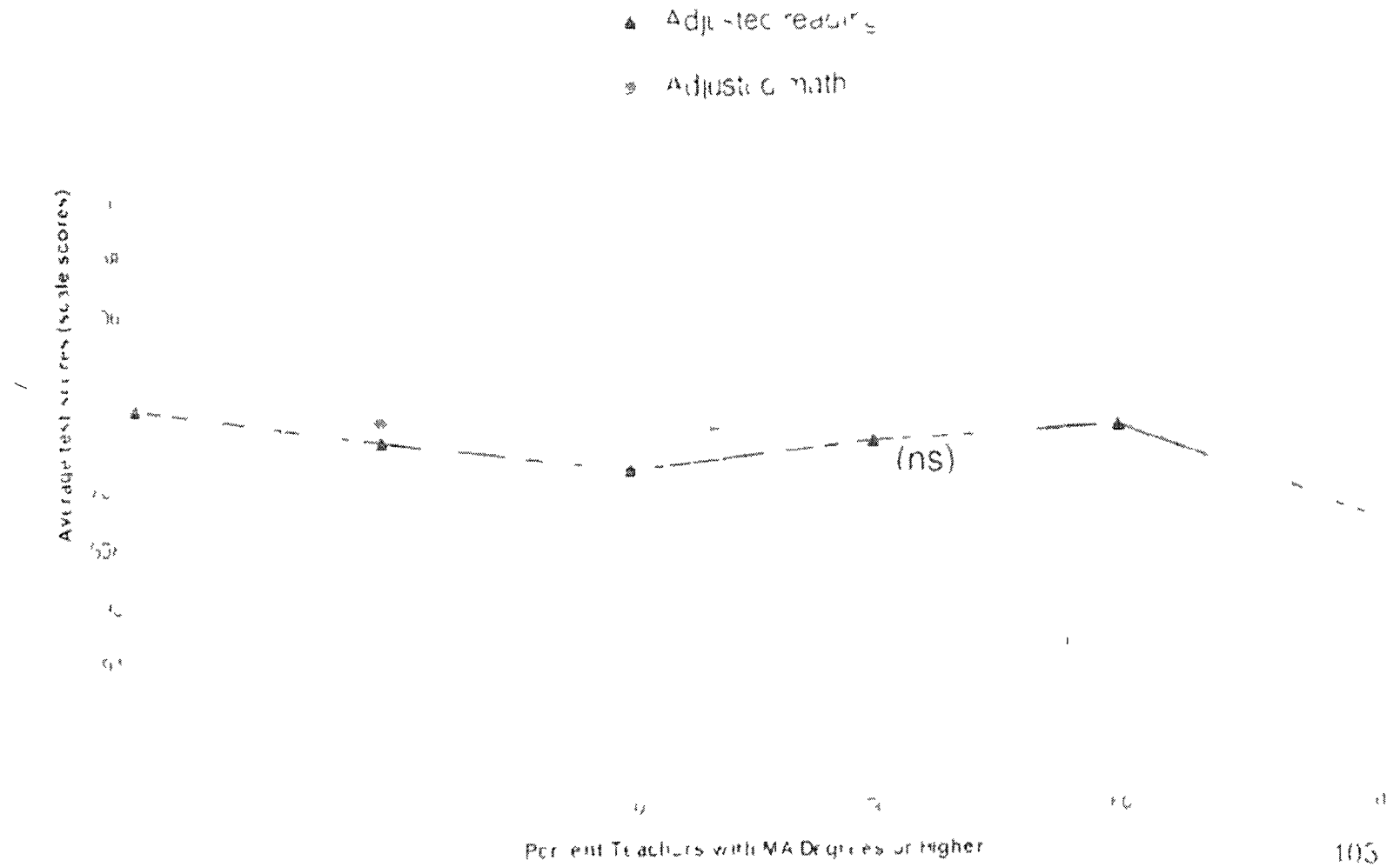
D 19 MIDDLE SCHOOL ACHIEVEMENT BY PORTABLE CLASSROOMS 2001 GRADES 3-5



REC040306

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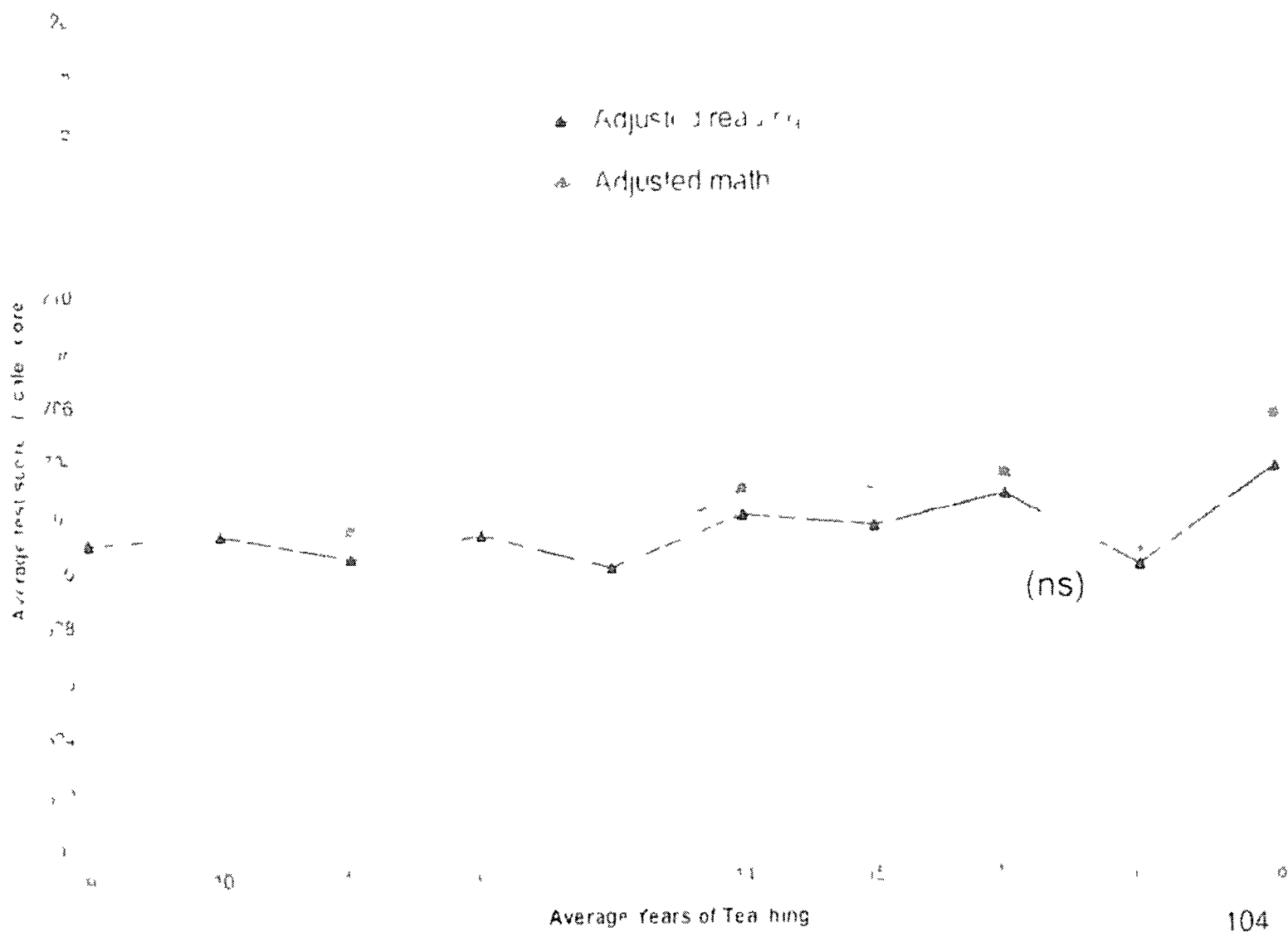
D 20 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER EDUCATION 2001 GRADES 6-8



REC040307

11/15/2010

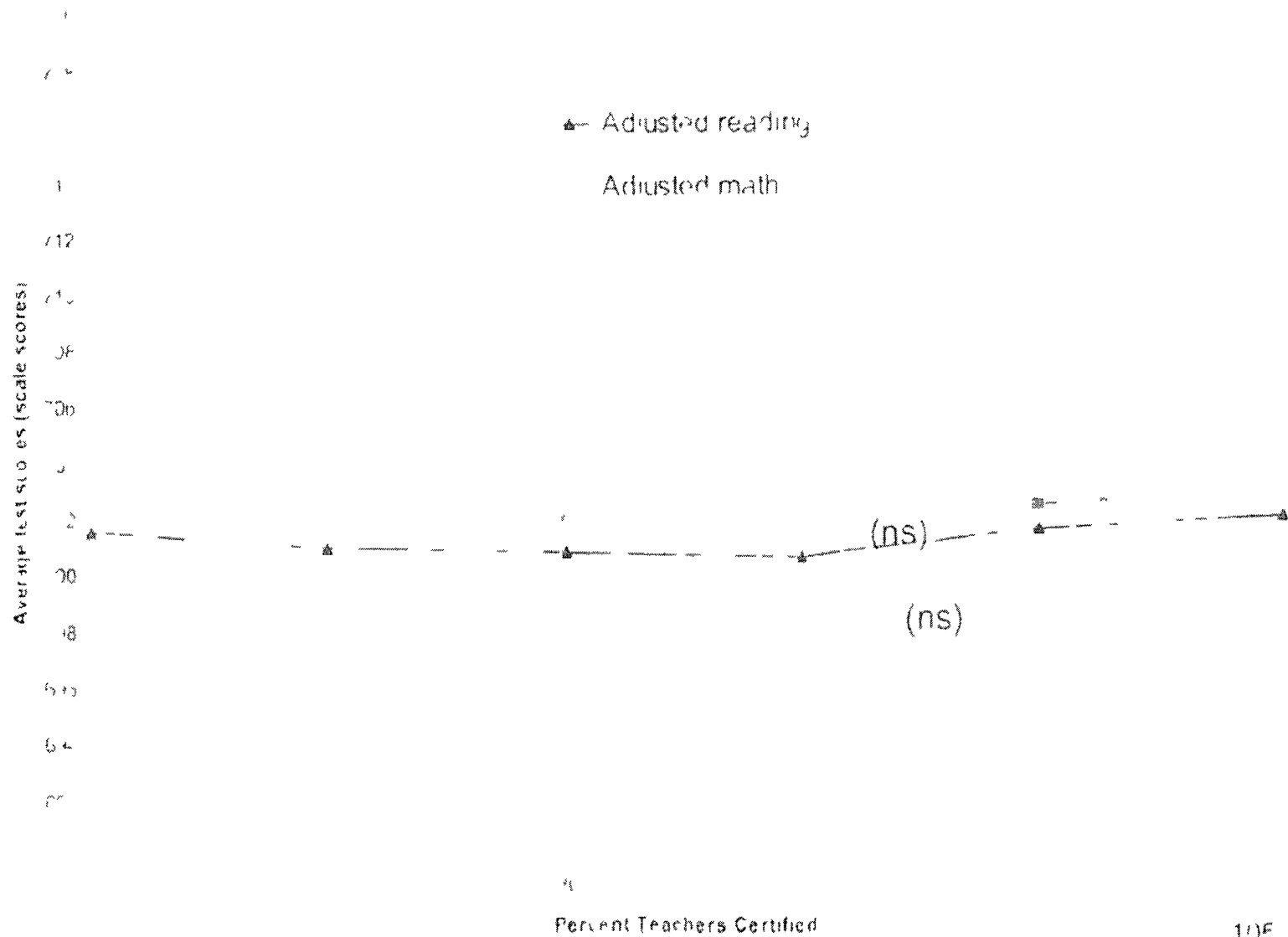
D 21 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER EXPERIENCE 2001 GRADES 6-8



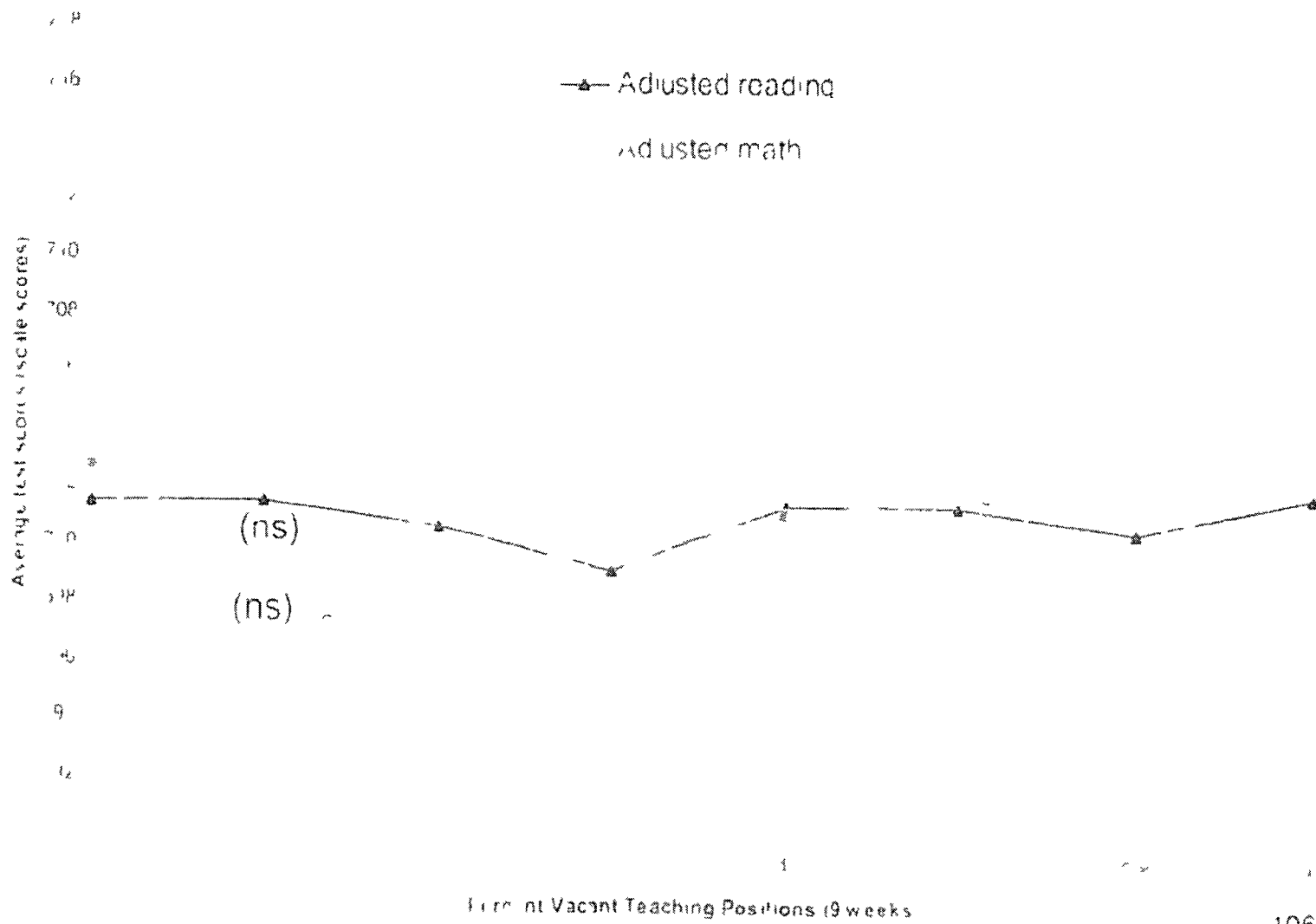
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D 22 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER CERTIFICATION 2001 GRADES 6-8



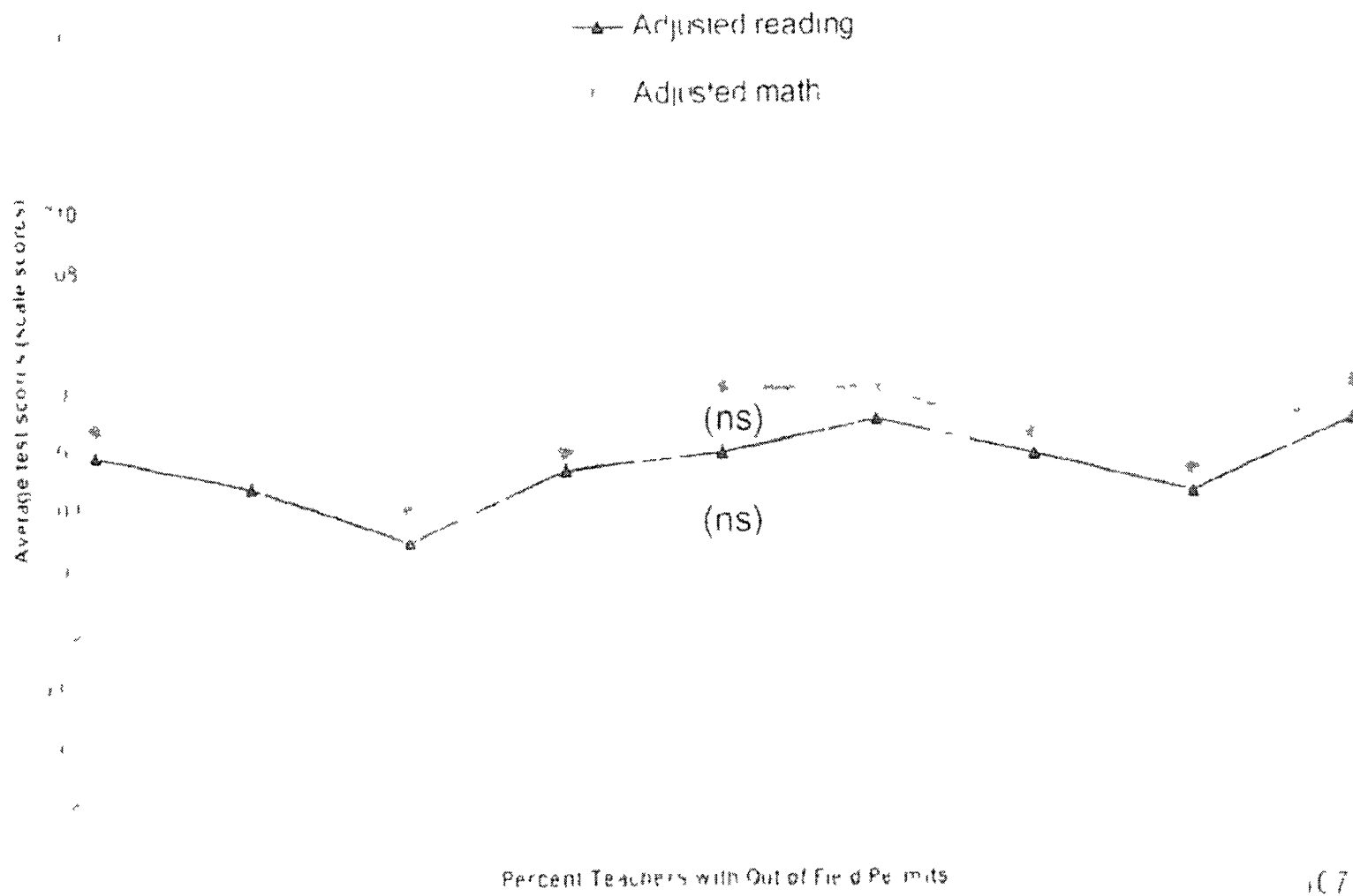
D 27 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER VACANCY RATE 2001 GRADES 6-8



RECC040310

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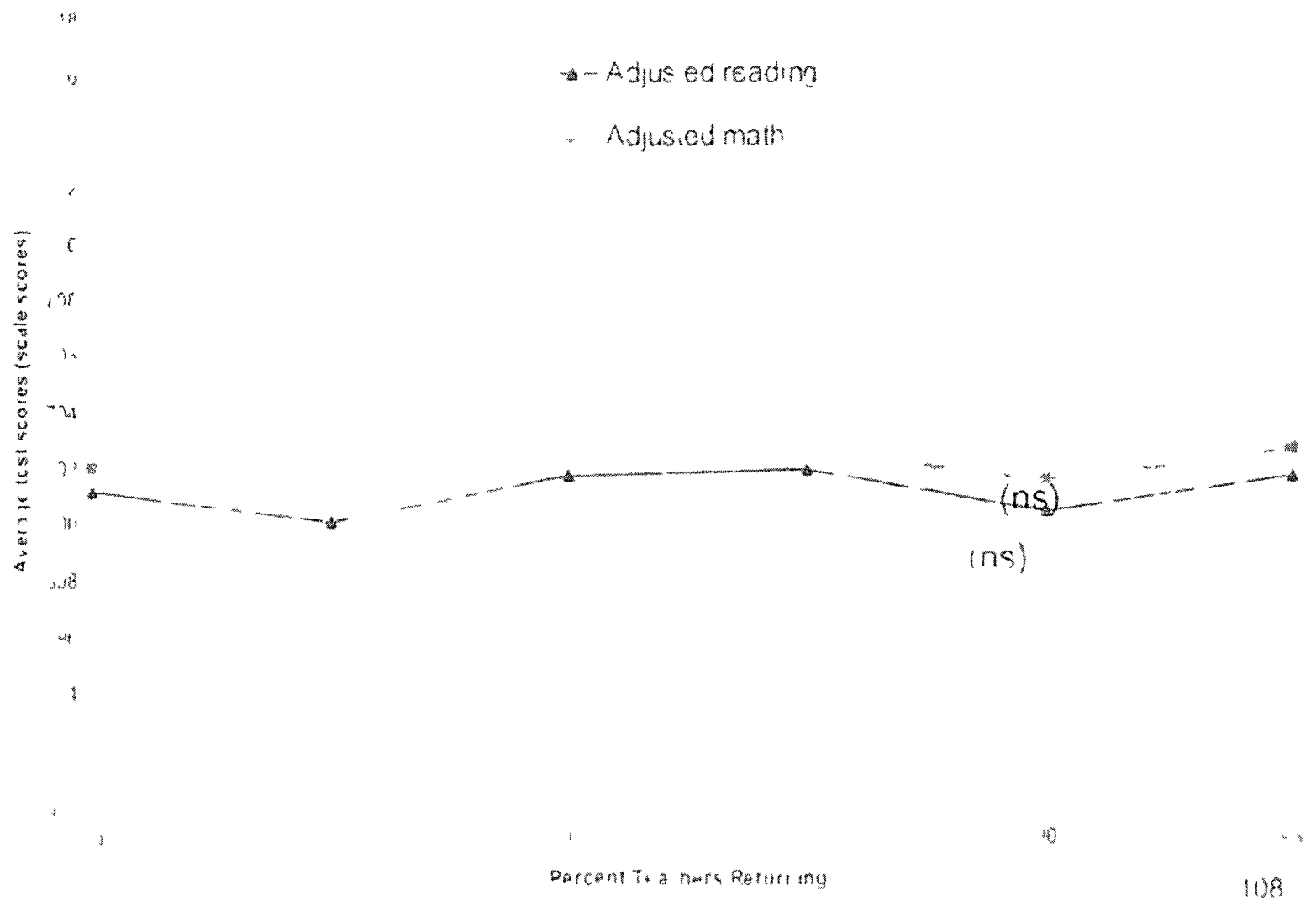
D 74 MIDDLE SCHOOL ACHIEVEMENT BY TEACHERS OUT OF FIELD 200 GRADES 6-8



REC040311

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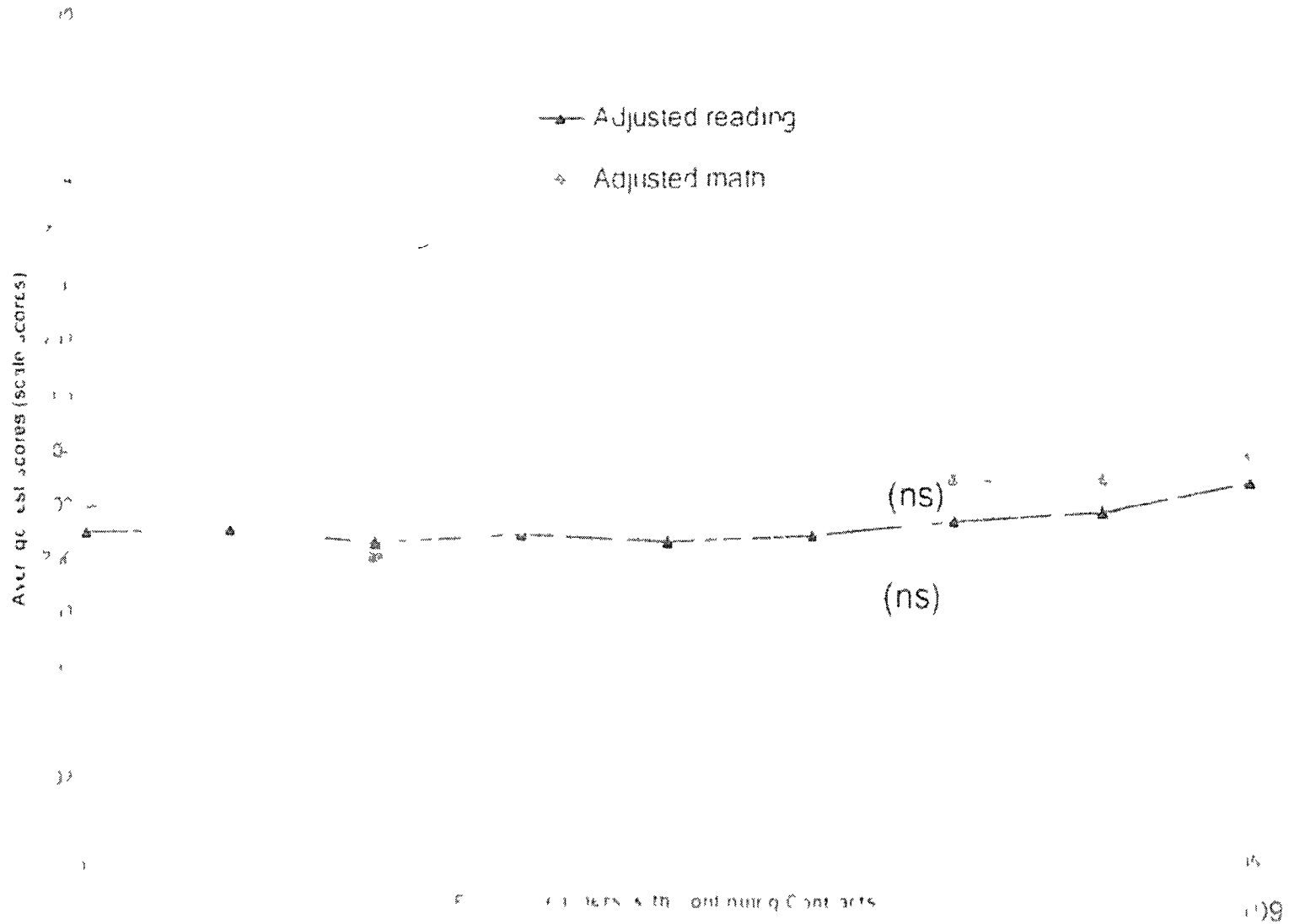
D 25 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER RETENTION 2001 GRADES 6-8



REC040312

100-2002-0108

D 26 MIDDLE SCHOOL ACHIEVEMENT BY TEACHER CONTRACT STATUS 2001 GRADES 6-8



REC040313

DATE 03/01/05

TABLE 4 EFFECTS OF AVERAGE TEACHER & SCHOOL RESOURCES 2001 2003

Resource	READING/LANGUAGE			MATH		
	Effect	Signif	Standardized Effect	Effect	Signif	Standardized Effect
ELEMENTARY SCHOOLS						
Poverty rate	0.39125	p< .001	0.76	0.42298	p< .001	0.71
Teacher Experience (yrs)	0.07906	ns	-0.02	0.04611	ns	0.01
% Master's Degree	0.03760	ns	0.04	0.03958	ns	0.04
% Continuing Contract	0.03459	ns	0.03	0.05217	ns	-0.04
% Out of Field	0.02931	ns	0.01	0.04154	ns	0.01
% Returning	-0.11091	p= .05	0.07	0.13927	p= .04	-0.07
Pupil Teacher Ratio	-0.11016	ns	0.02	0.15287	ns	-0.03
% Certified	0.15335	p= .006	-0.10	0.15875	p= .02	-0.09
Per pupil expenditure	-0.00027	ns	0.02	0.00024	ns	-0.02
Teacher Salary	0.00021	ns	0.05	0.00013	ns	-0.03
Principal Tenure (yrs)	0.10552	p= .04	-0.05	-0.18757	p= .003	-0.08
% Portables	0.02795	ns	0.03	0.00132	ns	0.00
MIDDLE SCHOOLS						
Poverty rate	0.49650	p< .001	0.82	0.52651	p< .001	0.75
Teacher Experience (yrs)	-0.10045	ns	-0.02	0.02831	ns	0.00
% Master's Degree	0.05448	ns	0.05	0.07880	ns	0.06
% Continuing Contract	-0.10267	ns	-0.08	0.14329	ns	-0.10
% Out of Field	0.00234	ns	0.00	0.13730	ns	0.03
% Returning	0.12577	ns	-0.08	0.17169	ns	0.09
Pupil Teacher Ratio	-0.06917	ns	-0.02	-0.09402	ns	-0.02
% Certified	0.06297	ns	0.04	0.02297	ns	-0.01
Poverty rate	0.51324	p< .001	0.84	0.55768	p< .001	0.79
Per pupil expenditure	-0.00023	ns	0.02	0.00001	ns	0.00
Teacher Salary	0.00001	ns	0.00	-0.00020	ns	0.03
Principal Tenure (yrs)	-0.40596	p= .002	0.11	-0.52438	p= .001	-0.12
% Portables	0.04700	ns	0.04	0.06569	ns	0.05

Source 2001 2002 and 2003 SDE PACT Data and SDE Employment Files

Table 5 EFFECT OF EQUALIZING RESOURCES ON PLAINTIFF-STATE DIFFERENCES
IN PERCENT BELOW BASIC (For significant differences in Table 4)

Resource	Existing Resource Difference (Charts B 11 & 12)	Estimated Effect on		Existing Difference in % Below Basic (2003)	
		Reading	Math	Reading	Math
ELEMENTARY SCHOOLS					
% Returning Teachers	2 8	-0 31	-0 39		
% Certified	3 8	-0 58	-0 60		
Principal tenure (yrs)	1 4	-0 15	-0 26		
Cumulative Effect		1 0	-1 3	13	15
MIDDLE SCHOOLS					
Principal tenure (yrs)	2 4	-1 0	-1 3	25	28

Source 2001, 2002 and 2003 SDE PACT Data and SDE Employment Files

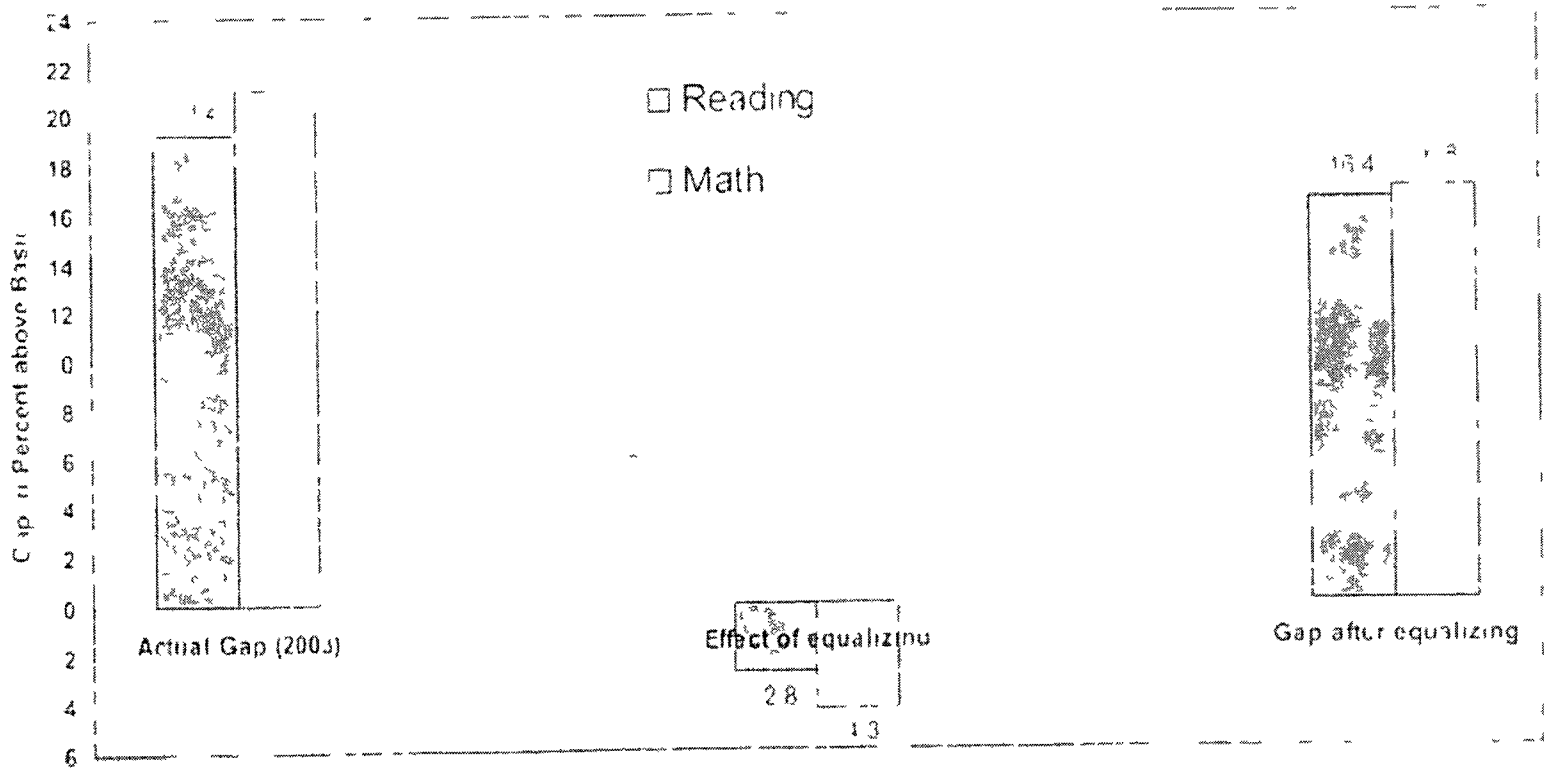
TABLE 6 ESTIMATED EFFECT ON % BELOW BASIC IF RESOURCES EQUALIZED
(Using plaintiff's resource differences in Ex 06522)

Resource	Excellent & Good Schools	Plaintiff's Schools	Reading		Effect of equalizing resource on % below basic	
			Coeff	Math Coeff	Reading	Math
Per pupil expenditures	\$5 531	\$5 664	-0 00030	0 00025	0 04	0 03
Pupil-teacher ratio	19 2	17	-0 08689	-0 12963	-0 19	-0 29
% Advanced degrees	51 4	40 4	0 03692	0 04814	0 41	0 53
% Cont contract	86 1	71 6	-0 06003	-0 13741	-0 87	1 99
% Out of field	1 6	5 5	0 02623	0 05069	-0 10	0 20
Teacher retention	86 7	76 2	0 12975	0 15022	1 36	1 58
Teacher salary	\$40 335	\$36 722	-0 00014	-0 00011	0 51	0 38
Principal tenure (yrs)	6 1	3 8	0 09855	-0 19380	0 23	0 45
TOTAL EFFECT ON % BELOW BASIC					2 8	-4 3

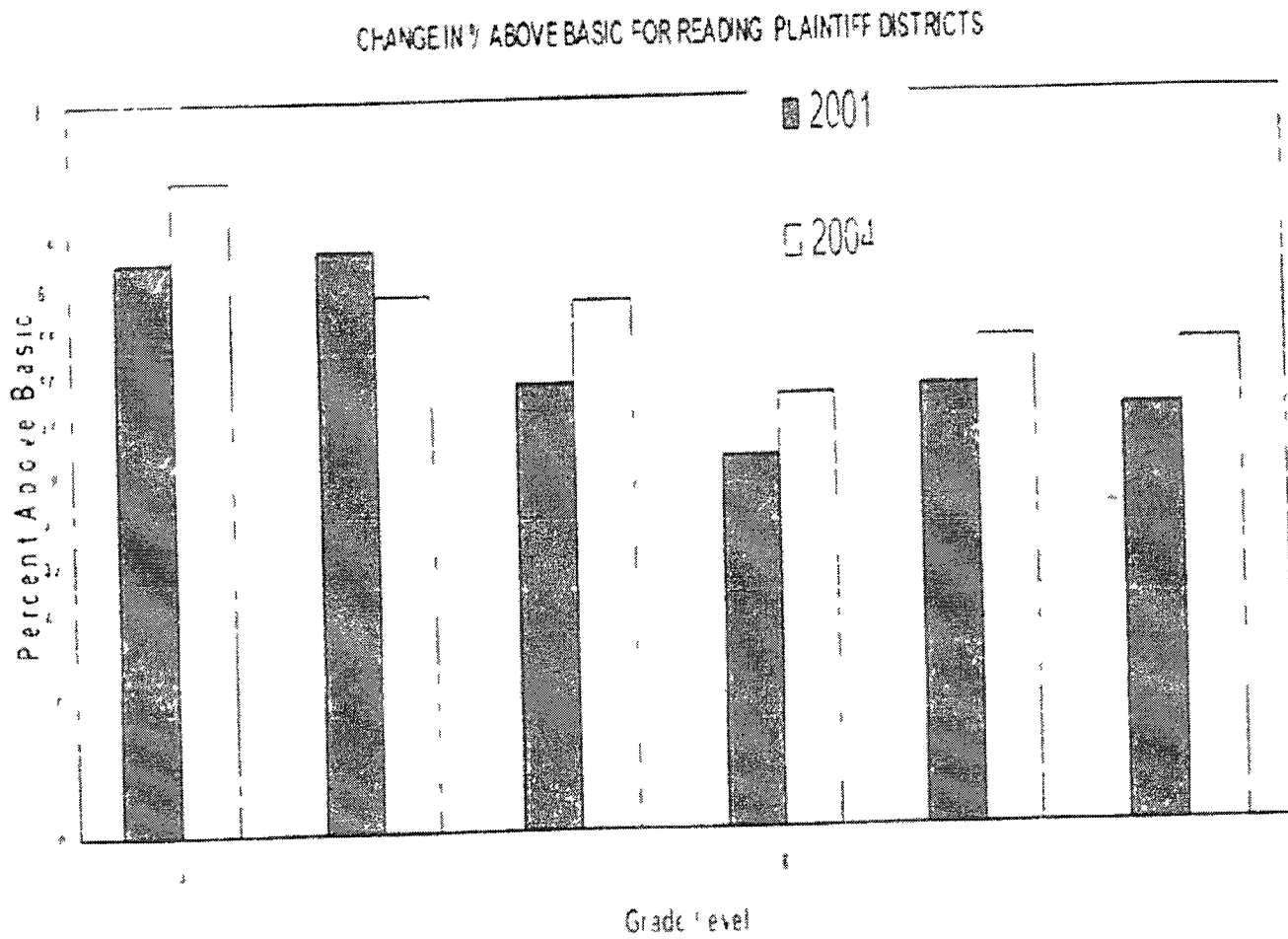
* Regressions similar to those in Table 4 minus experience & % certified

Source 2001, 2002, and 2003 SDE PACT Data and SDE Employment Files

EFFECT OF EQUALIZING RESOURCES ON ACHIEVEMENT GAP BETWEEN PLAINTIFFS AND GOOD/EXCELLENT SCHOOLS

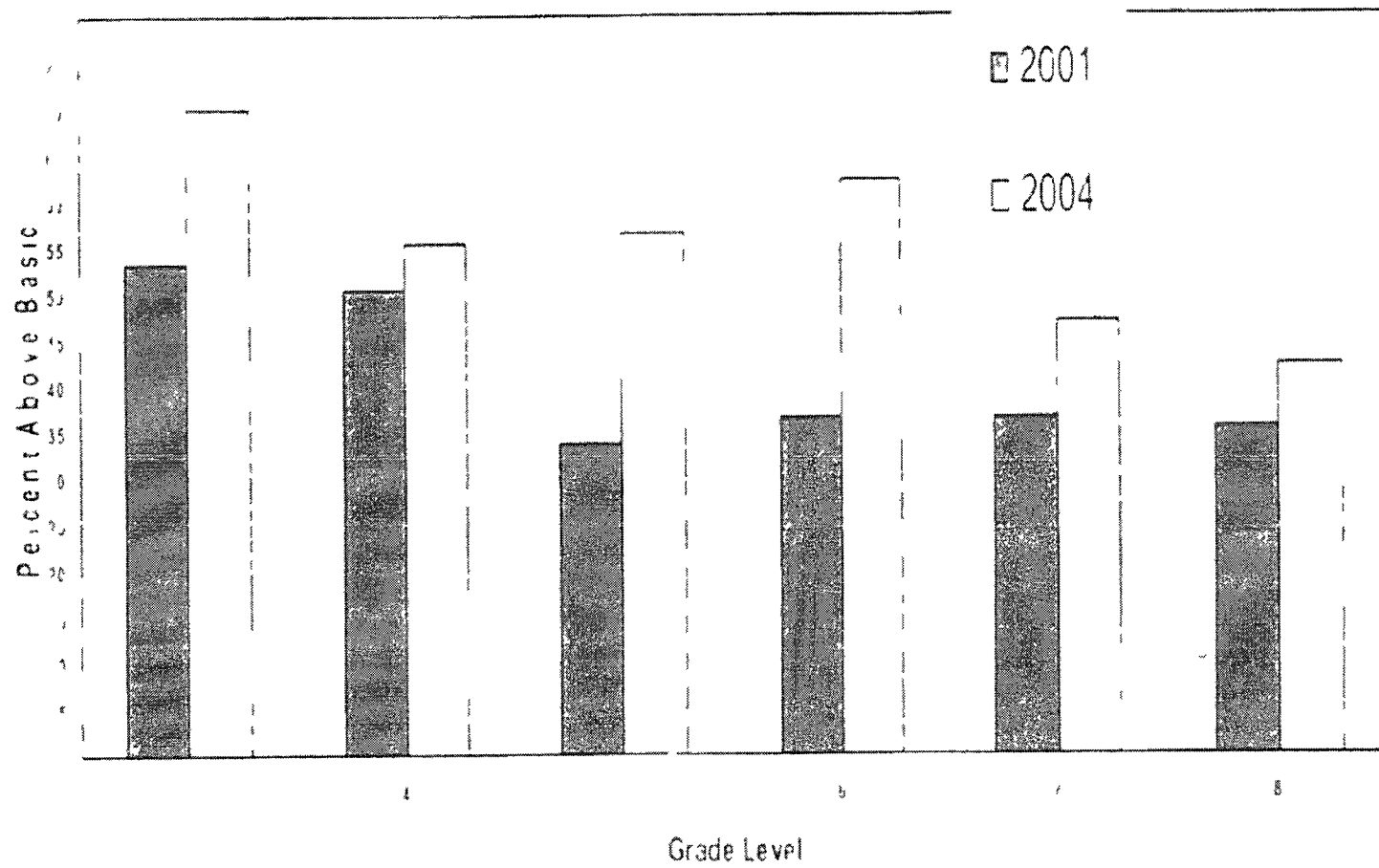


Source 2001, 2002 and 2003 SDE PACT Data and SDE Employment Files



Sources Slides 111 and 115 Plaintiff's 6424 and Defendant's exhibits 2218 3325

CHANGE IN % ABOVE BASIC FOR MATH PLAINTEE DISTRICTS

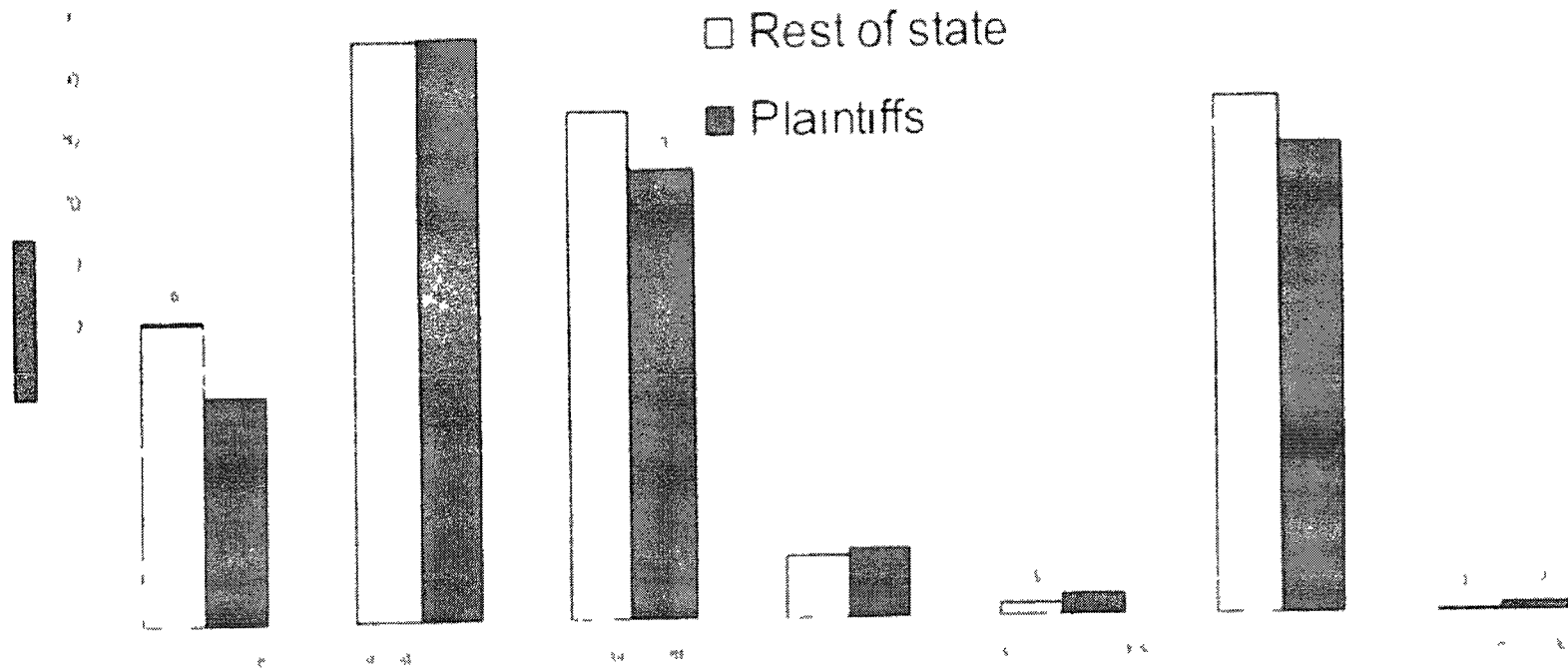


REC040319

EEF 33420115

REC040320

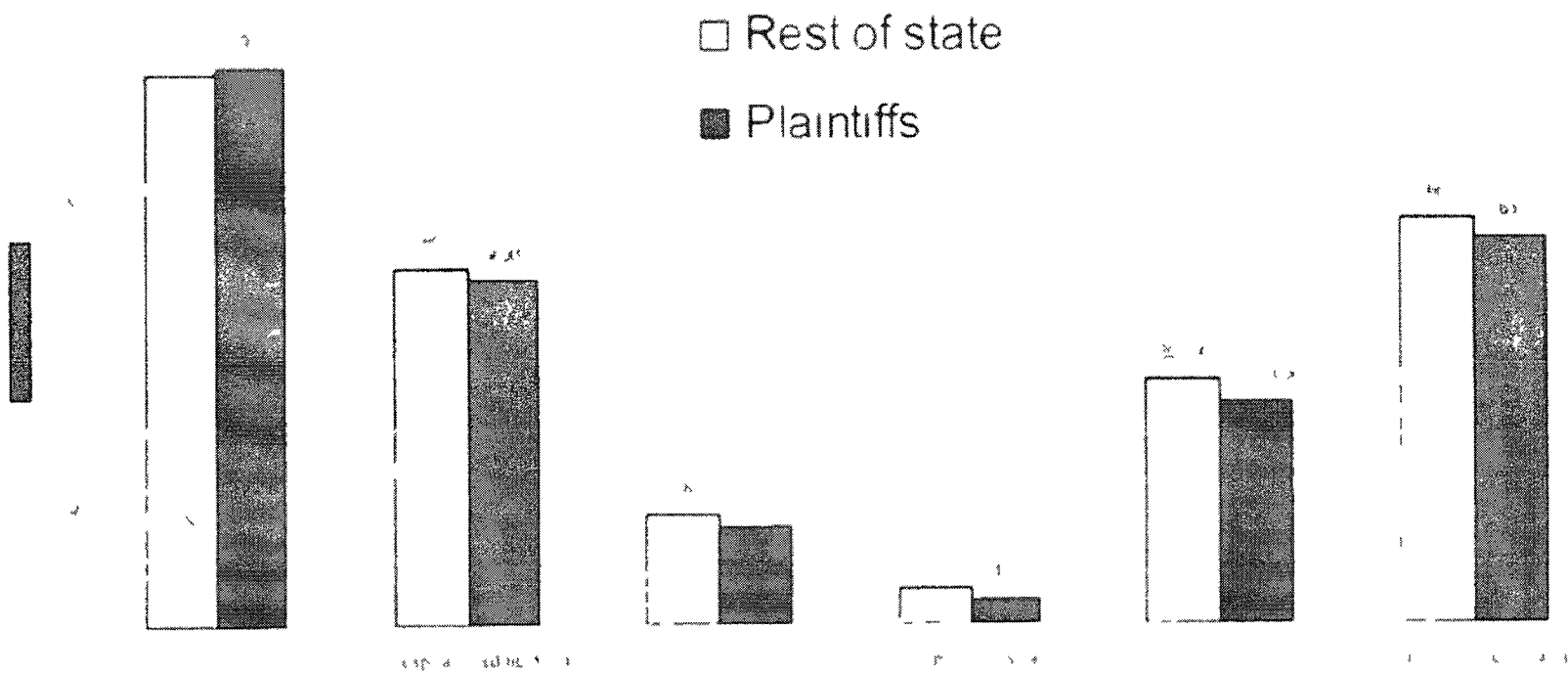
Anderson TEACHER CHARACTERISTICS AT ELEMENTARY SCHOOLS



Sources for Slides 116-121: Plaintiffs' Ex 1404A-1 and Defendants' Ex 2850

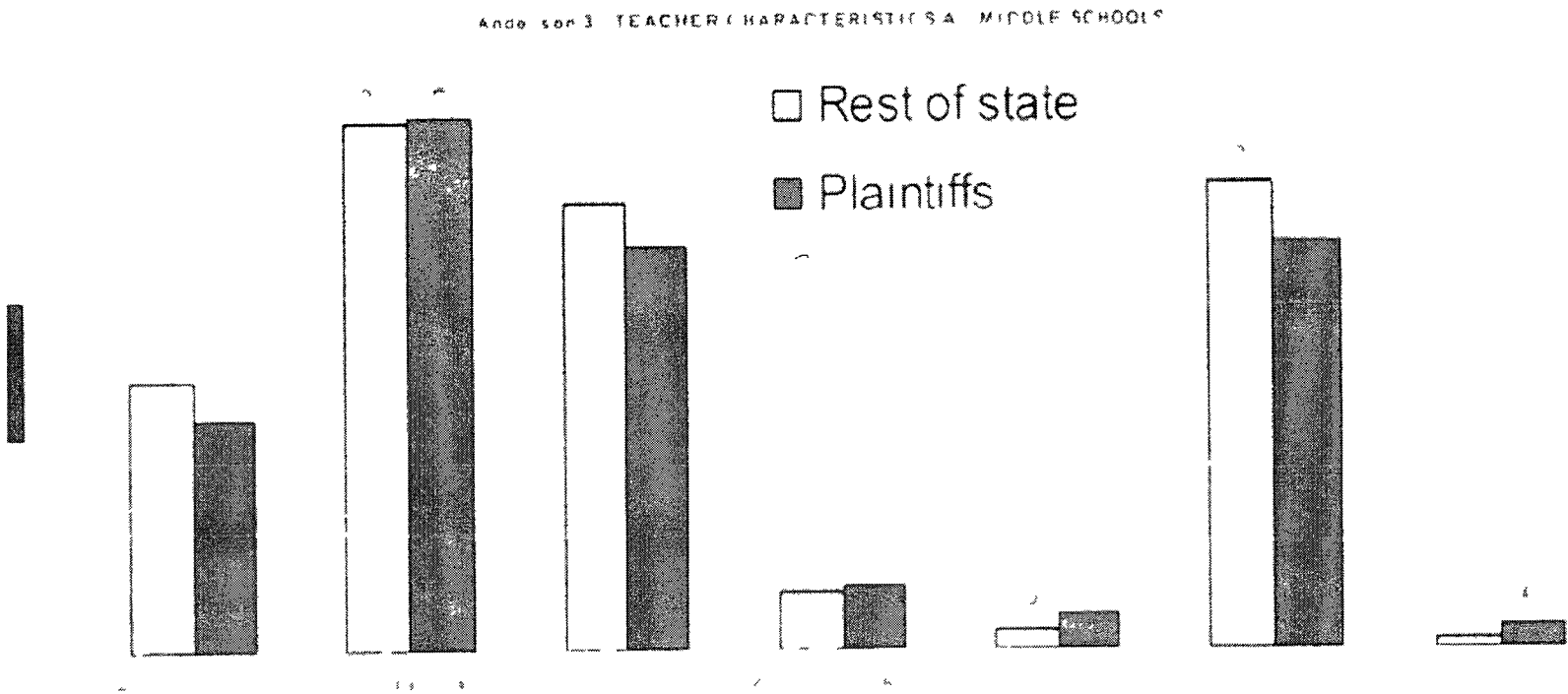
DLF 39420116

Appendix 2 SCHOOL REQUESTS AT ELEMENTARY SCHOOLS

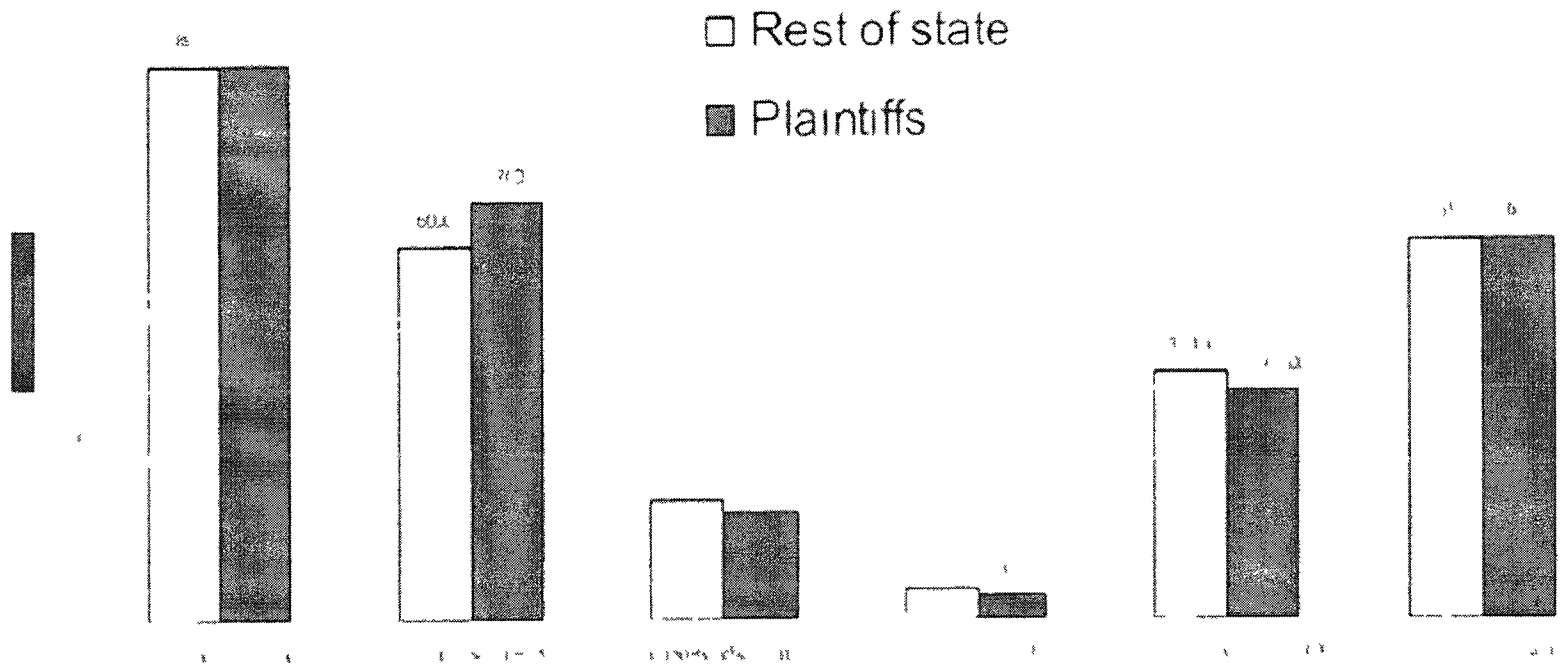


REC040321

UPR 3470.17

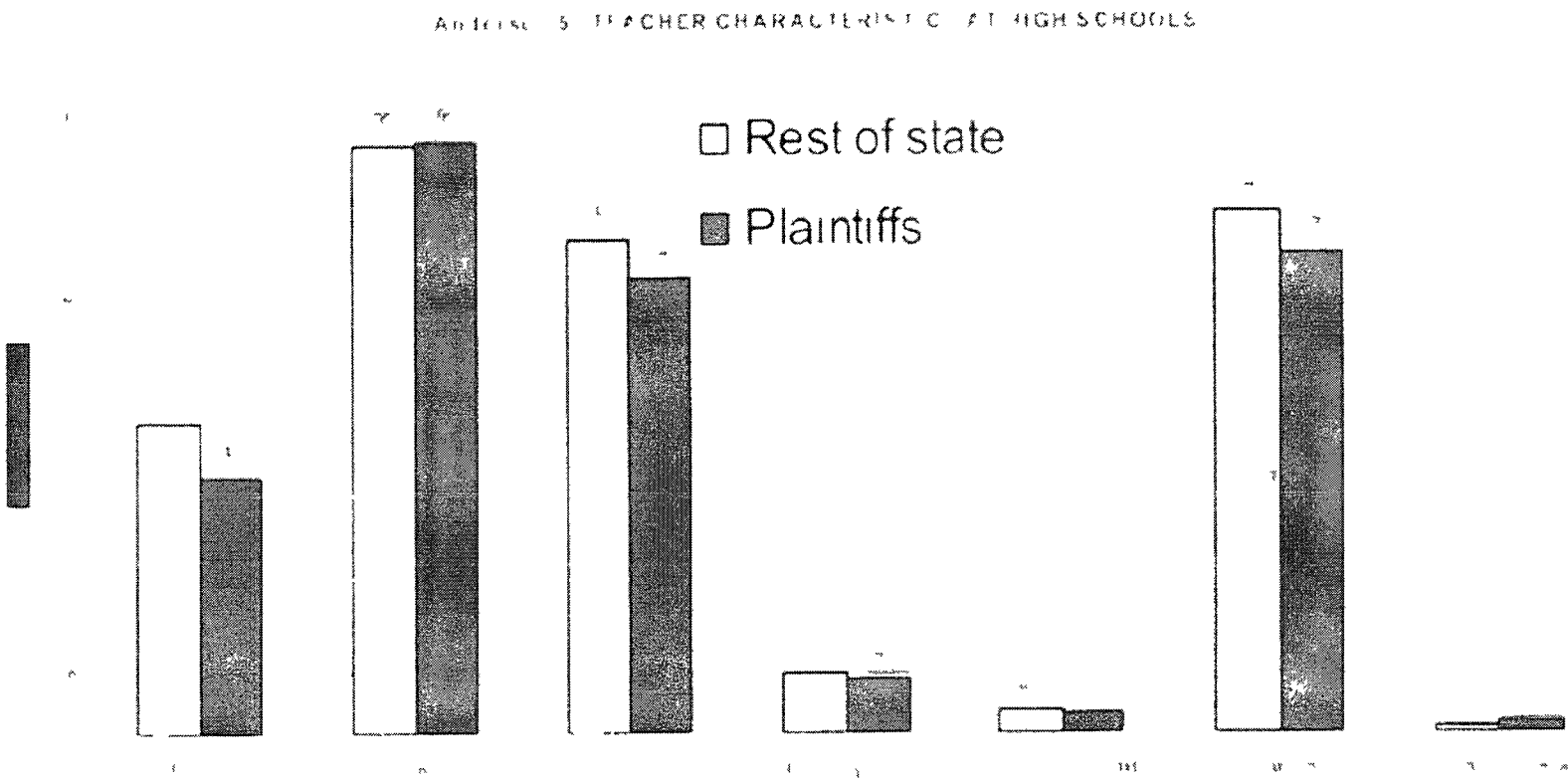


Anderson 4 SCHOOL RESOURCES AT MIDDLE SCHOOLS

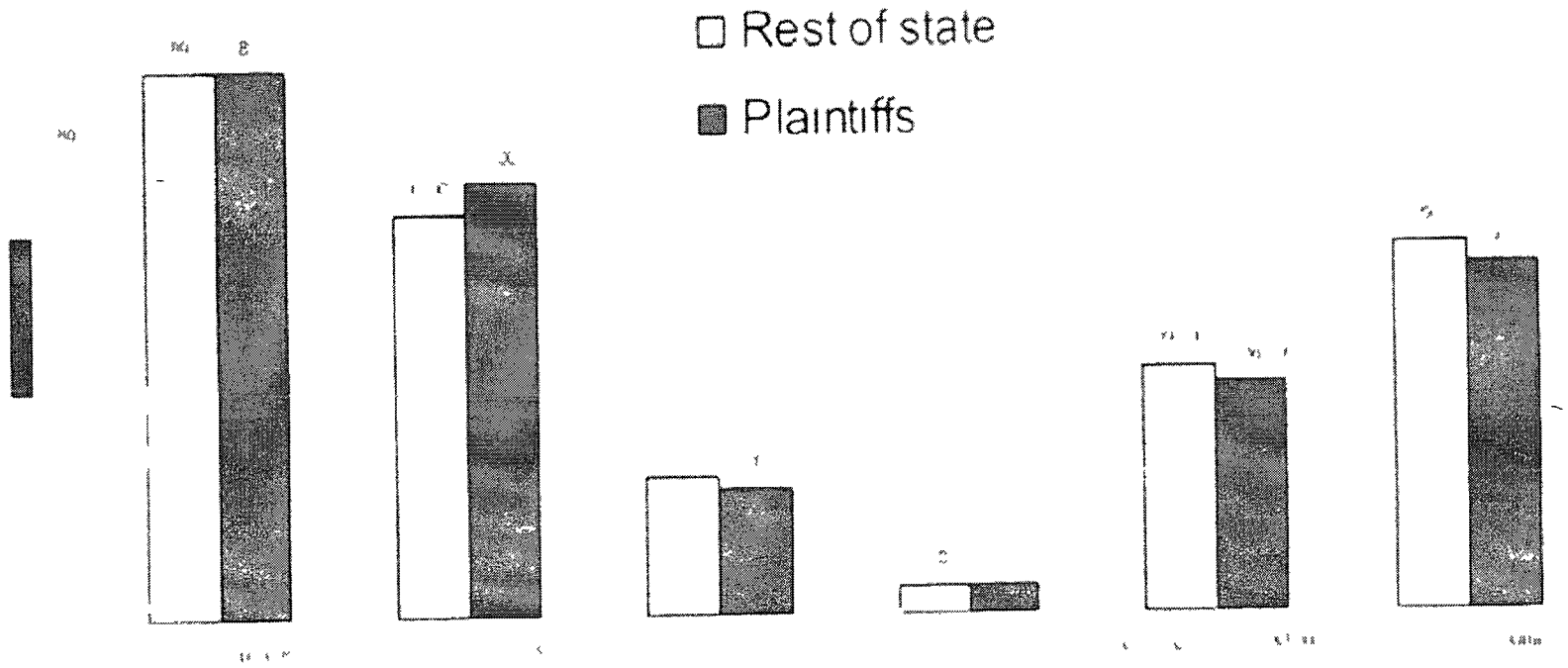


REC040324

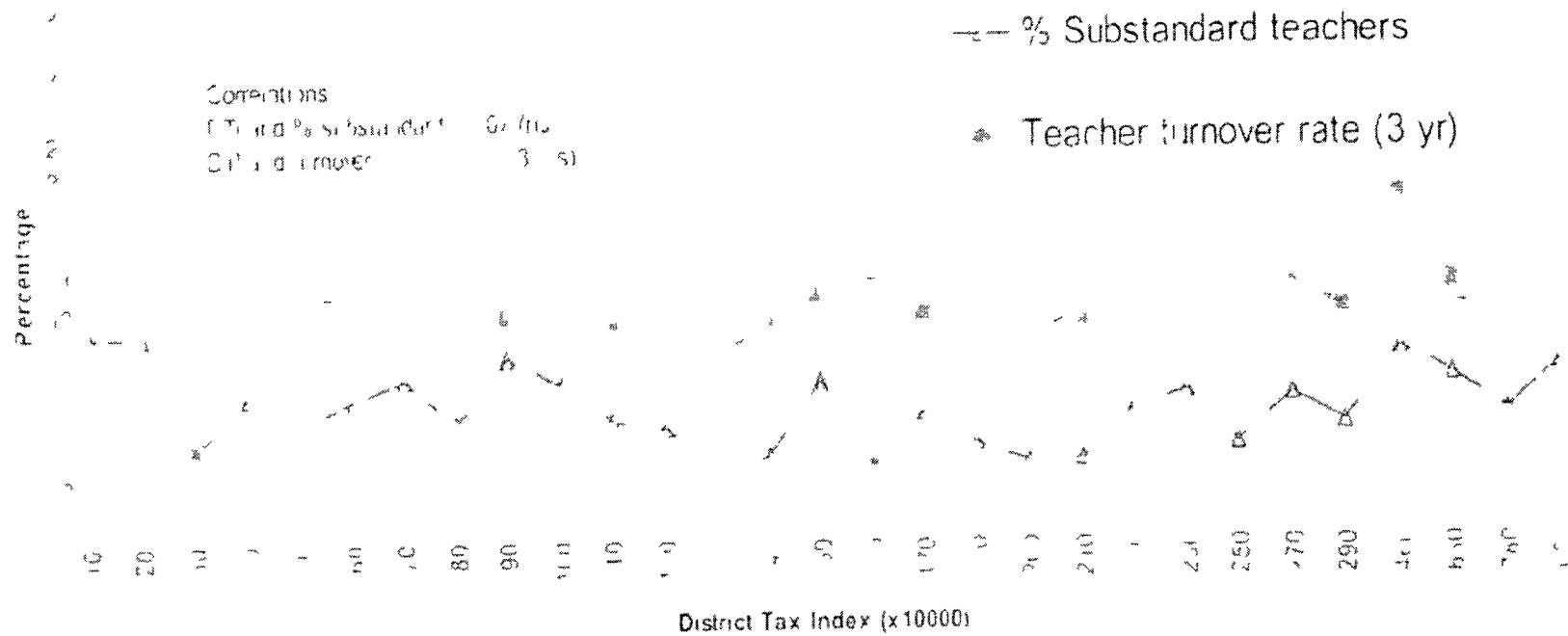
CE-3342 0120



A Target of SCHOOL RESOURCE in HIGH SCHOOLS



RELATION AMONG DTI, SUBSTANDARD TEACHERS, AND TURNOVER RATE
(Districts, 2002-03 School Year)



Sources: Plaintiffs Exhibit 6132 and Defendants Exhibits 9 and 3125

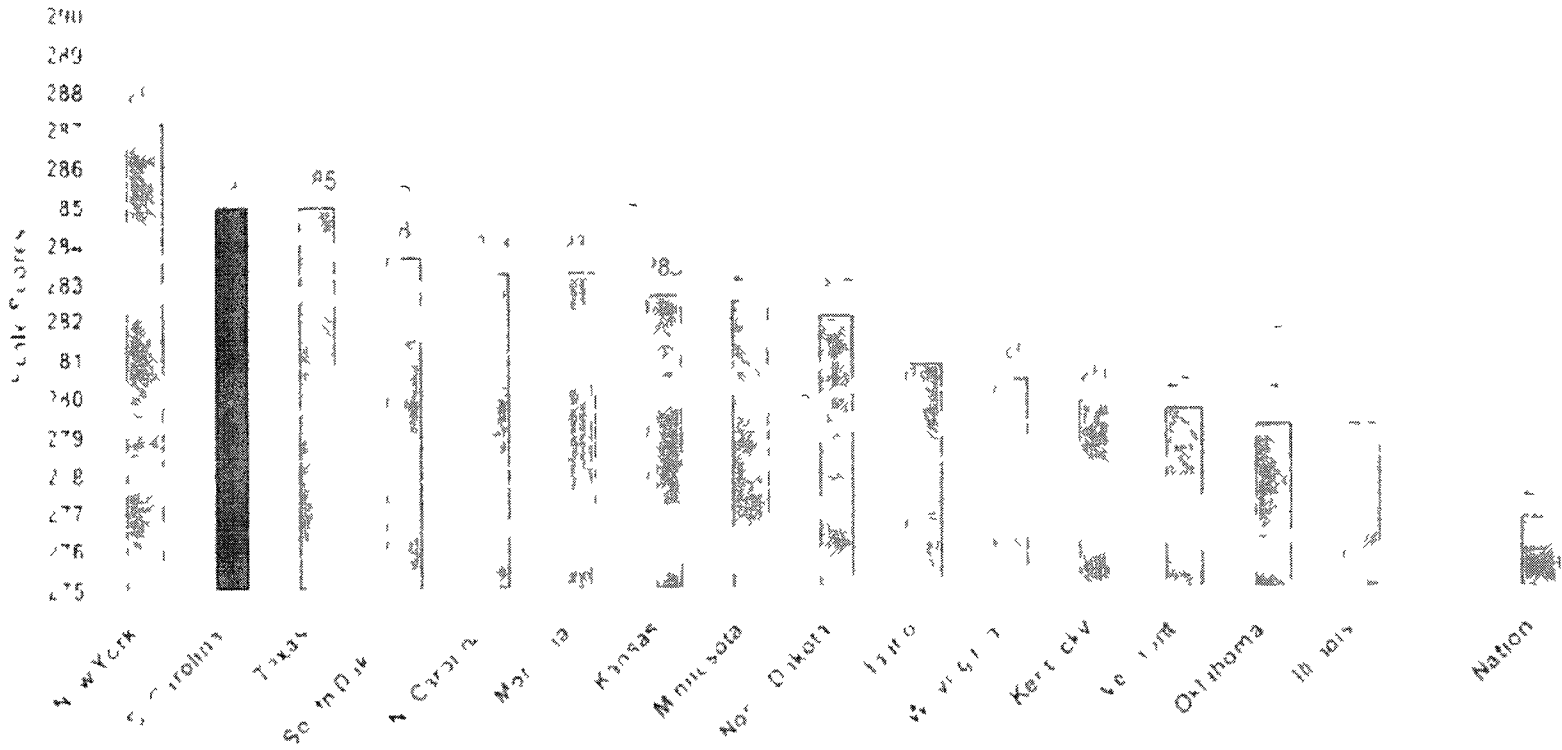
Table 7 RECENT CHANGES IN SOUTH CAROLINA'S RANKINGS
ON THE NAEP (Adjusted for Poverty)

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

* Math only administered in 2000, reading only administered in 2002

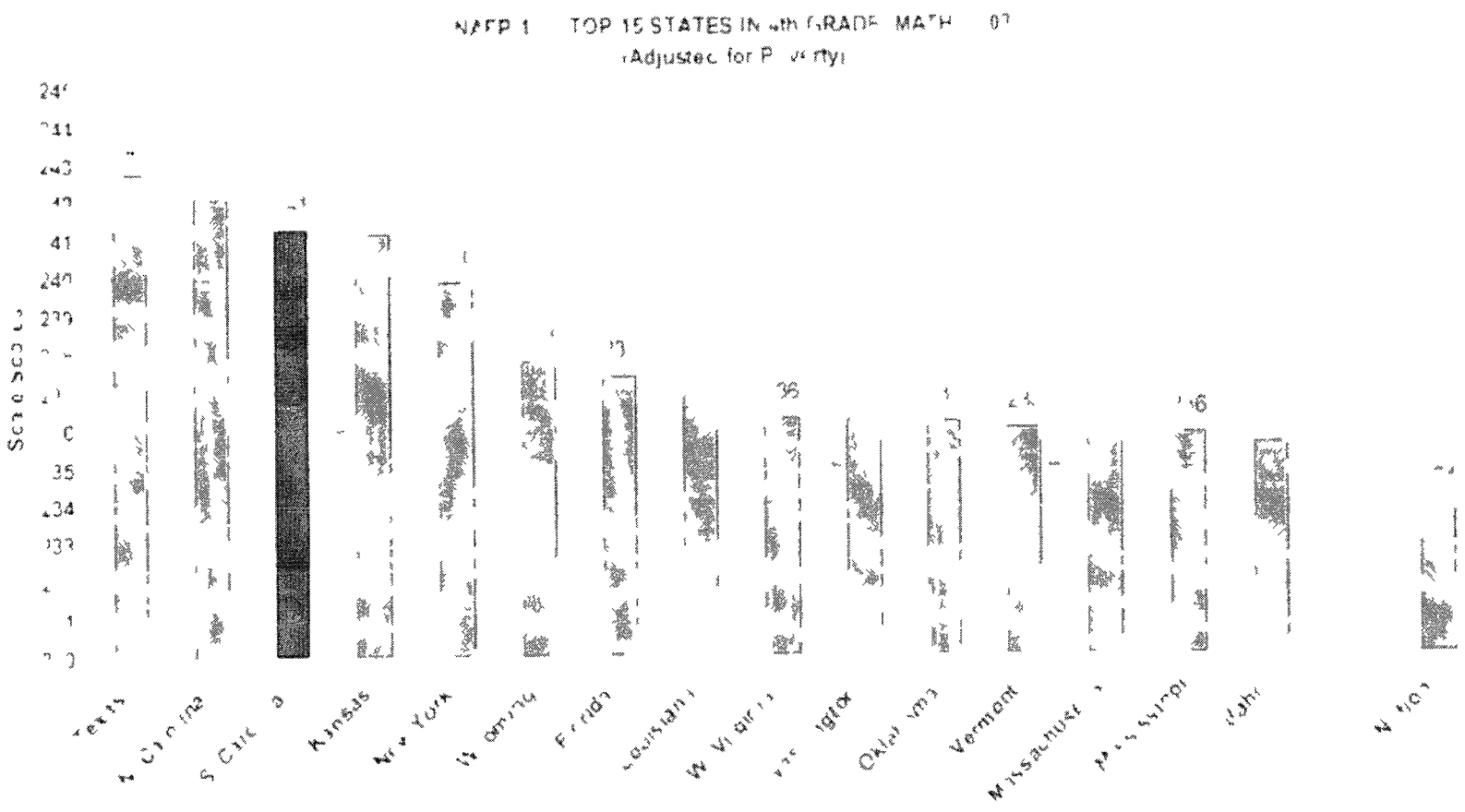
Sources for Slides 123 - 125 2000, 2002 and 2003 NAEP

NAEP 2 TOP 15 STATES IN 4TH GRADE MATH 2003
Adjusted for Poverty



REC040329

PI 32020



Task #4 Evaluation and Feedback

This task also is to be completed independently by individual participants.

Each participant is asked to answer the following questions. On a scale of 1 to 5 with 5 being strongly agree and 1 being do not agree

- a) The facilities and other meeting arrangements were adequate 5
- b) This was a rewarding professional experience 5
- c) The programs designed and the responses to the various questions represent the professional consensus of the team members 5
- d) I was given the opportunity to express my professional opinion on all of the products produced by my team 5
- e) The facilitators did not impose their values or opinions on me 5
- f) No one other than team members tried to influence the team's deliberations or its conclusions 5
- g) The programs developed by my team would be realistic in the context of the school district where I work 5

If your answer to any of the above was less than 3 please explain

Comments

*This was a great experience for me. Please contact my agent if needed.
Thanks*

Greg M. Hood
Name

DEFENDANT'S
EXHIBIT
3346

EXP/DEF-JS-1769

DEF_3346

REC040330

CHAP. 10.10.10

Link to Evaluation and Feedback

This task also is to be completed independently by individual participants

Each participant is asked to answer the following questions. On a scale of 1 to 5 with 5 being strongly agree and 1 being do not agree.

- a) The activities and other meeting arrangements were adequate 5
- b) There was a rewarding professional experience 5
- c) The programs designed and the responses to the various questions represent the professional consensus of all team members 5
- d) I was given the opportunity to express my professional opinion on all of the products produced by my team 5
- e) The facilitators did not impose their values or opinions on me 5
- f) No one other than team members tried to influence the team's deliberations or its conclusions 5
- g) The programs developed by my team would be realistic in the context of the school district where I work 5

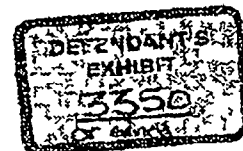
If your answer to any of the above was less than 3, please explain.

Comments

Meaningful + worthwhile experience!

Name

[Signature]



BYE DEF JC 1160

TEX_24320

DEF_3350

REC040331

**Comparison of Teacher Supplements
In Horry County and Marion 7**

Years Experience	Degree	Horry County Supplement	Marion County Supplement	Difference
0	Doctorate	\$2948	\$300	\$2648
0	Masters + 30	2728	300	2428
0	Masters	2510	300	2210
0	Bachelors + 18	2293	300	1993
0	Bachelors	2193	300	1893
5	Doctorate	3389	300	3089
5	Masters + 30	3059	300	2759
5	Masters	2840	300	2540
5	Bachelors + 18	2589	300	2289
5	Bachelors	2483	300	2183
10	Doctorate	3826	300	3526
10	Masters + 30	3389	300	3089
10	Masters	3168	300	3868
10	Bachelors + 18	2892	300	2592
10	Bachelors	2781	300	2481
15	Doctorate	4262	300	3962
15	Masters + 30	3827	300	3527
15	Masters	3495	300	3195
15	Bachelors + 18	3194	300	2894
15	Bachelors	3084	300	2784
20	Doctorate	6178	300	5878
20	Masters + 30	5402	300	5102
20	Masters	5046	300	4746
20	Bachelors + 18	4623	300	4323
20	Bachelors	4447	300	4147
22	Doctorate	8101	300	7801
22	Masters + 30	6903	300	6603
22	Masters	6545	300	6245
22	Bachelors + 18	5972	300	5672
22	Bachelors	5797	300	5497

ctex 3

**SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION
2002 2003 STATE MINIMUM SALARY SCHEDULE**

As Recommended by the Conference Committee

YRS EXP	CLASS 6		CLASS 7		CLASS 8		CLASS 9		YRS EXP	CLASS 6		CLASS 7		CLASS 8		CLASS 9						
	OR DEGREE	MASTERS DEGREE 30 HRS	MASTERS DEGREE	BACHELORS DEGREE 18 HRS	BACHELORS DEGREE					OR DEGREE	MASTERS DEGREE 30 HRS	MASTERS DEGREE	BACHELORS DEGREE 18 HRS	BACHELORS DEGREE								
					A	B	A	WARRANT						B	C	D	A	B	C	D		
0	30,183	37,844	26,700	31,772	29,453	30,086	22,443	22,443	19,394	14,253	12,008	12	40,862	38,624	33,780	37,156	30,862	34,476	26,740	34,577	17,810	18,376
	3,684	3,410	3,136	2,857	2,882	2,452	1,729	1,729	2,424	1,729	1,485		4,889	4,388	4,122	3,314	3,768	3,108	3,626	2,988	2,150	1,878
	33,873	31,254	29,836	24,629	26,317	22,540	21,164	21,164	22,288	15,982	12,473	13	45,961	40,420	37,902	30,472	34,626	28,084	23,369	27,570	18,788	17,251
1	31,086	38,817	28,375	33,321	31,061	30,637	22,839	22,839	20,248	14,322	12,277	14	41,800	38,888	34,483	37,807	31,488	29,824	26,348	24,888	17,888	18,844
	3,794	3,482	3,219	2,712	2,826	2,826	2,788	2,788	2,471	1,772	1,498		4,920	4,478	4,226	3,388	3,840	3,184	3,702	3,048	2,182	1,888
	34,880	32,199	29,592	34,033	28,887	23,463	24,728	24,728	22,714	16,094	13,776	15	46,889	41,177	38,658	30,778	35,068	29,088	24,948	28,025	20,072	17,553
2	31,984	39,711	29,240	34,189	31,920	31,506	23,567	23,567	20,940	14,314	12,588	16	42,788	37,371	34,138	38,058	32,088	28,578	26,974	25,382	18,180	18,928
	3,903	3,576	3,301	2,787	2,913	2,913	2,878	2,878	2,520	1,804	1,534		4,911	4,581	4,287	3,424	3,917	3,219	3,788	3,085	2,219	1,948
	35,887	32,888	30,541	35,426	27,770	23,347	26,443	26,443	23,959	16,022	14,122	17	47,876	41,923	39,413	31,480	36,913	29,982	24,754	28,458	20,389	17,861
3	32,882	40,604	29,720	35,118	32,808	32,400	24,173	24,173	21,021	15,082	12,838	18	43,764	38,844	34,800	38,808	32,782	29,822	27,188	25,744	18,488	18,225
	4,013	3,657	3,382	2,881	2,987	2,987	2,950	2,950	2,587	1,811	1,587		4,928	4,605	4,289	3,479	3,985	3,272	3,844	3,142	2,282	1,978
	36,895	33,621	31,102	36,039	28,383	24,051	27,123	27,123	23,608	16,089	14,426	19	44,652	42,087	40,189	31,884	36,885	30,085	27,434	28,888	20,782	18,183
4	33,780	41,507	29,280	36,067	33,624	33,216	24,802	24,802	21,435	15,376	13,130	20	45,540	43,718	40,473	32,804	37,321	27,773	32,708	28,148	18,742	18,497
	4,122	3,738	3,458	2,876	3,084	2,871	3,027	3,027	2,615	1,878	1,602		4,937	4,725	4,451	3,524	4,088	3,324	3,881	3,287	2,313	2,013
	37,902	34,278	31,658	36,943	33,888	24,856	27,829	27,829	24,061	17,051	14,732	21	46,428	43,443	40,824	32,488	37,288	28,388	30,140	28,320	21,028	18,810
5	34,678	42,411	31,111	36,976	34,516	34,108	25,028	25,028	21,817	15,344	13,406	22	47,316	44,331	41,149	32,801	38,079	28,183	30,811	28,630	19,011	18,788
	4,231	3,821	3,547	2,931	3,238	2,738	3,181	3,181	2,623	1,908	1,636		4,947	4,887	4,625	3,588	4,142	3,481	3,905	3,328	2,328	2,048
	38,910	35,132	32,613	36,917	34,766	25,088	28,060	28,060	24,480	17,053	14,838	23	48,204	45,219	41,679	32,881	38,079	28,183	30,811	28,630	19,011	18,788
6	35,575	43,314	31,584	37,440	34,885	34,477	25,158	25,158	22,221	15,356	13,691	24	49,092	46,107	42,149	32,881	38,079	28,183	30,811	28,630	19,011	18,788
	4,342	3,933	3,659	2,980	3,314	2,780	3,177	3,177	2,712	1,945	1,671		4,952	4,894	4,678	3,604	4,165	3,497	3,925	3,370	2,343	2,067
	39,917	35,867	33,289	37,421	35,072	25,082	28,213	28,213	24,833	17,061	15,282	25	49,980	46,995	42,687	33,381	38,588	28,114	37,188	30,088	21,544	19,081
7	36,473	44,216	32,013	37,914	35,381	34,974	25,442	25,442	22,652	15,368	13,881	26	50,868	47,883	43,179	33,381	38,588	28,114	37,188	30,088	21,544	19,081
	4,451	3,988	3,712	3,041	3,388	2,836	3,281	3,281	2,788	1,978	1,704		50,868	48,864	44,624	33,381	38,588	28,114	37,188	30,088	21,544	19,081
	40,924	36,848	34,126	37,936	31,652	28,088	28,833	28,833	25,360	18,183	15,882	27	51,756	48,771	43,671	33,881	38,588	28,114	37,188	30,088	21,544	19,081
8	37,371	45,118	32,487	38,387	35,693	35,289	25,771	25,771	23,088	15,497	14,173	28	52,644	49,659	44,163	33,881	38,588	28,114	37,188	30,088	21,544	19,081
	4,561	4,084	3,794	3,082	3,465	2,880	3,328	3,328	2,808	2,018	1,798		52,644	49,659	44,163	33,881	38,588	28,114	37,188	30,088	21,544	19,081
	41,932	37,389	34,880	38,458	31,854	28,588	30,588	30,588	25,814	18,110	15,882	29	53,532	50,547	44,655	33,881	38,588	28,114	37,188	30,088	21,544	19,081
9	38,269	46,020	32,958	38,858	35,999	35,518	26,107	26,107	23,515	15,568	14,322	30	54,420	51,435	45,147	33,881	38,588	28,114	37,188	30,088	21,544	19,081
	4,670	4,150	3,878	3,130	3,528	2,945	3,400	3,400	2,864	2,048	1,772		54,420	51,435	45,147	33,881	38,588	28,114	37,188	30,088	21,544	19,081
	42,939	38,144	35,036	38,929	32,038	28,638	31,278	31,278	26,342	18,112	16,094	31	55,308	52,323	45,639	34,381	38,588	28,114	37,188	30,088	21,544	19,081
10	39,167	46,922	33,433	39,329	36,507	36,047	26,430	26,430	23,992	15,658	14,511	32	56,196	53,211	46,131	34,381	38,588	28,114	37,188	30,088	21,544	19,081
	4,780	4,232	3,958	3,180	3,618	2,988	3,478	3,478	2,904	2,062	1,808		56,196	53,211	46,131	34,381	38,588	28,114	37,188	30,088	21,544	19,081
	43,947	39,310	36,381	39,400	32,243	27,578	31,884	31,884	26,808	18,140	16,022	33	57,084	54,099	46,623	34,874	40,071	32,088	30,887	31,228	22,418	19,773
11	40,084	47,821	33,910	39,799	36,923	36,468	26,711	26,711	24,173	15,728	14,661	34	57,972	54,987	47,115	34,874	40,071	32,088	30,887	31,228	22,418	19,773
	4,890	4,314	4,040	3,230	3,688	3,034	3,553	3,553	2,950	2,118	1,841		57,972	54,987	47,115	34,874	40,071	32,088	30,887	31,228	22,418	19,773
	44,974	40,634	37,410	39,879	33,023	28,602	32,434	32,434	27,123	18,142	16,094	35	58,860	55,875	47,607	34,874	40,071	32,088	30,887	31,228	22,418	19,773

NOTES:

1st Figure Base Salary

2nd Figure EIA Supplement

3rd Figure Total Minimum Salary

Base 0.00000

EIA 0.12578

NOTES: 1st Figure Base Salary Base 8,000.00
2nd Figure EIA Supplement EIA 0.12875
3rd Figure Total Minimum Salary

REC040334

CRT_0003-0002

Horry County Schools
Teacher Salary Schedule
2002 2003
(180 Days)

Prior Years Experience	Class 8 Doctor	Class 7 Masters + 20	Class 6 Masters	Class 5 Bachelor's + 10	Class 4 Bachelor's
0	38,821 193.79	34,082 177.58	31,348 164.58	28,610 150.58	27,377 144.08
1	39,008 205.31	35,724 188.02	32,988 173.62	30,113 158.49	28,745 151.29
2	39,195 216.83	36,366 199.87	33,630 182.28	30,755 169.33	29,387 162.43
3	39,382 228.38	37,008 211.72	34,272 190.91	31,397 174.34	30,029 167.15
4	39,569 239.90	37,650 223.57	34,914 199.55	32,039 179.35	30,671 171.87
5	39,756 251.44	38,292 235.42	35,556 208.21	32,681 184.36	31,313 176.59
6	39,943 262.95	38,934 247.27	36,198 216.85	33,323 189.37	31,955 181.31
7	40,130 274.49	39,576 259.12	36,840 225.48	33,965 194.38	32,597 186.03
8	40,317 286.01	40,218 270.97	37,482 234.14	34,607 203.02	33,239 190.75
9	40,504 297.54	40,860 282.82	38,124 242.78	35,249 211.66	33,881 195.47
10	40,691 309.06	41,502 294.67	38,766 251.42	35,891 220.30	34,523 200.19
11	40,878 320.58	42,144 306.52	39,408 260.06	36,533 228.94	35,165 204.91
12	41,065 332.10	42,786 318.37	40,050 268.70	37,175 237.58	35,807 209.63
13	41,252 343.62	43,428 330.22	40,692 277.34	37,817 246.22	36,449 214.35
14	41,439 355.14	44,070 342.07	41,334 285.98	38,459 254.86	37,091 219.07
15	41,626 366.66	44,712 353.92	41,976 294.62	39,101 263.50	37,733 223.79
16	41,813 378.18	45,354 365.77	42,618 303.26	39,743 272.14	38,375 228.51
17	42,000 389.70	45,996 377.62	43,260 311.90	40,385 280.78	39,017 233.23
18	42,187 401.22	46,638 389.47	43,902 320.54	41,027 289.42	39,659 237.95
19	42,374 412.74	47,280 401.32	44,544 329.18	41,669 298.06	40,301 242.67
20	42,561 424.26	47,922 413.17	45,186 337.82	42,311 306.70	40,943 247.39
21	42,748 435.78	48,564 425.02	45,828 346.46	42,953 315.34	41,585 252.11
22	42,935 447.30	49,206 436.87	46,470 355.10	43,595 323.98	42,227 256.83
23	43,122 458.82	49,848 448.72	47,112 363.74	44,237 332.62	42,869 261.55
24	43,309 470.34	50,490 460.57	47,754 372.38	44,879 341.26	43,511 266.27
25	43,496 481.86	51,132 472.42	48,396 381.02	45,521 349.90	44,153 270.99
26	43,683 493.38	51,774 484.27	49,038 389.66	46,163 358.54	44,795 275.71
27	43,870 504.90	52,416 496.12	49,680 398.30	46,805 367.18	45,437 280.43
28	44,057 516.42	53,058 507.97	50,322 406.94	47,447 375.82	46,079 285.15
29	44,244 527.94	53,700 519.82	50,964 415.58	48,089 384.46	46,721 289.87
30	44,431 539.46	54,342 531.67	51,606 424.22	48,731 393.10	47,363 294.59
31	44,618 550.98	54,984 543.52	52,248 432.86	49,373 401.74	48,005 300.00
32	44,805 562.50	55,626 555.37	52,890 441.50	50,015 410.38	48,647 304.72
33	44,992 574.02	56,268 567.22	53,532 450.14	50,657 419.02	49,289 309.44
34	45,179 585.54	56,910 579.07	54,174 458.78	51,299 427.66	49,931 314.16
35	45,366 597.06	57,552 590.92	54,816 467.42	51,941 436.30	50,573 318.88
36	45,553 608.58	58,194 602.77	55,458 476.06	52,583 444.94	51,215 323.60
37	45,740 620.10	58,836 614.62	56,100 484.70	53,225 453.58	51,857 328.32
38	45,927 631.62	59,478 626.47	56,742 493.34	53,867 462.22	52,499 333.04
39	46,114 643.14	60,120 638.32	57,384 501.98	54,509 470.86	53,141 337.76
40	46,301 654.66	60,762 650.17	58,026 510.62	55,151 479.50	53,783 342.48
41	46,488 666.18	61,404 662.02	58,668 519.26	55,793 488.14	54,425 347.20
42	46,675 677.70	62,046 673.87	59,310 527.90	56,435 496.78	55,067 351.92
43	46,862 689.22	62,688 685.72	59,952 536.54	57,077 505.42	55,709 356.64
44	47,049 700.74	63,330 697.57	60,594 545.18	57,719 514.06	56,351 361.36
45	47,236 712.26	63,972 709.42	61,236 553.82	58,361 522.70	56,993 366.08
46	47,423 723.78	64,614 721.27	61,878 562.46	59,003 531.34	57,635 370.80
47	47,610 735.30	65,256 733.12	62,520 571.10	59,645 540.00	58,277 375.52
48	47,797 746.82	65,898 744.97	63,162 579.74	60,287 548.64	58,919 380.24
49	47,984 758.34	66,540 756.82	63,804 588.38	60,929 557.28	59,561 384.96
50	48,171 769.86	67,182 768.67	64,446 597.02	61,571 565.92	60,203 389.68
51	48,358 781.38	67,824 780.52	65,088 605.66	62,213 574.56	60,845 394.40
52	48,545 792.90	68,466 792.37	65,730 614.30	62,855 583.20	61,487 399.12
53	48,732 804.42	69,108 804.22	66,372 622.94	63,497 591.84	62,129 403.84
54	48,919 815.94	69,750 816.07	67,014 631.58	64,139 600.48	62,771 408.56
55	49,106 827.46	70,392 827.92	67,656 640.22	64,781 609.12	63,413 413.28
56	49,293 838.98	71,034 839.77	68,298 648.86	65,423 617.76	64,055 418.00
57	49,480 850.50	71,676 851.62	68,940 657.50	66,065 626.40	64,697 422.72
58	49,667 862.02	72,318 863.47	69,582 666.14	66,707 635.04	65,339 427.44
59	49,854 873.54	72,960 875.32	70,224 674.78	67,349 643.68	65,981 432.16
60	50,041 885.06	73,602 887.17	70,866 683.42	67,991 652.32	66,623 436.88
61	50,228 896.58	74,244 899.02	71,508 692.06	68,633 660.96	67,265 441.60
62	50,415 908.10	74,886 910.87	72,150 700.70	69,275 669.60	67,907 446.32
63	50,602 919.62	75,528 922.72	72,792 709.34	69,917 678.24	68,549 451.04
64	50,789 931.14	76,170 934.57	73,434 717.98	70,559 686.88	69,191 455.76
65	50,976 942.66	76,812 946.42	74,076 726.62	71,201 695.52	69,833 460.48
66	51,163 954.18	77,454 958.27	74,718 735.26	71,843 704.16	70,475 465.20
67	51,350 965.70	78,096 970.12	75,360 743.90	72,485 712.80	71,117 469.92
68	51,537 977.22	78,738 981.97	76,002 752.54	73,127 721.44	71,759 474.64
69	51,724 988.74	79,380 993.82	76,644 761.18	73,769 730.08	72,401 479.36
70	51,911 1000.26	80,022 1005.67	77,286 769.82	74,411 738.72	73,043 484.08
71	52,098 1011.78	80,664 1017.52	77,928 778.46	75,053 747.36	73,685 488.80
72	52,285 1023.30	81,306 1029.37	78,570 787.10	75,695 756.00	74,327 493.52
73	52,472 1034.82	81,948 1041.22	79,212 795.74	76,337 764.64	74,969 498.24
74	52,659 1046.34	82,590 1053.07	79,854 804.38	76,979 773.28	75,611 502.96
75	52,846 1057.86	83,232 1064.92	80,496 813.02	77,621 781.92	76,253 507.68
76	53,033 1069.38	83,874 1076.77	81,138 821.66	78,263 790.56	76,895 512.40
77	53,220 1080.90	84,516 1088.62	81,780 830.30	78,905 799.20	77,537 517.12
78	53,407 1092.42	85,158 1100.47	82,422 838.94	79,547 807.84	78,179 521.84
79	53,594 1103.94	85,800 1112.32	83,064 847.58	80,189 816.48	78,821 526.56
80	53,781 1115.46	86,442 1124.17	83,706 856.22	80,831 825.12	79,463 531.28
81	53,968 1126.98	87,084 1136.02	84,348 864.86	81,473 833.76	80,105 536.00
82	54,155 1138.50	87,726 1147.87	84,990 873.50	82,115 842.40	80,747 540.72
83	54,342 1150.02	88,368 1159.72	85,632 882.14	82,757 851.04	81,389 545.44
84	54,529 1161.54	89,010 1171.57	86,274 890.78	83,399 859.68	82,031 550.16
85	54,716 1173.06	89,652 1183.42	86,916 899.42	84,041 868.32	82,673 554.88
86	54,903 1184.58	90,294 1195.27	87,558 908.06	84,683 876.96	83,315 559.60
87	55,090 1196.10	90,936 1207.12	88,200 916.70	85,325 885.60	83,957 564.32
88	55,277 1207.62	91,578 1218.97	88,842 925.34	85,967 894.24	84,599 569.04
89	55,464 1219.14	92,220 1230.82	89,484 933.98	86,609 902.88	85,241 573.76
90	55,651 1230.66	92,862 1242.67	90,126 942.62	87,251 911.52	85,883 578.48
91	55,838 1242.18	93,504 1254.52	90,768 951.26	87,893 920.16	86,525 583.20
92	56,025 1253.70	94,146 1266.37	91,410 959.90	88,535 928.80	87,167 587.92
93	56,212 1265.22	94,788 1278.22	92,052 968.54	89,177 937.44	87,809 592.64
94	56,399 1276.74	95,430 1290.07	92,694 977.18	89,819 946.08	88,451 597.36
95	56,586 1288.26	96,072 1301.92	93,336 985.82	90,461 954.72	89,093 602.08
96	56,773 1299.78	96,714 1313.77	93,978 994.46	91,103 963.36	89,735 606.80
97	56,960 1311.30	97,356 1325.62	94,620 1003.10	91,745 972.00	90,377 611.52
98	57,147 1322.82	97,998 1337.47	95,262 1011.74	92,387 980.64	91,019 616.24
99	57,334 1334.34	98,640 1349.32	95,904 1020.38	93,029 989.28	91,661 620.96
100	57,521 1345.86	99,282 1361.17	96,546 1029.02	93,671 997.92	92,303 625.68

Note: Teachers, speech clinicians, teachers of the gifted, and teachers of adult learning salaries are the same as classroom teachers. Teachers, librarians and guidance counselors who are employed for more than 180 days will be paid the daily rate multiplied by the number of days employed. Figures above reflect annual salary and daily rate. (Revised 7/1/02)

STATE OF SOUTH CAROLINA)
) IN THE COURT OF COMMON PLEAS
COUNTY OF LEE) THIRD JUDICIAL CIRCUIT

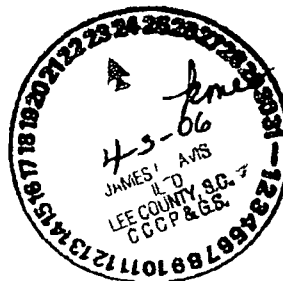
Abbeville County School District et al) Civil Action No 93 CP-31 169
)

Plaintiffs)

vs)

The State of South Carolina et al)

Defendants)



**PLAINTIFFS' MEMORANDUM IN SUPPORT OF THEIR MOTION TO ALTER OR
AMEND JUDGMENT PURSUANT TO RULES 52 and 59 SCRPC**

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April 3 2006

Certified as a True Copy
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Clerk, Court of Common Pleas
and General Sessions
County, South Carolina

REC040594

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COME NOW the Plaintiffs by and through their undersigned counsel and submit to this Honorable Court their Memorandum In Support of Their Motion to Alter or Amend the Order of the Honorable Thomas W Cooper Jr Resident Judge of the Third Judicial Circuit dated and filed on December 29 2005 Plaintiffs request that the Court correct references to the operative Complaint in the Order from the Third Amended Complaint to the Fourth Amended Complaint Plaintiffs further request that the Court alter and amend the December 29 2005 Order in the particulars designated in its Motion to Alter or Amend Judgment Pursuant to Rules 52 and 59 S C R C P based on *inter alia* the specific testimony, points arguments and authorities set forth herein

I THE COURT FAILED TO RESOLVE REMEDIAL ISSUES RESULTING FROM THE FACTUAL FINDINGS (Plaintiffs' Motion to Alter or Amend, ¶¶ 11 and 12)

The Court failed to issue an Order with respect to subsections (c) through (e) of the "Wherefore" clause of the Fourth Amended Complaint and should have instructed the General Assembly to take the actions necessary to address these issues based on the Court's findings and conclusions The subsections at issue are as follows

- (c) Requiring the Legislature to appropriate resources necessary to address in a compensatory and remedial fashion those inadequacies which have resulted to the Plaintiff school districts and students as a result of the failure to meet its constitutional obligations
- (d) Requiring the Defendants to draft a proposal for a new system for providing an adequate education in South Carolina which when adopted will adequately meet the educational needs of all the Plaintiff districts and their students
- (e) Requiring the Defendants to fund and support a new South Carolina education system sufficient to adequately meet the educational needs of each student in the Plaintiff districts

Plaintiffs request that the Court alter or amend its Order consistent with the evidence presented at trial regarding necessary remedial action

The Court concluded that "the constitutional requirement of adequate funding is not met by the Defendants as a result of their failure to adequately fund early childhood intervention programs" and that "the students in the Plaintiff Districts are denied the opportunity to receive a minimally adequate education because of the lack of effective and adequately funded early childhood intervention programs" (Order at 162). The Order did not specifically address remedial action. It did not require the Defendants to appropriate resources, draft a proposal for a new system, or fund and support a new educational system to remedy the deficiencies in early childhood interventions that the Court found. It also did not address remedial action designed to address the needs of students who are in school and have been found to have had their constitutional rights violated, but cannot take advantage of early childhood interventions.

The Order acknowledged the need for the State to provide early childhood education and interventions from pre-kindergarten through grade three, but did not direct the State to take any action to remedy the lack of those interventions. The Order also did not address the plight of older students who, according to the findings of the Court, are not and have not been provided with an opportunity for a minimally adequate education. The Court erred in not awarding compensatory and remedial educational measures and relief to those students who have been deprived of an opportunity for a minimally adequate education by the Defendants, including those who are not currently eligible for early childhood education because of their age or school year and who will otherwise be unaffected by the Court's order. See Hoke County Bd. of Educ. v. State, 599 S.E.2d 365, 389-91 (N.C. 2004) (finding the trial court

struck proper balance by ordering the State to examine and find a resolution to the problems identified by the court imposing general guidelines for doing so and requiring the State to keep the court advised of its remedial actions through regular written reports)

II THE ORDER FAILED TO FIND THAT INPUTS, OTHER THAN EARLY CHILDHOOD INTERVENTIONS, WERE INADEQUATE (Plaintiffs' Motion to Alter or Amend, ¶¶ 1, 2, 3, 5, and 6)

Several important inputs including but not limited to adequately prepared and competent teachers in every classroom vocational programs transportation instructional materials summer school programs and after school programs are necessary in order to provide the opportunity for a minimally adequate education and are not being adequately provided in the Plaintiff Districts Plaintiffs ask that the Court reconsider any findings that the inputs and offerings in the Plaintiff Districts are adequate to ensure that an opportunity for a minimally adequate education is provided to each student Plaintiffs further request that the Court alter or amend its Order and find that inputs are inadequate and that as a result the Defendants failed to provide an opportunity for a minimally adequate education for each child

A Teacher quality issues

The Court found that the mechanisms regulating the qualification and supply of teachers in South Carolina's public school classrooms did not so negatively impact the delivery of services in those classrooms as to prevent each child from having the opportunity to acquire a minimally adequate education In other words teachers in the Plaintiff Districts were sufficiently qualified compensated trained and distributed so that each child in the Plaintiff Districts had the opportunity to acquire a minimally adequate education The weight of the evidence is to the contrary and the Plaintiffs request that the Court alter or amend its judgment to comport with the weight of the evidence

The evidence introduced by the Defendants and relied upon by the Court regarding a number of issues including teacher qualifications compensation and turnover was based upon faulty data and conclusions by Dr Michael Wolkoff an economist who testified for the Defendants Dr Janice Poda Director of the Division of Teacher Quality at the State Department of Education (the "SDE") demonstrated that Dr Wolkoff's data was both incomplete and misleading For example Dr Wolkoff used a data set of 37 000 teachers that he classified as "full time " but Dr Poda showed that the correct number of classroom teachers in South Carolina is actually over 45 000 teachers (Poda Trial Tr (11/4/04) at 71 11 19 and 75 5-16) Dr Poda testified that Dr Wolkoff's data set excluded 8 000 teachers including special education teachers who are the most likely to be teaching out of field (id at 74 19 24) and foreign teachers who are not typically fully certified when they begin teaching in South Carolina schools (id at 74 25-75 4) Dr Wolkoff included data however, on 202 teachers in the Plaintiff Districts or 15 9% of the total teachers in the Plaintiff Districts who were only paid for 170 days as opposed to full time teachers who have annual contracts under which they are paid for 190 days thus effectively including teachers who arrive late or leave early in the school year This eliminated those 202 teachers from his calculation of teacher turnover in the Plaintiff Districts although they certainly would be considered "turned over" and contributing to the instability of the school because they were not present in the classroom for the entire year (id at 76 21 77 21 79 20 80 2 and 83 10-85 16) Dr Poda pointed out additional troubling issues created by Dr Wolkoff's exclusion or inclusion of teachers in his data set which caused the data to be skewed away from the true picture in South Carolina and in the Plaintiff Districts This severely undercuts the reliability of the conclusions Dr Wolkoff and the Court drew from his analysis

Dr. Poda also questioned Dr. Wolkoff's favorable comparison of teacher salaries in the Plaintiff Districts to salaries in other occupations in the Plaintiffs' communities. She testified as common sense would also dictate that school districts compete with each other for teachers; they do not compete with other employers for manpower. Dr. Poda's years of experience in assisting South Carolina school districts fill teacher vacancies supports her testimony that the Plaintiff Districts simply do not have a quality pool of applicants from which to draw. Dr. Poda's hands-on experience is far more credible and probative than that of an economist who has never been faced with finding a real solution to the teacher supply problems in the Plaintiff Districts.

The Defendants' claim and the Court's finding that it could not conclude based on the evidence that any individual teacher is paid less in a Plaintiff District than he or she would be in another district (see Order at ¶ 208) disregards substantial pieces of evidence entirely. Bill Johnson, who taught for 27 years in Dillon 2, testified that he took a job in a neighboring Horry County school precisely because of that reason. Mr. Johnson testified that he received an additional \$10,000 per year just by crossing the county line and that this difference in salary also made a significant difference in his pension. (Johnson Trial Tr. (9/24/04) at 158-7, 150-18.) In addition, the district teacher salary tables included in the Rankings data compilations (see e.g. Plaintiffs' Exhibit 154 at Tables 83-86 (SDE 11413-11420), Defendants' Exhibit 3225 at Tables 83-86 (TEX_13115-13108)) show the differences in actual not average salaries from district to district and further demonstrate the competitive disadvantage the Plaintiff Districts operate under in recruiting and retaining teachers. This

Plaintiffs also proffered particular salary schedules into evidence but the Court ruled them inadmissible on the grounds that comparisons between the Plaintiff Districts and other districts were irrelevant. (See e.g. Court's Exhibit 3.) For the reasons argued at trial and in this

evidence is in direct contradiction of Dr. Wolkoff's speculative testimony and the Court's finding that individual teachers are not paid less in the Plaintiff Districts than they would be in other districts. The evidence establishes that individual teachers in the Plaintiff Districts are in fact paid less than in other districts, supporting the conclusion that lower teacher pay results in an inability by the Plaintiff Districts to staff their schools adequately.

Evidence presented by the Plaintiffs also proved that the requirements for teaching in South Carolina's public school classrooms are minimal. They do not ensure that teachers are adequately trained and prepared when they assume the heavy responsibility of instructing and guiding the academic and vocational development of a room filled with students. (Darling Hammond Trial Tr. (8/11/03) at 48:6-49:12 (stating that a certification standard is not a maximum but a very minimum standard)). Even Defendants' expert Dr. Podgursky admitted that the Praxis qualifying tests required for teacher certification eliminate only "demonstrably incompetent" prospective teachers from the classroom. (Podgursky Trial Tr. (6/16/04) at 66:1-7). Further, the cut scores on some of the Praxis II (content and teaching methods) examinations are lowered by the State to ensure that enough persons pass them to provide an adequate supply of teacher candidates. (Poda Trial Tr. (11/4/04) at 97:23-98:14). The Praxis examinations are plainly not rigorous enough to ensure that teachers are adequately prepared to take on the responsibility of a classroom. While the Defendants and the Court's Order seek to excuse the Defendants from this deficiency in teacher licensing by finding that the State Board of Education has control of the licensing requirements, Abbeville and the South Carolina Constitution do not permit responsibility to be placed anywhere but on the Defendants. It is

memorandum at pp. 36-42 supra. Plaintiffs urge the Court to reconsider its rulings on this evidence and consider it as relevant on whether the Plaintiff Districts are unable to attract and retain sufficiently qualified and high quality teachers to provide the opportunity for a minimally adequate education in their classrooms.

the Defendants who have the ultimate responsibility for the actions of state agencies² and for the provision of constitutionally adequate educational opportunities

Teachers in the Plaintiff Districts have failed the Praxis examinations at virtually twice the rate as the remainder of the state and teachers in the Plaintiff Districts who failed repeated their failures more often than those in other districts (Plaintiffs Exhibits 6857N 6857O 6857Q and 6857Q) Using Dr Podgursky s words not only are more teachers in the Plaintiff Districts "demonstrably incompetent " they are "demonstrably incompetent" over and over and over In addition teachers in the Plaintiff Districts with substandard certificates—and the Plaintiff Districts have almost four times the percentages of those teachers as the rest of the state (Plaintiffs' Exhibit 6857V)—fail the Praxis examinations at two and one half times the rate of teachers outside the Plaintiff Districts (Plaintiffs Exhibit 6857Y) The Plaintiff Districts also employ higher percentages of teachers who failed both a formal evaluation under ADEPT and a Praxis test (11%) than do other districts (2.8%) (Plaintiffs Exhibit 6857S) Finally larger percentages of teachers in the Plaintiff Districts (between 41% and 61% except for Dillon 2 and Marion 7 (Plaintiffs Exhibit 6152BB)) come from non competitive colleges as compared with non-Plaintiff districts and teachers from non-competitive colleges have many more failures on the Praxis exams than do teachers from competitive colleges (Poda Trial Tr (11/4/04) at 128 111) This data ties "demonstrable incompetence" as measured by Praxis to other negative characteristics such as substandard certificates ADEPT failures and degrees from non competitive colleges This is statistical and credible evidence that teachers in the Plaintiff Districts are not as qualified as a group as those found outside the Plaintiff

Indeed the General Assembly must approve the regulations of the State Board of Education on licensing in order for them to become effective

Districts and further that they are simply not prepared or capable of offering the opportunity for a minimally adequate education to the challenging students in their classrooms

The analysis by Dr Lorin Anderson demonstrates that negative teacher characteristics (the examples he demonstrated for the Court included teacher turnover rates percentages of experienced teachers and percentages of teachers with advanced degrees) are positively correlated with low levels of student achievement even aside from poverty levels (Plaintiffs Exhibit 6835H) The Plaintiffs evidence of the negative teacher characteristics that are so much more prevalent in the Plaintiff Districts than in the non Plaintiff Districts are proof of inadequate teacher quality to do the job of providing the opportunity to acquire a minimally adequate education to the students in the Plaintiff Districts

The Court examined teacher qualifications and competencies by segregating and discussing each factor in isolation from others and found that teachers in the Plaintiff Districts did not suffer from deficiencies in any one single measurement As an initial matter Plaintiffs disagree with this analysis The Plaintiffs presented and relied on the combination of negative teacher characteristics and the sheer accumulated weight of those characteristics in the Plaintiff Districts In short the whole is greater than the sum of the parts (L Anderson Trial Tr (11/5/04) at 74 18-75 2 see generally L Anderson Trial Tr (11/5/04) at 72 20 78 21 for a full discussion of the effects of aggregating or disaggregating teacher characteristic data to determine effects) Dr Poda testified that the accumulation of these negative teacher characteristics are reasons for the lack of essential quality in the instruction delivered in the classrooms in the Plaintiff Districts (Poda Trial Tr (11/4/04) at 129 12-12 131 18 22 and 133 24 135 10) Dr Lorin Anderson further explained that teachers do not typically have just one negative characteristic but several and the composite of negative characteristics provides

(the true picture not the individual factors standing alone Similarly to view a school or school district in a true light one must analyze the composite of factors within them rather than separate pieces (Anderson Trial Tr (11/5/04) at 72 20 78 21) The whole constellation of negative factors affecting the qualifications of teachers and the quality of instruction in the Plaintiff schools is indeed greater than any one negative factor The Defendants are failing the students in the Plaintiff Districts not just because a teacher or two is teaching out of field or does not have a continuing contract or left the job before the school year ended but because these negative factors and characteristics are piled one on top of another Together with the inadequate and obsolete facilities the inadequate supply of appropriate instructional materials and equipment the inability to devote sufficient time to learning and all the other problems described by the Plaintiffs witnesses the negative teacher characteristics result in an educational environment that lacks the necessary supports and inputs to deliver adequate educational opportunities to the disadvantaged students within them

The preponderance of evidence presented on teacher quality—that the Plaintiff Districts had teachers with higher rates of turnover fewer advanced degrees more substandard certificates higher failure rates on Praxis exams higher rates of teaching out of field more long-term substitutes filling classrooms greater reliance on foreign and PACT teachers lower teacher pay and lack of choices when hiring teachers—can in reality lead to only one conclusion the Plaintiff Districts lack the ability to attract or retain teachers who are capable of delivering instruction to children who are most challenged The Plaintiffs ask the Court to reconsider its ruling that teachers in the Plaintiff Districts are “at least minimally competent” to deliver a “minimally adequate education ” A minimally adequate education is one that leads to high school graduation and thus the opportunity to be a productive citizen a finding

reached by the Court and unchallenged by the Defendants and clearly teachers in the Plaintiff Districts are not providing it

Defendants further attempted to marginalize the evidence of negative teacher characteristics in the Plaintiff Districts by arguing that the numbers of teachers with these characteristics are relatively small when compared to the 45 000 classroom teachers in South Carolina or as compared to the total numbers of teachers in the Plaintiff Districts. As Dr Poda pointed out however each unqualified or ineffective elementary school teacher will have the responsibility to educate approximately 22 children in her classroom every year and 220 children over the course of ten years (Poda Trial Tr (11/4/04) at 214 11 23). Each middle or high school teacher who is not effective or qualified will negatively impact the instruction of approximately 130 students each year or 1300 students over ten years (Id at 214 24 215 19). Viewed in this light it is clear that massive numbers of students in the Plaintiff Districts are not receiving adequate instruction in the classroom because their teachers are simply not up to the job. Massive numbers of students in Plaintiff Districts are being deprived of the opportunity to acquire a minimally adequate education because the Defendants have not ensured that their teachers are prepared and effective and the Defendants argue in this case that this does not matter. It does indeed matter and Plaintiffs respectfully request that the Court alter or amend the Order to reflect findings consistent with this evidence.

The Court also found there was no proof of any impediments to providing high quality professional development for teachers in the Plaintiff Districts (Order at ¶ 221). Plaintiffs respectfully disagree and refer the Court to testimony by Dr Poda and each of the superintendents and other district witnesses who testified. Moreover just as the Defendants cannot escape responsibility and liability by blaming their own State Department of Education

for failing to use Praxis scores to weed out only the "demonstrably incompetent" or allowing other incompetence into the classrooms they cannot escape responsibility and liability by blaming the school districts for failing to provide quality sustained and effective professional development. If the districts are failing in any task delegated to them by the Defendants then the Defendants through their constitutional obligation to the children must insure that they have the funding and support and do what is necessary to succeed in that task. The Court's reliance on the Plaintiff Districts as the party at fault for failing to provide effective professional development runs afoul of the Abbeville ruling that education is at bottom the Defendants responsibility.

The weight of the evidence also supports a conclusion that the delivery of the curriculum standards by the teachers in the Plaintiff Districts is inadequate. Teachers in the Plaintiff Districts fail repeatedly to deliver instruction to their students in accordance with the curriculum standards thereby defeating the theoretical opportunity to acquire a minimally adequate education that would be available to students given appropriate instruction by high quality teachers. Dr. Sandra Lindsay, Deputy Superintendent for the Division of Curriculum Services and Assessment for the South Carolina State Department of Education, testified that teacher turnover and other negative teacher characteristics such as lack of certification and experience "erode the ability to deliver the curriculum in the way that it was designed." (Lindsay Trial Tr. (10/6/03) at 210-13-16.) The testimony of witnesses from the Plaintiff Districts supported Dr. Lindsay's statement. Dr. Archie Franchini, for example, testified that only about half of the teachers were teaching pursuant to the curriculum standards. (A Franchini Trial Tr. (11/6/04) at 56-10-17.) Even James Smith, Defendants' expert witness, conceded that he personally observed far too many teachers in classrooms in the Plaintiff

Districts who were either not teaching or teaching at low levels below that required for adequate learning (J Smith Trial Tr (7/1/04) at 27 4-28 2)

The responsibility for the qualification and performance of teachers and thus the delivery of the opportunity to acquire a minimally adequate education belongs to the Defendants. Despite their lip service and statutory language the Defendants have not adequately discharged that responsibility. Plaintiffs request that the Court alter and amend the Order to reflect findings and conclusions consistent with the preponderance of the evidence offered by the Plaintiffs regarding the deficiencies in teacher quality in the Plaintiff Districts.

B Time on task

A primary approach for increasing the achievement of students at risk for academic or vocational failures is to provide them with more time on task. The General Assembly recognizes that some students require more time than others to master knowledge and skills presented in the classrooms of this State. To that end it has enacted several pieces of legislation providing for or authorizing school districts to provide extended learning time whether through summer school after school programs extended day or year or other arrangements such as early childhood programs and interventions. See e.g. S C Code Ann § 59-18-500 (West 2004) and S C Reg 43-240 (Supp 2004) (summer school) S C Code Ann § 59-18-1910 (West 2004) (after school programs) S C Code Ann § 59-18-1920 (West 2004) (extended day or year). Sandy Smith testifying for the Defendants confirmed that it was indeed the policy of the State of South Carolina that children must be provided with additional learning time if they need it. (S Smith Trial Tr (6/17/04) at 89 11 18 and 91 8-

15)

Unfortunately for the students the Defendants do not adequately fund the programs in the Plaintiff Districts that are designed to provide additional time to learn for those who need it despite the Defendants recognition of its importance The Court recognized this in its Order finding that early childhood interventions are a necessary element of South Carolina s system of public schools The lack of high quality early childhood programs and interventions is not the only failing however For example after school and summer school programs are plagued by a lack of funding to employ appropriately trained and effective teachers and to provide sufficient transportation services for those children who need it (See e.g. Harris Trial Tr (10/1/03) at 69 4-71 3 Dean Trial Tr (7/31/03) at 35 3-36 17 and 39 24 40 22 Thompson Trial Tr (10/9/03) at 59 23-60 15) In addition the summer programs that are offered by the Plaintiff Districts are limited in course offerings short in duration and do not last the whole day They are not the kinds of summer programs that have been shown to be effective according to the experts (See e.g. Darling Hammond Trial Tr (8/11/03) at 197 24-198 12) Superintendent Thompson also pointed out that when the Defendants allowed school districts some flexibility in using state money in otherwise impermissible ways in order to cover shortfalls caused by the State s mid year cuts in the education budget the funding for summer school and after school programs were further endangered because districts needed that funding to cover regular operating costs during the school year (Thompson Trial Tr (10/9/03) at 61 11 22)

While the Plaintiffs embrace the Court s findings and conclusions regarding the necessity of adding and improving early childhood programs and interventions in South Carolina s public schools the lack of those programs and interventions is not the only failing in our public school system nor are they the only means by which additional time to learn can

(be employed to remedy the current inadequate educational offerings. Particularly with respect to those children who are enrolled in school in grades four and higher and who have been deprived of the opportunity to acquire a minimally adequate education whether because of the lack of early childhood interventions or otherwise additional time on task can only be provided through high quality extended day or year programs (e.g. after school Saturday school, or summer school). The continuing lack of these programs and the deficiencies in those that are offered together with the lack of other adequate inputs addressed in this brief mean that students in the Plaintiff Districts continue to be deprived of opportunities to acquire a minimally adequate education. Plaintiffs respectfully request that the Court alter or amend its Order to find that the Defendants failed to provide an opportunity for each child to acquire a minimally adequate education because of their failure to provide effective and high quality programs designed to allow additional time to learn including early childhood programs summer school programs extended day and after school programs or other arrangements.

C Instructional materials

Among the inputs necessary for an adequate educational opportunity are instructional materials. Plaintiffs introduced evidence from a variety of sources—teachers principals superintendents SDE personnel and demonstrative exhibits—to establish that the materials available for teachers to use for instruction are inadequate in kind and in number. In response Defendants relied on the testimony of their expert witness James Smith who spent only “a minute or two” in each classroom. He “scanned” the room counted the number of students in the room at the time noted whether computers or instructional materials were present looked for “obvious health and safety hazards” then moved on. (J. Smith Trial Tr. (6/28/04) at 185-4, 10 and 15-20.) He did not review the materials to determine what they were or whether

they were appropriate or sufficient for the instruction offered in each classroom nor did he investigate the adequacy of the supporting technology infrastructure or the software and programs available (J Smith Trial Tr (6/30/04) at 139 7-140 9 and 142 4 15) Although the South Carolina curriculum standards passed by the General Assembly require specific instructional materials to implement the curriculum Dr Smith apparently paid no attention to whether those materials were present whether they were in usable condition or whether they were sufficient in number to serve the students in the classroom His testimony regarding the instructional materials available in each school was simply that they "appeared" sufficient for instructional purposes

Plaintiffs witnesses repeatedly stated that instructional materials help bring the subject matter to life for students and are particularly beneficial for students living in poverty "Kids learn better or they retain more when they are able to touch things and to absorb it into real life components " (Elkins Trial Tr (9/25/03) at 58 14 25) The importance of adequate and effective instructional materials and equipment cannot be overstated when considering the educational opportunities offered to children in poverty whose access and exposure to instructional materials and experiences outside of school is so limited

Testimony from superintendents principals and teachers who struggle every day to ensure appropriate instruction is provided to students in the Plaintiff Districts demonstrated that the Plaintiff Districts did not have and lacked the funding to purchase adequate instructional materials The Plaintiff Districts lack even the most mundane instructional materials such as chalk boards and copy paper The testimony of Principal Specialist Vicki Kirby regarding her experience at Dennis Intermediate School in Lee County describes circumstances that are familiar throughout the Plaintiff Districts

It was just so overwhelming what they did not have. There were no rulers, there were no calculators, there were no literature series or classroom sets of books for children to read. The library was very, very limited. They did not even meet the SACS requirements for having the number of volumes per pupil when I was there initially. I could go on and on what was not there. There were so many more things, not only that were needed just to teach the standards but material that were needed or manipulatives and/or artifacts that were needed to help implement what the book had in the way of standards.

(Kirby Trial Tr (2/12/04) at 212-12-24)

Shortages of textbooks, library books, laboratory materials, and classroom supplies are widespread. State Superintendent Tenenbaum testified, "Since I have been Superintendent, I don't believe there's a year when [textbooks] have been fully funded." (Tenenbaum Trial Tr (05/04/04) at 36-18-20). Dr. Sandra Lindsay of the SDE told the Court that the State's continual failure to fund textbooks has resulted in a range of deficit for routine textbook replacement of from \$10 million to \$15 million per year (Lindsay Trial Tr (10/06/03) at 232-13-19) and the English language arts area alone has a \$43 million need for books that the State cannot begin to meet. (Id. at 227-3-7). Testimony from the Plaintiff Districts' witnesses ranged from Principal Rex Whitcomb in Marion 7 stating that he could not teach the curriculum because his school was unable to afford novel sets for the students (Whitcomb Trial Tr (8/4/03) at 128-10) to Jackie Shuler in Orangeburg 3 stating that her students were unable to do their homework because the school could not provide books for the students to take home (Shuler Trial Tr (1/16/04) at 23-1-10).

Many library books in the Plaintiff Districts are ragged and out of date, and many shelves are bare. Senator John Matthews testified that in 1991, the General Assembly evaluated the cost to adequately stock school libraries but failed to follow through on funding that cost. (Matthews Trial Tr (9/8/03) at 120-13-121-25). The State regularly fails to fund

(the SDE s requests for library books and supplies. This has a particularly harsh effect in poor rural schools where there is no community library and the homes have little to nothing in the way of reading material. (See Harris Trial Tr (10/1/03) at 53 22 54 16)

The Plaintiff Districts also suffer from inadequate classroom supplies and equipment including science lab supplies math manipulatives and calculators and even basic supplies such as chalk paper art supplies desks and chairs. (See A Franchini Trial Tr (1/6/04) at 18 9-19 Shuler Trial Tr (1/16/04) at 42 12-45 4 Dean Trial Tr (8/1/03) at 166 9 16 Singleton Trial Tr (4/2/04) at 40 15 20) Some schools have no science labs and others have science labs that are simply not functional because of inadequate ventilation and safety equipment. (See e.g. Singleton Trial Tr (4/2/04) at 34 15-19 38 22 39 3 and 41 7-17 Shuler Trial Tr (1/14/04) at 194 25 195 4) As an example Allendale was required to disconnect the gas in its labs because it did not have the appropriate ventilation hoods but now faces an instructional issue because Bunsen burners cannot be used. (Harris Trial Tr (10/1/03) at 55 5-17) The Defendants implemented statewide curriculum standards and expect all teachers to teach them and all students to learn them. Nevertheless the Defendants have not provided the materials and equipment required by the standards and necessary to teach and learn the standards. It is not enough to simply write down a list of concepts that children should know as the Defendants have done they must also support the means to learn those concepts and standards which they have not done.

Defendants seemed to place much emphasis during trial on the presence of computers in the schools. Their expert James Smith took care to count how many computers were in each classroom in the few minutes he visited them. However Plaintiffs presented extensive testimony about the inadequacies of the supporting technology infrastructure hardware

(software and teacher training on the integration of computers into instruction issues which Dr. Smith did not even consider. Computers are of no benefit to students if they cannot be used reliably and satisfactorily. Essentially all funding for technology in schools is through grants and categorical funding that may be here today and gone tomorrow and cannot support a consistent technology component designed to aid in instruction. The outdated school facilities in the Plaintiff Districts like the outdated EFA formula were not designed with computers or other current technology in mind and do not adequately accommodate them. Many classrooms do not have sufficient numbers of electrical outlets and the wiring is not sufficient to support the technology. The Plaintiff Districts also do not have the support personnel needed to keep the technology up and running and consistently available for use in classrooms. Dr. William Singleton, Superintendent of Jasper County School District, testified about the technology issues there which are similar to those in the other Plaintiff Districts.

About three years ago we got a large E rate grant and we put in a lot of - wiring and brought in some computers. Put at least two to three computers in each classroom. What we found was that there is basically two wires or two plugs in every classroom. The technology we put in is often down. Teachers say - well they are down probably 25-30 percent of the time. The infrastructure, the electrical system cannot support the technology that we have put in. So teachers get frustrated because when they want to use the technology they cannot use it because of some reason, it continues to go down.

(Singleton Trial Tr. (4/2/04) at 30-13-25)

The continuing deficiencies and lack of instructional materials together with the lack of other adequate inputs addressed in this brief mean that students in the Plaintiff Districts continue to be deprived of opportunities to acquire a minimally adequate education. Plaintiffs respectfully request that the Court alter or amend its Order to find that the Defendants failed to provide an opportunity for each child to acquire a minimally adequate education in part.

because of their failure to provide adequate funding for the acquisition and maintenance of instructional materials and equipment which are necessary for effective instruction

D Vocational education

In its order remanding this case to the trial court for hearings consistent with its opinion the South Carolina Supreme Court expressly held that a minimally adequate education includes "the opportunity to acquire vocational skills " Abbeville County Sch Dist v State of South Carolina 335 S C 58 68 515 S E 2d 535 540 (1999) Plaintiffs request that the Court alter or amend its Order consistent with the evidence presented at trial by the Plaintiffs regarding the inadequacies in vocational education for public school students

Vocational skills are a key component of the Abbeville standard Not only must the necessary vocational classes be offered but students must have the basic knowledge needed to be successful in those courses Testimony established that many students in the Plaintiff Districts come to high school vocational programs reading well below the eighth grade level and possessing only the most rudimentary mathematical skills—skills and abilities they must have in order to be successful in vocational courses Jerry Pace Agriculture Education Instructor for Marion 7 testified "Our students are not adequately prepared in the math skills that are required to meet the changing technologies that are there even within the vocational areas such as agriculture because this has changed drastically over the years " (Pace Trial Tr (08/06/03) at 80 4 8) "If these kids do not have adequate skills knowing formulas and know how to manipulate formulas use them in the every day aspects of solving financial problems as it would be related to an agricultural business or even to their own financial affairs they cannot be successful (Id at 82 2 7)

These observations of the need for academic skills in the vocational arena are verified by employers in South Carolina. Donald Herriott, President of Roche Carolina in Florence County, described workplace requirements as follows: "I need people who can think and I need people who can do. I have to have both, not with one or the other." (Herriott Trial Tr (8/14/03) at 242 8-10.) Testimony offered by the Plaintiffs established that students entering the work force from high school do not have the academic preparation necessary to be successful in vocational education programs and thus develop the vocational and academic skills necessary to be productive employees and citizens. (See e.g. Pace Trial Tr (08/06/03) at 105 20 106 8; Rogers Trial Tr (8/7/03) 85 10-14.) As Superintendent Paula Harris of Allendale expressed it, these districts simply do not have enough "completers." Most students who go through the program do not succeed in the ultimate goal of becoming employable. (Harris Trial Tr (10/01/03) at 78 3 79 21.)

Vocational skills are especially important to students in the Plaintiff Districts because many of them do not go on to post secondary education and these skills would give them the foundation to be employable in their community. (Shuler Trial Tr (1/16/04) at 95 9 14.) Unfortunately, the Plaintiff Districts are unable to offer some of the vocational programs that would be useful for their students and their community. For example, Florence 4 is unable to provide vocational training in carpentry or brick masonry, two skills in demand in the local area, because it lacks the necessary facility, resources, and teaching staff to provide that training. (Harrison Trial Tr (02/09/04) at 126 19-127 10.) As a result, students in Florence 4 are denied the opportunity to acquire vocational skills that would help them to become productive citizens in their community. Witnesses from other districts offered similar

testimony regarding the inability of the Plaintiff Districts to provide their students with the opportunity to acquire vocational skills

As a result of the lack of State support the Plaintiff Districts often must rely on federal grants to fund and support their vocational programs. This reliance on funding through grants creates uncertainty in the Districts' ability to offer vocational courses from year to year. In addition, the Districts have an equally difficult time finding persons with vocational expertise who are willing to settle for the low pay offered to teach the courses or who have the teacher training necessary to handle a classroom effectively. (See Harris Trial Tr (10/01/03) at 78-3, 78-21.) The Plaintiff Districts' reliance on grants and their problems with teacher quality result in inconsistent vocational offerings.

The vocational programs in the Plaintiff Districts are not providing each student an opportunity for a minimally adequate education and the Defendants are responsible for this deficiency. Plaintiffs request that the Court alter or amend its Order to find and conclude that the Defendants failed to provide the opportunity for students to acquire vocational skills and thus failed to provide an opportunity for a minimally adequate education.

E Transportation

School buses are the only means some children have of getting to school and gaining access to an education. They are an essential part of delivering an opportunity for a minimally adequate education to the children of this state. (Peterson Trial Tr (6/7/04) at 101-14-17.) The Plaintiff Districts do not have sufficient resources to adequately address their transportation needs and as a result the children in the Plaintiff Districts are not receiving the opportunity for a minimally adequate education. Plaintiffs request that the Court alter or

amend its Order consistent with the evidence presented at trial by Plaintiffs regarding transportation for public school students

Section 59-67-420 of the South Carolina Code requires the State to bear the costs of transporting students to "regularly organized instructional classes" in their school attendance zones. S.C. Code Ann. § 59-67-420 (West 2004). Donald Tudor, Director of the Office of School Transportation at the SDE, testified that funding for transportation bears little relation to its cost and is insufficient for the transportation needs. Indeed, Mr. Tudor testified that the funding was based in part on simply what the General Assembly decides to allocate to it without reference to its actual costs. (Tudor Trial Tr. (4/20/04) at 152-23, 153-2.)

The General Assembly appropriates an amount for reimbursement to the districts for their costs of paying the bus drivers, but that amount has no relation to the actual cost of employing bus drivers and does not cover the districts' costs of paying the drivers' salaries. (Tudor Trial Tr. (4/20/04) at 112-6, 113-4, 113-22, 114-12.) Mr. Tudor testified that the State pays only \$43,000,000 of the \$109,000,000 that districts spend on driver salaries, leaving the districts, including the Plaintiff Districts, to pay approximately 60% of that cost from their local revenues. (Id. at 116-20, 117-2 and 125-12, 126-24; Plaintiffs' Exhibits 6374 A and 6374 C.) Increases in costs for fuel, buses, safety and training, record keeping, licensing, and certification requirements have increased the financial pressures on the SDE and on districts in recent years. Nevertheless, the State has made no consistent effort to cover those increased costs. (Tudor Trial Tr. (4/20/04) at 121-7, 122-20.) The evidence shows the State does not pay the costs of transportation to and from school as it is required to do by S.C. Code Ann. § 59-67-420.

Although educational programs that are not a part of "regularly organized instructional classes" are mandated and/or necessary for students in the Plaintiff Districts to receive the opportunity for a minimally adequate education the State fails to fully fund transportation to those programs. For example transportation for class field trips to classes in English as a second language or to choice programs mandated by the No Child Left Behind Act are paid strictly by the districts with no state contribution. School districts pay the State 80 cents per mile plus 100% of the bus driver salary for this transportation. (Id. at 141 10 143 17) While the State allocates some funding for transportation to some programs such as summer school under the Education Accountability Act it is far less than the actual costs of that transportation. (Id. at 146 9 12)

The State has also not kept up with the task of replacing old buses. The SDE does an admirable job of keeping old buses running and getting children to and from school but this cannot continue without additional funding from the State for the purchase of new buses.

The failure of the State to fund transportation adequately has real world consequences. Rex Whitcomb Principal Specialist at Terrell's Bay High School in Marion 7 testified that the bus system as it was operated in that district as well as in Charleston County School District where he was formerly employed was inadequate because the routes were too long and the buses broke down on a regular basis. (Whitcomb Trial Tr (8/1/03) at 120 6 122 11) The frequent breakdowns prevented students from getting to school for the first or second classroom periods or stranded them at school long after classes were dismissed. (Id.) Dr. Everett Dean Superintendent of Marion 7 confirmed that his students missed classes because of the failure of the buses to deliver them to school. (Dean Trial Tr (7/30/03) at 211 17 212 17) He further testified that some elementary school students in Marion 7 are on school

(buses for as long as four hours each day an unconscionable length of time for a young child
(Id.) The lack of buses available to Marion 7 also prevents the district from taking students on
field trips to expose them to places and circumstances outside the rural area of Marion County
a serious need for many of the students in Marion 7 (Id.) The same circumstances are
prevalent in the other Plaintiff Districts

Because the State repeatedly violates S C Code Ann § 59 67 420 by not bearing the
costs of transporting students to regularly scheduled instructional classes in their school
attendance zones the Plaintiff Districts must divert funding from other needs such as teacher
salaries in order to pay those costs Further because the State does not adequately attend to
the transportation needs of the students in the Plaintiff Districts many of them miss classes or
special programs such as instruction in English as a second language or summer school and
are thus denied access to learning

Defendants did not dispute at trial that they failed to bear all the costs of transporting
students to regularly scheduled instructional classes as required by S C Code Ann § 59 67-
420 The evidence at trial establishes that funding for transportation is insufficient and
unreliable and such failures prevent the Plaintiff Districts from providing necessary
opportunities to their students to allow them to access an opportunity for a minimally adequate
education Plaintiffs request that the Court address the issue of transportation and find that the
Defendants have through their neglect and failure to fund adequate transportation services
failed to ensure that each student is provided the opportunity for a minimally adequate
education

F Conclusion Inputs are Inadequate to Ensure the Opportunity to Acquire a Minimally Adequate Education

The lack of adequate inputs as described above present major impediments and obstacles that prevent the Plaintiff Districts from providing their students with the opportunity to acquire a minimally adequate education. As Paula Harris, Superintendent of Allendale County School District, expressed it:

Why these outputs are the way they are, why the students aren't doing better? In my opinion, the students are not doing better because we have not been able to present them a complete package of instruction, and that complete package would include a teacher who is highly skilled, facilities that are adequate and that are wired for technology that are wired for electrical needs, that are wired like this courtroom is. Materials that meet their specific needs, a wealth of materials. My children need books like you wouldn't believe. We are getting there with the curriculum, but having the curriculum and not being able to deliver it efficiently doesn't help a lot, so my take on that is we haven't been able to present a complete package that would allow our children to be successful.

(Harris Trial Tr. (9/30/03) at 200-15-201-5)

Plaintiffs respectfully request that the Court alter or amend its Order consistent with the evidence presented at trial, including the testimony of witnesses offered by Plaintiffs, and find and conclude that the inputs in the system of South Carolina public schools, including but not limited to early childhood interventions, are not adequate to ensure that each child is provided the opportunity to acquire a minimally adequate education.

III THE COURT FAILED TO FIND THAT FACILITIES WERE NEITHER SAFE NOR ADEQUATE (Plaintiffs' Motion to Alter or Amend, ¶ 4)

The Order found that facilities in the Plaintiff Districts are safe and adequate to provide the opportunity for a minimally adequate education to each student. In so finding, the Order disregarded the massive amount of testimony from witnesses who work day in and day out in the schools in the Plaintiff districts, as well as photographic evidence of unsafe and inadequate

(conditions in the Plaintiff districts relying almost exclusively on the observations of James Smith who spent only minutes in each classroom he visited. The findings that the facilities were safe enough and adequate and did not impede the provision of a minimally adequate education to the children in those schools most particularly with respect to J V Martin Junior High School in Dillon County School District No. 2 are simply not supported by the evidence. Indeed even Defendants' expert witness admitted that J V Martin Junior High School was neither safe nor adequate (J Smith Trial Tr (6/28/04) at 193 11-194 12) and that he did not visit or inspect West Hardeeville Elementary School in Jasper County at all (J Smith Trial Tr (6/30/04) at 135 11 17). The Order with respect to all the Plaintiff Districts and most especially with regard to J V Martin Junior High School and West Hardeeville Elementary School is without credible factual support.

James Smith testified that in each school he visited he spent only "a minute or two" in each classroom. He looked around or "scanned" the room as he described it, counted the number of students in the room at the time, noted whether computers or instructional materials were present, looked for "obvious health and safety hazards," then moved on. (J Smith Trial Tr (6/28/04) at 185 4 10 and 15 20). He did not review the materials to determine whether they were appropriate or sufficient for the instruction offered in each classroom, nor did he investigate the adequacy of the supporting technology infrastructure or the software and programs available. (J Smith Trial Tr (6/30/04) at 139 7 140 9 and 142 4 15). His testimony on each school typically was that the space, instructional materials, and technology appeared sufficient for instructional purposes and with few exceptions he saw no "obvious" safety or health hazards. At the time of his visit to East Elementary School, he did not even know that a ceiling had fallen in one of its classrooms and testified that in any event he was

not qualified to make judgments regarding the structural adequacy and safety of the buildings
(Id. at 147 7-18)

In contrast to the testimony of James Smith the Plaintiffs introduced extensive testimony and documentary evidence of deficiencies that interfered with the learning process in most of the schools in the Plaintiff Districts. Arrayed against James Smith's cursory one or two minute "scans" of the instructional spaces in the Plaintiff schools is testimony by the teachers who spend hours each day in those spaces the principals who spend substantial amounts of time dealing with facility issues and repairs the superintendents who must fight for local funds to make repairs and provide sufficient adequate spaces for their students and the years of reports to and by the State Department of Education listing facility deficiencies that negatively impact on instruction. Plaintiffs will not repeat here the summary of evidence they offered but refer the Court to Plaintiffs Proposed Findings and Conclusions at pp. 118-128 and its Response to Defendants Proposed Findings and Conclusions at pp. 71-77.

The Defendants and the Order also discount evidence regarding spaces in the schools that they label "non-educational areas" including cafeterias restrooms and athletic facilities. This seems to suggest the nonsensical view that "facilities" do not include restrooms cafeterias hallways or other spaces that fall into Defendants' ambiguous category of "non-educational areas." This suggestion is in direct contradiction of the Defendants' own policy that school facilities include "facilities necessary for instructional and related purposes including but not limited to classrooms libraries media centers laboratories cafeterias physical education spaces related interiors and exterior facilities and the conduit wiring and powering of hardware installations for classroom computers or for area network systems." S.C. Code Ann. § 59-144-30 (West 2004). Given the undisputed fact that the Defendants

through laws and regulations specifically require Plaintiff Districts to provide these spaces as a part of their educational mission and further state in legislation that such spaces are properly considered "school facilities" it is disingenuous at best and dishonest at worst for Defendants to argue that evidence of the unsafe and inadequate condition of these spaces in the context of this particular proceeding is immaterial. Plaintiffs respectfully request that the Court reconsider any such findings in its Order and alter and amend its Order to remove any suggestion that Defendants are required to ensure safe and adequate classrooms but not safe and adequate facilities.

The Defendants and the Order also mischaracterized the position of the Plaintiffs regarding funding of school facilities. (See Order at ¶ 264.) Plaintiffs have never argued that the cost of facilities or of the education system in general for that matter should be borne entirely by the General Assembly. The Plaintiffs did not and still do not contend as Defendants argued and the Court apparently believed that "local revenue should not be considered when determining whether the General Assembly has provided adequate and safe facilities to the Plaintiff Districts." (*Id.*) Plaintiffs' facility argument is simple. Despite the requirement in the South Carolina Constitution and Abbeville that Defendants ensure that the public schools of South Carolina have safe and adequate facilities in which to educate children they have failed to do so. While the State may delegate to local districts the authority to raise local taxes in order to help finance school facilities and operations it may not abdicate the basic and constitutional responsibility for education including school facilities by passing it on to the school districts. Brigham v. State of Vermont, 692 A.2d 384, 196 (Vt. 1997) (citing Serrano v. Priest, 5 Cal. 3d 584, 487 P.2d 1241, 1260, 96 Cal. Rptr. 601 (Cal. 1971)). If

(school facilities are unsafe and inadequate it is ultimately the State's responsibility to rectify the situation

The Defendants argued and the Court apparently agreed that there was no connection between the condition of school facilities and the provision of educational services to students inside. Defendants are again asserting a position in this proceeding that is directly contrary to their stated policy. Plaintiffs refer the Court to the policy statements of the Defendants in the many statutes they have enacted into law in which they acknowledge that it is necessary to provide "adequate educational spaces and appropriate additional means to assist the youth in achieving the required levels of learning and development of their intellectual and mental capacities." S.C. Code Ann. § 59-146-20 (West 2004) accord S.C. Code Ann. §§ 59-144-20, 59-109-20, 59-5-60(3) and 59-23-220 (requiring school facilities to meet specific building requirements "to aid in providing adequate educational opportunities"). Plaintiffs further offered evidence that negative school facility conditions actually impede the delivery of education to the students. (See Peterson Trial Tr. (6/7/04) at 102-14-103-2; J. Anderson Trial Tr. (3/3/03) at 103-10-194-13; J. Anderson Trial Tr. (3/4/03) at 69-18-73-2.)

The overwhelming weight of the evidence is that the facilities in the Plaintiff Districts are not uniformly safe and adequate and that there are extensive facility problems that negatively impact and frequently impede the delivery of education to the students. Further, the deteriorating physical conditions of the old buildings in the Plaintiff Districts annually drain the districts of operating funds just to keep the ceilings from falling and the rain from soaking the interior spaces and everyone inside. Rather than drawing on their operating funds to patch and prop up their old and obsolete school buildings, the districts instead desperately need to apply those funds to teacher salaries and other direct instructional needs. Plaintiffs request that the

Court alter or amend its Order to find and conclude that the Defendants failed to provide safe and adequate facilities in which the students have the opportunity to acquire the learning and skills mandated by Abbeville

Finally there is more than ample evidence in the record that inferior facilities whether due to inadequate maintenance or capital needs negatively impact a school's ability to attract and retain teachers Dr Smith upon whom the Defendants and the Court relied conceded that the conditions of many facilities he visited were poorly maintained which goes to that point More importantly he also testified that he had never seen good instruction being delivered in poorly maintained schools and correlated poor maintenance with the lack of educational offerings overall (J Smith Trial Tr (7/1/04) at 25 24 27 2) Again the Plaintiffs ask the Court to reconsider this evidence and not dismiss it as being a district rather than a state responsibility As noted consistently in Abbeville the provision of education including safe and adequate facilities is the responsibility of the Defendants

IV EVIDENCE OF RACE IS RELEVANT AND SHOULD HAVE BEEN CONSIDERED BY THE COURT (Plaintiffs' Motion to Alter or Amend, ¶ 7)

Plaintiffs request that the Court reconsider its rejection of the evidence relating to race and alter or amend its Order to include evidence of race as a relevant factor in determining whether the State of South Carolina is providing the opportunity for a minimally adequate education in school districts that are both predominantly poor and predominantly black Plaintiffs further request that the Court not just consider evidence of race as it relates to poverty but that it consider evidence of race as a factor exclusive of poverty Plaintiffs respectfully request that the Court alter or amend its Order to find and conclude that students in the Plaintiff Districts are not provided with the opportunity for a minimally adequate

education not just because of factors related to their poverty but also because of factors relating to their racial and cultural heritage

The evidence proffered and admitted into evidence in part by the Court established that race is a relevant factor and that it is a factor distinct from poverty. Although it is true that poverty and race tend to have an almost one-to-one correlation, the correlation does not mean that poverty creates the *same* educational needs as race. For example, in order to provide poor children in poor school districts with a minimally adequate education, the Court found and concluded that programs such as early childhood interventions are necessary. At the same time—distinct from poverty—the State may need to ensure that instruction is “culturally relevant” in order for it to be effective with students from backgrounds different from the middle class white culture on which pedagogy is typically based. (See Ladson-Billings Trial Tr. (9/12/03) at 75:1-3 (“[M]ost middle class kids have a culturally relevant pedagogy [in] that the connections that are made in the classrooms are connections to the lives they lead.”)) Dr. Gloria Ladson-Billings and Ms. Blue Huggins, among other witnesses, testified that considering children’s race or cultural background can improve their educational performance and provide them with a real opportunity of gaining a minimally adequate education.

Plaintiffs did not—and still do not—seek to morph this litigation into a racial discrimination case, change the character of the case, or open the door to individual lawsuits. Plaintiffs did not offer evidence of race as a *motivating* factor or to show any nefarious motives in the State’s decisions regarding funding and providing services to the Plaintiff Districts. Rather, Plaintiffs sought to present evidence of race as a relevant characteristic bearing on the *opportunity* available to the Plaintiffs. Plaintiffs also did not offer race into evidence in support of a sliding scale whereby the State must take into account the particular characteristics

of each individual child. Instead, Plaintiffs offered race as relevant evidence of the needs that children have on a district wide basis in the Plaintiff School Districts. Evidence of race should be considered as relevant just as evidence of poverty or other input characteristics the Plaintiffs offered and the Court considered.

The Court recognized at a pretrial hearing that race may present unique educational needs and be relevant to a consideration of whether the educational opportunities provided are constitutionally sufficient.

Mr. Epps: Well, this is relevant. There's no question. It's been relevant - relevant from the day we started discovery following the Abbeville decision. [T]here are numerous studies that come out from all over the country about ethnic minorities and what is needed to educate ethnic minorities. They took one of our expert's depositions ten days or so ago that discussed exactly that. They need a special type of education in many instances because they - they can't relate.

The Court: And that certainly is relevant evidence. You are exactly right. If you have got ethnic minorities in this - in this mix, and obviously you do, the majority perhaps even are, and if they have needs that are peculiar for some reason that are not being met, then that's relevant.

(Hearing Tr. (7/3/03) at 48:24-49:15)³ As properly noted by the Court prior to trial, this type of evidence is relevant and is necessary to show that the educational needs of minority students are unique and must be addressed by the education system.

Despite the Court's correct pretrial statement concerning the relevancy of race, the Court allowed very little evidence regarding race and its relationship to education, and finally concluded that such evidence was not admissible. The Court, acknowledging that race and poverty were collinear, initially allowed racial evidence to the extent it was related to poverty.

³ To facilitate understanding, corrections of case punctuation, spelling, and paragraph structure have been made to the relevant excerpt.

(See e.g. Matthews Trial Tr (9/9/03) at 144 7-12 Levin Trial Tr (9/29/03) at 99 5 8 Wilson Trial Tr (1/9/04) at 40 115 22 J Anderson Trial Tr (2/3/04) at 105 6-10) During Dr JoAnne Anderson's testimony however the Court went further and ruled that it would only accept racial evidence as a proffer and specifically stated that it would not consider race as a separate factor in its ruling The Court stated "My ruling whatever it is will not treat race as a separate factor but will treat it only as collinear to poverty free and reduced lunch and things of that nature " (Trial Tr (2/3/04) at 200 18 20) This ruling disregards the evidence offered by the Plaintiffs that the needs of poor children and the needs of black children are not necessarily the same In failing to consider evidence regarding the effects of race on the educational needs of children this Court excluded an entire field of relevant evidence

(Abbeville requires the State to educate **each** child as it finds that child Therefore the needs of the child including those peculiar needs arising from ethnicity must be considered Because cultural factors helped create these peculiar needs and because a culturally relevant pedagogy is ultimately part of the solution the Court properly ruled in the July 3 2003 hearing that race is relevant Plaintiffs request that the Court reconsider its subsequent rejection of evidence relating to race and alter or amend its Order to include evidence of race as a relevant factor in determining whether the State of South Carolina is providing the opportunity for a minimally adequate education in school districts that are both predominantly poor and predominantly black Plaintiffs also respectfully request that the Court alter or amend its Order to find and conclude that students in the Plaintiff Districts are not provided with the opportunity for a minimally adequate education not just because of factors related to their poverty but also because of factors relating to their racial and cultural heritage

V EVIDENCE COMPARING THE PLAINTIFF DISTRICTS WITH OTHER DISTRICTS IS RELEVANT AND SHOULD HAVE BEEN CONSIDERED BY THE COURT (Plaintiffs' Motion to Alter or Amend, ¶ 8)

Comparison evidence is relevant to the central issue of this case—whether the State of South Carolina is providing the opportunity for a minimally adequate education in the Plaintiff Districts. Plaintiffs respectfully request that the Court reconsider its rulings denying their introduction of comparison data and alter or amend its Order to find and conclude that students in the Plaintiff Districts are not provided with the opportunity for a minimally adequate education measured in part by reference to opportunities available in other school districts and states.

Although the Court allowed some comparison data into evidence, it did not rule consistently on this issue. It admitted evidence of comparisons to the national average or state average, but ruled that comparisons between particular schools or particular school districts are inadmissible. (Compare Trial Tr. (09/22/03) at 97-18-21 (refusing to admit evidence of comparisons between school districts in South Carolina) with Trial Tr. (9/24/03) at 185-186-23 (holding that intra-district comparisons and evidence of national averages are relevant to establishing the minimally adequate education standard) see also Trial Tr. (2/10/04) at 11-25-21-21 (refusing to admit intra-district comparisons, but noting that both sides have introduced evidence of state and national averages). As the Court correctly stated,

But then what is a minimally adequate education has in itself not been firmly established and when that very important question is still yet to be determined then these areas of inquiry are relevant to assist perhaps in establishing that standard itself in spite of the fact that some of the evidence that may be presented is presented in the comparative nature in a comparative fashion. I find that it may be relevant on the issue of establishing what is an opportunity for a minimally adequate education and I will allow the testimony in that regard.

(Trial Tr. (9/24/03) at 186-12-23.)

The Court also allowed the Defendants to introduce evidence comparing per pupil spending by the Plaintiff Districts with per pupil spending in other districts in the state. Plaintiffs urge the proposition that "what is good for the goose is good for the gander." Defendants and the Court cannot rely on some intra State comparisons and deny the relevance of others.

Plaintiffs urge the Court to reconsider its refusal to admit evidence proffered by the Plaintiffs of comparisons between the Plaintiff Districts and other school districts. Evidence comparing conditions and circumstances in the Plaintiff Districts to those elsewhere in the state and country is relevant for several separate reasons: (1) to provide a context in which to determine whether the students in the Plaintiff Districts are receiving the opportunity to acquire a minimally adequate education; (2) to demonstrate that it is possible for students with the same characteristics as the students in the Plaintiff Districts to be successful with appropriate resources and funding; and (3) the Defendants endorse such evidence in the policy and legislative arenas by routinely relying on comparison data in evaluating and drawing conclusions regarding the efficacy of educational measures undertaken by the Defendants.

A Context

The important evaluation before this Court—whether the Defendants provided constitutionally adequate educational opportunities in the Plaintiff Districts in accordance with the mandates set forth in Abbeyville—cannot be performed in a vacuum. The Court should consider all relevant evidence in order to determine a generic baseline of opportunity and what is minimally adequate. Comparison data are highly relevant in making these decisions. Plaintiffs do not wish to have evidence of what is done or available in other districts become

the standard that all school districts must meet rather Plaintiffs urge consideration of comparison data to provide meaningful context to the trier of fact

To determine whether the students in the Plaintiff Districts have the opportunity to receive a minimally adequate education in the subject areas outlined in the Abbeville definition the Court must determine the degree of knowledge necessary to satisfy the constitutional mandate As was initially recognized by the Court during trial on September 24 2003 it can look to what is occurring in other districts and other states to assist it in determining whether the level of education being delivered in the Plaintiff Districts is minimally adequate in light of what other districts and states provide See also Opinion of Justices No 338 624 So 2d 107 138 (Ala 1993) ("The adequacy of Alabama schools may also be measured in relative terms compared with other state systems ") Lake View Sch Dist No 25 v Huckabee 351 Ark 31 61 91 S W 3d 472 488 (2002) (examining evidence of "Arkansas abysmal rankings in certain key areas respecting education" as proof education was inadequate)

Comparison data also provide a reference point for whether the educational opportunities are adequate in relation to society's expectations See e.g. McDuffy v Secretary of Executive Office of Educ 615 N E 2d 516 (Mass 1993) (relying extensively on comparison evidence in an adequacy case) As this Court correctly found in its Order

The opportunities described in Abbeville are intended to give each child in South Carolina a chance at life the opportunity to be a productive citizen to engage meaningfully in the political process to be adequately informed to serve intelligently on juries to know his place in the world and how he can through education exercise choices in where to live and perhaps raise a family - in short to receive the opportunity for an education sufficient to join with all South Carolinians as they progress through school and life with an appreciation of this great state and nation

(Order at ¶ 30) If greater educational opportunities are provided by other school districts for their students students from the Plaintiff Districts will be at a large disadvantage as they

mature and seek employment and become a part of adult society. See Rose v. Council for Better Educ., Inc. 790 S.W.2d 186, 212 (Ky. 1989) (defining an adequate education to include "sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states in academics or in the job market"). Plaintiffs maintain that an education is not adequate unless it prepares students to interact with people from other parts of the state and the country. To that end, it is necessary to determine what type of education other students receive in order to determine whether the education provided in the Plaintiff Districts is minimally adequate. See e.g. Opinion of Justices No. 338, 624 So. 2d at 138; McDuffy, 615 N.E.2d 516.

Taking into account what other school districts provide serves to inform what the Plaintiff Districts must provide in order to educate children in their districts in a way that will allow them to function as members of adult society. This goal cannot be met without some reference to conditions and educational opportunities outside the Plaintiff Districts, not just in other states but within the State of South Carolina as well.

B Achievable success

Comparison evidence is also relevant because it demonstrates that achievement in the Plaintiff Districts can be improved—and educational opportunities realized—given the appropriate teachers, programs, and resources. Both the Plaintiff Districts and the non-Plaintiff school districts have students who are poor, black, or poor and black. Evidence proffered by the Plaintiffs of performance and inputs in other districts demonstrated that children with characteristics similar to those of the children in the Plaintiff districts—who are predominantly poor and black—perform better than children with the same characteristics in the Plaintiff Districts. This evidence demonstrates that increased achievement of poor, black

students is a real and achievable possibility. Furthermore, the evidence shows that the State has failed to provide the same types of programs, such as comprehensive summer and after school programs, in the Plaintiff Districts as are available in the non-Plaintiff districts. The inconsistency and unavailability of such programs in the Plaintiff Districts is a consequence of the State's failure to ensure that each child is provided an opportunity for a minimally adequate education. Without such programs, the "opportunities" available in the Plaintiff Districts for their students are shams, without meaning or substance.

An example of the type of evidence that is relevant to the issue of "achievable success" is available in the June 19, 2003 Education Oversight Committee's ("EOC") report entitled "The Performance of Historically Underachieving Groups of Students in South Carolina: Small Steps Forward" (Pls. Tr. Exh. 251) proffered to the Court on February 24, 2004 during the testimony of Dr. JoAnne Anderson. The EOC studied the achievement gap between white and black students and impoverished and non-impoverished students. At the conclusion of the study, the EOC "identified a set of schools that are closing the gaps in specific subjects for specific student groups." *Id.* at 1. The EOC then identified particular variables from the report cards, including teacher retention and average teacher salaries, and compared average districts with those that were succeeding in closing the achievement gap. This report both illustrates that it is possible for historically underachieving students to succeed and sheds light on the variables that appear to be most influential in bringing about that achievement.

The testimony of Dr. Jim Ray, Superintendent of Spartanburg County School District No. 3, proffered to the Court on June 11, 2004, underscores the point. Dr. Ray testified that additional non-categorical revenues available in his district are used to maintain a combination of educational strategies, including high teacher salary levels to attract highly qualified

competent and committed teachers and reduce teacher turnover. These strategies have resulted in more meaningful and effective educational opportunities and consequently higher student achievement. Evidence of successful use of such strategies in non-Plaintiff school districts is probative of the question of what constitutes the "opportunity to acquire a minimally adequate education" and is therefore relevant to the determination of whether the Defendants failed to provide the opportunity to obtain a minimally adequate education in the Plaintiff Districts.

C Use by Defendants

Although Defendants in this case argue that comparative data are not relevant, they themselves employ comparisons in creating policy and making decisions regarding education. As a matter of policy, the State of South Carolina routinely measures itself against national education averages. (Matthews Trial Tr. (9/8/03) at 44:12-45:25.) Senator John Matthews testified that ninety percent of his work in the legislature regarding public policy used comparisons of educational programs in other states. (Matthews Trial Tr. (8/15/03) at 139:6-25.) Senator Matthews further testified that South Carolina sets its education policy as it relates to funding by reviewing the funding of other states:

We do comparison funding, we do comparison on outcome and there is a when you compare funding there is a relationship from availability of revenue and resources to outcome. And it tells us that this state is not funding adequately for schools and children to obtain the objectives in the standards which we have set.

(Matthews Trial Tr. (9/8/03) at 45:19-25.)

The General Assembly compares students in the Plaintiff Districts with students locally, nationally, and even internationally. (Matthews Trial Tr. (8/15/03) at 194:3-23.) The Legislature often uses comparisons with specific states—such as North Carolina and Georgia—

when creating new programs (Id. at 13 01-15 05 24 22 24 25 109 9 18) Additionally the State uses comparisons in mandatory status updates and evaluations of state wide programs (Id. at 74 16-75 23)

Not only does the State regularly use comparison data, industry executives also find such data critical in their assessment of education in South Carolina (Wilson Trial Tr (1/8/04) at 166 21-168 6) Education in general—and specifically the opportunity to acquire a minimally adequate education in the Plaintiff Districts—cannot be evaluated without comparisons to the skills being acquired by other students in the state and nation

Comparison evidence is relevant to determining whether the State is providing students in the Plaintiff Districts with the opportunity to acquire a minimally adequate education It is appropriate for the trier of fact to consider comparison evidence not only in the abstract but specifically to assist in making that determination The Plaintiffs respectfully request that the Court reconsider its Order and alter and amend it so as to consider evidence of comparisons of the Plaintiff Districts to other districts in the state as well as elsewhere Such a consideration with other evidence in the record establishes that the Defendants failed to fulfill their constitutional obligation to ensure that each student is provided the opportunity to acquire a minimally adequate education

VI THE RELIANCE BY THE COURT ON THE DEPOSITIONS OF SUPERINTENDENTS AND PRINCIPALS OF THE PLAINTIFF DISTRICTS WAS IMPROPER IN THAT THE DEPOSITION TESTIMONY WAS EITHER QUOTED AND CITED INCORRECTLY OR WAS CONTRADICTED BY THE TRIAL TESTIMONY OF THE SAME WITNESSES (Plaintiffs Motion to Alter or Amend, ¶ 10)

Plaintiffs argued against the admission of the depositions of the superintendents and principals of the Plaintiff Districts on several grounds including that these witnesses were not

(managing agents of a party and that they either testified at trial or were available to testify at trial. The Court nevertheless allowed the introduction of and ultimately relied on such depositions and Plaintiffs ask the Court to reconsider this finding.

The deposition testimony cited by Defendants and relied upon by the Court often does not support the conclusions for which it is cited. In some instances, the witnesses actually denied or qualified the propositions for which their testimony is cited as support. In other instances, deposition testimony was cited for the proposition that the curriculum being taught in the classrooms was aligned to the state standards when, in fact, the witnesses were never asked whether the curriculum was being taught. Rather, they were only asked whether the curriculum in their schools was aligned to the state standards; they were not questioned about whether the curriculum actually being taught in the classrooms was aligned. The distinction is significant because the difference between a curriculum aligned on paper and the curriculum being delivered in the classroom is the determining factor in whether the students will learn the expected material.

The deposition testimony relied upon in the Order which does not support the proposition stated includes, but is not limited to, the following:

- Buren Martin, Principal of Fairfax Elementary in Allendale, at 64-3-4, cited in the Order at ¶ 119. Contrary to the Defendants' citations and the Court's findings that each principal in Allendale County schools testified that their teachers were teaching curriculum aligned to the state standards in their classrooms, Mr. Martin was not asked that question and did not offer testimony to that effect.
- Alexia Clamp, Principal of Allendale Fairfax Middle School, at 33-23-25, cited in the Order at ¶ 119. Contrary to the Defendants' citations and the Court's findings

{ that each principal in Allendale County schools testified that their teachers were teaching the curriculum aligned to the state standards in their classrooms, Ms Clamp was not asked that question and did not offer testimony to that effect

- Alfonso Lamback Principal Specialist at Allendale Fairfax High School at 57 12 14 cited in the Order at ¶ 119 Contrary to the Defendants citations and the Court s findings that each principal in Allendale County schools testified that their teachers were teaching the curriculum standards in their classrooms Mr Lamback was not asked that question and in fact offered testimony in direct contradiction of this proposition He testified that there were teachers at Allendale Fairfax that did not properly follow the curriculum and accompanying pacing guides (Lamback Depo Tr (4/25/03) at 80 25-81 4) and further that instruction in subject matter content was lacking in several courses (Id. at 86 22 87 9 and 88 10 13)
- Archie Franchini Principal Specialist at Estill High School in Hampton 2 at 11 18 23 cited in the Order at ¶ 148 Contrary to the Defendants citations and the Court s findings that students at Estill High School were being instructed pursuant to an aligned curriculum Dr Franchini testified in his deposition that the social studies curriculum was not aligned to state standards (Franchini Depo Tr (4/15/03) at 10 11-24) and only about a half of the teachers were properly utilizing the curriculum guides that had been developed (Id. at 19 11 13)
- Michael Bull Principal Specialist at West Hardeeville Elementary in Jasper at 81 6 8 cited in the Order at ¶ 158 Contrary to the Defendants citations and the Court s findings that each principal in Jasper County schools testified that their teachers were teaching properly aligned curriculum standards in their classrooms

(Dr. Bull was not specifically asked that question. Dr. Bull testified at length in his deposition about the extensive measures he had taken at West Hardeeville Elementary to try to improve curriculum and instruction but nevertheless cautioned that "We have [English and language arts, math, science, and social studies] in the schedule to teach it. That's not to say that it's always taught well. It's not always taught effectively. It is taught. You know, it's that old adage, 'You -- I've taught all day. Well, what did the kid learn?' Well, they didn't learn what -- well, how much teaching went on?" (Deposition of Michael Bull (4/30/03) at 72:2-8.)

- Edmond Burnes, Principal of Jasper County High School, at 63:8-13, cited in the Order at ¶ 158. Contrary to the Defendants' citations and the Court's findings that the courses being taught in his school were aligned to the State uniform curriculum standards and that the students in his school were being instructed pursuant to an aligned curriculum, Mr. Burnes testified in his deposition that the curriculum was "pretty much" aligned "on paper." (Burnes Depo. Tr. (5/1/03) at 63:10-13.) Mr. Burnes specifically stated that he was "less comfortable" with the alignment of the Algebra I and science curricula. (*Id.* at 63:25-64:24.) Mr. Burnes was not asked whether the students in his school were being instructed pursuant to an aligned curriculum.
- May Caesar, Principal of Dennis Intermediate School in Lee County, at 73:16-22, cited in the Order at ¶ 167. Contrary to the Defendants' citations and the Court's findings that her deposition testimony established that the courses in her school "were aligned to the State uniform curriculum standards," Ms. Caesar stated in her deposition that the curriculum is only "somewhat" aligned with the standards in

math and English/language arts. When asked whether the curriculum was aligned with the standards in science and social studies, Ms. Caesar responded "[d]efinitely no." (Caesar Depo Tr. (4/30/03) at 74:12-14.) Contrary to the Defendants' citations and the Court's findings that the students in her school were being instructed pursuant to an aligned curriculum, Ms. Caesar was never asked whether that was true.

- Earline McClary, Principal of Lee Central High School, at 50:22-25, cited in the Order at ¶ 167. Contrary to the Defendants' citations and the Court's findings, Ms. McClary stated that the curriculum taught at Lee Central High School is only "somewhat" aligned to the state standards (McClary Depo Tr. (5/7/03) at 50:22-25) and specifically stated that the social studies curriculum is not aligned (Id. at 54:16-55:5). She further stated, "We have working documents that we put together, but we do not have a curriculum as such for each of the subject areas being taught." (Id. at 51:1-7.) Contrary to the Defendants' citations and the Court's findings that Ms. McClary testified that her teachers were teaching the curriculum standards in their classrooms, Ms. McClary was not asked that question.
- Burnie Bell, Principal of Creek Bridge High School in Marion 7, at 71:19-24, cited in the Order at ¶ 177. Contrary to the Defendants' citations and the Court's findings, Mr. Bell testified that the curriculum is aligned to the standards only "to a certain degree." (Bell Depo Tr. (4/7/03) at 71:19-24.)
- Jean Pearson, Principal of Brittons Neck Elementary School in Marion 7, at 34:7-14, cited in the Order at ¶ 177. Contrary to the Defendants' citations and the

Court's findings Ms. Pearson made it clear that her school did not have a thoroughly aligned curriculum in any subject area (Pearson Depo Tr (4/8/03) at 34 5-25) Contrary to the Defendants' citations and the Court's findings that Ms. Pearson's students were being instructed pursuant to an aligned curriculum Ms. Pearson was never asked that question and offered testimony that the teaching in her school was not lined up to the benchmark standards (Id. at 47 15 21)

- James Myers Principal of Vance Providence Elementary School in Orangeburg 3 at 89 23 25 cited in the Order at ¶ 188 Contrary to the Defendants' citations and the Court's findings that Mr. Myers testified that his teachers were teaching the curriculum standards in their classrooms Mr. Myers was not asked that question
- Patricia Lott Principal of Holly Hill Roberts High School in Orangeburg 3 at 118 4-8 cited in the Order at ¶ 188 Contrary to the Defendants' citations and the Court's findings that Ms. Lott testified that her teachers were teaching the curriculum standards in their classrooms Ms. Lott was not asked that question
- Gerard Edwards Principal of Johnson Middle School in Florence 4 cited in the Order at ¶ 67 Contrary to the Defendants' citations and the Court's findings Mr. Edwards did not testify that the curriculum being taught in his school was aligned to the state standards In actuality Mr. Edwards said the complete opposite So right now sir I would say no that our standards aren't aligned properly with the state standards " (Edwards Depo Tr (5/14/03) at 21 1 3)
- Janice Rivers Principal of Mount Pleasant Middle School in Lee cited in the Order at ¶ 77 Contrary to the Defendants' citations and the Court's findings Ms. Rivers did not testify that the curriculum in her school was aligned to the standards

and was being taught in the classrooms Ms Rivers stated only that her school is "in the process of aligning" math English/language arts and science and had not started on social studies (Rivers Depo Tr (4/28/03) at 49 21 51 6 54 17-55 15)

- Betty Burgess Principal of Lower Lee Elementary School in Lee cited in the Order at ¶ 167 Contrary to the Defendants citations and the Court s findings Ms Burgess did not testify that an aligned curriculum is being taught in the classroom She specifically testified that the standards are not always being taught at the grade level at which they are supposed to be (Burgess Depo Tr (4/28/03) at 50 5-25)
- Larry Monahan Principal of J V Martin Junior High School in Dillon 2 cited in the Order at ¶ 130 Contrary to Defendants citations and the Court s findings Mr Monahan did not testify that the curriculum being taught in his school is indeed aligned to the state standards In fact when he was asked whether he was "conforming to the state standards " he responded "As much as we can " (Monahan Depo Tr (4/22/03) at 76 14-17) His response clearly qualified his answer and was far from the clear "yes" answer found by the Court
- Sharon Askins Betty Burgess Vicky Edwards Sharon Griggs Vickie Kirby Earline McClary and Janice Rivers principals of schools in Lee County School District cited in the Order at ¶ 240 None of these principals were asked during deposition to identify an inadequate teacher Nevertheless in a perversion of their actual deposition testimony Defendants asserted and the Court found that "no principal was able to identify an inadequate teacher In fact these principals did

(
testify about problems in their teaching force Sharon Askins for example testified that even the certified teachers in her school do not have skills "adequate to meet the needs of the students at our school who are not on grade level " (Askins Depo Tr (4/28/03) at 20 24-22 8)

- Michael Bull Kenneth Jenkins Naomi Reed and Edmond Burnes principals of schools in Jasper County School District cited in the Order at ¶ 238 as support for the statement that they "could only identify approximately thirty-two teachers who had any problems at all and many of those were either placed on ADEPT evaluation or were not invited to return as a teacher in the district the following year " First these witnesses were not asked to identify all teachers who had "any problems at all " Second thirty two teachers with problems have a tremendous negative impact on student learning in Jasper County Even if they each taught only 15 students which is highly unlikely the opportunity to acquire a minimally adequate education would be negatively affected for 480 students each year Finally these principals expressed real concern about teacher quality in Jasper County that is not included in Defendants' analysis For example Naomi Reed testified "[T]here are more teachers that are not competent than what there are that are competent " (Reed Depo Tr (4/30/03) at 77 23 78 13) She also testified that it was impossible to place every teacher on ADEPT evaluation who needed it because of the intensive time required to administer ADEPT (Id at 131 8 132 6)

In addition to the sheer lack of deposition support for the findings of fact as described above the Court erred in relying upon deposition testimony of individuals who testified at trial Plaintiffs continue to believe as they did when the Defendants introduced these

(depositions that the use of these depositions as direct evidence was improper for the reasons stated during trial. Beyond that, citation of the deposition testimony of a witness who appeared at trial and was not confronted with that testimony at trial is wholly improper. For example, Defendants cited and the Court relied upon the deposition of Dr. Judith Franchini, Principal Specialist at Allendale Elementary School, for the proposition that the curriculum being taught in her school was aligned to the state standards. At trial, however, Dr. Franchini testified that Allendale did not yet have a uniform curriculum in place and that the teachers were following an old curriculum guide that was aligned to the standards in place at the time it was written. (J. Franchini Trial Tr. (10/8/03) at 19, 13, 20, 29.) Defendants did not try to impeach her trial testimony with her deposition testimony, and she was not given an opportunity at trial to explain any alleged inconsistencies.

Similarly, the Defendants cited and the Court relied upon the deposition testimony of Dr. Archie Franchini, Principal Specialist at Estill High School, for the proposition that his school curriculum was aligned to state curriculum standards and the aligned curriculum was being delivered by the teachers to the students in the classrooms. (Order at ¶ 148.) However, Dr. Franchini testified at trial, both in direct and in response to cross examination questions put to him by the Defendants themselves, that Estill High School had not yet developed curriculum guides for use by the teachers that were aligned to the state curriculum standards in social studies or other subject areas, and the English, math, and science curriculum guides were only developed and approved within the previous year. (A. Franchini Trial Tr. (1/6/04) at 55, 20, 56, 9.) Dr. Franchini also, at the prompting of the Defendants on cross examination, repeated his deposition testimony that only approximately half of the teachers were delivering instruction to the students in accordance with properly aligned curriculum guides. (*Id.* at

(56 10-17) His deposition testimony provides no support for the finding by the Court that curriculum in Hampton 2 is aligned to state curriculum standards and the students in Hampton 2 were being instructed in accordance with those standards

The Court also relied upon deposition testimony of other trial witnesses who appeared and were thoroughly cross-examined at trial by Defendants. Despite their personal appearances and testimony at trial, their deposition testimony was cited by the Defendants and relied upon by the Court inaccurately and out of context as support for factual findings. These witnesses include, but are not limited to Polly Elkins, Ja Novice Greene Richardson, Peggy Stafford, Larry Monahan, Vickie Kirby, Earline McClary, Burnie Bell, and Jean Pearson.

In the only circumstance in which a trial witness was actually confronted with his deposition testimony at trial, the Defendants attempted to impeach Rex Whitcomb, Principal Specialist at Terrell's Bay Middle School in Marion 7, although his trial testimony was not inconsistent with his deposition testimony. On cross-examination at trial, Mr. Whitcomb was asked to list those teachers he viewed as "down right incompetent." (Whitcomb Trial Tr (8/1/03) at 199 13-15 and 201 8-14). In response, Mr. Whitcomb reluctantly and memorably listed seven teachers' names on a sheet of paper that was placed under seal by the Court. Defendants then proceeded to "impeach" Mr. Whitcomb by publishing portions of his deposition, although the testimony in his deposition was clearly not about competence but rather about the more specific topic of teacher certifications and qualifications. Mr. Whitcomb was asked in his deposition: "Is there anybody that is currently teaching for you that will at this point to your knowledge stay on next year that you deem to be unqualified to teach what they're teaching?" Mr. Whitcomb replied with a qualified no, explaining that while none of the faculty was certified to teach the specific subject area content that they were teaching, their

{ elementary school teacher certifications nevertheless qualified them under State regulations at that time to teach those subject areas in the middle school grades at his school. As was made abundantly clear in the trial teacher certification as regulated by the State and teacher competence as viewed by principals and superintendents are separate and distinct characteristics. Unfortunately the Court adopted the Defendants' faulty reasoning and support on this issue and cited Mr. Whitcomb's deposition as support for the proposition that the teachers in Marion 7 were both qualified under State regulations and competent under the judgment of their principal (see Order at ¶ 245) despite Mr. Whitcomb's reluctant and memorable identification at trial of seven teachers he viewed as not competent.

The deposition testimony of these principals as cited by Defendants is inaccurate and should not be relied upon by the Court as support for its findings in its Order. Plaintiffs respectfully request that the Court reconsider its admission and consideration of the deposition testimony of principals in the Plaintiff Districts and alter or amend its Order so as to exclude such testimony. Plaintiffs further respectfully request that the Court alter and amend its Order to make findings of fact consistent with the trial evidence presented by the Plaintiffs on those issues for which the deposition testimony is cited as support and conclude that Defendants therefore failed to provide the opportunity for a minimally adequate education to students in the Plaintiff Districts.

VII CONCLUSION

Based on the foregoing arguments and the evidence presented at trial, Plaintiffs respectfully request that the Court grant Plaintiffs' Motion to Alter or Amend Judgment pursuant to Rules 52 and 59 of the South Carolina Rules of Civil Procedure.

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CERTIFICATE OF SERVICE

I the undersigned of the law offices of Nelson Mullins Riley & Scarborough
L L P attorneys for Plaintiffs do hereby certify that I have served all counsel in this action
with a copy of the pleading(s) hereinbelow specified by hand delivery to the following
address(es)

Pleadings Plaintiffs Memorandum in Support of Their Motion to Alter or
Amend Judgment Pursuant to Rules 52 and 59 SCRCP

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Stella Kasten
Administrative Assistant

April 3 2006

REC040647

STATE OF SOUTH CAROLINA
COUNTY OF LEE

)
) IN THE COURT OF COMMON PLEAS
) THIRD JUDICIAL CIRCUIT

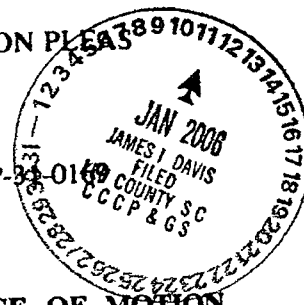
Abbeville County School District et al
Plaintiffs,

vs

The State of South Carolina et al
Defendants

Civil Action No 93-CP-34-0169

PLAINTIFFS' NOTICE OF MOTION
AND MOTION TO ALTER OR
AMEND JUDGMENT PURSUANT TO
RULES 52 and 59 SCRPC



Plaintiffs hereby move pursuant to Rules 52 and 59 SCRPC to alter or amend the Order of the Honorable Thomas W Cooper Jr Resident Judge of the Third Judicial Circuit dated and filed on December 29, 2005 Counsel for Plaintiffs received notice of entry of this Order on December 29 2005

The Court correctly found that the children in the Plaintiff Districts are not receiving the opportunity for a minimally adequate education as mandated by the Constitution of the State of South Carolina Further, the Court correctly found that when poor PACT test results and high rates of poverty come together so dramatically as they do in the Plaintiff Districts they lead to the conclusion that the children in those districts are not receiving the opportunity for a minimally adequate education Additionally the Court found that race and poverty are "collinear" in South Carolina—meaning that the children in the Plaintiff Districts who are not receiving a minimally adequate education are predominantly poor and African-American Accordingly the Court reached the correct conclusion in finding that the children in the Plaintiff Districts were not receiving the opportunity for a minimally adequate education In view of the Court's other findings however the remedies are insufficient to provide the

opportunity for a minimally adequate education. Also, the Court failed to address the needs of children attending school in the Plaintiff Districts who are not receiving the opportunity for a minimally adequate education because of their inability to take advantage of the Court's ruling. Accordingly, the Plaintiffs move for reconsideration of the following:

1. The system of teacher licensure in South Carolina is not adequate for the purpose of insuring a level of teacher quality commensurate with the opportunity for each child in the Plaintiff Districts to acquire a minimally adequate education. The Court found the opposite, and Plaintiffs ask the Court to reconsider this finding.

2. Teacher salaries in the Plaintiff Districts are not adequate to attract and retain teachers who possess the requisite knowledge, training, and experience to teach students in the Plaintiff Districts. The Court found that the salaries are adequate to attract and retain teachers. Plaintiffs ask the Court to reconsider this finding and require the State to provide incentives for teachers who possess the knowledge, training, and experience to address the educational needs of the students to teach in the Plaintiff Districts.

3. The curriculum in the Plaintiff Districts is often outdated, and the teachers in the Plaintiff Districts are not able to effectively deliver the curriculum to the students. Plaintiffs ask the Court to reconsider any findings that the curriculum and teachers in the Plaintiff Districts are adequate to ensure that an opportunity for a minimally adequate education is being provided to the students in the Plaintiff Districts.

4. The facilities in the Plaintiff Districts are not safe or adequate. The Court found the opposite, and Plaintiffs ask the Court to reconsider this finding.

5. The Plaintiff Districts do not have sufficient resources to adequately address their transportation needs, and as a result, the children in the Plaintiff Districts are not

receiving the opportunity for a minimally adequate education. The Court did not rule on the issue of transportation.

6 Several important inputs including but not limited to vocational programs, instructional materials, summer school programs, and after school programs are necessary in order to provide the opportunity for a minimally adequate education and are not being adequately provided in the Plaintiff Districts. Plaintiffs ask that the Court reconsider any findings that the inputs and offerings in the Plaintiff Districts are adequate to ensure that an opportunity for a minimally adequate education is provided to each student.

7 Race is an issue that must be considered. The Court excluded this evidence at trial, and Plaintiffs ask the Court to reconsider this finding.

8 Comparisons of the Plaintiff Districts with other districts in the State of South Carolina are issues that must be considered. The Court excluded this evidence at trial, and Plaintiffs ask the Court to reconsider this finding.

9 The legislature must comply with the Order within a specified time period. The Court did not provide any time frame within which the legislature must act, and Plaintiffs ask the Court to reconsider this matter.

10 The depositions of the superintendents and principals of the Plaintiff Districts are not admissible because those individuals either testified at trial or were available to testify at trial. The Court allowed the introduction of and ultimately relied on such depositions, and Plaintiffs ask the Court to reconsider this finding.

11 The Court failed to issue an Order with respect to subsections (c) through (e) of the "Wherefore" clause of the Fourth Amended Complaint and should have

instructed the General Assembly to take the actions necessary to address these issues and the Court's findings and conclusions

12 The Court erred in not awarding compensatory and remedial educational measures and relief to those students who are not currently eligible for early childhood education but who have been deprived of their constitutional opportunities during the pendency of this lawsuit and will otherwise be unaffected by the Court's order

The Court did not address these issues or addressed them incorrectly in its Order. Had the Court considered these issues and weighed them against the evidence, the Court would have concluded that the inputs in the Plaintiff Districts, including but not limited to the facilities and the teaching staff, are not sufficient to provide the opportunity for a minimally adequate education to the students in the Plaintiff Districts and would have ordered appropriately corresponding injunctive remedial measures.

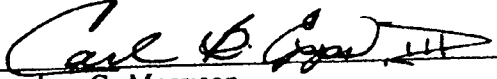
The Order also includes the following clerical error:

1 The Court erred in referring to the Third Amended Complaint in Paragraph 14 of the Order. The Complaint in effect at the time of the July 3, 2003 hearing and under which this case was tried was the Fourth Amended Complaint.

Based on the foregoing and any additional memorandum or materials submitted, Plaintiffs respectfully request that this Honorable Court alter, amend, or vacate its previous Order, reconsider the above rulings, address the above issues, and enter a judgment for the Plaintiffs on the issues set forth above.

Respectfully submitted

NELSON MULLINS RILEY & SCARBOROUGH LLP

By 

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Carl B Epps III
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Attorneys for Plaintiffs

Columbia South Carolina

January 9 2006

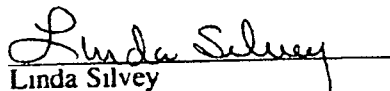
CERTIFICATE OF SERVICE

I the undersigned of the law offices of Nelson Mullins Riley & Scarborough
L L P attorneys for Plaintiffs do hereby certify that I have served all counsel in this action
with a copy of the pleading(s) hereinbelow specified by electronic mail and mailing a copy of
the same by United States Mail postage prepaid to the following address(es)

Pleadings Plaintiffs Notice of Motion and Motion to Alter or Amend
Judgment Pursuant to Rules 52 and 59 SCRPC

Counsel Served Robert E Stepp Esquire
Elizabeth Van Doren Gray Esquire
A Jackson Barnes Esquire
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Columbia SC 29211-1549


Linda Silvey
Administrative Assistant

January 9 2006

STATE OF SOUTH CAROLINA)
COUNTY OF LEE)

IN THE

☒

COURT OF COMMON PLEAS
FAMILY COURT

Rec'd 11/12/06

1188416 505

11/12/06

Abbeville County School District et al
☒ Plaintiff

vs

The State of South Carolina et al
☐ Defendant

Case No 93 CP 31 169

**MOTION AND ORDER INFORMATION
FORM AND COVER SHEET**

Plaintiff's Attorney
Steven G Morrison, Bar No 4103
Carl B Epps III Bar No 1903
Laura Callaway Hart Bar No 2766
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Defendant's Attorney
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Assistant Deputy Attorney General
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Phone (803) 734 3680 fax (803) 734-3677

- ☒ MOTION HEARING REQUESTED (attach written motion and complete SECTIONS I and III)
☐ FORM MOTION, NO HEARING REQUESTED (complete SECTIONS II and III)
☐ PROPOSED ORDER/CONSENT ORDER (complete SECTIONS II and III)

SECTION I Hearing Information

Nature of Motion Plaintiffs Motion to Alter or Amend Judgment

Estimated Time Needed 20 Minutes

Court Reporter Needed

☒ YES ☐ NO

SECTION II Motion Type

- ☒ Written motion attached
☐ Form Motion

I hereby move for relief or action by the court as set forth in the attached proposed order



Signature of Attorney for ☒ Plaintiff ☐ Defendant

11/9/06

Date submitted

SECTION III Motion Fee

☒ PAID - AMOUNT \$ 25.00

☐ EXEMPT

(check reason)

☐ Rule to Show Cause in Child or Spousal Support

☐ Domestic Abuse or Abuse and Neglect

☐ Indigent Status

☐ State Agency v Indigent Party

☐ Sexually Violent Predator Act

☐ Post Conviction Relief

☐ Motion for Stay in Bankruptcy

☐ Motion for Publication

☐ Motion for Execution (Rule 69 SCRPC)

☐ Proposed order submitted at request of the court or

reduced to writing from motion made in open court per judge's instructions

Name of Court Reporter

☐ Other

JUDGE'S SECTION

☐ Motion Fee to be paid upon filing of the attached order

☐ Other

JUDGE

REC040654

		CODE _____	Date _____
CLERK'S VERIFICATION			
Collected by _____ (print name)		<u>DATE FILED</u>	
☐ MOTION FEE COLLECTED _____			
☐ CONTESTED - AMOUNT DUE _____			

SCCA 233 (1 2003)

STATE OF SOUTH CAROLINA)
) IN THE COURT OF COMMON PLEAS
COUNTY OF LEE)

Abbeville County School District et al) Civil Action No 93-CP-31 169
)
 Plaintiff)
)
 vs) MOTION TO AMEND COMPLAINT
)
The State of South Carolina et al)
)
 Defendant)

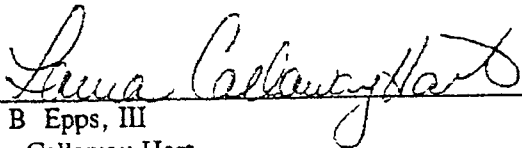
Pursuant to Rule 15(a) of the South Carolina Rules of Civil Procedure the Plaintiffs hereby move the Court for an Order granting them leave to file and serve a Fourth Amended Complaint (attached as Exhibit 1) The Fourth Amended Complaint eliminates causes of action previously dismissed by this Court which dismissal was affirmed by the South Carolina Supreme Court substitutes current office holders for former office holders as Defendants sued in their representative capacities in the caption of the case and the body of the complaint substitutes individual students and parents of the plaintiff school districts as named Plaintiffs and clarifies remaining issues

This motion is based on the grounds that justice requires the amendments and that allowing the proposed amendments will not unduly prejudice the Defendants or cause any delay as discovery is ongoing and the Defendants have been made aware of the proposed amendments

This motion is supported by the South Carolina Rules of Civil Procedure, applicable case law and the memorandum and exhibits that may be submitted to the Court prior to the hearing in this matter Pursuant to Rule 11(a) counsel for the Plaintiffs certifies that

they have communicated with opposing counsel in a good faith attempt to resolve the matter contained in this motion

NELSON MULLINS RILEY & SCARBOROUGH L L P

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1330 Lady Street
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Columbia SC 29201
(803) 799-2000

Attorneys for Plaintiffs

Columbia, South Carolina

June 30 2003

STATE OF SOUTH CAROLINA) IN THE COURT OF COMMON PLEAS
COUNTY OF LEE) DOCKET 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)
William L Mills individually and as a)
taxpayer residing in Allendale County)
Allendale County and as Guardian ad Litem)
of Waylon Priester Waylon Priester a)

FOURTH AMENDED COMPLAINT

(Jury Trial Requested)

PLAINTIFF S
EXHIBIT

1

REC041619C

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 Bagley Tyler)
 Bagley 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 Comer)
 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 Jameson)
 Eleanor Jameson 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 Lancaster Christie Lancaster 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)
 Clark Candace Clark 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 parent and)
 Guardian ad Litem of Corrie Coker)
 Corrie Coker a minor by and through)
 Colonel Larry Coker as Guardian ad)
 Litem Pamela Wilhams, individually, and)
 as a taxpayer residing in Dillon County and)
 as parent and Guardian Ad Litem of Katisha)
 Williams Katisha Williams a minor by and)
 through Pamela Williams John Whiteside)
 individually and)
 as a taxpayer residing in Florence County)
 and as parent and Guardian ad Litem of)
 Joel Whiteside Joel Whiteside a minor)
 by and through John Whiteside as)
 Guardian ad Litem Brenda Brooks)

individually and as a taxpayer residing in)
 Hampton County and as parent and)
 Guardian ad Litem of Tyrin Brooks Tyrin)
 Brooks 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 Tigner and)
 Bradley Tigner Bryan Tigner a minor by)
 and through Marva Tigner as Guardian ad)
 Litem Bradley Tigner 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)
 Short Robert B Short 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 Bridges Jorgana Ranson)
 Bridges, a minor by and through Dr Keith)
 A Bridges as Guardian ad Litem Hampton)
 L Logan individually and as a taxpayer)
 residing in Lee County and as parent and)
 Guardian ad Litem of Kimberly Logan)
 Kimberly Logan a minor by and through)
 Hampton L Logan as Guardian ad Litem,)
 Linda Carraway, individually and as a)
 taxpayer residing in Marion County and as)
 parent and Guardian ad Litem of Kimberly)
 Wise Kimberly Wise, 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)
 Nobles Erin Nobles 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 Hampton Krystle Hampton a)
 minor by and through Patricia Hampton)
 as Guardian ad Litem Bernice Profit)
 individually and as a taxpayer residing in)

Orangeburg County and as parent and	)
Guardian ad Litem of Russell Hezekiah	)
Russell Hezekiah a minor by and through	)
Bernice Profit as Guardian ad Litem,	)
Thomas Shealy individually	)
and as a taxpayer residing in Saluda County	)
and as parent and Guardian ad Litem of	)
Thomas Shealy Jr Thomas Shealy Jr	)
a minor by and through Thomas Shealy	)
as Guardian ad Litem	)
	)
Plaintiffs	)
	)
vs	)
	)
The State of South Carolina, Mark C	)
Sanford as Governor of the State of	)
South Carolina Warren K Giese as	)
Chairman of the Senate Education	)
Committee and Chairman of the Senate	)
Finance Committee in his representative	)
capacity as a properly designated	)
representative of the South Carolina	)
Senate David H Wilkins as Speaker	)
of the House of Representatives and as	)
a representative of the South Carolina	)
House of Representatives	)
	)
Defendants	)
	)
	)

Plaintiffs in this matter allege as follows

1 The Plaintiff William Mills is a taxpayer residing in Allendale County and is the legal guardian of Waylon Priester his stepson a minor who is enrolled in the public schools of Allendale County School District He brings this action in his capacity as a taxpayer and in his capacity as the Guardian ad Litem of Waylon Priester

2 The Plaintiff Waylon Priester is a minor enrolled in the public school system in Allendale County School District. He brings this action by and through his Guardian ad Litem William Mills.

3 The Plaintiff Betty Bagley is a taxpayer residing in Bamberg County and is the legal guardian of Tyler Bagley, a minor, who is enrolled in the public schools of Bamberg County School District 1. She brings this action in her capacity as a taxpayer and in her capacity as the Guardian ad Litem of Tyler Bagley.

4 The Plaintiff Tyler Bagley is a minor enrolled in the public school system in Bamberg County School District 1. He brings this action by and through his Guardian ad Litem Betty Bagley.

5 The Plaintiff Evert Comer is a taxpayer residing in Bamberg County and is the legal guardian of Kimberly Comer, a minor, who is enrolled in the public schools of Bamberg County School District 2. He brings this action in his capacity as a taxpayer and in his capacity as the Guardian ad Litem of Kimberly Comer.

6 The Plaintiff Kimberly Comer is a minor enrolled in the public school system in Bamberg County School District 2. She brings this action by and through her Guardian ad Litem Evert Comer, Jr.

7 The Plaintiff Marla Q. Jameson is a taxpayer residing in Barnwell County and is the legal guardian of Eleanor Jameson, a minor, who is enrolled in the public schools of Barnwell County School District 19. She brings this action in her capacity as a taxpayer and in her capacity as the Guardian ad Litem of Eleanor Jameson.

8 The Plaintiff Eleanor Jameson is a minor enrolled in the public school system in Bamberg County School District 19 She brings this action by and through her Guardian ad Litem Marla Q Jameson

9 The Plaintiff Victor M Lancaster Sr is a taxpayer residing in Barnwell County and is the legal guardian of Christie Lancaster a minor who is enrolled in the public schools of Barnwell County school District 29 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Christie Lancaster

10 The Plaintiff Christie Lancaster is a minor enrolled in the public school system in Barnwell County School District 29 She brings this action by and through her Guardian ad Litem Victor M Lancaster, Sr

11 The Plaintiff Dr Charles Clark is a taxpayer residing in Chesterfield County and is the legal guardian of Candace Clark a minor who is enrolled in the public schools of Chesterfield County School District He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Candace Clark

12 The Plaintiff Candace Clark is a minor enrolled in the public school system in Chesterfield County School District She brings this action by and through her Guardian ad Litem Dr Charles Clark

13 The Plaintiff Colonel Larry Coker is a taxpayer residing in Clarendon County and is the legal guardian of Corrie Coker a minor who is enrolled in the public schools of Clarendon County School District 3 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Corrie Coker

14 The Plaintiff Corrie Coker is a minor enrolled in the public school system in Clarendon County School District 3. She brings this action by and through her Guardian ad Litem Colonel Larry Coker.

15 The Plaintiff John Whiteside is a taxpayer residing in Florence County and is the legal guardian of Joel Whiteside, a minor who is enrolled in the public schools of Florence County School District 5. He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Joel Whiteside.

16 The Plaintiff Joel Whiteside is a minor enrolled in the public school system in Florence County School District 5. He brings this action by and through his Guardian ad Litem, John Whiteside.

17 The Plaintiff Dr. Francis Mills is a taxpayer residing in Hampton County and is the legal guardian of Amy Mills, a minor who is enrolled in the public schools of Hampton County School District 1. He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Amy Mills.

18 The Plaintiff Amy Mills is a minor enrolled in the public school system in Hampton County School District 1. She brings this action by and through her Guardian ad Litem Dr. Francis Mills.

19 The Plaintiff Benny Burrison, Jr. is a taxpayer residing in Hampton County and is the legal guardian of Shamon Burrison, a minor who is enrolled in the public schools of Hampton County School District 2. He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Shamon Burrison.

20 The Plaintiff Shamon Burrison is a minor enrolled in the public school system in Hampton County School District 2. He brings this action by and through his Guardian ad Litem Benny Burrison Jr.

21 The Plaintiff Robert Elisha Short is a taxpayer residing in Laurens County and is the legal guardian of Robert B. Short, a minor, who is enrolled in the public schools of Laurens County School District 55. He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Robert B. Short.

22 The Plaintiff Robert B. Short is a minor enrolled in the public school system in Laurens County School District 55. He brings this action by and through his Guardian ad Litem Robert Elisha Short.

23 The Plaintiff Dr. A. Keith Bridges is a taxpayer residing in Laurens County and is the legal guardian of Jorgana Ranson Bridges, a minor, who is enrolled in the public schools of Laurens County School District 56. He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Jorgana Ranson Bridges.

24 The Plaintiff Jorgana Ranson Bridges is a minor enrolled in the public school system in Laurens County School District 56. She brings this action by and through her Guardian ad Litem Dr. A. Keith Bridges.

25 The Plaintiff Hampton L. Logan is a taxpayer residing in Lee County and is the legal guardian of Kimberly Logan, a minor, who is enrolled in the public schools of Lee County School District. He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Kimberly Logan.

26 The Plaintiff Kimberly Logan is a minor enrolled in the public school system in Lee County School District. She brings this action by and through her Guardian ad Litem Hampton L. Logan.

27 The Plaintiff Dr. John Nobles is a taxpayer residing in Marlboro County and is the legal guardian of Erin Nobles, a minor who is enrolled in the public schools of Marlboro County School District. He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Erin Nobles.

28 The Plaintiff Erin Nobles is a minor enrolled in the public school system in Marlboro County School District. She brings this action by and through her Guardian ad Litem Dr. John Nobles.

29 The Plaintiff Patricia Hampton is a taxpayer residing in McCormick County and is the legal guardian of Krystle Hampton, a minor who is enrolled in the public schools of McCormick County School District. She brings this action in her capacity as a taxpayer and in her capacity as parent and Guardian ad Litem of Krystle Hampton.

30 The Plaintiff Krystle Hampton is a minor enrolled in the public school system in McCormick County School District. She brings this action by and through her Guardian ad Litem Patricia Hampton.

31 The Plaintiff Matlin P. Brown is a taxpayer residing in Orangeburg County and is the legal guardian of Tanisha P. Brown, a minor who is enrolled in the public schools of Orangeburg County School District 1. He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Tanisha P. Brown.

32 The Plaintiff Tanisha P Brown is a minor enrolled in the public school system in Orangeburg County School District 1 She brings this action by and through her Guardian ad Litem Matlin P Brown

33 The Plaintiff James Berry is a taxpayer residing in Orangeburg County and is the legal guardian of Dondrea Berry a minor who is enrolled in the public schools of Orangeburg County School District 2 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Dondrea Berry

34 The Plaintiff Dondrea Berry is a minor enrolled in the public school system in Orangeburg County School District 2 She brings this action by and through her Guardian ad Litem James Berry

35 The Plaintiff Gerald Smith is a taxpayer residing in Orangeburg County and is the legal guardian of Brenda Smith a minor who is enrolled in the public schools of Orangeburg County School District 8 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Brenda Smith

36 The Plaintiff Brenda Smith is a minor enrolled in the public school system in Orangeburg County School District 8 She brings this action by and through her Guardian ad Litem Gerald Smith

37 The Plaintiff Thomas Shealy is a taxpayer residing in Saluda County and is the legal guardian of Thomas Shealy Jr a minor who is enrolled in the public schools of Saluda County School District He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Thomas Shealy Jr

38 The Plaintiff Thomas Shealy Jr is a minor enrolled in the public school system in Saluda County School District He brings this action by and through his Guardian ad Litem Thomas Shealy

39 The Plaintiff school districts are political subdivisions existing pursuant to the laws of the State of South Carolina and are empowered to bring suit pursuant to the provisions of S C Code Ann § 59-17-10 (1976)

40 Defendant Mark C Sanford is the duly elected Governor of the State of South Carolina and a citizen and resident of the State of South Carolina and is sued in his representative capacity

41 Defendant Warren K Giese is the Chairman of the Senate Education Committee and Chairman of the Education Subcommittee of the Senate Finance Committee and is sued in his representative capacity as the designated representative of the South Carolina Senate

42 Defendant David H Wilkins is an elected member of the South Carolina House of Representatives and Speaker of the House of Representatives is a citizen and resident of the State of South Carolina and is sued in his representative capacity as Speaker of the South Carolina House of Representatives

43 This action seeks a judgment for monetary damages and a declaratory judgment pursuant to the Uniform Declaratory Judgments Act S C Code Ann § 15-53 10 et seq

FOR A FIRST CAUSE OF ACTION
(Declaratory Judgment)

44 Article XI § 3 of the Constitution of the State of South Carolina directs that the General Assembly "shall provide for the maintenance and support of a system of free public schools open to all children in the state "

45 The education clause of the South Carolina Constitution Art XI § 3 requires the State through the General Assembly to provide the opportunity for each child to receive an adequate educational opportunity

46 The South Carolina General Assembly has further defined what it requires of its students in the Educational Accountability Act and through its participation in the federal program governed by the No Child Left Behind Act, Public Law 107-110

47 Pursuant to Article XI § 3 of the South Carolina Constitution the State of South Carolina has a duty to provide the pupils of the public schools of this State adequate and safe facilities in which they have the opportunity to acquire at a minimum

- a The ability to read write and speak the English language and knowledge of mathematics and physical science
- b A fundamental knowledge of economic social and political systems and of history and governmental processes and
- c Academic and vocational skills

48 All pupils in South Carolina public schools are entitled to receive at a minimum that level of education necessary for them to meaningfully exercise the right to free speech to participate meaningfully in government at all levels to compete academically and in

the job market and to make economic contributions to society among other constitutionally protected rights

49 There is a link between the adequacy of funding and resources and the quality of educational opportunities afforded to pupils and adequate state support is necessary to provide an opportunity for an adequate education and to offer among other things compensatory and remedial programs attract and retain qualified teachers and enable students in the Plaintiff districts to receive a constitutionally sufficient educational opportunity as explained above

50 The current funding and support of the system of education in and by the State of South Carolina is inadequate to provide the pupils of the Plaintiff school districts and similar districts with adequate educational opportunities required by the South Carolina Constitution

51 The constitutional obligations of the State of South Carolina as set forth above are non-delegable

52 Plaintiff school districts and similar districts as a group have low fiscal capacities and find it difficult or impossible to provide sufficient resources to offer adequate educational opportunities for the pupils residing and attending public schools within their districts and the State has not met its constitutional obligations to the Plaintiff districts or their students by providing the necessary resources

53 As a group and as allowed by irrational and non-uniform local funding laws the Plaintiff school districts and similar districts have had to increase millages and the citizens and taxpayers of the Plaintiff school districts and similar districts including but not limited to the individual Plaintiffs have had to attempt to meet and fund the needs associated with attempts to provide an adequate education to the pupils in their districts although the

responsibility for such funding constitutionally belongs to the State. In some instances state law prevents the Plaintiffs from raising additional revenue to support their school systems through its irrational and arbitrary local funding laws. The Plaintiff districts, as a result, are and have been unable to provide adequate educational opportunities to the students enrolled in the Plaintiff districts.

54 Funding of educational needs of South Carolina pupils has not been determined through a statewide appraisal and consideration of the programs, facilities and accompanying resources necessary to provide the educational services to which each child is entitled by the South Carolina Constitution and as a result the funding provided by the State and the Defendants is necessarily arbitrary and capricious and the State has not met its constitutional obligations to the Plaintiff districts or their students.

55 Decisions by the Defendants regarding funding and support of public education in South Carolina traditionally have been dominated by political debate focused on the distribution systems used to allocate available funds rather than a rational consideration of the educational needs of the pupils and the educational opportunities pupils must be given to meet the constitutionally required educational objectives for a constitutionally required adequate education.

56 The following statistics and circumstances are demonstrative of educational needs and issues that have not been considered or addressed or have been addressed inadequately by the Defendants in their allocation and distribution of funds and resources to the school districts.

a The students in the Plaintiff districts are not receiving educational opportunities guaranteed by the State Constitution.

- b For those Plaintiff school districts which possess minimally adequate physical facilities equipment libraries instructional materials and curricula the resources needed to educate their students lack consistency and at best provide only temporary relief In other instances minimally adequate physical facilities and even inadequate facilities have been provided by extraordinary local tax efforts
- c A large percentage of pupils in the Plaintiff school districts and similar districts live in poverty are ethnic minorities and/or are deemed "at risk" students
- d A large percentage of pupils in the Plaintiff school districts and similar districts have exceptional educational needs
- e The Plaintiff school districts and similar districts are not able to recruit and retain sufficient numbers of qualified instructional or other personnel
- f A large percentage of pupils in the Plaintiff school districts score Below Basic on the Palmetto Achievement Challenge Test, intended by the State and the Defendants to measure educational achievement They also perform poorly on all other measures of educational outcomes and often drop out of school because the opportunities afforded them are not sufficient to provide them with a minimally adequate education
- g The percentage of teaching and administrative personnel who have earned Masters and Doctorate Degrees, and/or other post-Baccalaureate teacher training is less in the Plaintiff school districts and similar districts than in districts that possess higher fiscal capacities

h The Plaintiff school districts and similar districts are not able to serve academically gifted pupils adequately or as extensively as are districts with greater fiscal capacities which not only are able to but do serve academically gifted pupils more extensively

i As a group Plaintiff school districts and similar districts have inadequate and/or unsafe physical facilities, equipment, and libraries and have limited and inadequate instructional materials and equipment and curriculum offerings

j The average education attained by residents in the Plaintiff school districts is impermissibly low and not sufficient to allow them to enjoy constitutionally protected rights or to receive the education required by the State Constitution or to assist their children in obtaining an adequate education

k The need for Plaintiff school districts and similar districts to increase their local property taxes has made it more difficult to attract new industry and jobs and

l The percentage of student candidates qualifying for Advanced Placement or higher education classes is lower in the Plaintiff school districts and similar districts than in districts with greater fiscal capacities

57 As a group Plaintiff school districts and similar districts are not receiving adequate state resources and support to obtain the educational opportunities guaranteed by the State Constitution or to deliver those educational opportunities to the students

58 The State and the Defendants have impermissibly and unlawfully attempted to shift their burden of funding education to the Plaintiff districts

59 The distribution by the State and the Defendants of State funds without regard to the fiscal capacities of the local school districts coupled with the failure by the State and the

Defendants to determine and provide funds to meet the actual educational needs in the local school districts and combined with the State's unlawfully shifting the burden of providing educational opportunities from the State to the local districts has resulted in the need for the Plaintiff school districts and similar districts to fund the educational needs of the pupils to the extent they have been capable although the responsibility for such funding constitutionally belongs to the State. Even with extraordinary efforts by local school districts to raise the necessary funds funding remains inadequate and the Plaintiff districts are unable to provide constitutionally mandated educational opportunities to their students.

60 The Defendants have participated in the drafting of unconstitutional statutes and/or have failed subsequently to ameliorate the unconstitutional aspects of those statutes to the detriment of the Plaintiffs named herein. In many instances the General Assembly has failed to comply with its own laws.

61 Defendants have violated Article XI §3 of the Constitution of the State of South Carolina by failing to adequately support and provide adequate educational opportunities in South Carolina inasmuch as they have failed to carry out their constitutional and statutory duties to insure adequate educational opportunities for all children within the State and specifically children in the Plaintiff districts.

62 The Plaintiffs are entitled to a declaratory judgment that the Defendants have failed and continue to fail to carry out their constitutional and statutory duties to insure that adequate educational opportunities are provided by the State of South Carolina to children in the Plaintiff districts.

FOR A SECOND CAUSE OF ACTION
(Damages)

63 The Plaintiffs incorporate and reallege the allegations contained in Paragraphs 1 through 62 above as fully as if repeated herein verbatim

64 As a direct and proximate result of the wrongful acts and omissions of the Defendants described above the Plaintiff school districts suffered injuries and damages including but not limited to the costs required to operate the schools in the districts to meet the educational needs of the pupils in the districts and to construct renovate repair and maintain the physical facilities of the schools which costs were unlawfully and unconstitutionally delegated by the State of South Carolina to the Plaintiff school districts

65 In the alternative and as a direct and proximate result of the wrongful acts and omissions of the Defendants described above the Plaintiff school districts suffered injuries and damages including but not limited to being deprived of adequate state funds to enable them to provide adequate educational opportunities to the pupils in their schools given the limited fiscal capacities of the Plaintiff school districts Such damages include but are not limited to the difference between the limited local funding the Plaintiff school districts have been able to raise due to their limited fiscal capacities and the actual costs required to operate the schools in the districts to meet the educational needs of the pupils in the districts and to construct renovate repair and maintain the physical facilities of the schools

66 As a direct and proximate result of the wrongful acts and omissions of the Defendants described above the Plaintiff taxpayers suffered injuries and damages including but not limited to increased tax burdens imposed in an attempt to generate sufficient and adequate funds to enable the Plaintiff school districts to attempt to provide adequate educational

opportunities to the pupils in their schools. Alternatively, the State has not allowed some of the Plaintiff districts to raise funds because of irrational and unconstitutional local fiscal autonomy constraints.

67 As a direct and proximate result of the wrongful acts and omissions of the Defendants, described above, the Plaintiffs, the minor Plaintiffs enrolled in schools operated by the Plaintiff school districts and their parents suffered injuries and damages, including but not limited to the inability to obtain an adequate education and the resulting consequences thereof, or by having to raise money from local sources to attempt to educate children within their districts in an uneven and impermissible manner.

WHEREFORE, the Plaintiffs pray that the Court issue an Order as follows:

a. Declaring that the State and other defendants have failed to meet their constitutional obligations under Article XI, § 3 of the South Carolina Constitution.

b. Declaring that the current system of funding and supporting education in South Carolina is inadequate to meet the minimum educational needs of the students in the Plaintiff districts named herein and is therefore unconstitutional under the Constitution of the State of South Carolina.

c. Requiring the Legislature to appropriate resources necessary to address in a compensatory and remedial fashion those inadequacies which have resulted to the Plaintiff school districts and students as a result of the failure to meet its constitutional obligations.

d. Requiring the Defendants to draft a proposal for a new system for providing an adequate education in South Carolina which, when adopted, will adequately meet the educational needs of all the Plaintiff districts and their students.

e Requiring the Defendants to fund and support a new South Carolina education system sufficient to adequately meet the educational needs of each student in the Plaintiff districts

f Requiring the Defendants to pay damages to the Plaintiff school districts in an amount sufficient to compensate them for the expenditures they incurred as a direct and proximate result of the failure of the Defendants to discharge their constitutional duties to assess properly and to fund adequately the educational needs of the pupils of the Plaintiff school districts including but not limited to the failure of the Defendants to provide adequate and safe facilities in the Plaintiff school districts

g Requiring the Defendants to pay damages to the individual Plaintiff taxpayers in an amount sufficient to compensate them for the increased local taxes they were required to pay as a direct and proximate result of the failure of the Defendants to assess properly and to fund adequately the educational needs of the pupils of the Plaintiff school districts

h Requiring the Defendants to pay damages to the individual minor Plaintiffs who are pupils in the Plaintiff school districts in an amount sufficient to compensate them for the failure of the Defendants to discharge their constitutional duties to assess properly and to fund adequately their educational needs thereby depriving them of an adequate education including without limitation direct, presumed consequential and special damages

i Providing for such other and further relief as the Court deems just and proper

NELSON MULLINS RILEY & SCARBOROUGH L L P

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Attorneys for Plaintiffs

Columbia South Carolina

June 30 2003

CERTIFICATE OF SERVICE

I the undersigned Administrative Assistant of the law offices of Nelson Mullins Riley & Scarborough L L P attorneys for Plaintiffs, do hereby certify that I have served all counsel in this action with a copy of the pleading(s) hereinbelow specified by hand delivery to the following

Pleadings

Motion to Amend Complaint

Counsel Served

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(via hand delivery)

Linda Silvey
Linda Silvey
Administrative Assistant

June 30 2003

REC041619X

STATE OF SOUTH CAROLINA)
COUNTY OF LEE)

IN THE COURT OF COMMON PLEAS



Abbeville County School District et al)

Plaintiff)

vs)

The State of South Carolina et al)

Defendant)

Civil Action No 93-CP-31 166

MOTION TO AMEND COMPLAINT

Pursuant to Rule 15(a) of the South Carolina Rules of Civil Procedure, the Plaintiffs hereby move the Court for an Order granting them leave to file and serve a Third Amended Complaint (attached as Exhibit 1) The Third Amended Complaint eliminates causes of action previously dismissed by this Court which dismissal was affirmed by the South Carolina Supreme Court substitutes current office holders for former office holders as Defendants sued in their representative capacities in the caption of the case and the body of the complaint, adds a cause of action for damages, adds a request for a jury trial and clarifies remaining issues

This motion is based on the grounds that justice requires the amendments and that allowing the proposed amendments will not unduly prejudice the Defendants or cause any delay as discovery is ongoing and the Defendants have been made aware of the proposed amendments

This motion is supported by the South Carolina Rules of Civil Procedure applicable case law and the memorandum and exhibits that will be submitted to the Court prior to the hearing in this matter Pursuant to Rule 11(a) counsel for the Plaintiffs certifies that

they have communicated with opposing counsel in a good faith attempt to resolve the matter contained in this motion

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Attorneys for Plaintiffs

Columbia South Carolina

January 16, 2001

STATE OF SOUTH CAROLINA)
)
COUNTY OF LEE)

IN THE COURT OF COMMON PLEAS

DOCKET 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 45)
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)
Lee County School District,)
Lexington County School District 4,)
Marion County School District 1,)
Marion County School District 2)
Marion County School District 3)
Marion County School District 4,)
Marlboro County School District)
McCormick County School District)
Orangeburg County School District 1)
Orangeburg County School District 2,)
Orangeburg County School District 3)
Orangeburg County School District 6,)
Orangeburg County School District 8)
Saluda County School District and)
Williamsburg County School District)
William L. Mills individually and as a)
taxpayer residing in Allendale County)
Allendale County and as Guardian ad Litem)
of Waylon Priester Waylon Priester a)
minor by and through William Mills, as)
Guardian ad Litem Betty Bagley)

THIRD AMENDED COMPLAINT

(Jury Trial Requested)

PLAINTIFF'S
EXHIBIT

1

REC041663

individually and as a taxpayer residing)
 in Bamberg County and as a parent and)
 Guardian ad Litem of Tyler Bagley Tyler)
 Bagley 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 Comer)
 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 Jameson)
 Eleanor Jameson 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 Lancaster Christie Lancaster 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)
 Clark Candace Clark 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 parent and)
 Guardian ad Litem of Corrie Coker)
 Corrie Coker a minor by and through)
 Colonel Larry Coker as Guardian ad)
 Litem John Whiteside, individually, and)
 as a taxpayer residing in Florence County)
 and as parent and Guardian ad Litem of)
 Joel Whiteside Joel Whiteside 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 parent and)
 Guardian ad Litem of Amy Mills Amy)
 Mills, a minor by and through Dr Francis)
 Mills as Guardian ad Litem Benny)
 Burrison Jr individually and as a taxpayer)
 residing in Hampton County and as parent)
 and Guardian ad Litem of Shamon Burrison)

Shamon Burrison a minor by and through)
 Benny Burrison Jr 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)
 Short Robert B Short 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 Bridges Jorgana Ranson)
 Bridges a minor by and through Dr Keith)
 A Bridges as Guardian ad Litem Hampton)
 L Logan, individually and as a taxpayer)
 residing in Lee County and as parent and)
 Guardian ad Litem of Kimberly Logan,)
 Kimberly Logan a minor by and through)
 Hampton L Logan 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)
 Nobles Erin Nobles 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 Hampton Krystle Hampton a)
 minor by and through Patricia Hampton)
 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 Brown)
 Tanisha P Brown 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)
 Berry Dondrea Berry a minor by and)
 through James Berry, as Guardian ad Litem)
 Gerald Smith, individually and as a)
 a taxpayer residing in Orangeburg County)
 and as parent and Guardian ad Litem of)
 Brenda Smith Brenda Smith 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 Shealy Jr Thomas Shealy Jr
a minor by and through Thomas Shealy
as Guardian ad Litem

Plaintiffs

vs

The State of South Carolina, James H
Hodges as Governor of the State of
South Carolina, Warren K Giese as
Chairman of the Senate Education
Committee and Chairman of the Senate
Finance Committee in his representative
capacity as a properly designated
representative of the South Carolina
Senate, David H Wilkins as Speaker
of the House of Representatives and as
a representative of the South Carolina
House of Representatives Inez M
Tenenbaum as State Superintendent
of Education and as a representative
of the State Board of Education Gregory T
Kilian as Chairman of the South Carolina
State Board of Education

Defendants

Plaintiffs in this matter allege as follows

1 The Plaintiff William Mills is a taxpayer residing in Allendale County and is the
legal guardian of Waylon Priester his stepson a minor, who is enrolled in the public schools
of Allendale County School District He brings this action in his capacity as a taxpayer and in
his capacity as the Guardian ad Litem of Waylon Priester

2 The Plaintiff Waylon Priester is a minor enrolled in the public school system in Allendale County School District. He brings this action by and through his Guardian ad Litem, William Mills.

3 The Plaintiff Betty Bagley is a taxpayer residing in Bamberg County and is the legal guardian of Tyler Bagley, a minor who is enrolled in the public schools of Bamberg County School District 1. She brings this action in her capacity as a taxpayer and in her capacity as the Guardian ad Litem of Tyler Bagley.

4 The Plaintiff Tyler Bagley is a minor enrolled in the public school system in Bamberg County School District 1. He brings this action by and through his Guardian ad Litem, Betty Bagley.

5 The Plaintiff Evert Comer is a taxpayer residing in Bamberg County and is the legal guardian of Kimberly Comer, a minor who is enrolled in the public schools of Bamberg County School District 2. He brings this action in his capacity as a taxpayer and in his capacity as the Guardian ad Litem of Kimberly Comer.

6 The Plaintiff Kimberly Comer is a minor enrolled in the public school system in Bamberg County School District 2. She brings this action by and through her Guardian ad Litem, Evert Comer, Jr.

7 The Plaintiff Marla Q. Jameson is a taxpayer residing in Barnwell County and is the legal guardian of Eleanor Jameson, a minor who is enrolled in the public schools of Barnwell County School District 19. She brings this action in her capacity as a taxpayer and in her capacity as the Guardian ad Litem of Eleanor Jameson.

8 The Plaintiff Eleanor Jameson is a minor enrolled in the public school system in Bamberg County School District 19 She brings this action by and through her Guardian ad Litem, Marla Q Jameson

9 The Plaintiff Victor M Lancaster Sr is a taxpayer residing in Barnwell County and is the legal guardian of Christie Lancaster a minor who is enrolled in the public schools of Barnwell County school District 29 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Christie Lancaster

10 The Plaintiff Christie Lancaster is a minor enrolled in the public school system in Barnwell County School District 29 She brings this action by and through her Guardian ad Litem, Victor M Lancaster Sr

11 The Plaintiff Dr Charles Clark is a taxpayer residing in Chesterfield County and is the legal guardian of Candace Clark a minor, who is enrolled in the public schools of Chesterfield County School District He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Candace Clark

12 The Plaintiff Candace Clark is a minor enrolled in the public school system in Chesterfield County School District She brings this action by and through her Guardian ad Litem, Dr Charles Clark

13 The Plaintiff Colonel Larry Coker is a taxpayer residing in Clarendon County and is the legal guardian of Corrie Coker a minor who is enrolled in the public schools of Clarendon County School District 3 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Corrie Coker

(14 The Plaintiff Corrie Coker is a minor enrolled in the public school system in Clarendon County School District 3 She brings this action by and through her Guardian ad Litem Colonel Larry Coker

15 The Plaintiff John Whiteside is a taxpayer residing in Florence County and is the legal guardian of Joel Whiteside a minor who is enrolled in the public schools of Florence County School District 5 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Joel Whiteside

16 The Plaintiff Joel Whiteside is a minor enrolled in the public school system in Florence County School District 5 He brings this action by and through his Guardian ad Litem John Whiteside

(17 The Plaintiff Dr Francis Mills is a taxpayer residing in Hampton County and is the legal guardian of Amy Mills, a minor who is enrolled in the public schools of Hampton County School District 1 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Amy Mills

18 The Plaintiff Amy Mills is a minor enrolled in the public school system in Hampton County School District 1 She brings this action by and through her Guardian ad Litem Dr Francis Mills

19 The Plaintiff Benny Burrison Jr is a taxpayer residing in Hampton County and is the legal guardian of Shamon Burrison a minor who is enrolled in the public schools of Hampton County School District 2 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Shamon Burrison

20 The Plaintiff Shamon Burrison is a minor enrolled in the public school system in Hampton County School District 2 He brings this action by and through his Guardian ad Litem, Benny Burrison Jr

21 The Plaintiff Robert Elisha Short is a taxpayer residing in Laurens County and is the legal guardian of Robert B Short a minor, who is enrolled in the public schools of Laurens County School District 55 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Robert B Short

22 The Plaintiff Robert B Short is a minor enrolled in the public school system in Laurens County School District 55 He brings this action by and through his Guardian ad Litem Robert Elisha Short

23 The Plaintiff Dr A Keith Bridges is a taxpayer residing in Laurens County and is the legal guardian of Jorgana Ranson Bridges, a minor who is enrolled in the public schools of Laurens County School District 56 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Jorgana Ranson Bridges

24 The Plaintiff Jorgana Ranson Bridges is a minor enrolled in the public school system in Laurens County School District 56 She brings this action by and through her Guardian ad Litem, Dr A Keith Bridges

25 The Plaintiff Hampton L Logan is a taxpayer residing in Lee County and is the legal guardian of Kimberly Logan a minor who is enrolled in the public schools of Lee County School District He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Kimberly Logan

26 The Plaintiff Kimberly Logan is a minor enrolled in the public school system in Lee County School District. She brings this action by and through her Guardian ad Litem Hampton L. Logan.

27 The Plaintiff Dr. John Nobles is a taxpayer residing in Marlboro County and is the legal guardian of Erin Nobles, a minor who is enrolled in the public schools of Marlboro County School District. He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Erin Nobles.

28 The Plaintiff Erin Nobles is a minor enrolled in the public school system in Marlboro County School District. She brings this action by and through her Guardian ad Litem Dr. John Nobles.

29 The Plaintiff Patricia Hampton is a taxpayer residing in McCormick County and is the legal guardian of Krystle Hampton, a minor who is enrolled in the public schools of McCormick County School District. She brings this action in her capacity as a taxpayer and in her capacity as parent and Guardian ad Litem of Krystle Hampton.

30 The Plaintiff Krystle Hampton is a minor enrolled in the public school system in McCormick County School District. She brings this action by and through her Guardian ad Litem Patricia Hampton.

31 The Plaintiff Matlin P. Brown is a taxpayer residing in Orangeburg County and is the legal guardian of Tanisha P. Brown, a minor who is enrolled in the public schools of Orangeburg County School District 1. He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Tanisha P. Brown.

32 The Plaintiff Tanisha P Brown is a minor enrolled in the public school system in Orangeburg County School District 1 She brings this action by and through her Guardian ad Litem Matlin P Brown

33 The Plaintiff James Berry is a taxpayer residing in Orangeburg County and is the legal guardian of Dondrea Berry, a minor, who is enrolled in the public schools of Orangeburg County School District 2 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Dondrea Berry

34 The Plaintiff Dondrea Berry is a minor enrolled in the public school system in Orangeburg County School District 2 She brings this action by and through her Guardian ad Litem James Berry

35 The Plaintiff Gerald Smith is a taxpayer residing in Orangeburg County and is the legal guardian of Brenda Smith, a minor who is enrolled in the public schools of Orangeburg County School District 8 He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Brenda Smith

36 The Plaintiff Brenda Smith is a minor enrolled in the public school system in Orangeburg County School District 8 She brings this action by and through her Guardian ad Litem, Gerald Smith

37 The Plaintiff Thomas Shealy is a taxpayer residing in Saluda County and is the legal guardian of Thomas Shealy Jr a minor who is enrolled in the public schools of Saluda County School District He brings this action in his capacity as a taxpayer and in his capacity as parent and Guardian ad Litem of Thomas Shealy Jr

38 The Plaintiff Thomas Shealy Jr is a minor enrolled in the public school system in Saluda County School District He brings this action by and through his Guardian ad Litem Thomas Shealy

39 The Plaintiff school districts are political subdivisions existing pursuant to the laws of the State of South Carolina and are empowered to bring suit pursuant to the provisions of S C Code Ann § 59-17-10 (1976)

40 Defendant James H Hodges is the duly elected Governor of the State of South Carolina and a citizen and resident of the State of South Carolina and is sued in his representative capacity

41 Defendant Warren K Giese is the Chairman of the Senate Education Committee and Chairman of the Education Subcommittee of the Senate Finance Committee and is sued in his representative capacity as the designated representative of the South Carolina Senate

42 Defendant David H Wilkins is an elected member of the South Carolina House of Representatives and Speaker of the House of Representatives is a citizen and resident of the State of South Carolina, and is sued in his representative capacity as Speaker of the South Carolina House of Representatives

43 Defendant Inez M Tenenbaum is the duly elected State Superintendent of Education and a citizen and resident of the State of South Carolina and is sued in her capacity as the proper representative of the State Department of Education In her representative role she is given certain powers and duties under Title 59 of the South Carolina Code of Laws which include, but are not limited to, those set forth under S C Code Ann §§ 59-3-30 and 59-20-60(8)

44 Defendant Gregory T Kilhan is the Chairman of the South Carolina State Board of Education is a citizen and resident of the State of South Carolina and is sued in his representative capacity as a proper representative for the South Carolina State Board of Education In his representative capacity he has certain powers and duties as are outlined in Title 59 of the South Carolina Code of Laws which include, but are not limited to auditing the fiscal aspects of the Education Finance Act making surveys of the school system in the State and suggesting necessary changes

45 This action seeks a judgment for monetary damages and a declaratory judgment pursuant to the Uniform Declaratory Judgments Act S C Code Ann § 15-53 10, et seq

FOR A FIRST CAUSE OF ACTION
(Declaratory Judgment)

46 Article XI § 3 of the Constitution of the State of South Carolina directs that the General Assembly "shall provide for the maintenance and support of a system of free public schools open to all children in the state "

47 The education clause of the South Carolina Constitution Art XI § 3 requires the State through the General Assembly to provide the opportunity for each child to receive an adequate education

48 The South Carolina General Assembly acknowledged in the Education Finance Act of 1977 the need "to guarantee to each student in the public schools of South Carolina the availability of at least minimum education programs and services appropriate to his needs and which are substantially equal to those available to other students with similar needs and reasonably comparable from a program standpoint to those students of all other classifications

notwithstanding geographic differences and varying local economic factors " S C Code Ann
§ 59-20-30(1) (Supp 1999)

49 Pursuant to Article XI § 3 of the South Carolina Constitution the State of
South Carolina has a duty to provide the pupils of the public schools of this State adequate and
safe facilities in which they have the opportunity to acquire

- a The ability to read, write and speak the English language and knowledge of
mathematics and physical science
- b A fundamental knowledge of economic social and political systems and of
history and governmental processes and
- c Academic and vocational skills

50 All pupils in South Carolina public schools are entitled to receive at a
minimum that level of education necessary for them to meaningfully exercise the right to free
speech, to participate meaningfully in government at all levels to compete academically and in
the job market and to make economic contributions to society

51 There is a link between the adequacy of funding and the quality of educational
opportunities afforded to pupils and adequate funding is necessary to the provision of an
adequate education

52 The current funding system of education in and by the State of South Carolina is
underfunded and inadequate to provide the pupils of the Plaintiff school districts and similar
districts with the adequate education required by the South Carolina Constitution

53 The constitutional obligations of the State of South Carolina as set forth above
are non-delegable and any funding necessary to meet those obligations cannot be transferred to
local school districts although the State now and historically has illegally done so

54 The State of South Carolina distributes a large portion of state funds for education without regard to the fiscal capacities of the school districts including but not limited to funds for transportation, capital outlay, and employee benefits which are excluded from the provisions of the South Carolina Education Finance Act of 1977 ("EFA") funds generated pursuant to the provisions of the South Carolina Education Improvement Act of 1984 ("EIA") and funds provided pursuant to provisions other than the EFA

55 Plaintiff school districts and similar districts as a group have low fiscal capacities and find it difficult or impossible to raise from local sources sufficient revenue to fund adequately the educational programs for the pupils residing and attending public schools within their districts

56 The Plaintiff school districts and similar districts have had to increase millages and the citizens and taxpayers of the Plaintiff school districts and similar districts including but not limited to the individual Plaintiffs have had to meet and fund the needs associated with providing an adequate education to the pupils in their districts to the extent they have been capable, although the responsibility for such funding constitutionally belongs to the State

57 Under the current funding system the Plaintiff school districts and similar districts as a group, lack consistent sources of revenue to offer adequate educational opportunities to their pupils Specifically the Plaintiff school districts have to exert a great and undue financial effort in order to provide and are unable in many instances to provide adequate instructional personnel and materials technological equipment, laboratory facilities, adequate and safe physical facilities curricula instructional support materials and other facets of an education system which are necessary to prepare their pupils to meet the challenges of

(the future or to reach the level of education which the State is constitutionally required to provide

58 Funding of educational needs of South Carolina pupils has not been determined from the conduct of a statewide appraisal and consideration of the programs, facilities and accompanying costs necessary to provide the educational services to which all children are entitled by the South Carolina Constitution, and as a result the funding provided by the State and the Defendants is necessarily arbitrary and capricious

59 Decisions by the Defendants regarding funding of public education in South Carolina traditionally have been dominated by political debate focused on the distribution systems used to allocate available funds rather than a rational consideration of the educational needs of the pupils and the educational opportunities pupils must be given to meet the constitutionally required educational objectives for an adequate education

(60 The following statistics and circumstances are demonstrative of educational needs and issues that have not been considered or addressed or have been addressed inadequately by the Defendants in their distribution of education funds to the school districts

- a The average educational level attained by residents in the Plaintiff school districts and similar districts as a group is lower than the average educational level attained by residents in the school districts with greater fiscal capacities
- b The percentage of student candidates qualifying for Advanced Placement or higher education classes is lower in the Plaintiff school districts and similar districts as a group than in districts with greater fiscal capacities
- c The Plaintiff school districts and similar districts as a group are not able to serve academically gifted pupils adequately or as extensively as are districts with

greater fiscal capacities which not only are able to but do serve academically gifted pupils more extensively

- d The percentage of teaching and administrative personnel who have earned Masters and Doctorate Degrees, and/or other post-Baccalaureate teacher training, is less in the Plaintiff school districts and similar districts, as a group than in districts that possess higher fiscal capacities
- e The Plaintiff school districts and similar districts as a group, are not able to offer competitive salaries for their instructional personnel, thus making it difficult for them to attract and retain higher qualified and/or experienced instructional personnel
- f A large percentage of pupils in the Plaintiff school districts and similar districts score Below Basic on the Palmetto Achievement Challenge Test intended by the State and the Defendants to measure educational achievement
- g A large percentage of pupils in the Plaintiff school districts and similar districts have exceptional educational needs
- h A large percentage of pupils in the Plaintiff school districts and similar districts live in poverty
- i As a group Plaintiff school districts and similar districts have inadequate and/or unsafe physical facilities equipment, and libraries and have limited and inadequate instructional materials and curriculum offerings
- j For those Plaintiff school districts which possess minimally adequate physical facilities equipment libraries instructional materials and curricula their funding sources lack consistency and at best provide only temporary relief In

other instances minimally adequate physical facilities and other above mentioned factors have been provided by extraordinary local tax efforts and

k The need for Plaintiff school districts and similar districts to increase their local property taxes has made it more difficult to attract new industry

61 As a group Plaintiff school districts and similar districts are not receiving adequate state funding to meet the educational needs of their pupils outlined in paragraphs 49 and 50

62 The pupils in Plaintiff school districts and similar districts are being deprived by the Defendants of adequate state funding resources and educational tools necessary to achieve that minimum level of education described in paragraphs 49 and 50

63 The State and the Defendants have impermissibly and unlawfully shifted its burden of funding education to the Plaintiff districts

64 The distribution by the State and the Defendants of state funds without regard to the fiscal capacities of the local school districts coupled with the failure by the State and the Defendants to determine and provide funds to meet the actual educational needs in the local school districts coupled with the State's and the Defendants' unlawfully shifting the burden of providing adequate educational opportunities from the State to the local districts, has resulted in the need for the Plaintiff school districts and similar districts to fund the educational needs of the pupils to the extent they have been capable although the responsibility for such funding constitutionally belongs to the State Even with extraordinary efforts by local school districts to raise the necessary funds funding remains inadequate

67 The Defendants have participated in the drafting of unconstitutional statutes and/or have failed subsequently to ameliorate the unconstitutional aspects of those statutes to the detriment of the Plaintiffs named herein

68 Defendants have violated Article XI, §3 of the Constitution of the State of South Carolina by failing to adequately fund education in South Carolina, inasmuch as they have failed to carry out their constitutional and statutory duties to insure that funding is provided by the State of South Carolina to insure adequate educational opportunities for all children within the State

69 The Plaintiffs are entitled to a declaratory judgment that the Defendants have failed, since at least 1991 and continue to fail to carry out their constitutional and statutory duties to insure that funding is provided by the State of South Carolina to provide adequate educational opportunities for all children within the State and requiring the Defendants to insure that adequate funding is provided by the State of South Carolina to insure adequate educational opportunities for all the State's children

FOR A SECOND CAUSE OF ACTION
(Damages)

70 The Plaintiffs incorporate and reallege the allegations contained in Paragraphs 1 through 69 above as fully as if repeated herein verbatim

71 As a direct and proximate result of the wrongful acts and omissions of the Defendants described above the Plaintiff school districts suffered injuries and damages including but not limited to the costs required to operate the schools in the districts, to meet the educational needs of the pupils in the districts and to construct renovate repair and maintain the physical facilities of the schools which costs were unlawfully and unconstitutionally delegated from the State of South Carolina to the Plaintiff school districts

72 In the alternative and as a direct and proximate result of the wrongful acts and omissions of the Defendants described above the Plaintiff school districts suffered injuries and damages, including but not limited to being deprived of adequate state funds to enable them to provide adequate educational opportunities to the pupils in their schools given the limited fiscal capacities of the Plaintiff school districts Such damages include but are not limited to the difference between the limited local funding the Plaintiff school districts have been able to raise due to their limited fiscal capacities and the actual costs required to operate the schools in the districts to meet the educational needs of the pupils in the districts and to construct renovate repair and maintain the physical facilities of the schools

73 As a direct and proximate result of the wrongful acts and omissions of the Defendants described above the Plaintiff taxpayers suffered injuries and damages including but not limited to increased tax burdens imposed in an attempt to generate sufficient and adequate funds to enable the Plaintiff school districts to attempt to provide adequate educational opportunities to the pupils in their schools

70 As a direct and proximate result of the wrongful acts and omissions of the Defendants, described above, the minor Plaintiffs enrolled in schools operated by the Plaintiff school districts suffered injuries and damages, including but not limited to the inability to obtain an adequate education and the resulting consequences thereof

WHEREFORE, the Plaintiffs pray that the Court issue an Order as follows

a Declaring that the current system of funding in South Carolina is inadequate to meet the minimum educational needs of the pupils in South Carolina

especially pupils named herein, and is therefore unconstitutional under the Constitution of the State of South Carolina

b Requiring the Legislature to appropriate funds necessary to address in a remedial fashion those inadequacies which have resulted to the Plaintiff school districts as a result of the failure to include funds for employee benefits capital outlay and transportation in the Education Finance Act and requiring the State of South Carolina to appropriate and distribute those funds which would have been distributed had funds for employee fringe benefits, capital outlay and transportation been included in the Education Finance Act as enacted from the date of the enactment of the Education Finance Act to the present,

c Requiring the Legislature to appropriate funds necessary to address in a remedial fashion those inadequacies which have resulted to the Plaintiff school districts as a result of the failure to assess properly and fund adequately the educational needs of all pupils across the state regardless of the school districts geographical location, fiscal capacity local tax effort, pupils served and other related factors

d Requiring the Defendants to draft a proposal for a new system for funding education in South Carolina which when adopted, will adequately meet the educational needs of all pupils across the state regardless of the school districts geographical location fiscal capacity local tax effort pupils served and other related factors

e Requiring the Defendants to fund the new South Carolina funding system sufficiently to adequately meet the educational needs of all pupils across the state,

regardless of the school districts geographical location fiscal capacity local tax effort pupils served and other related factors

f Requiring the Defendants to pay damages to the Plaintiff school districts in an amount sufficient to compensate them for the expenditures they incurred as a direct and proximate result of the failure of the Defendants to discharge their constitutional duties to assess properly and to fund adequately the educational needs of the pupils of the Plaintiff school districts including but not limited to the failure of the Defendants to provide adequate and safe facilities in the Plaintiff school districts,

g Requiring the Defendants to pay damages to the individual Plaintiff taxpayers in an amount sufficient to compensate them for the increased local taxes they were required to pay as a direct and proximate result of the failure of the Defendants to assess properly and to fund adequately the educational needs of the pupils of the Plaintiff school districts,

h Requiring the Defendants to pay damages to the individual minor Plaintiffs who are pupils in the Plaintiff school districts in an amount sufficient to compensate them for the failure of the Defendants to discharge their constitutional duties to assess properly and to fund adequately their educational needs thereby depriving them of an adequate education including without limitation direct, presumed consequential and special damages

i Providing for such other and further relief as the Court deems just and proper

NELSON MULLINS RILEY & SCARBOROUGH L L P

By _____

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SC Bar No 001903
Laura Callaway Hart
SC Bar No 002766
Keenan Building, Third Floor
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Post Office Box 11070 (29211)
Columbia SC 29201
(803) 799-2000

Attorneys for Plaintiffs

Columbia South Carolina

_____, 2001

CERTIFICATE OF SERVICE

I, the undersigned Administrative Assistant of the law offices of Nelson Mullins Riley & Scarborough L L P, attorneys for plaintiffs do hereby certify that I have served all counsel in this action with a copy of the pleading(s) hereinbelow specified by having them delivered to the following address(es)

Pleadings

Motion to Amend Complaint

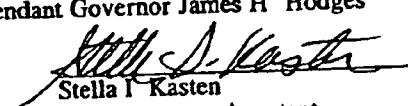
Counsel Served

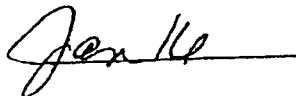
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James H Hodges

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Columbia, SC 29211
Counsel for Defendant Governor James H Hodges


Stella I Kasten
Administrative Assistant

 2001

REC041685

Kholland

MOTION SLIP

CAPTION Abbeville County School District, et al v The State of South Carolina, et al

CASE NUMBER. 93-CP-31-169

DATE MOTION FILED January 16, 2001

MOVING ATTORNEY(S) Laura Callaway Hart

TELEPHONE NUMBER. (803) 799-2000

REPRESENTING ☒ **PLAINTIFF** ☐ **DEFENDANT**

OPPOSING ATTORNEY(S) Robert E Stepp - (803) 765-1100, George C Leventis - (803) 734-8783, J Emory Smith, Jr - (803) 734-3680, Jim O Stuckey, II - (803) 734 9866

REPRESENTING ☐ **PLAINTIFF** ☒ **DEFENDANTS**

DESCRIBE NATURE OF MOTION Motion to Amend Complaint
(Note Do not cite a rule when describing the nature of your motion)

ESTIMATED TIME NEEDED 15"

COURT REPORTER NEEDED? ☒ **YES** ☐ **NO**

ALL ATTORNEYS OF RECORD CONSENT TO HEARING THIS MOTION BY WAY OF TELECONFERENCE WITHOUT A COURT REPORTER
(All attorneys and telephone numbers must be provided)

☒ In accordance with Rule 11 (SCRCP) I affirm that I have communicated with opposing counsel and have attempted in good faith to resolve the matter contained in this motion

☐ I have not communicated with opposing counsel because of my belief that such consultation would serve no useful purpose

Sign and date Laura Callaway Hart

January 16 2001

REC041686



ALLENDALE SCHOOL DISTRICT

P O Box 458
Allendale SC 29810

GRADES PK 12
ENROLLMENT 1 733 Students
SUPERINTENDENT Paula L Harns 803 584-4603
BOARD CHAIR Carl Love 803 632 3871
FISCAL AUTHORITY District Board/Referendum

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **BELOW AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	2	11	1

IMPROVEMENT RATING: **EXCELLENT**

ADEQUATE YEARLY PROGRESS: **NO**

This district met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

Allendale School District 2004-2005

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Unsatisfactory	Below Average	No
2004	Below Average	Excellent	No

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

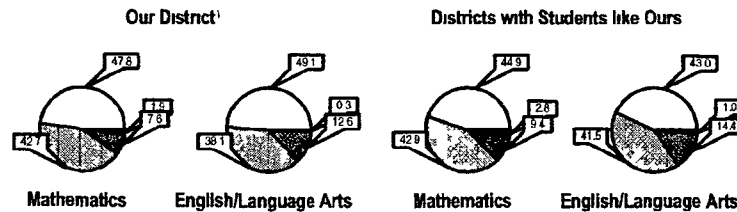
Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 82.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

Percent	Our District			Districts with Students like Ours		
	2004	2005	2006	2004	2005	2006
Passed both subtests	58.8	N/A	N/A	60.5	N/A	N/A
Passed 1 subtest	20.6	N/A	N/A	19.0	N/A	N/A
Passed no subtests	20.6	N/A	N/A	20.5	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four year institutions	2.0	3.3
Seniors who met the SAT/ACT requirement	2.0	3.3
Seniors who met the grade point average	29.7	36.0

Using only the SAT/ACT and grade point average requirements

FACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English Language Arts							
All Students	783	98.3	49.1	38.1	12.6	0.3	12.8
Gender							
Male	382	97.6	54.8	33.5	11.4	0.3	11.6
Female	401	99.0	44.0	42.2	13.6	0.3	13.9
Racial/Ethnic Group							
White	24	95.8	14.3	57.1	28.6	0.0	28.6
African-American	748	98.4	50.2	37.7	11.8	0.3	12.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	50.0	20.0	30.0	0.0	30.0
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	614	99.2	45.4	40.1	14.2	0.3	14.5
Disabled	169	95.3	63.2	30.3	6.5	0.0	6.5
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	783	98.3	49.1	38.1	12.6	0.3	12.8
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	779	98.3	49.0	38.3	12.5	0.3	12.8
Socio-Economic Status							
Subsidized meals	683	98.7	51.3	38.3	10.2	0.2	10.4
Full-pay meals	100	96.0	34.0	36.2	28.7	1.1	29.8
Mathematics							
All Students	783	98.2	47.8	42.7	7.6	1.9	9.5
Gender							
Male	382	97.4	50.4	41.6	6.8	1.1	8.0
Female	401	99.0	45.5	43.7	8.2	2.6	10.8
Racial/Ethnic Group							
White	24	95.8	9.5	61.9	28.6	0.0	28.6
African-American	748	98.3	49.2	41.9	6.9	2.0	8.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	40.0	60.0	0.0	0.0	0.0
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	614	99.2	43.3	45.4	8.9	2.4	11.3
Disabled	169	94.7	64.9	32.5	2.6	0.0	2.6
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	783	98.2	47.8	42.7	7.6	1.9	9.5
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	779	98.2	47.8	42.7	7.6	1.9	9.5
Socio-Economic Status							
Subsidized meals	683	98.5	49.1	43.0	6.3	1.5	7.9
Full-pay meals	100	96.0	39.4	40.4	16.0	4.3	20.2

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Enrollment / Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	142	98.6	40.8	47.2	12.0	N/A	12.0
Grade 4	144	100.0	44.8	46.3	9.0	N/A	9.0
Grade 5	141	98.6	70.9	26.0	3.1	N/A	3.1
Grade 6	170	99.4	68.4	24.5	7.1	N/A	7.1
Grade 7	126	100.0	52.6	42.2	5.2	N/A	5.2
Grade 8	128	99.2	63.3	34.2	2.5	N/A	2.5
Grade 3	112	99.1	35.2	38.9	25.0	0.9	25.9
Grade 4	137	99.3	46.6	41.4	12.0	N/A	12.0
Grade 5	153	97.4	54.1	37.0	8.9	N/A	8.9
Grade 6	125	97.6	69.7	23.0	7.4	N/A	7.4
Grade 7	153	98.7	48.0	43.2	8.8	N/A	8.8
Grade 8	103	98.1	36.6	54.5	7.9	1.0	8.9

Mathematics							
Grade 3	142	100.0	40.2	53.5	47.6	1.6	63.1
Grade 4	144	100.0	42.5	46.3	8.2	3.0	11.2
Grade 5	141	100.0	57.1	38.1	4.8	N/A	4.8
Grade 6	170	100.0	53.5	35.5	10.3	0.6	11.0
Grade 7	126	100.0	46.2	41.0	6.8	6.0	12.8
Grade 8	128	100.0	57.0	42.1	0.8	N/A	0.8
Grade 3	112	100.0	37.6	56.0	5.5	0.9	6.4
Grade 4	137	99.3	41.4	45.9	8.3	4.5	12.8
Grade 5	153	97.4	50.0	41.1	7.5	1.4	8.9
Grade 6	125	96.0	55.8	33.3	8.3	2.5	10.8
Grade 7	153	98.7	56.8	36.5	6.1	0.7	6.8
Grade 8	103	98.1	40.6	50.5	6.9	2.0	8.9

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	Enrollment 1 Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	145	89.7	26.9	43.1	24.6	5.4	30.0
Gender							
Male	79	87.3	29.0	50.7	18.8	1.4	20.3
Female	66	92.4	24.6	34.4	31.1	9.8	41.0
Racial/Ethnic Group							
White	4	I/S	I/S	I/S	I/S	I/S	I/S
African-American	139	89.2	27.4	43.5	23.4	5.6	29.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	120	88.3	19.8	45.3	28.3	6.6	34.9
Disabled	25	96.0	58.3	33.3	8.3	N/A	8.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	145	89.7	26.9	43.1	22.1	5.4	30.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	145	89.7	26.9	43.1	24.6	5.4	30.0
Socio-Economic Status							
Subsidized meals	116	89.7	29.8	42.3	22.1	5.8	27.9
Full pay meals	29	89.7	15.4	46.2	34.6	3.8	38.5

Mathematics							
All Students	145	90.3	34.4	36.6	22.1	6.9	29.0
Gender							
Male	79	88.6	34.3	41.4	20.0	4.3	24.3
Female	66	92.4	34.4	31.1	24.6	9.8	34.4
Racial/Ethnic Group							
White	4	I/S	I/S	I/S	I/S	I/S	I/S
African-American	139	89.9	35.2	36.0	21.6	7.2	28.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	120	89.2	23.4	41.1	27.1	8.4	35.5
Disabled	25	96.0	83.3	16.7	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	145	90.3	34.4	36.6	22.1	6.9	29.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	145	90.3	34.4	36.6	22.1	6.9	29.0
Socio-Economic Status							
Subsidized meals	116	90.5	34.3	36.2	22.9	6.7	29.5
Full pay meals	29	89.7	34.6	38.5	19.2	7.7	26.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	109	85.3%	101	2.0%	96	83.3%	N/A
Gender							
Male	49	85.7%	46	2.2%	47	80.9%	
Female	60	85.0%	55	1.8%	49	85.7%	
Racial/Ethnic Group							
White	5	100.0%	1	I/S	3	I/S	
African American	103	84.5%	99	2.0%	92	84.8%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	1	I/S	1	I/S	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	103	86.4%	101	2.0%	88	87.5%	
Disabilities other than speech	6	66.7%	0	N/A	8	37.5%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	0	N/A	
Non-migrant	109	85.3%	101	2.0%	2	I/S	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	1	I/S	
Non-LEP	109	85.3%	101	2.0%	95	83.2%	
Socio-Economic Status							
Subsidized meals	85	82.4%	73	0.0%	59	79.7%	
Full-pay meals	24	95.8%	28	7.1%	37	89.2%	

Using only the SAT and grade point average requirements
n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	85.3%	88.4%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	96	142
Number of Diplomas	80	104
Rate	83.3%	73.7%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total					
	2003	2004	2003	2004	2003	2004				
District	397	418	401	441	798	859				
State	493	491	496	495	989	986				
Nation	507	508	519	518	1026	1026				
ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	14.7	18.9	16.1	19.6	17.3	19.7	18.0	20.4	16.7	19.7
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,733)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	97.2%
Retention rate	6.9%	Up from 4.1%	6.9%	5.3%
Attendance rate	97.6%	Up from 96.1%	96.2%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.7%		8.8%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	9.1%		8.0%	5.1%
Eligible for gifted and talented	3.0%	Down from 3.8%	6.1%	11.6%
On academic plans	N/A/V	N/A/V	N/A	N/A/V
On academic probation	N/A/V	N/A/V	N/A	N/A/V
With disabilities other than speech	10.1%	Up from 9.4%	10.9%	10.9%
Older than usual for grade	7.3%	Down from 7.5%	7.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 7.3%	2.1%	1.1%
Enrolled in AP/IB programs	5.4%	Up from 0.0%	8.2%	9.9%
Successful on AP/IB exams	N/A/V	N/A/V	N/A/V	N/A/V
Enrolled in adult education GED or diploma programs	238	Up from 167	59	157
Completions in adult education GED or diploma programs	66	Up from 38	6	39
Annual dropout rate	0.8%	Down from 1.9%	2.5%	2.9%
Teachers (n= 145)				
Teachers with advanced degrees	33.8%	Down from 34.0%	40.5%	50.0%
Continuing contract teachers	69.0%	Down from 69.3%	75.3%	84.6%
Highly qualified teachers**	92.7%	N/A	90.3%	92.5%
Teachers with emergency or provisional certificates	22.3%		13.5%	4.4%
Teachers returning from previous year	75.6%	Up from 71.7%	83.7%	89.9%
Teacher attendance rate	94.1%	Down from 94.4%	94.1%	94.7%
Average teacher salary	\$36,221	Up 1.1%	\$37,459	\$40,566
Vacancies for more than nine weeks	2.1%	N/C	2.5%	0.3%
Prof. development days/teacher	6.0 days	Down from 7.3 days	12.3 days	12.0 days
District				
Superintendent's years at district	2.5	Up from 1.5	3.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 15.3 to 1	19.0 to 1	21.0 to 1
Prime instructional time	88.5%	Up from 88.2%	88.1%	89.5%
Dollars spent per pupil	\$10,946	Up 5.2%	\$8,650	\$7,217
Percent of expenditures for teacher salaries	48.2%	Up from 48.0%	51.1%	55.6%
Opportunities in the arts	Good	Up from Poor	Good	Excellent
Parents attending conferences	99.0%	No change	93.8%	97.3%
Number of schools	4	No change	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	6.0%	Up from 4.0%	6.5%	4.3%
Average age in years of school facilities	40	Up from 39	30	26
Number of schools with SACS accreditation	1	Down from 2	3	8
Average administrator salary	\$65,695		\$62,959	\$87,300

Prior year audited financial data are reported

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/A/V Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	15.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

Allendale County Schools remain committed to providing a high quality education for the children of Allendale County. To that end, we have continued our commitment to improved instruction based on data. We started the year with a retreat to look at and study the data from the previous school year to chart our course. This Report Card will reflect our areas of improvement and the areas that we need to continue to focus on. We take pride in the accomplishments of our students and staff. Here is a list of a few such accomplishments:

- Allendale Elementary School won the Red Carpet Award
- Nationally recognized Adult Education Program
- State Adult Education Director of the Year
- Allendale Fairfax High School Seniors awarded \$400,000.00 in Scholarships
- Twenty students awarded Life Scholarships
- Four National Board Certified teachers
- Increase in parental involvement
- Increase in school volunteers

Next year will be filled with excitement and new opportunities. The renovations to Allendale Fairfax Middle School should be completed mid year and the students will be moving into their own space. The district has entered into a partnership with Edison Alliance to enhance our instructional program and learning environment. We thank the parents, community, students and staff for all their hard work in making the changes necessary to improve our schools.

If you have any comments or questions about this Report Card, please send them to me: Paula L. Harris, P.O. Box 458, Allendale, SC 29810.



ALLENDALE-FAIRFAX MIDDLE

3305 Allendale Fairfax Hwy
Fairfax SC 29827

GRADES 6-8 Middle School

ENROLLMENT 414 Students

PRINCIPAL Curtis Simmons 803-584-3489

SUPERINTENDENT Paula L Harris 803-584-4603

BOARD CHAIR Carl Love 803-632 3871

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL
REPORT CARD

2004

ABSOLUTE RATING: **UNSATISFACTORY**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	29	14

IMPROVEMENT RATING: **GOOD**

The school's improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students

ADEQUATE YEARLY PROGRESS: **NO**

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEDC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Excellent	N/A
2002	Unsatisfactory	Average	N/A
2003	Unsatisfactory	Below Average	No
2004	Unsatisfactory	Good	No

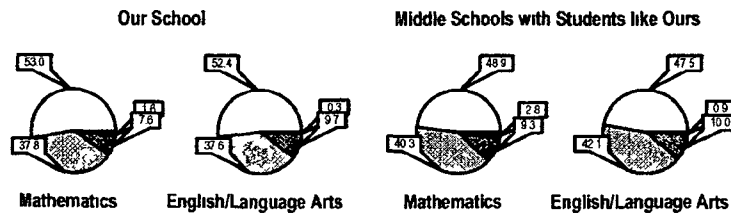
DEFINITIONS OF DISTRICT RATING TERMS

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 98.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

FACT PERFORMANCE BY GROUP

	Enrollment Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 17.6%									
All Students	381	98.2	51.8	38.1	9.8	0.3	14.2	Yes	Yes
Gender									
Male	182	97.3	56.5	37.1	6.5	0.0	10.6		
Female	199	99.0	47.7	39.1	12.7	0.5	17.3		
Racial/Ethnic Group									
White	17	94.1	18.8	68.8	12.5	0.0	50.0	I/S	I/S
African-American	360	98.3	53.3	37.2	9.2	0.3	12.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	306	98.7	50.2	39.1	10.4	0.3	15.2		
Disabled	75	96.0	58.6	34.3	7.1	0.0	10.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	381	98.2	51.8	38.1	9.8	0.3	14.2		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	380	98.2	51.6	38.3	9.8	0.3	14.2		
Socio-Economic Status									
Subsidized meals	330	98.2	54.4	37.1	8.2	0.3	11.3	No	Yes
Full-pay meals	51	98.0	34.7	44.9	20.4	0.0	32.7		

Mathematics - State Performance Objective = 15.5%									
All Students	381	97.6	52.1	38.6	7.7	1.6	15.6	Yes	Yes
Gender									
Male	182	96.2	53.6	41.1	4.8	0.6	13.1		
Female	199	99.0	50.8	36.5	10.2	2.5	17.8		
Racial/Ethnic Group									
White	17	94.1	6.3	68.8	25.0	0.0	37.5	I/S	I/S
African-American	360	97.8	54.2	37.1	7.0	1.7	14.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	306	98.7	50.5	38.7	8.8	2.0	16.5		
Disabled	75	93.3	58.8	38.2	2.9	0.0	11.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	381	97.6	52.1	38.6	7.7	1.6	15.6		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	380	97.6	51.9	38.7	7.7	1.6	15.7		
Socio-Economic Status									
Subsidized meals	330	97.9	53.6	37.5	7.3	1.6	14.5	No	Yes
Full-pay meals	51	96.1	41.7	45.8	10.4	2.1	22.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Enrollment Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	118	99.2	77.3	20.0	2.7	N/A	2.7
Grade 7	126	100.0	52.6	42.2	5.2	N/A	5.2
Grade 8	128	99.2	63.3	34.2	2.5	N/A	2.5
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	125	97.6	69.7	23.0	7.4	N/A	7.4
Grade 7	153	98.7	48.0	43.2	8.8	N/A	8.8
Grade 8	103	98.1	36.6	54.5	7.9	1.0	8.9

Mathematics							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	118	100.0	60.9	33.6	5.5	N/A	5.5
Grade 7	126	100.0	46.2	41.0	6.8	6.0	12.8
Grade 8	128	100.0	57.0	42.1	0.8	N/A	0.8
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	125	96.0	55.8	33.3	8.3	2.5	10.8
Grade 7	153	98.7	56.8	36.5	6.1	0.7	6.8
Grade 8	103	98.1	40.6	50.5	6.9	2.0	8.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 414)				
Students enrolled in high school credit courses (grades 7 & 8)	14.6%	Up from 8.8%	9.5%	14.6%
Retention rate	0.2%	Down from 1.6%	3.7%	3.0%
Attendance rate	98.0%	Up from 95.3%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.4%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.3%		8.8%	5.3%
Eligible for gifted and talented	6.5%	Up from 4.0%	5.9%	14.3%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	14.3%	Down from 19.3%	15.1%	13.9%
	5.3%	Down from 9.8%	7.1%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 19.1%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	12.5%	Down from 35.7%	47.1%	48.7%
Continuing contract teachers	62.5%	Down from 71.4%	70.0%	81.7%
Highly qualified teachers**	89.5%	N/A	87.5%	90.4%
Teachers with emergency or provisional certificates	35.0%		13.0%	5.3%
Teachers returning from previous year	60.2%	Down from 66.1%	75.8%	85.1%
Teacher attendance rate	93.2%	Down from 95.1%	94.5%	94.8%
Average teacher salary	\$35,380	Down 5.0%	\$38,638	\$40,566
Prof. development days/teacher	7.1 days	Down from 12.7 days	12.0 days	11.0 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.3
Student-teacher ratio in core subjects	15.6 to 1	Down from 18.6 to 1	18.5 to 1	21.3 to 1
Prime instructional time	88.1%	Down from 88.7%	88.1%	89.3%
Dollars spent per pupil*	\$7,786	Up 3.2%	\$6,615	\$5,821
Percent of expenditures for teacher salaries	55.4%	Up from 52.0%	60.2%	61.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 50.8%	83.7%	95.0%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development program	Average	N/A	Average	Good
Prior year audited financial data are reported				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	92.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Allendale-Fairfax Middle School is a sixth- through eighth-grade Title I school with a current enrollment of 405 students. The staff consists of 36 certified instructors and 8 classified staff. We proudly maintain our student teacher ratio of approximately 17:1. AFMS dedicates itself to the academic achievement of our students. We realize that an optimum middle school education is essential preparation for student success in high school and beyond. Recognizing our students' emotional, social, and physical needs, we promote their growth by helping them to become critical thinkers, problem solvers, effective communicators, and caring citizens who will be able to function effectively in the future global society. We do this by providing a meaningful curriculum, excellence in instruction, and continuous communication among parents, teachers, and students. To ensure continued growth, AFMS will continue to provide a positive and safe school climate. There is an increased emphasis on character education and social skills in the curriculum, and constant staff development in discipline and classroom management. The staff develops activities and strategies to increase reading comprehension on an on-going basis. The staff also explores and develops strategies to improve writing performance. The success of these implementations is due in part to small class size and an ongoing increase in staff development.

The mission of AFMS is to prepare students to become competent, responsible individuals by providing a safe environment where cultural differences are recognized, respected, and celebrated, and realistic educational experiences are provided through the home, school, and community to achieve lifelong learners. Our goal is to create well-balanced individuals and help each student develop his or her own abilities. We aim to help students gain the capacity to cope with a changing society and lead them to decide on their future course independently.

For the 2003-2004 school year, AFMS has many proud points of interest. Thirteen students were inducted into the Junior Beta Club. EPICS provided an after-school program to enhance academics as well as offer students opportunities for enrichment in dance and drama. Quarterly awards assemblies were held to recognize students for good work. Eighth-grade students participated in a field trip to USC-Salkehatchie to tour the campus and get a look at college life. AFMS has maintained an outstanding partnership with Westinghouse Savannah River Plant. Several representatives from the partnership came in to present the CHOICES program to eighth-grade students as well as provided a scientist to visit both seventh and eighth graders during Engineer's Day. One eighth-grade student won the Lieutenant Governor's Writing Award. Other points of interest include continuation of the READ 180 program, an increase in our volunteer program, and increased club participation. Students and teachers continue to benefit from the Visionary Leaders Institute. Our football team had a 3-4 record for the year, while our basketball team held a winning record of 13-1.

SIC Chair: Zilla Williams
Principal: Dr. Myrtis Brightharp

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	21	65	5
Percent satisfied with learning environment	14.3%	43.8%	N/S
Percent satisfied with social and physical environment	19.0%	52.5%	N/S
Percent satisfied with home-school relations	19.0%	73.0%	N/S

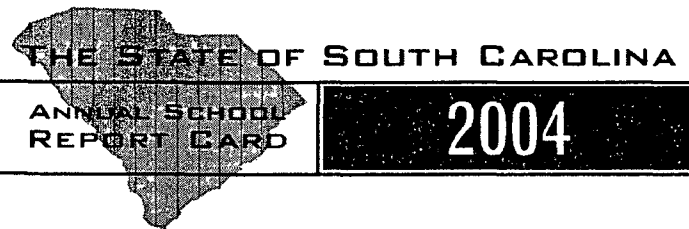
Only students at the highest middle school grade level at this school and their parents were included.



ALLENDALE ELEMENTARY

4561 Allendale-Fairfax Hwy
Allendale SC 29810

GRADES PK 5 Elementary School
ENROLLMENT 518 Students
PRINCIPAL Janice Kitchings 803-584-3476
SUPERINTENDENT Paula L. Harris 803-584-4603
BOARD CHAIR Carl Love 803-632 3871



ABSOLUTE RATING: **BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	54	50	3

IMPROVEMENT RATING: **UNSATISFACTORY**

ADEQUATE YEARLY PROGRESS: **NO**

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

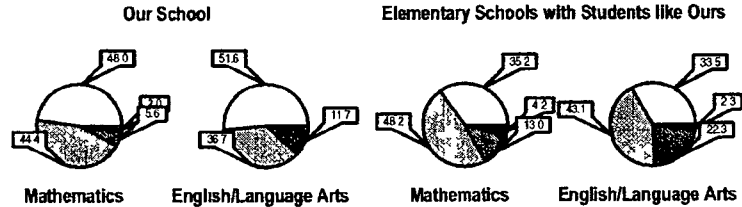
DEFINITIONS OF DISTRICT RATING TERMS

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 69.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

PACT PERFORMANCE BY GROUP

	Enrollment Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 57.6%									
All Students	257	98.8	51.2	37.0	11.8	0.0	17.5	Yes	Yes
Gender									
Male	133	98.5	60.0	29.6	10.4	0.0	12.0		
Female	124	99.2	42.1	44.6	13.2	0.0	23.1		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	248	98.8	51.7	36.6	11.8	0.0	17.6	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	199	100.0	45.5	39.3	15.2	0.0	21.5		
Disabled	58	94.8	70.9	29.1	0.0	0.0	3.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	257	98.8	51.2	37.0	11.8	0.0	17.5		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	254	98.8	51.0	37.4	11.5	0.0	17.3		
Socio-Economic Status									
Subsidized meals	240	98.8	52.4	37.6	10.0	0.0	15.7	Yes	Yes
Full pay meals	17	100.0	35.3	29.4	35.3	0.0	41.2		

Mathematics - State Performance Objective = 15.5%									
All Students	257	98.8	47.6	44.7	5.7	2.0	14.2	Yes	Yes
Gender									
Male	133	98.5	51.2	40.8	7.2	0.8	12.0		
Female	124	99.2	43.8	48.8	4.1	3.3	16.5		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	248	98.8	47.9	44.5	5.5	2.1	14.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	199	100.0	40.8	49.2	7.3	2.6	17.8		
Disabled	58	94.8	70.9	29.1	0.0	0.0	1.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	257	98.8	47.6	44.7	5.7	2.0	14.2		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	254	98.8	47.7	44.4	5.8	2.1	14.4		
Socio-Economic Status									
Subsidized meals	240	98.8	48.0	45.9	4.8	1.3	12.7	No	Yes
Full-pay meals	17	100.0	41.2	29.4	17.6	11.8	35.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

Attendale Elementary

FACT PERFORMANCE BY GRADE LEVEL

	Enrollment Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	88	97.7	46.2	46.2	7.7	N/A	7.7
Grade 4	102	100.0	55.7	39.2	5.2	N/A	5.2
Grade 5	82	98.8	74.7	24.0	1.3	N/A	1.3
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	70	100.0	34.8	37.7	27.5	N/A	27.5
Grade 4	82	100.0	51.3	41.3	7.5	N/A	7.5
Grade 5	105	97.1	61.4	33.7	5.0	N/A	5.0
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics							
Grade 3	88	100.0	42.5	53.8	2.5	1.3	3.8
Grade 4	102	100.0	53.6	40.2	5.2	1.0	6.2
Grade 5	82	100.0	64.0	32.0	4.0	N/A	4.0
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	70	100.0	31.9	60.9	5.8	1.4	7.2
Grade 4	82	100.0	46.3	46.3	3.8	3.8	7.5
Grade 5	105	97.1	58.4	32.7	6.9	2.0	8.9
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

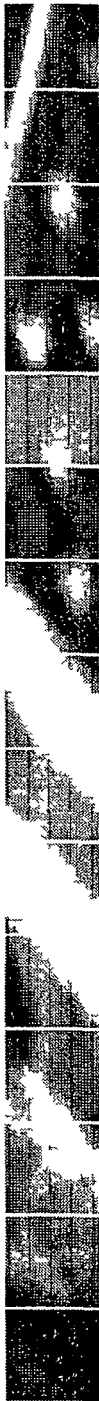
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=512)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.9%	Up from 2.3%	3.5%	2.7%
Attendance rate	97.5%	Up from 96.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.5%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%		5.8%	3.5%
Eligible for gifted and talented	2.3%	Down from 5.7%	5.1%	13.5%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.9%	Up from 4.2%	8.0%	8.2%
Older than usual for grade	2.3%	Up from 1.8%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 2.7%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	34.8%	Down from 37.8%	48.3%	51.4%
Continuing contract teachers	63.0%	Up from 60.0%	80.0%	87.5%
Highly qualified teachers	89.5%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	14.7%		3.6%	0.0%
Teachers returning from previous year	72.0%	Up from 66.5%	82.4%	86.7%
Teacher attendance rate	93.2%	Down from 95.0%	94.7%	94.9%
Average teacher salary	\$34,093	Up 2.2%	\$39,417	\$40,760
Prof. development days/teacher	11.5 days	Down from 16.9 days	13.4 days	12.4 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 15.9 to 1	17.1 to 1	18.9 to 1
Prime instructional time	87.7%	Down from 89.3%	89.0%	90.0%
Dollars spent per pupil*	\$8,018	Up 20.7%	\$7,020	\$6,044
Percent of expenditures for teacher salaries	58.5%	Up from 57.5%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
Prior year audited financial data are reported				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	92.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-04 school year has been full of opportunities for the students and faculty at Allendale Elementary School. Our reading emphasis is now evidenced by student comments such as "Oh, a new Cynthia Rylant book. She is my favorite author" or "My friend read *Where the Red Fern Grows* and I want to read it too." In our second year of literacy emphasis, we changed our mantra to **READ, WRITE, READ** and incorporated writing throughout the curriculum. Students modeled their writing after favorite authors, wrote poetry to explain social studies events, and kept math journals describing how to solve multi-step problems.

Our SC READS grant allowed teachers to participate in study groups, read professional literature, and discuss how to apply the theories. Teachers used three Read Alouds a day, incorporated leveled books into independent reading, used Guided Reading strategies everyday, and learned a multitude of ways to have children share their reading reflections. We implemented a nationally recognized benchmark testing program. This program allows teachers to use student academic progress as a guide for planning instruction. Teachers met monthly for focused planning, where we discussed new instructional practices and how best to implement them in the classroom. Additional student opportunities included a Gentleman's Club after school homework program, Calendar Math, Summer Success Math, and reading remediation programs such as Reading Recovery, Soar to Success, and READ 180.

Our students performed quarterly in a fine arts assembly displaying their art, drama, and musical talents. The Tiger News Network honored students who had earned Accelerated Reader points, those who wrote interesting stories, and students performed several choral readings. During the final quarter, six nationally known authors and illustrators of children's literature visited our students. One of our students took first place in the Tri-County Spelling Bee, while another took first place in the robotics competition. A third student displayed her talent by singing for the Allendale County School District staff recognition day.

Our school won the prestigious Red Carpet Award, acknowledging our family-friendly atmosphere. Our kindergarten teachers were awarded a Westinghouse grant to enhance math and science. Our first-grade teachers were awarded an EIA grant to reward good behavior and teach money skills by creating a school store. Our teachers participated in school-based decisions regarding curriculum and instruction. These decisions included the use of teaching assistants, the Title 1 budget, School Renewal plan, and input toward the purchase of language arts and math materials. Each teacher completed at least 60 hours of staff development above the five-day state requirement.

Our greatest challenge continues to be ensuring that our instructional program is built effectively on the state standards, retention, and recruitment of highly qualified teachers, and strengthening parental involvement in their child's education. Through our SIC, PTO, and strong faculty and staff, we will conquer these challenges.

Judy Franchini, Principal

Angela Grant, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	49	81	27
Percent satisfied with learning environment	34.0%	64.5%	44.0%
Percent satisfied with social and physical environment	45.8%	58.1%	48.0%
Percent satisfied with home-school relations	19.1%	78.4%	66.7%

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

FAIRFAX ELEMENTARY

734 14th Street East
Fairfax SC 29827

GRADES PK 5 Elementary School

ENROLLMENT 291 Students

PRINCIPAL Rachel Williams 803-632 2536

SUPERINTENDENT Paula L. Harris 803 584-4603

BOARD CHAIR Carl Love 803 632 3871

THE STATE OF SOUTH CAROLINA**ANNUAL SCHOOL
REPORT CARD****2004****ABSOLUTE RATING: BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	13	65	51	3

IMPROVEMENT RATING: UNSATISFACTORY**ADEQUATE YEARLY PROGRESS: YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Excellent	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Below Average	Unsatisfactory	Yes

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

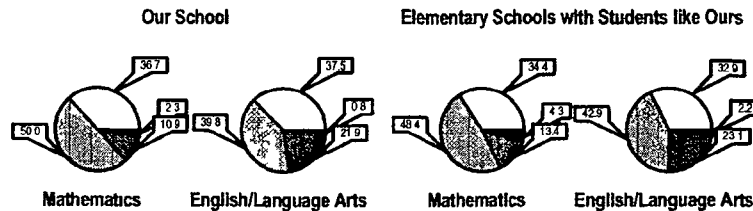
Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 64.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

FACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	145	97.9	37.5	39.8	21.9	0.8	31.3	Yes	Yes
Gender									
Male	67	97.0	38.6	31.8	28.1	1.8	33.3		
Female	78	98.7	36.6	46.5	16.9	0.0	29.6		
Racial/Ethnic Group									
White	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	140	97.9	36.7	41.1	19.4	0.8	29.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	109	99.1	30.6	44.9	23.5	1.0	36.7		
Disabled	36	94.4	60.0	23.3	16.7	0.0	13.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	145	97.9	37.5	39.8	21.9	0.8	31.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	145	97.9	37.5	39.8	21.9	0.8	31.3		
Socio-Economic Status									
Subsidized meals	113	100.0	39.0	44.0	17.0	0.0	26.0	Yes	Yes
Full-pay meals	32	90.6	32.1	25.0	39.3	3.6	50.0		

Mathematics - State Performance Objective = 18.5%									
All Students	145	98.6	36.4	50.4	10.9	2.3	21.7	Yes	Yes
Gender									
Male	67	98.5	39.7	44.8	12.1	3.4	24.1		
Female	78	98.7	33.8	54.9	9.9	1.4	19.7		
Racial/Ethnic Group									
White	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	140	98.6	37.6	50.4	9.6	2.4	20.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	109	99.1	26.5	58.2	12.2	3.1	25.5		
Disabled	36	97.2	67.7	25.8	6.5	0.0	9.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	145	98.6	36.4	50.4	10.9	2.3	21.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	145	98.6	36.4	50.4	10.9	2.3	21.7		
Socio-Economic Status									
Subsidized meals	113	100.0	37.0	54.0	7.0	2.0	18.0	Yes	Yes
Full-pay meals	32	93.8	34.5	37.9	24.1	3.4	34.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Enrollment 1 Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English Language Arts							
Grade 3	54	100.0	31.9	48.9	19.1	N/A	19.1
Grade 4	41	100.0	16.2	64.9	18.9	N/A	18.9
Grade 5	58	98.3	65.4	28.8	5.8	N/A	5.8
Grade 6	52	100.0	46.7	35.6	17.8	N/A	17.8
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	42	97.6	35.9	41.0	20.5	2.6	23.1
Grade 4	55	98.2	39.6	41.5	18.9	N/A	18.9
Grade 5	48	97.9	37.8	44.4	17.8	N/A	17.8
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics							
Grade 3	54	100.0	36.2	53.2	8.5	2.4	10.6
Grade 4	41	100.0	13.5	62.2	16.2	8.1	24.3
Grade 5	58	100.0	47.1	47.1	5.9	N/A	5.9
Grade 6	52	100.0	35.6	40.0	22.2	2.2	24.4
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	42	100.0	47.5	47.5	5.0	N/A	5.0
Grade 4	55	98.2	34.0	45.3	15.1	5.7	20.8
Grade 5	48	97.9	31.1	60.0	8.9	N/A	8.9
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 231)				
First graders who attended full-day kindergarten	100 0%	N/C	100 0%	100 0%
Retention rate	10 7%	Up from 4 8%	3 5%	2 7%
Attendance rate	95 8 %	Up from 94 7%	96 2%	96 4%
Students with disabilities other than speech taking PACT (ELA) off grade level	12 7%		6 8%	4 6%
Students with disabilities other than speech taking PACT (Math) off grade level	9 8%		5 4%	3 5%
Eligible for gifted and talented	0 0%	Down from 3 7%	5.2%	13 5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9 3%	Up from 8 4%	8 0%	8 2%
Older than usual for grade	3 8%	Up from 3 7%	2.3%	0 9%
Out-of school suspensions or expulsions for violent &/or criminal offenses	0 3%	Down from 9 7%	0 0%	0 0%
Teachers (n= 33)				
Teachers with advanced degrees	30 3 %	Down from 31 0%	49 5%	51 4%
Continuing contract teachers	81 8%	Down from 93 1%	80 0%	87 5%
Highly qualified teachers**	100 0%	N/A	92.8%	95 0%
Teachers with emergency or provisional certificates	10 0%		3 2%	0 0%
Teachers returning from previous year	86 2%	Up from 78 4%	83 0%	86 7%
Teacher attendance rate	94 7%	Up from 93.5%	94 7%	94 9%
Average teacher salary	\$37 516	Up 0 1%	\$39 494	\$40 760
Prof. development days/teacher	16 2 days	Up from 15 9 days	13 4 days	12.4 days
School				
Principal's years at school	1 0	Down from 3 0	4 0	4 0
Student-teacher ratio in core subjects	18.2 to 1	Up from 11 6 to 1	17 2 to 1	18.9 to 1
Prime instructional time	86 1%	Up from 85 7%	89 0%	90 0%
Dollars spent per pupil*	\$8 157	Down 6 0%	\$6 890	\$6 044
Percent of expenditures for teacher salaries	57 6%	Up from 55 4%	63 9%	65 9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99 0%	No change	99 0%	99 0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92 0%	
Highly qualified teachers in high poverty schools**	92 7%		91 1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65 0%		Yes	
Student attendance in this school	95 3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year at Fairfax Elementary was focused on improving student test scores on the PACT increasing school home communications character development increasing awareness and appreciation of the arts and instilling an attitude of excellence through focused planning and purposeful staff development

Our school has received an absolute Average rating for 2002 and 2003 an increase from Unsatisfactory in 2000 Our goal for 2004 is to increase our absolute and improvement rating to the next level To accelerate this goal we made conscious efforts through targeting specific deficiencies and increasing individual and small group instruction placed emphasis on student reading through training and strategies of the SC READS program increased after school instruction added specific programs for reading instruction such as the READ 180 Program utilized benchmark testing and restructured utilization of diagnostic and prescriptive data increased parenting programs and home/community school connections and cultivated cross-curriculum relationships through our Fine Arts Program

Our students have individually and collectively spearheaded a Student Council edited a student school newsletter earned the District's Lieutenant Governor's Writing Award participated in special fine arts musical and artistic productions and maintained exemplary leadership through Character Education projects

Our efforts were made more plausible through support from our PTO SIC business partners senior and parent volunteers and Lunch Buddies We believe that through our competent and stable staff supportive parents and diversified programs our expectation for future success is attainable

Dr Myrtis Y Bnghtharp Principal
Gerzell Chaney SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	38	43	16
Percent satisfied with learning environment	75.7%	76.2%	56.3%
Percent satisfied with social and physical environment	64.9%	83.7%	50.0%
Percent satisfied with home-school relations	45.9%	81.4%	68.8%

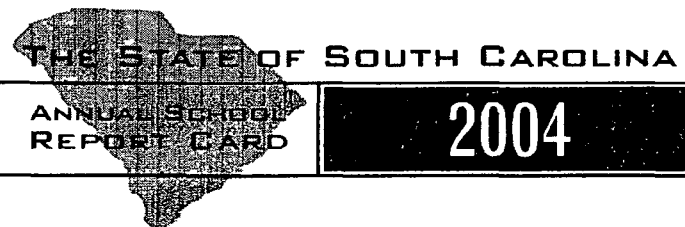
*Only students at the highest elementary school grade level at this school and the r parents were included.



ALLENDALE-FAIRFAX HIGH

3581 Allendale-Fairfax Hwy
Fairfax SC 29827

GRADES 9 12 High School
ENROLLMENT 510 Students
PRINCIPAL Leo Waller 803 584-2311
SUPERINTENDENT Paula L. Harris 803 584-4603
BOARD CHAIR Carl Love 803-632 3871



ABSOLUTE RATING: **BELOW AVERAGE**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	4	3	4	6

IMPROVEMENT RATING: **EXCELLENT**

ADEQUATE YEARLY PROGRESS: **NO**

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Below Average	No
2004	Below Average	Excellent	No

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

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	58.8	N/A	N/A	61.3	N/A	N/A
Passed 1 subtest	20.6	N/A	N/A	19.3	N/A	N/A
Passed no subtests	20.6	N/A	N/A	19.4	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	85.3%	88.9%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four year institutions	2.0	2.9
Seniors who met the SAT/ACT requirement	2.0	2.9
Seniors who met the grade point average	29.7	30.0

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	96	110
Number of Diplomas	80	80
Rate	83.3%	72.2%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All Students	109	85.3	101	2.0	96	83.3	YES
Gender							
Male	49	85.7	46	2.2	47	80.9	N/A
Female	60	85.0	55	1.8	49	85.7	N/A
Racial/Ethnic Group							
White	5	100.0	3	I/S	3	I/S	N/A
African-American	103	84.5	99	2.0	92	84.8	N/A
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	1	I/S	1	I/S	1	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	103	86.4	101	2.0	88	87.5	N/A
Disabilities other than speech	6	66.7	0	N/A	8	37.5	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	109	85.3	101	2.0	N/A	I/S	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	1	I/S	N/A
Non-Limited English Proficient	109	85.3	101	2.0	95	83.2	N/A
Socio-Economic Status							
Subsidized meals	85	82.4	73	0.0	59	79.7	N/A
Full-pay meals	24	95.8	28	7.1	37	89.2	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	Enrollment # Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 33.3%									
All Students	145	89.7	26.9	43.1	24.6	5.4	38.5	YES	NO
Gender									
Male	79	87.3	29.0	50.7	18.8	1.4	27.5	N/A	N/A
Female	66	92.4	24.6	34.4	31.1	9.8	50.8	N/A	N/A
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	139	89.2	27.4	43.5	23.4	5.6	36.3	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	120	88.3	19.8	45.3	28.3	6.6	43.4	N/A	N/A
Disabled	25	96.0	58.3	33.3	8.3	N/A	16.7	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	145	89.7	26.9	43.1	24.6	5.4	38.5	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	145	89.7	26.9	43.1	24.6	5.4	38.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	89.7	29.8	42.3	22.1	5.8	36.5	YES	NO
Full pay meals	29	89.7	15.4	46.2	34.6	3.8	46.2	N/A	N/A

Mathematics - State Performance Objective = 35.0%									
All Students	145	90.3	34.4	36.6	22.1	6.9	41.2	YES	NO
Gender									
Male	79	88.6	34.3	41.4	20.0	4.8	34.3	N/A	N/A
Female	66	92.4	34.4	31.1	24.6	9.8	49.2	N/A	N/A
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	139	89.9	35.2	36.0	21.6	7.2	40.0	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	120	89.2	23.4	41.1	27.1	8.4	50.5	N/A	N/A
Disabled	25	96.0	83.3	16.7	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non Migrant	145	90.3	34.4	36.6	22.1	6.9	41.2	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non Limited English Proficient	145	90.3	34.4	36.6	22.1	6.9	41.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	90.5	34.3	36.2	22.9	6.7	39.0	YES	NO
Full-pay meals	29	89.7	34.6	38.5	19.2	7.7	50.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School

Students (n= 510)

Retention rate	12.1%	Up from 7.5%	10.7%	9.1%
Attendance rate	98.8%	Up from 97.4%	95.9%	96.0%
Eligible for gifted and talented	0.0%	Down from 1.9%	2.6%	5.8%
With disabilities other than speech	13.1%	Up from 11.3%	14.5%	12.7%
Older than usual for grade	15.9%	Up from 15.1%	14.3%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Up from 1.8%	2.1%	1.6%
Enrolled in AP/IB programs	5.4%	Up from 0.0%	5.4%	10.2%
Successful on AP/IB exams	N/A		10.2%	53.8%
Annual dropout rate	0.8%	Down from 1.9%	2.6%	2.7%
Career/technology students in co-curricular organizations	5.2%	Up from 4.0%	4.6%	3.6%
Enrollment in career/technology center courses	365	Up from 294	280	466
Students participating in work-based experiences	44.4%	Up from 13.7%	29.7%	25.7%
Career/technology students mastering core competencies	65.9%	Down from 71.9%	72.8%	77.7%
Career/technology completers placed	93.8%	Down from 94.4%	97.0%	99.3%

Teachers (n= 39)

Teachers with advanced degrees	43.6%	Up from 29.2%	47.6%	52.0%
Continuing contract teachers	66.7%	Up from 60.4%	66.7%	82.1%
Highly qualified teachers**	91.7%	N/A	87.9%	89.5%
Teachers with emergency or provisional certificates	26.5%		22.2%	8.6%
Teachers returning from previous year	78.0%	Up from 71.5%	79.9%	86.2%
Teacher attendance rate	94.9%	Up from 93.9%	94.4%	95.3%
Average teacher salary	\$37,662	Up 4.4%	\$40,106	\$41,060
Prof. development days/teacher	14.1 days	Up from 13.7 days	12.9 days	10.6 days

School

Principal's years at school	4.0	Up from 2.5	2.0	3.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 17.2 to 1	21.0 to 1	26.4 to 1
Prime instructional time	91.2%	Up from 88.4%	86.8%	90.0%
Dollars spent per pupil	\$8,958	Up 2.2%	\$7,820	\$6,310
Percent of expenditures for teacher salaries	53.6%	Up from 53.1%	55.2%	57.9%
Opportunities in the arts	Good	Up from Fair	Good	Excellent
Parents attending conferences	94.3%	Down from 99.0%	86.7%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

Prior year audited financial data are reported

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The certification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2003-2004 school year Allendale-Fairfax High School provided a variety of academic programs and extracurricular activities to the approximately 484 students of the Allendale Fairfax Martin and Millet communities in Allendale County. To enhance student achievement and to ensure an environment where each student feels known and valued as an individual the faculty and staff of Allendale-Fairfax committed to the development of smaller learning and teaching structures known as Instructional Focus Group (IFG). The implementation of a 30-minute Instructional Focus Group facilitated by the faculty and staff was designed to prepare students for the HSAP and EOCTs and provided assistance in the form of exit exam tutorials and SAT / ACT preparation. The High Schools That Work school reform initiated in 1998 continues to guide Allendale-Fairfax's focus on building relationships between students and teachers to personalize the high school experience.

A number of initiatives supported academic achievement. Scheduling of common planning time for teachers to meet and plan with teacher specialists to focus on curriculum and to be provided technical assistance assisted teachers in the evaluation of student progress. Developing benchmark items in the format of the HSAP and EOCT removed the fear and anxiety and empowered students to remain focused on learning. Requiring teachers to use a variety of assessments that included teacher made open-ended responses, projects, discussions, cooperative learning, and essays as well as implementing a system of extra help utilizing the following strategies assisted students in meeting higher standards.

Double-dosing of ninth and tenth graders performing below level in English and Math.

Incorporating Read 180, a comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level into the curriculum.

Provided after school tutoring three days a week and computer assisted instruction twice a week using PLATO courseware that engaged students and supported as well as reinforced the school's language arts and math curricula.

Allendale Fairfax continued to utilize data, particularly the Measures for Academic Progress (MAPS) results, to drive instruction and to recognize students for academic achievement. Faculty and staff continue to evaluate the above initiatives for continual improvement as well as continue to identify and implement research-based strategies that are responsive to the various needs of our students while preparing them for successful lives beyond high school.

Our JROTC and Boys Track Team continue to receive outstanding recognition. A member of the Boys Track team won the State Championship in the Discus competition.

Alfonso Lamback, Principal
Alonzo Frazier, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	128	24
Percent satisfied with learning environment	55.9%	48.4%	69.6%
Percent satisfied with social and physical environment	66.7%	57.1%	54.2%
Percent satisfied with home-school relations	20.6%	82.8%	70.8%

Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.

DILLON 2 SCHOOL DISTRICT

405 West Washington Street
Dillon South Carolina 29536

GRADES PK 12

ENROLLMENT 3 639 Students

SUPERINTENDENT D Ray Rogers 843-774-1200

BOARD CHAIR Fitzgerald Lytch 843-774-5454

FISCAL AUTHORITY Appointed Legislative Delegation

THE STATE OF SOUTH CAROLINA

**ANNUAL DISTRICT
REPORT CARD**

2004

ABSOLUTE RATING: **AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	9	5	0

IMPROVEMENT RATING: **EXCELLENT**

ADEQUATE YEARLY PROGRESS: **NO**

This district met 24 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Excellent	No

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

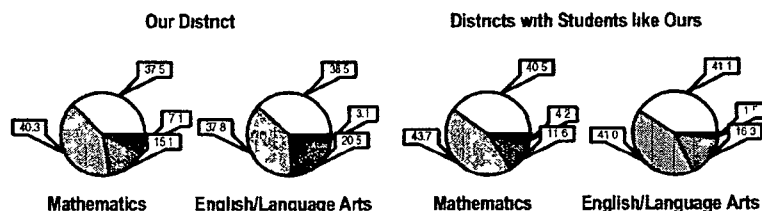
Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 78.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	66.7	N/A	N/A	64.1	N/A	N/A
Passed 1 subtest	18.6	N/A	N/A	17.5	N/A	N/A
Passed no subtests	14.7	N/A	N/A	18.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four year institutions	5.2	5.5
Seniors who met the SAT/ACT requirement	5.2	5.5
Seniors who met the grade point average	30.9	38.1

Using only the SAT/ACT and grade point average requirements

FACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English Language Arts							
All Students	1 705	99.4	38.5	37.9	20.5	3.1	23.7
Gender							
Male	895	99.0	44.0	36.1	17.3	2.6	19.9
Female	810	99.8	32.5	39.8	24.1	3.7	27.7
Racial/Ethnic Group							
White	465	99.4	26.8	33.9	33.9	5.3	39.2
African American	1 160	99.3	43.0	38.7	15.9	2.4	18.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	31	100.0	52.0	32.0	12.0	4.0	16.0
American Indian/Alaskan	42	100.0	33.3	58.3	8.3	0.0	8.3
Disability Status							
Not Disabled	1 519	99.6	36.5	38.7	21.8	2.9	24.8
Disabled	186	97.3	55.0	30.8	9.5	4.7	14.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1 705	99.4	38.5	37.9	20.5	3.1	23.7
English Proficiency							
Limited English Proficient	31	100.0	48.0	38.0	12.0	4.0	16.0
Non-Limited English Proficient	1 674	99.3	38.3	37.9	20.7	3.1	23.8
Socio-Economic Status							
Subsidized meals	1,443	99.3	42.4	38.5	16.9	22.1	19.0
Full pay meals	262	99.6	17.7	34.3	39.8	8.3	48.0
Mathematics							
All Students	1 704	99.4	37.5	40.4	15.1	7.1	22.2
Gender							
Male	894	99.1	41.8	37.6	13.8	6.8	20.6
Female	810	99.8	32.8	43.4	16.5	7.3	23.8
Racial/Ethnic Group							
White	465	99.4	25.2	39.4	20.6	14.7	35.3
African-American	1 159	99.4	42.3	41.0	12.9	3.8	16.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	31	100.0	32.0	36.0	24.0	8.0	32.0
American Indian/Alaskan	42	100.0	41.7	38.9	8.3	11.1	19.4
Disability Status							
Not Disabled	1,519	99.5	34.3	42.4	16.0	7.4	23.3
Disabled	185	98.9	64.1	23.5	7.6	4.7	12.4
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1 704	99.4	37.5	40.4	15.1	7.1	22.2
English Proficiency							
Limited English Proficient	31	100.0	28.0	32.0	28.0	12.0	40.0
Non-Limited English Proficient	1 673	99.4	37.6	40.5	14.9	7.0	21.9
Socio-Economic Status							
Subsidized meals	1 442	99.4	40.8	40.8	13.2	5.2	18.4
Full-pay meals	262	99.6	19.7	38.2	25.2	16.9	42.1

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

	Enrollment Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	285	99.6	19.0	35.7	39.5	5.8	45.3
Grade 4	274	99.6	40.5	41.2	14.8	3.5	18.3
Grade 5	299	99.7	49.3	34.4	15.2	1.1	16.3
Grade 6	289	99.7	36.5	38.0	23.4	2.2	25.5
Grade 7	275	99.6	59.1	34.0	6.2	0.8	6.9
Grade 8	287	99.0	48.1	42.1	8.3	1.5	9.8
Grade 3	295	99.7	16.5	32.3	42.1	9.1	51.2
Grade 4	291	99.3	37.0	40.2	22.1	0.7	22.8
Grade 5	262	99.2	36.6	42.9	18.9	1.6	20.5
Grade 6	288	99.7	50.2	36.4	11.0	2.5	13.4
Grade 7	305	100.0	45.8	39.9	13.3	1.0	14.3
Grade 8	267	98.1	50.2	40.2	8.5	1.2	9.7

Mathematics							
Grade 3	285	100.0	11.2	39.5	32.6	16.7	49.2
Grade 4	274	99.6	33.7	41.1	14.3	10.9	25.2
Grade 5	299	99.3	39.4	41.1	13.5	6.0	19.5
Grade 6	289	100.0	33.9	38.7	19.0	8.4	27.4
Grade 7	275	100.0	56.0	31.7	10.4	1.9	12.4
Grade 8	287	99.0	55.3	36.8	6.4	1.5	7.9
Grade 3	295	99.7	13.7	49.1	26.3	10.9	37.2
Grade 4	291	100.0	37.6	35.8	17.4	9.2	26.6
Grade 5	262	99.6	37.6	41.6	12.9	7.8	20.8
Grade 6	288	99.7	32.5	43.1	18.4	6.0	24.4
Grade 7	305	100.0	54.2	37.2	5.3	3.3	8.6
Grade 8	267	97.4	54.7	36.3	6.6	2.3	9.0

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	235	99.1	20.4	33.3	30.7	15.6	46.2
Gender							
Male	118	98.3	24.5	33.6	23.6	18.2	41.8
Female	117	100.0	16.5	33.0	37.4	13.0	50.4
Racial/Ethnic Group							
White	76	98.7	12.3	28.8	31.5	27.4	58.9
African American	150	99.3	25.9	34.3	30.1	9.8	39.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	214	100.0	14.9	36.1	32.7	16.3	49.0
Disabled	21	90.5	88.2	N/A	5.9	5.9	11.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	99.1	20.4	33.3	22.3	15.6	46.2
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	99.1	20.7	32.9	30.6	15.8	46.4
Socio-Economic Status							
Subsidized meals	169	98.8	23.8	37.8	27.4	11.0	38.4
Full-pay meals	66	100.0	11.5	21.3	39.3	27.9	67.2
Mathematics							
All Students	235	98.7	25.0	39.3	22.3	13.4	35.7
Gender							
Male	118	98.3	23.6	42.7	20.0	13.6	33.6
Female	117	99.1	26.3	36.0	24.6	13.2	37.7
Racial/Ethnic Group							
White	76	98.7	17.8	34.2	27.4	20.5	47.9
African American	150	98.7	28.9	43.0	18.3	9.9	28.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	214	99.5	21.3	41.5	23.2	14.0	37.2
Disabled	21	90.5	70.6	11.8	11.8	5.9	17.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	98.7	25.0	39.3	22.3	13.4	35.7
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	98.7	24.9	39.8	21.7	13.6	35.3
Socio-Economic Status							
Subsidized meals	169	98.2	27.0	41.7	21.5	9.8	31.3
Full-pay meals	66	100.0	19.7	32.8	24.6	23.0	47.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	189	93.1%	191	5.2%	240	69.2%	N/A
Gender							
Male	88	90.9%	102	2.9%	122	60.7%	
Female	101	95.0%	89	7.9%	118	78.0%	
Racial/Ethnic Group							
White	63	96.8%	57	15.8%	68	80.9%	
African American	119	92.4%	127	0.8%	159	65.4%	
Asian/Pacific Islander	4	I/S	4	I/S	6	83.3%	
Hispanic	1	I/S	1	I/S	2	I/S	
American Indian/Alaskan	1	I/S	2	I/S	5	40.0%	
Disability Status							
Not disabled	182	93.4%	182	5.5%	225	72.9%	
Disabilities other than speech	7	85.7%	9	0.0%	15	13.3%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	189	93.1%	191	5.2%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	189	93.1%	191	5.2%	240	69.2%	
Socio-Economic Status							
Subsidized meals	126	90.5%	114	0.0%	147	59.2%	
Full-pay meals	63	98.4%	77	13.0%	93	84.9%	

Using only the SAT and grade point average requirements
n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	93.1%	91.5%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	240	200
Number of Diplomas	166	141
Rate	69.2%	72.5%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total					
	2003	2004	2003	2004	2003	2004				
District	432	435	454	445	886	880				
State	493	491	496	495	989	986				
Nation	507	508	519	518	1026	1026				
ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	17.1	16.3	18.7	16.8	15.8	16.8	18.1	17.2	17.5	16.9
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,655)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	97.2%
Retention rate	96.5%	Down from 7.7%	8.5%	5.3%
Attendance rate	96.0%	Up from 95.2%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%		8.2%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level			7.1%	5.1%
Eligible for gifted and talented	4.9%	Down from 5.4%	6.7%	11.8%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.0%	Up from 7.4%	10.9%	10.9%
Older than usual for grade	6.2%	Down from 6.7%	6.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 1.5%	1.9%	1.1%
Enrolled in AP/IB programs	4.7%	Up from 3.7%	8.2%	9.8%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	163	Down from 303	157	157
Completions in adult education GED or diploma programs	29	Up from 27	15	39
Annual dropout rate	6.4%	Down from 6.5%	2.7%	2.9%
Teachers (n= 210)				
Teachers with advanced degrees	41.9%	Up from 39.5%	46.6%	50.0%
Continuing contract teachers	81.0%	Down from 85.2%	81.5%	84.6%
Highly qualified teachers**	97.3%	N/A	91.6%	92.5%
Teachers with emergency or provisional certificates	7.6%		8.8%	4.4%
Teachers returning from previous year	93.5%	Up from 92.4%	87.6%	89.9%
Teacher attendance rate	94.6%	Down from 94.9%	94.1%	94.7%
Average teacher salary	\$38,088	Up 2.7%	\$38,088	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.7%	0.3%
Prof. development days/teacher	12.0 days	Down from 19.1 days	12.1 days	12.0 days
District				
Superintendent's years at district	13.0	Up from 12.0	3.0	3.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 20.7 to 1	19.9 to 1	21.0 to 1
Prime instructional time	89.4%	Up from 89.0%	88.2%	89.5%
Dollars spent per pupil*	\$6,255	Down 3.4%	\$8,058	\$7,217
Percent of expenditures for teacher salaries	54.1%	Up from 53.3%	54.1%	55.6%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	94.0%	Down from 97.5%	93.8%	97.3%
Number of schools	6	No change	5	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	8.6%	Up from 7.6%	5.5%	4.3%
Average age in years of school facilities	37	Down from 41	28	26
Number of schools with SACS accreditation	5	No change	4	8
Average administrator salary	\$70,928		\$64,324	\$67,300

Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	98.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL DISTRICT GOVERNANCE

Board Membership 7 trustees appointed
Fiscal Authority Appointed Legislative Delegation
Average Number of Hours of Training Annually 6.0 per board member
Percent new trustees completing orientation N/A

DISTRICT SUPERINTENDENT'S REPORT

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

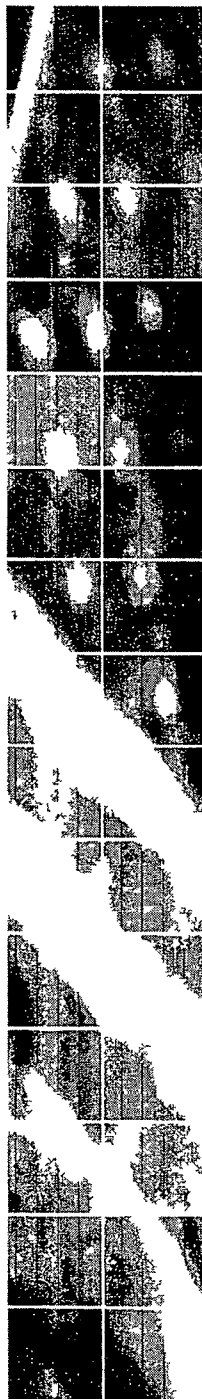
21st Century Learning Grants funded two after school programs and 21st Century Learning Grant funded an extended school year for students in grades 3-8. Technology improvements included updating the infrastructure, new computers for classrooms, technology training for teachers, and providing email for students to allow them to communicate with others around the world. Renovations have been completed at Stewart Heights Elementary, Gordon Elementary, and JV Martin Junior High School. Ten teachers have achieved National Board Certification (NBPTS). Three teachers are pursuing National Board Certification (NBPTS). A standards based curriculum was emphasized in all grades.

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

Statewide budget cuts remain a concern.
81.1 percent of our students are eligible for free or reduced price lunch.
Since most of District Two is rural, more industry, a higher tax base, and higher teacher pay are needed.
New construction and renovations are needed at all of our schools and at the district office.
With the nationwide teacher shortage, teacher recruitment and retention of qualified teachers are concerns.
Implementing the No Child Left Behind (NCLB) federal requirements.

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

D. Ray Rogers, Superintendent



EAST ELEMENTARY

901 East Harrison Street
Dillon South Carolina 29536

GRADES K 3 Elementary School

ENROLLMENT 541 Students

PRINCIPAL Woody Monahan 843-774 1222

SUPERINTENDENT D Ray Rogers 843-774 1200

BOARD CHAIR Fitzgerald Lytch 843-774-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL
REPORT CARD

2004

ABSOLUTE RATING: EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	55	4	0

IMPROVEMENT RATING: GOOD

ADEQUATE YEARLY PROGRESS: YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes

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

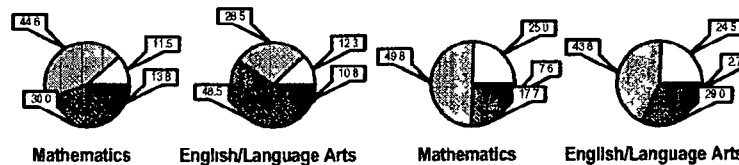
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 44%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

FACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 17.6%									
All Students	136	100.0	12.3	28.5	48.5	10.8	66.9	Yes	Yes
Gender									
Male	69	100.0	16.4	28.4	43.3	11.9	62.7		
Female	67	100.0	7.9	28.6	54.0	9.5	71.4		
Racial/Ethnic Group									
White	61	100.0	6.9	17.2	62.1	13.8	81.0	Yes	Yes
African American	64	100.0	14.5	33.9	41.9	9.7	62.9	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	123	100.0	10.2	28.0	51.7	10.2	69.5		
Disabled	13	100.0	33.3	33.3	16.7	16.7	41.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	136	100.0	12.3	28.5	48.5	10.8	66.9		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	130	100.0	10.5	28.2	50.0	11.3	69.4		
Socio-Economic Status									
Subsidized meals	102	100.0	15.6	35.4	40.6	8.3	59.4	Yes	Yes
Full-pay meals	34	100.0	2.9	8.8	70.6	17.6	88.2		

Mathematics - State Performance Objective = 15.5%									
All Students	136	100.0	11.5	44.6	30.0	13.8	55.4	Yes	Yes
Gender									
Male	69	100.0	14.9	43.3	26.9	14.9	52.2		
Female	67	100.0	7.9	46.0	33.3	12.7	58.7		
Racial/Ethnic Group									
White	61	100.0	8.6	31.0	37.9	22.4	67.2	Yes	Yes
African-American	64	100.0	14.5	54.8	22.6	8.1	43.5	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	123	100.0	7.6	47.5	30.5	14.4	57.6		
Disabled	13	100.0	50.0	16.7	25.0	8.3	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	136	100.0	11.5	44.6	30.0	13.8	55.4		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	130	100.0	11.3	45.2	29.0	14.5	54.8		
Socio-Economic Status									
Subsidized meals	102	100.0	12.5	53.1	21.9	12.5	49.0	Yes	Yes
Full-pay meals	34	100.0	8.8	20.6	52.9	17.6	73.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

	Enrollment Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	135	100.0	15.9	30.2	50.0	4.0	54.0
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	136	100.0	12.7	29.9	47.0	10.4	57.5
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics							
Grade 3	135	100.0	7.1	37.3	34.9	20.6	55.6
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	136	100.0	11.9	44.8	29.1	14.2	43.3
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 541)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	8.2%	Down from 9.0%	3.5%	2.7%
Attendance rate	99.3%	Up from 95.9%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.5%		3.6%	3.5%
Eligible for gifted and talented	8.0%	Up from 5.1%	9.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.2%	Down from 6.4%	9.3%	8.2%
Older than usual for grade	2.6%	Down from 3.2%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	51.6%	Up from 51.4%	46.9%	51.4%
Continuing contract teachers	96.8%	Up from 91.4%	87.2%	87.5%
Highly qualified teachers**	100.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	94.7%	Up from 92.6%	86.4%	86.7%
Teacher attendance rate	94.0%	Down from 95.2%	94.7%	94.9%
Average teacher salary	\$39,741	Up 1.7%	\$39,923	\$40,760
Prof. development days/teacher	7.6 days	N/R	13.2 days	12.4 days
School				
Principal's years at school	1.0	Down from 5.0	3.0	4.0
Student teacher ratio in core subjects	20.1 to 1	Down from 20.2 to 1	18.3 to 1	18.9 to 1
Prime instructional time	92.7%	Up from 90.5%	89.5%	90.0%
Dollars spent per pupil*	\$4,582	Down 11.5%	\$6,090	\$6,044
Percent of expenditures for teacher salaries	76.1%	Up from 64.4%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
Prior year audited financial data are reported				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	98.1%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Instruction at East Elementary School is based on the philosophy that all stakeholders must be fully involved in the educational process. Our teachers have high expectations for all students to learn assisted by parental and community support and constant home/school communication. This formula has served East Elementary well in the past and continues to guide our efforts. In 2003-2004, East Elementary was one of only 33 elementary or middle schools in the state to score at the 90th percentile in closing the achievement gap among subgroups of students.

Despite limited resources, our teachers research, teach, and assess state standards with developmentally appropriate activities. In addition to basic classroom instruction, some of those activities include field trips, instructional assemblies, and guest speakers. Some examples of low cost, highly interesting and engaging activities that came to us this year are speakers and exhibits from Science South, The South Carolina Children's Museum, and The South Carolina Department of Natural Resources. There were limited field trips to Ripley's Aquarium, The State Museum, and local theater productions. These field trips were limited because of the expense, but they are valuable educational experiences, and we will make efforts to reduce the costs and increase the numbers of these events in 2004-2005.

Our character and citizenship education is supplemented by numerous service learning projects. Students in all grade levels participate. Supplemental to classroom instruction is the Reading Counts Program administered by our media specialist. Thousands of books were read through this program.

The staff of East Elementary participates in professional development activities to stay abreast of current applicable laws and regulations, changes in state standards, and educational trends. We received training this year in a schoolwide writing program and increasing the use of technology in instruction. Subject area representatives at all grade levels attended conferences and classes and returned to share valuable information with peers.

We thank a very supportive and active PTA for providing funds for teacher supplies, desks, and volunteers for events such as our fall festival, curriculum nights, teacher appreciation week, and much more. Additionally, many businesses and community members made numerous contributions to the success of these events.

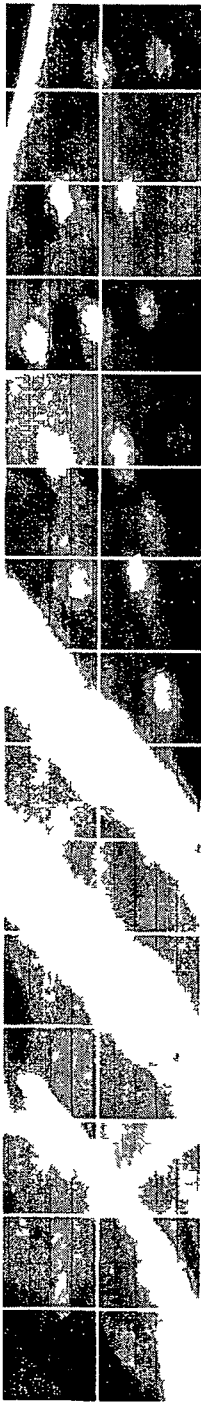
This school and the community have truly responded to the mission to provide challenging educational programs that require students to meet high academic standards and prepare to be responsible citizens and lifelong learners.

Woody Monahan, Principal
Mandy Cnbbs, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	127	113
Percent satisfied with learning environment	93.8%	84.8%	89.9%
Percent satisfied with social and physical environment	90.9%	88.5%	86.1%
Percent satisfied with home-school relations	90.3%	83.2%	81.1%

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

**GORDON ELEMENTARY**

926 Perry Avenue
Dillon South Carolina 29536

GRADES 4-6 Elementary School
ENROLLMENT 841 Students
PRINCIPAL J B Greene-Richardson 843 774-1227
SUPERINTENDENT D Ray Rogers 843 774-1200
BOARD CHAIR Fitzgerald Lytch 843-774-5454

THE STATE OF SOUTH CAROLINA**ANNUAL SCHOOL
REPORT CARD****2004****ABSOLUTE RATING: AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	63	28	2

IMPROVEMENT RATING: UNSATISFACTORY**ADEQUATE YEARLY PROGRESS: NO**

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEDC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

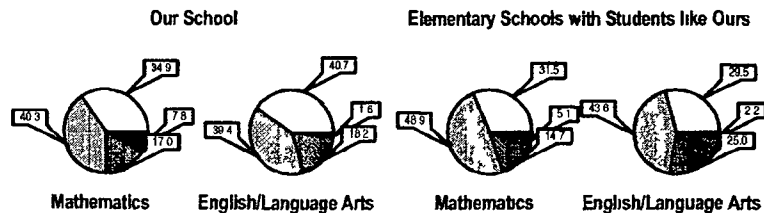
DEFINITIONS OF DISTRICT RATING TERMS

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 94.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

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

NOTE. Science and social studies are to be included in the 2005 school report card

FACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 17.6%									
All Students	838	99.4	40.3	39.7	18.3	1.8	28.3	Yes	Yes
Gender									
Male	453	99.1	46.1	37.1	15.9	1.0	22.1		
Female	385	99.7	33.7	42.7	20.9	2.7	35.3		
Racial/Ethnic Group									
White	228	99.1	27.4	36.3	33.5	2.8	43.7	Yes	Yes
African-American	570	99.5	45.8	40.2	12.7	1.3	22.3	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	37.5	37.5	12.5	0.0	12.5	I/S	I/S
American Indian/Alaskan	24	100.0	30.0	60.0	10.0	0.0	30.0	I/S	I/S
Disability Status									
Not disabled	745	100.0	38.6	40.3	19.2	1.8	29.9		
Disabled	93	94.6	55.0	33.8	10.0	1.3	13.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	838	99.4	40.3	39.7	18.3	1.8	28.3		
English Proficiency									
Limited English Proficient	14	100.0	30.0	50.0	10.0	10.0	20.0	I/S	I/S
Non-Limited English Proficient	824	99.4	40.4	39.5	18.4	1.7	28.4		
Socio-Economic Status									
Subsidized meals	714	99.3	43.8	40.4	14.6	1.2	23.0	Yes	Yes
Full-pay meals	124	100.0	20.8	35.8	38.3	5.0	57.5		

Mathematics - State Performance Objective = 15.5%									
All Students	838	99.8	34.9	40.2	16.9	8.0	38.1	Yes	Yes
Gender									
Male	453	99.6	38.6	38.4	15.4	7.6	35.5		
Female	385	100.0	30.6	42.3	18.7	8.4	40.9		
Racial/Ethnic Group									
White	228	99.6	25.0	35.6	21.3	18.1	53.2	Yes	Yes
African-American	570	99.8	39.0	41.8	15.8	3.3	31.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	12.5	50.0	12.5	25.0	0.0	I/S	I/S
American Indian/Alaskan	24	100.0	35.0	50.0	0.0	15.0	35.0	I/S	I/S
Disability Status									
Not disabled	745	100.0	31.6	41.7	17.9	8.7	40.9		
Disabled	93	97.9	63.4	26.8	8.5	1.2	13.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	838	99.8	34.9	40.2	16.9	8.0	38.1		
English Proficiency									
Limited English Proficient	14	100.0	10.0	40.0	20.0	30.0	60.0	I/S	I/S
Non-Limited English Proficient	824	99.8	35.2	40.2	16.9	7.7	37.8		
Socio-Economic Status									
Subsidized meals	714	99.7	37.9	41.1	15.6	5.4	34.1	Yes	Yes
Full-pay meals	124	100.0	18.3	35.0	24.2	22.5	60.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

	Enrollment 1 Day or Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	274	99.6	40.5	41.2	14.8	3.5	18.3
Grade 5	299	99.7	49.3	34.4	15.2	1.1	16.3
Grade 6	289	99.7	36.5	38.0	23.4	2.2	25.5
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	291	99.3	37.0	40.2	22.1	0.7	22.8
Grade 5	262	99.2	36.6	42.9	18.9	1.6	20.5
Grade 6	288	99.7	50.2	36.4	11.0	2.5	13.4
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	274	99.6	33.7	41.1	14.3	10.9	25.2
Grade 5	299	99.3	39.4	41.1	13.5	26.0	19.5
Grade 6	289	100.0	33.9	38.7	19.0	8.4	27.4
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	291	100.0	37.6	35.8	17.4	9.2	26.6
Grade 5	262	99.6	37.6	41.6	12.9	7.8	20.8
Grade 6	288	99.7	32.5	43.1	18.4	6.0	24.4
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 841)				
First graders who attended full-day kindergarten	N/R	N/C	100 0%	100 0%
Retention rate	4 9%	Up from 3 5%	3 7%	2 7%
Attendance rate	95 3%	Up from 94 9%	96 2%	96 4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3 9%		6 4%	4 6%
Students with disabilities other than speech taking PACT (Math) off grade level	4 0%		5 3%	3 5%
Eligible for gifted and talented	7 3%	Up from 6 5%	7 0%	13 5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8 9%	Down from 9 5%	8 3%	8 2%
Older than usual for grade	4 8%	Up from 3 6%	2 3%	0 9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0 0%	No change	0 0%	0 0%
Teachers (n= 45)				
Teachers with advanced degrees	31 1%	Down from 31 9%	47 8%	51 4%
Continuing contract teachers	80 0%	Down from 85 1%	82 6%	87 5%
Highly qualified teachers**	100 0%	N/A	93 2%	95 0%
Teachers with emergency or provisional certificates	7 1%		2 3%	0 0%
Teachers returning from previous year	93 0%	Up from 91 1%	84 5%	86 7%
Teacher attendance rate	93 8%	Up from 93 3%	94 7%	94 9%
Average teacher salary	\$38 982	Up 3 0%	\$40 146	\$40 760
Prof. development days/teacher	11 0 days	Down from 20 3 days	13 3 days	12 4 days
School				
Principal's years at school	6 0	Up from 5 0	4 0	4 0
Student-teacher ratio in core subjects	16 6 to 1	Down from 17 0 to 1	17 5 to 1	18 9 to 1
Prime instructional time	88 3%	Up from 87 6%	89 4%	90 0%
Dollars spent per pupil*	\$4 142	Down 8 6%	\$6 475	\$6 044
Percent of expenditures for teacher salaries	74 2%	Up from 68 1%	64 9%	65 9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99 8%	Up from 91 9%	99 0%	99 0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

*Prior year audited financial data are reported

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92 0%
Highly qualified teachers in high poverty schools	98 1%	91 1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65 0%	Yes
Student attendance in this school	95 3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Each school year provides an opportunity for new and exciting challenges. The 2003-2004 school year was one that will long be remembered by the students, faculty/staff, parents, and the community of Gordon Elementary.

The 2003-2004 school year was filled with individual as well as group accomplishments. These accomplishments included a 5th grade student who won the Arbor Day Poster Contest, a 5th grade student who won the Lieutenant Governor's Writing Essay Award, the Junior Beta Club won the Spelling Bee and Quiz Bowl competition at their State Convention. These students went on to compete nationally in Atlanta, Georgia. A 6th grade student won the Regional Spelling Bee and went on to compete nationally in Washington, D.C. Our students also competed in and won the county-wide Reading Contest sponsored by the Dillon County Library; our Gifted and Talented Class came in second place in the State's Mock Stock Market Competition, and a 6th grader received the Governor's Citizenship Award.

A fourth grade teacher was named teacher of the year for the 2004-2005 school year, and a sixth grade teacher was the recipient of the School-to-Work Award.

The School Improvement Council, along with the School Renewal Steering Committee, are joining forces to write our new School Renewal Plan. The new plan will include goals and activities that will provide a quality education for all of the students we serve. Also included will be the required components of the No Child Left Behind Act.

A grant provided the much-needed renovations of the student restrooms on Wings D, E, and F, as well as a complete makeover for our gymnasium.

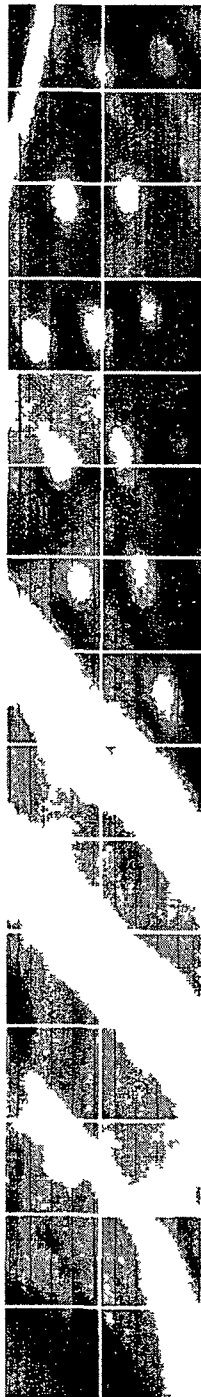
Our PTO and School Improvement Council have put in a great deal of time as well as hard work for the Gordon Elementary School family. We do appreciate all that you do for us, and we are a better school because of each of you.

J.B. Greene Richardson, Principal
Missy Price, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents
Number of surveys returned	51	240	149
Percent satisfied with learning environment	70.6%	81.9%	72.9%
Percent satisfied with social and physical environment	50.0%	66.5%	55.9%
Percent satisfied with home-school relations	26.0%	79.1%	58.7%

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



SOUTH ELEMENTARY

900 Patnot Street
Dillon S C 29536

GRADES PK 3 Elementary School

ENROLLMENT 253 Students

PRINCIPAL Peggy K. Stafford 843-774-1210

SUPERINTENDENT D. Ray Rogers 843 774-1200

BOARD CHAIR Fitzgerald Lytch 843 774-5454

THE STATE OF SOUTH CAROLINA

**ANNUAL SCHOOL
REPORT CARD**

2004

ABSOLUTE RATING: **EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	16	69	43	2

IMPROVEMENT RATING: **GOOD**

ADEQUATE YEARLY PROGRESS: **YES**

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT
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WWW.SCEOC.ORG**

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes

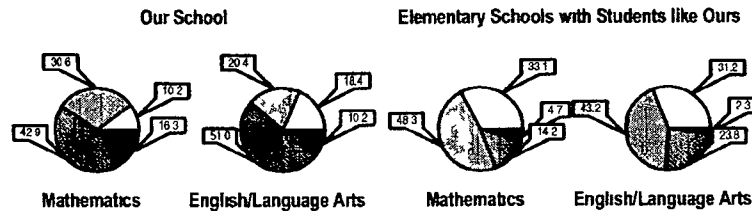
DEFINITIONS OF DISTRICT RATING TERMS

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms	
Advanced	Very high score very well prepared to work at next grade level exceeded expectations
Proficient	Well prepared to work at next grade level met expectations
Basic	Met standards minimally prepared can go to next grade level
Below Basic	Did not meet standards must have an academic assistance plan the local board policy determines progress to the next grade level

NOTE Science and social studies are to be included in the 2005 school report card

FACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 17.6%									
All Students	55	100.0	18.4	20.4	51.0	10.2	67.3	Yes	Yes
Gender									
Male	30	100.0	28.6	21.4	39.3	10.7	57.1		
Female	25	100.0	4.8	19.0	66.7	9.5	81.0		
Racial/Ethnic Group									
White	14	100.0	23.1	7.7	46.2	23.1	69.2	I/S	I/S
African-American	39	100.0	14.7	23.5	55.9	5.9	70.6	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	47	100.0	12.2	19.5	56.1	12.2	75.6		
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	55	100.0	18.4	20.4	51.0	10.2	67.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	55	100.0	18.4	20.4	51.0	10.2	67.3		
Socio-Economic Status									
Subsidized meals	50	100.0	20.0	20.0	51.1	8.9	66.7	Yes	Yes
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	55	100.0	10.2	30.6	42.9	16.3	75.5	Yes	Yes
Gender									
Male	30	100.0	17.9	32.1	42.9	7.1	57.1		
Female	25	100.0	0.0	28.6	42.9	28.6	100.0		
Racial/Ethnic Group									
White	14	100.0	7.7	30.8	53.8	7.7	76.9	I/S	I/S
African-American	39	100.0	8.8	32.4	41.2	17.6	76.5	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	47	100.0	7.3	31.7	43.9	17.1	78.0		
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	55	100.0	10.2	30.6	42.9	16.3	75.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	55	100.0	10.2	30.6	42.9	16.3	75.5		
Socio-Economic Status									
Subsidized meals	50	100.0	11.1	28.9	42.2	17.8	75.6	Yes	Yes
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

	Enrollment / Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	50	100.0	8.9	46.7	33.3	11.1	44.4
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics							
Grade 3	50	100.0	6.7	31.1	53.3	8.9	62.2
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	55	100.0	10.0	32.0	42.0	16.0	58.0
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 253)				
First graders who attended full-day kindergarten	100 0%	N/C	100 0%	100 0%
Retention rate	3 0%	Down from 10 4%	3 9%	2.7%
Attendance rate	96 1%	Up from 95 7%	96 3%	96 4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0 0%		7 0%	4 6%
Students with disabilities other than speech taking PACT (Math) off grade level	0 0%		5 3%	3 5%
Eligible for gifted and talented	3 6%	Up from 1 9%	5 7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4 3%	Up from 2 1%	8 0%	8 2%
Older than usual for grade	2 8%	Up from 2 4%	2.3%	0 9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0 0%	No change	0 0%	0 0%

Teachers (n= 20)				
Teachers with advanced degrees	50 0%	Up from 40 0%	49 5%	51 4%
Continuing contract teachers	80 0%	Down from 85 0%	82.3%	87 5%
Highly qualified teachers	94 4%	N/A	92 8%	95 0%
Teachers with emergency or provisional certificates	5 3%		2 9%	10 0%
Teachers returning from previous year	87 7%	Up from 82 8%	83 9%	86 7%
Teacher attendance rate	95 6%	Down from 96.5%	94 7%	94 9%
Average teacher salary	\$37 006	Up 3 8%	\$40 046	\$40 760
Prof development days/teacher	19 6 days	Down from 22.3 days	13 4 days	12.4 days

School				
Principal's years at school	19 0	Up from 18 0	4 0	4 0
Student-teacher ratio in core subjects	16 7 to 1	Down from 17 9 to 1	17 2 to 1	18 9 to 1
Prime instructional time	90 4%	Down from 91 7%	89 1%	90 0%
Dollars spent per pupil*	\$4 411	Down 15 6%	\$6 652	\$6 044
Percent of expenditures for teacher salaries	69 3%	Up from 61 7%	64 3%	65 9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98 3%	Down from 99 0%	99 0%	99 0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

*Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92 0%
Highly qualified teachers in high poverty schools**	98 1%	91 1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65 0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Elementary put into practice its belief that all children can learn and learn at high levels. It had four classes with reduced pupil teacher ratios of eighteen-to-one. It maintained accreditation from the State Department of Education, the Southern Association of Colleges and Schools, its status as a School of Promise, and participated in community service projects.

South's instructional program is research-based. A basal program forms the foundation for instruction. Take Home Book Bags, Reading Counts, Reading is Fundamental (RIF), and a variety of reading incentive programs support the reading initiative. Recently, South was awarded \$300,000.00 from a Reading First Grant. Monies will be used to provide additional reading materials, sustained teacher training, a Literacy Coach, a Reading Recovery Teacher, and an Intervention Teacher. Hands-on math and science increase the probability that children will master state required process skills. Writing begins in four-year-old kindergarten and develops sequentially in difficulty through the grades. Content areas such as health/safety and social studies are integrated into other content areas to ensure real life experiences.

Teacher training was directed towards developing critical instructional skills. Grade level planning topped off the teacher initiative for improvement. Grade level teachers met weekly after school to develop PACT-like items for weekly instruction and assessment.

Community interests and needs were met through volunteer opportunities, celebrating together, and parent instructional programs. Parents and students at the junior high and college level came on a regular basis to tutor children in math and reading. Many one-time volunteers came to share a favorite story or to accompany a class on a field trip.

South is especially proud of its parent programs. Each program focuses on different needs and/or interests. Friday's Child offers opportunities for parents of four-year-olds to join their children in the school's library each Friday. Books for Babies meets monthly at South and three times a year at Saint Eugene Medical Center. This program targets mothers to be and those with children under six. Tomorrow's Child meets monthly. Parents are taught basic reading and math strategies for assisting their children in grades one and above with these subjects. South has a Parent Facilitator who provides private tutoring and transportation to and from school for conferences and school functions. The First Steps Facilitator visits in the homes of young mothers twice a week to train them in providing their children under four with developmentally appropriate readiness skills.

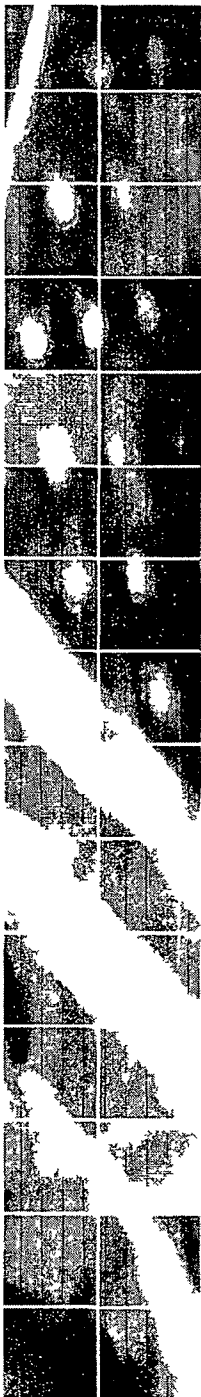
South is devoted to its children and community. Its goal is to provide an environment where learning is valued and visitors are welcome.

Peggy K. Stafford, Principal
Lisa Savage, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	21	41	35
Percent satisfied with learning environment	100.0%	92.3%	91.4%
Percent satisfied with social and physical environment	100.0%	92.5%	79.4%
Percent satisfied with home-school relations	52.4%	87.5%	80.0%

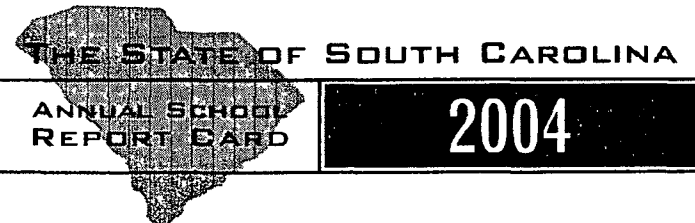
Only students at the highest elementary school grade level at this school and their parents were included.



STEWART HEIGHTS ELEMENTARY

1001 West Calhoun Street
Dillon South Carolina 29536

GRADES PK 3 Elementary School
ENROLLMENT 409 Students
PRINCIPAL Jayne C Lee 843 774 1219
SUPERINTENDENT D Ray Rogers 843-774 1200
BOARD CHAIR Fitzgerald Lytch 843 774 5454



ABSOLUTE RATING: **GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	54	49	3

IMPROVEMENT RATING: **BELOW AVERAGE**

ADEQUATE YEARLY PROGRESS: **YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Excellent	N/A
2003	Good	Average	Yes
2004	Good	Below Average	Yes

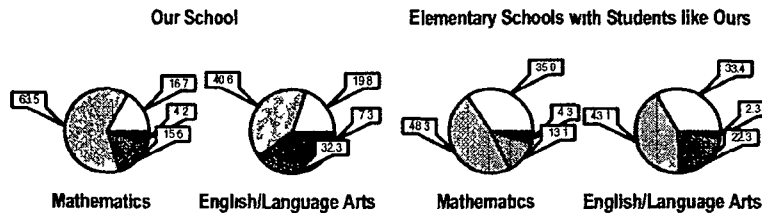
DEFINITIONS OF DISTRICT RATING TERMS

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 2.9%

PALMETTO ACHIEVEMENT, CHALLENGE TESTS (PACT)



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 17.6%									
All Students	104	99.0	19.4	39.8	31.6	9.2	46.9	Yes	Yes
Gender									
Male	48	97.9	21.7	47.8	23.9	6.5	41.3		
Female	56	100.0	17.3	32.7	38.5	11.5	51.9		
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	92	98.9	19.3	43.2	29.5	8.0	44.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	90	98.9	14.3	41.7	36.9	7.1	51.2		
Disabled	14	100.0	50.0	28.6	0.0	21.4	21.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	104	99.0	19.4	39.8	31.6	9.2	46.9		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	103	99.0	19.6	40.2	30.9	9.3	46.4		
Socio-Economic Status									
Subsidized meals	97	99.0	18.7	41.8	33.0	6.6	46.2	Yes	Yes
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	104	99.0	16.3	62.2	15.3	6.1	35.7	Yes	Yes
Gender									
Male	48	97.9	21.7	63.0	10.9	4.3	30.4		
Female	56	100.0	11.5	61.5	19.2	7.7	40.4		
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	92	98.9	17.0	63.6	13.6	5.7	34.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	90	98.9	11.9	66.7	17.9	3.6	38.1		
Disabled	14	100.0	42.9	35.7	0.0	21.4	21.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non migrant	104	99.0	16.3	62.2	15.3	6.1	35.7		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	103	99.0	16.5	62.9	14.4	6.2	35.1		
Socio-Economic Status									
Subsidized meals	97	99.0	16.5	64.8	14.3	4.4	34.1	Yes	Yes
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

	Enrollment 1 Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	100	99.0	28.7	37.9	27.6	5.7	33.3
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	104	99.0	20.8	41.6	30.7	6.9	37.6
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics							
Grade 3	100	100.0	19.5	47.1	18.4	14.9	33.3
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	104	99.0	17.8	63.4	14.9	4.0	18.8
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

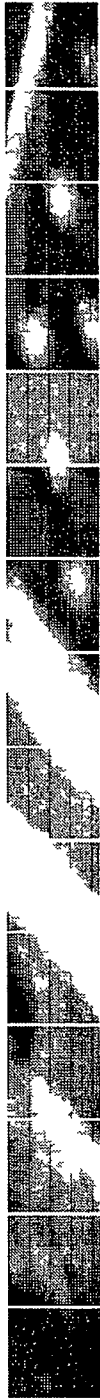
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 409)				
First graders who attended full-day kindergarten	100 0 %	N/C	100 0%	100 0%
Retention rate	3 1%	Down from 6 0%	3 5%	2 7%
Attendance rate	96 4 %	Up from 95 4%	96 2%	96 4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2 9%		6 9%	4 6%
Students with disabilities other than speech taking PACT (Math) off grade level	2 9%		5 8%	3 5%
Eligible for gifted and talented	7 5%	Up from 6 8%	5 1%	13 5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6 5 %	Down from 7 3%	8 0%	8 2%
Older than usual for grade	0 5%	Down from 1 0%	2 4%	0 9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0 0%	No change	0 0%	0 0%
Teachers (n= 25)				
Teachers with advanced degrees	48 0 %	Down from 50 0%	48 4%	51 4%
Continuing contract teachers	88 0%	Up from 84 6%	80 0%	87 5%
Highly qualified teachers**	100 0%	N/A	92 7%	95 0%
Teachers with emergency or provisional certificates	4 3%		3 6%	0 0%
Teachers returning from previous year	91 2%	Down from 91 5%	82 3%	86 7%
Teacher attendance rate	94 1%	Down from 94 9%	94 7%	94 9%
Average teacher salary	\$38 191	Up 1 6%	\$39 379	\$40 760
Prof. development days/teacher	13 8 days	Up from 12 5 days	13 4 days	12 4 days
School				
Principal's years at school	19 0	Up from 18 0	4 0	4 0
Student-teacher ratio in core subjects	21 2 to 1	Up from 19 0 to 1	17 0 to 1	18 9 to 1
Prime instructional time	88 8%	Down from 89 1%	88 9 %	90 0%
Dollars spent per pupil*	\$4 651	Down 9 1%	\$7 027	\$6 044
Percent of expenditures for teacher salaries	75 2%	Up from 66 5%	63 9%	65 9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99 1 %	Up from 98 1%	99 0%	99 0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
*Prior year audited financial data are reported				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92 0%	
Highly qualified teachers in high poverty schools**	98 1 %		91 1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65 0%		Yes	
Student attendance in this school	95 3%		Yes	

**NOTE: The verification process was not completed for the year reported, therefore the count of highly qualified teachers may not be accurate

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stewart Heights Elementary School serves approximately 400 students in grades kindergarten through third grade. The school is a Title I Schoolwide Project site due to the high number of students on free and reduced lunch status. Ninety-two to ninety-six percent of the students fall into this category each year. The student population averages 80% African American, 15% White, and 5% American Indian/Hispanic.

The South Carolina Curriculum Standards are used as the basis for all instructional activities. Teachers meet weekly to plan standards-based lessons to help prepare the students for the next grade level and for the Palmetto Achievement Challenge Test (PACT) that is administered to all third grade students in May of each school year.

During the 2003-2004 school year, parents were invited to visit the school to attend Parent Day conferences, APS conferences, PTO Open Houses, literary programs, PACT Parent Nights, American Education Week activities, and academic conferences. Home/school relations were enhanced by way of school and classroom newsletters, teacher calls/notes, classroom web pages, and home visits. Students were recognized weekly for positive character traits. Students received treats and recognition on the school's television production. Monthly service projects were also initiated to instill community pride and promote compassion for others.

English Language Arts, math, science, and social studies served as the core curriculum in all classrooms. Supplies and materials were purchased with federal and state funds to support these subject areas. Business partners took an active role in support of the school and its programs. Service time was logged in, and monetary donations were given to reward student achievement. The school won the Palmetto Silver Award for its efforts in meeting the state's goal for achievement. The school also met Adequate Yearly Progress (AYP) as prescribed by federal No Child Left Behind (NCLB) legislation. In January, the school was notified that its Reading First Grant had been awarded. The school will receive approximately one million dollars over a three-year period to purchase reading materials and provide scientifically based literacy training for all faculty and staff members. All efforts will continue to be exhausted in the school's quest to have all students reading on grade level by the end of grade three.

Jayne C. Lee Robin B. Floyd
Principal SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	94	63
Percent satisfied with learning environment	85.2%	97.8%	90.0%
Percent satisfied with social and physical environment	85.2%	87.2%	87.1%
Percent satisfied with home-school relations	63.0%	100.0%	82.0%

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

Wallington, Alisha B

From Sowell Gray RightFax E mail Gateway
Posted At Monday April 14 2008 10 47 AM
Conversation Your fax has been successfully sent to OfficePro at 799-3308
Posted To Inbox

Subject Your fax has been successfully sent to OfficePro at 799-3308

Your fax has been successfully sent to OfficePro at 799-3308

From Alisha B Wallington

Time 4/14/2008 10 45 00 AM
Sent to 799-3308 with remote ID '8037993308"
Result (0/339 0/0) Successful Send
Page record 1 - 2
Elapsed time 01 50 on channel 1

**J V MARTIN JUNIOR HIGH**

301 Martin Luther King Jr Blvd
Dillon South Carolina 29536

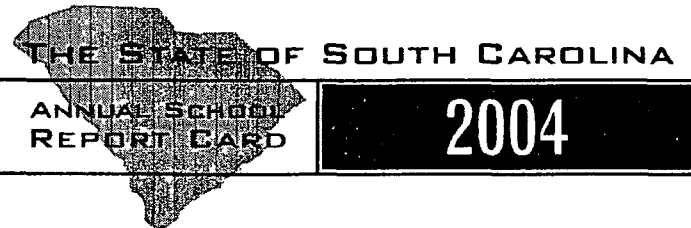
GRADES 7-8 Middle School

ENROLLMENT 578 Students

PRINCIPAL Larry Monahan 843 774 1212

SUPERINTENDENT D Ray Rogers 843-774 1200

BOARD CHAIR Fitzgerald Lytch 843 774-5454



ABSOLUTE RATING: **BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	36	8

IMPROVEMENT RATING: **UNSATISFACTORY**

ADEQUATE YEARLY PROGRESS: **NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

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

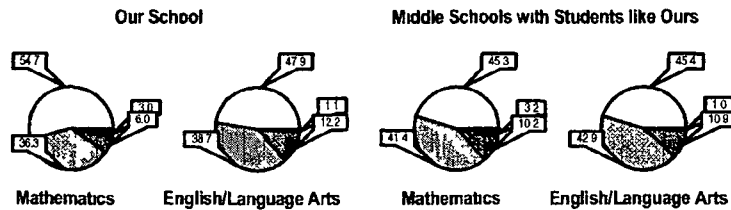
Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 93.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms	
Advanced	Very high score: very well prepared to work at next grade level: exceeded expectations
Proficient	Well prepared to work at next grade level: met expectations
Basic	Met standards: minimally prepared: can go to next grade level
Below Basic	Did not meet standards: must have an academic assistance plan: the local board policy determines progress to the next grade level
NOTE Science and social studies are to be included in the 2005 school report card	

FACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 17.6%									
All Students	572	99.1	47.6	38.7	12.2	1.5	18.4	Yes	Yes
Gender									
Male	295	98.6	52.9	36.0	9.6	1.5	15.1		
Female	277	99.6	41.9	41.5	15.0	1.5	21.9		
Racial/Ethnic Group									
White	154	99.4	34.3	41.3	21.7	2.8	30.8	Yes	Yes
African-American	395	99.0	52.0	37.7	9.2	1.1	14.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	77.8	22.2	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	11	100.0	50.0	50.0	0.0	0.0	10.0	I/S	I/S
Disability Status									
Not Disabled	514	99.0	45.9	40.0	12.8	1.3	19.1	Yes	Yes
Disabled	58	100.0	61.8	27.3	7.3	3.6	12.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	572	99.1	47.6	38.7	12.2	1.5	18.4		
English Proficiency									
Limited English Proficient	10	100.0	75.0	25.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	562	99.1	47.1	38.9	12.4	1.5	18.7		
Socio-Economic Status									
Subsidized meals	480	99.2	53.3	37.7	8.4	0.7	13.3	Yes	Yes
Full-pay meals	92	98.9	19.1	43.8	31.5	5.6	43.8		

Mathematics - State Performance Objective = 15.5%									
All Students	571	98.8	54.2	36.4	6.0	3.4	17.2	Yes	Yes
Gender									
Male	294	98.3	59.3	31.1	5.6	4.1	16.7		
Female	277	99.3	48.8	41.9	6.5	2.7	17.7		
Racial/Ethnic Group									
White	154	98.7	34.5	48.8	9.9	7.0	27.5	Yes	Yes
African American	394	98.7	60.9	32.9	4.1	2.2	13.3	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	66.7	22.2	11.1	0.0	0.0	I/S	I/S
American Indian/Alaskan	11	100.0	70.0	10.0	20.0	0.0	20.0	I/S	I/S
Disability Status									
Not Disabled	514	98.6	51.3	38.7	6.7	3.4	18.7		
Disabled	57	100.0	79.6	16.7	0.0	3.7	3.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	571	98.8	54.2	36.4	6.0	3.4	17.2		
English Proficiency									
Limited English Proficient	10	100.0	62.5	25.0	12.5	0.0	0.0	I/S	I/S
Non-Limited English Proficient	561	98.8	54.0	36.6	5.9	3.4	17.2		
Socio-Economic Status									
Subsidized meals	479	98.8	59.6	33.8	4.3	2.3	13.2	No	Yes
Full-pay meals	92	98.9	27.0	49.4	14.6	9.0	37.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

	Enrollment / Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	275	99.6	59.1	34.0	6.2	0.8	6.9
Grade 8	287	99.0	48.1	42.1	8.3	1.5	9.8
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	305	100.0	45.8	39.9	13.3	1.0	14.3
Grade 8	267	98.1	50.2	40.2	8.5	1.2	9.7

Mathematics							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	275	100.0	56.0	31.7	10.4	1.9	12.4
Grade 8	287	99.0	55.3	36.8	6.4	1.5	7.9
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	305	100.0	54.2	37.2	5.3	3.3	8.6
Grade 8	267	97.4	54.7	36.3	6.6	2.3	9.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 578)				
Students enrolled in high school credit courses (grades 7 & 8)	4 5 %	Down from 4 8 %	9 0 %	14 6 %
Retention rate	3 8 %	Down from 8.5 %	4 5 %	3 0 %
Attendance rate	95 3 %	Up from 94 7 %	95 3 %	95 9 %
Students with disabilities other than speech taking PACT (ELA) off grade level	4 8 %		8 3 %	5 7 %
Students with disabilities other than speech taking PACT (Math) off grade level	4 8 %		7 8 %	5 3 %
Eligible for gifted and talented	5 3 %	Down from 6 8 %	7 0 %	14 3 %
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10 2 %	Down from 11 5 %	14 8 %	13 9 %
Older than usual for grade	6 2 %	Down from 8 3 %	7 7 %	4.2 %
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0 5 %	Down from 5 4 %	1 8 %	0 9 %
Annual dropout rate	0 0 %	Down from 0 5 %	0 0 %	0 0 %
Teachers (n= 32)				
Teachers with advanced degrees	25 0 %	Down from 32 4 %	47 8 %	48 7 %
Continuing contract teachers	59 4 %	Down from 83 8 %	72.8 %	81.7 %
Highly qualified teachers**	96 3 %	N/A	88 7 %	90 4 %
Teachers with emergency or provisional certificates	16 7 %		10 9 %	5 3 %
Teachers returning from previous year	85 4 %	Up from 78 9 %	77 8 %	85 1 %
Teacher attendance rate	94 6 %	Down from 95 5 %	94 3 %	94 8 %
Average teacher salary	\$35 913	Up 1 6 %	\$39 154	\$40 566
Prof. development days/teacher	9 1 days	Up from 7 9 days	12 0 days	11 0 days
School				
Principal's years at school	6 0	Up from 4 0	2 0	3 3
Student-teacher ratio in core subjects	25 4 to 1	Down from 25 5 to 1	18 9 to 1	21 3 to 1
Prime instructional time	88 7 %	Down from 89 0 %	87 8 %	89 3 %
Dollars spent per pupil	\$5 349	Down 1.2 %	\$6 550	\$5 821
Percent of expenditures for teacher salaries	62 6 %	Up from 60 7 %	59 7 %	61 8 %
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89 5 %	Down from 99 0 %	87 8 %	95 0 %
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
Pro. year audited financial data are reported				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92 0 %	
Highly qualified teachers in high poverty schools**	98 1 %		91 1 %	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65 0 %		Yes	
Student attendance in this school	95 3 %		Yes	

*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This school year 2003-04 J V Martin a Title I School served approximately 589 students in grades 7-8. We continue to use the teaming concept to provide the best possible learning environment for our students. Our curriculum is standards driven and constantly reinforced by teacher specialists and administration. The JVM faculty continues intensive staff development to reinforce and implement Best Practices for Teaching.

Two consistent areas of concern remain—low academic achievement and parental involvement. Efforts to increase involvement include conferences, an open house, newsletters, and direct contact by faculty whenever possible.

JVM offered an after school program, as well as a homework center for those able to take advantage of them. Each quarter, the majority of the student body received incentives for good citizenship, character, and morale. Groundwork was begun in April for the writing of our new strategic plan.

Some major accomplishments were:

The High Performance Partnership with First Citizens Bank remained vibrant with an increase in resources and learning opportunities for students and staff.

JVM Beta Club won 1st place at the State Convention in science inventions.

One Beta Club student was chosen to compete at the national level in Atlanta.

Four students were named Junior Scholars.

The after school program and the homework center served approximately 160 students.

589 students were involved in school-to-work learning projects.

A teacher was named J V Martin Teacher of the Year and will compete for the district award.

The J V Martin staff remains committed to our mission and our students.

Larry Monahan, Principal

John Harlow, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	211	52
Percent satisfied with learning environment	78.8%	53.8%	62.7%
Percent satisfied with social and physical environment	63.6%	54.9%	41.2%
Percent satisfied with home-school relations	27.3%	73.8%	65.3%

Only students at the highest middle school grade level at this school and their parents were included.



DILLON HIGH
1730 Highway 301 North
Dillon SC 29574

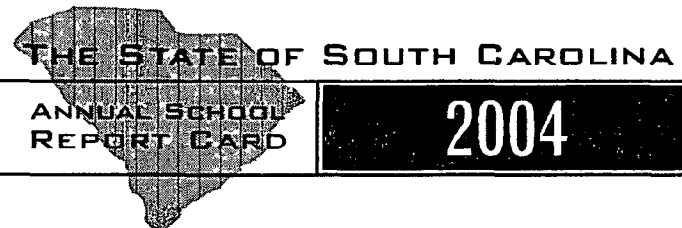
GRADES 9-12 High School

ENROLLMENT 1 017 Students

PRINCIPAL Dr Julie S Von Frank 843-774 1230

SUPERINTENDENT D Ray Rogers 843 774-1200

BOARD CHAIR Fitzgerald Lytch 843-774-5454



ABSOLUTE RATING: **GOOD**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	10	6	5	1

IMPROVEMENT RATING: **EXCELLENT**

ADEQUATE YEARLY PROGRESS: **YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL:

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEDC.ORG

Dillon High 1502105

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Below Average	Below Average	No
2004	Good	Excellent	Yes

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

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND-YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	66.7	N/A	N/A	65.1	N/A	N/A
Passed 1 subtest	18.6	N/A	N/A	17.5	N/A	N/A
Passed no subtests	14.7	N/A	N/A	20.6	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	93.1%	92.6%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four year institutions	5.2	5.1
Seniors who met the SAT/ACT requirement	5.2	5.2
Seniors who met the grade point average	30.9	34.9

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	240	160
Number of Diplomas	166	115
Rate	69.2%	72.6%

Dillon High 7/2005

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All Students	189	93.1	191	5.2	240	69.2	YES
Gender							
Male	88	90.9	102	2.9	122	60.7	N/A
Female	101	95.0	89	7.9	118	78.0	N/A
Racial/Ethnic Group							
White	63	96.8	57	15.8	68	80.9	N/A
African-American	119	92.4	127	0.8	159	65.4	N/A
Asian/Pacific Islander	4	I/S	4	I/S	6	83.3	N/A
Hispanic	1	I/S	1	I/S	2	I/S	N/A
American Indian/Alaskan	1	I/S	2	I/S	5	40.0	N/A
Racial/Ethnic Group							
Non disabled	182	93.4	182	5.5	225	72.9	N/A
Disabilities other than speech	7	85.7	9	0.0	15	13.3	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	189	93.1	191	5.2	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	189	93.1	191	5.2	240	69.2	N/A
Socio-Economic Status							
Subsidized meals	126	90.5	114	0.0	147	59.2	N/A
Full-pay meals	63	98.4	77	13.0	93	84.9	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REC041766

HSAP PERFORMANCE BY GROUP									
	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 31.3%									
All Students	235	99.1	20.4	33.3	30.7	15.6	57.3	YES	YES
Gender									
Male	118	98.3	24.5	33.6	23.6	18.2	52.7	N/A	N/A
Female	117	100.0	16.5	33.0	37.4	13.0	61.7	N/A	N/A
Racial/Ethnic Group									
White	76	98.7	12.3	28.8	31.5	27.4	71.2	YES	YES
African-American	150	99.3	25.9	34.3	30.1	9.8	49.0	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	VS	VS
Hispanic	3	VS	VS	VS	VS	VS	VS	VS	VS
American Indian/Alaskan	6	VS	VS	VS	VS	VS	VS	VS	VS
Disability Status									
Not Disabled	214	100.0	14.9	36.1	32.7	16.3	61.1	N/A	N/A
Disabled	21	90.5	88.2	N/A	5.9	5.9	11.8	VS	VS
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	99.1	20.4	33.3	30.7	15.6	57.3	N/A	N/A
English Proficiency									
Limited English Proficient	3	VS	VS	VS	VS	VS	VS	VS	VS
Non-Limited English Proficient	232	99.1	20.7	32.9	30.6	15.8	58.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	169	98.8	23.8	37.8	27.4	11.0	51.8	YES	YES
Full-pay meals	66	100.0	11.5	21.3	39.3	27.9	72.1	N/A	N/A

Mathematics - State Performance Objective = 30.0%									
All Students	235	98.7	25.0	39.3	22.3	13.4	46.0	YES	YES
Gender									
Male	118	98.3	23.6	42.7	20.0	13.6	46.4	N/A	N/A
Female	117	99.1	26.3	36.0	24.6	13.2	45.6	N/A	N/A
Racial/Ethnic Group									
White	76	98.7	17.8	34.2	27.4	20.5	60.3	YES	YES
African-American	150	98.7	28.9	43.0	18.3	9.9	37.3	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	VS	VS
Hispanic	3	VS	VS	VS	VS	VS	VS	VS	VS
American Indian/Alaskan	6	VS	VS	VS	VS	VS	VS	VS	VS
Disability Status									
Not Disabled	214	99.5	21.3	41.5	23.2	14.0	48.3	N/A	N/A
Disabled	21	90.5	70.6	11.8	11.8	5.9	17.6	VS	VS
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	98.7	25.0	39.3	22.3	13.4	46.0	N/A	N/A
English Proficiency									
Limited English Proficient	3	VS	VS	VS	VS	VS	VS	VS	VS
Non-Limited English Proficient	232	98.7	24.9	39.8	21.7	13.6	45.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	169	98.2	27.0	41.7	21.5	9.8	41.1	YES	YES
Full-pay meals	66	100.0	19.7	32.8	24.6	23.0	59.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported VS Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 1,017)				
Retention rate	11.3%	Up from 10.2%	10.4%	9.1%
Attendance rate	95.9%	Up from 95.1%	95.9%	96.0%
Eligible for gifted and talented	0.0%	Down from 2.8%	3.6%	5.8%
With disabilities other than speech	8.8%	Up from 7.0%	14.0%	12.7%
Older than usual for grade	12.3%	Down from 13.6%	12.7%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	No change	2.0%	1.6%
Enrolled in AP/IB programs	4.7%	Up from 3.7%	5.8%	10.2%
Successful on AP/IB exams	59.1%		45.8%	53.8%
Annual dropout rate	6.4%	Down from 6.5%	2.9%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	4.1%	3.6%
Enrollment in career/technology center courses	429	Up from 411	414	466
Students participating in work-based experiences	73.9%	Up from 44.8%	27.8%	25.7%
Career/technology students mastering core competencies	49.4%	Down from 53.4%	74.1%	77.7%
Career/technology completers placed	N/A	N/A	100.0%	99.3%
Teachers (n= 57)				
Teachers with advanced degrees	49.1%	Up from 37.3%	43.6%	52.0%
Continuing contract teachers	82.5%	Up from 81.4%	79.4%	82.1%
Highly qualified teachers**	93.6%	N/A	87.2%	89.5%
Teachers with emergency or provisional certificates	9.3%		14.7%	8.6%
Teachers returning from previous year	92.1%	Up from 89.6%	82.2%	86.2%
Teacher attendance rate	95.5%	Up from 95.0%	95.2%	95.3%
Average teacher salary	\$38,066	Up 3.8%	\$39,201	\$41,060
Prof. development days/teacher	14.2 days	Up from 11.2 days	10.7 days	10.6 days
School				
Principal's years at school	1.0	Down from 8.0	2.0	3.0
Student-teacher ratio in core subjects	24.6 to 1	Down from 24.8 to 1	24.6 to 1	26.4 to 1
Prime instructional time	89.8%	Up from 88.5%	90.0%	90.0%
Dollars spent per pupil*	\$5,058	Down 5.6%	\$6,773	\$6,310
Percent of expenditures for teacher salaries	58.0%	Up from 54.6%	55.2%	57.9%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	83.9%	Down from 98.0%	85.3%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
*Prior year audited financial data are reported				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	98.1%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dillon High School is in the midst of sweeping changes as we accept the challenges of providing opportunities for educational excellence for all our students. The faculty and staff are focused on addressing state content standards to prepare our students for high stakes state testing and for the workplace after graduation. With a divergent student body consisting of 81% of students on free or reduced lunch in an area where 44.3% of families are below the poverty level with a per capita income of \$13,038, this mission requires dedication, determination, and conscientious efforts from all staff members. Through our school renewal plan, we have implemented specific professional development strategies as well as technology integration to improve student achievement. Our vision is to meet the challenges of providing educational opportunities to equip students from a rural school in an economically depressed area with the skills they will need to function successfully in the twenty-first century.

We are proud of the improvements we have made in the overall school climate and in student performance. Through the tireless efforts of our teachers, we have improved scores on SAT and exit exams. In addition, the end-of-course test scores in Algebra I and Math for the Technologies 2 improved from 44% passing rate in spring 2003 to a 76% passing rate last semester. Our students continue to do well on Advanced Placement tests. Staffed with certified teachers, the Homework Center is meeting the academic needs of students while providing supervision, nutritious snacks, and free transportation. Also, our campus is in the process of being refurbished with plants donated by the city of Dillon and the removal of the fence from the front of the building.

Our students have demonstrated their understanding of the importance of serving their community by becoming involved in several civic activities. They have sponsored two blood drives and a Veterans Day tribute, participated in Relay for Life, and published a bilingual literary magazine. Also, this year we are fortunate to have WIX Filtration as our High Performance Partners.

Our outstanding athletic program has a proven track record of excellence. The athletic program has also provided structured activities that foster team-building, sportsmanship, and increased self-esteem for the athletes as well as providing thrilling moments of entertainment for students and fans.

Our goal is to continue striving for academic and athletic excellence through continued collaborative initiatives. We are proud of our accomplishments and are excited about the promise of greater rewards as we continue to realize our vision to provide exceptional quality educational opportunities for every student at Dillon High School.

Dr. Julie Von Frank, Principal

Linda Martin, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	57	196	125
Percent satisfied with learning environment	70.2%	56.9%	64.5%
Percent satisfied with social and physical environment	73.7%	60.5%	50.0%
Percent satisfied with home-school relations	30.4%	79.8%	59.2%

Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.



FLORENCE 4 SCHOOL DISTRICT

220 N Pinckney Street
Timmonsville SC 29161

GRADES PK 12
ENROLLMENT 1 044 Students
SUPERINTENDENT Dr Chuck Gadsden 843-346-5391
BOARD CHAIR Mr Joe Donawald 843-346-3436
FISCAL AUTHORITY District Board/Referendum

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **BELOW AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	6	9	0

IMPROVEMENT RATING: **BELOW AVERAGE**

ADEQUATE YEARLY PROGRESS: **NO**

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEDC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No

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

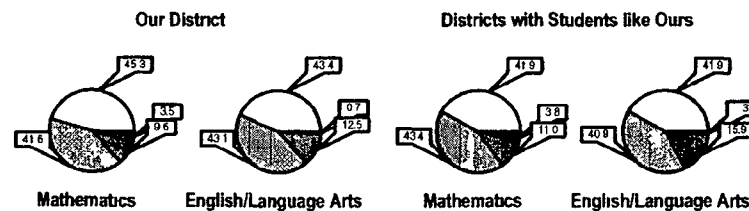
Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located. 79.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	63.4	N/A	N/A	61.4	N/A	N/A
Passed 1 subtest	14.6	N/A	N/A	18.9	N/A	N/A
Passed no subtests	22.0	N/A	N/A	19.7	N/A	N/A

ELIGIBILITY FOR "LIFE SCHOLARSHIP"

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four year institutions	0.0	3.5
Seniors who met the SAT/ACT requirement	0.0	3.5
Seniors who met the grade point average	46.4	37.4

*Using only the SAT/ACT and grade point average requirements

FACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English Language Arts							
All Students	503	99.2	43.4	43.4	12.5	0.7	13.2
Gender							
Male	265	98.9	50.8	39.0	9.7	0.4	10.2
Female	238	99.6	35.5	48.2	15.5	0.9	16.4
Racial/Ethnic Group							
White	64	100.0	35.3	52.9	11.8	10.0	11.8
African-American	436	99.1	44.8	42.3	12.2	0.7	12.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	418	99.5	39.7	44.7	14.7	0.8	15.5
Disabled	85	97.7	61.8	36.8	1.3	0.0	1.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	503	99.2	43.4	43.4	12.5	0.7	13.2
English Proficiency							
Limited English/Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	502	99.2	43.5	43.3	12.5	0.7	13.2
Socio-Economic Status							
Subsidized meals	420	99.1	44.4	44.1	11.0	0.5	11.5
Full-pay meals	73	100.0	37.9	39.4	21.2	1.5	22.7
Mathematics							
All Students	504	99.6	45.3	41.6	9.6	3.5	13.1
Gender							
Male	266	99.3	47.1	40.8	8.8	3.4	12.2
Female	238	100.0	43.4	42.5	10.4	3.6	14.0
Racial/Ethnic Group							
White	64	100.0	37.3	41.2	15.7	5.9	21.6
African-American	437	99.5	46.7	41.5	8.9	3.0	11.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	418	99.8	38.8	45.7	11.5	3.9	15.5
Disabled	86	99.8	76.9	21.8	0.0	1.3	1.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	504	99.6	45.3	41.6	9.6	3.5	13.1
English Proficiency							
Limited English/Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	503	99.6	45.4	41.5	9.6	3.5	13.1
Socio-Economic Status							
Subsidized meals	421	99.5	46.8	42.2	8.4	2.5	10.9
Full-pay meals	73	100.0	36.4	37.9	16.7	9.1	25.8

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

	Enrollment / Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English Language Arts							
Grade 3	96	97.9	34.5	51.7	13.8	N/A	13.8
Grade 4	87	98.9	37.7	44.2	18.2	N/A	18.2
Grade 5	86	100.0	48.6	44.6	6.8	N/A	6.8
Grade 6	82	97.6	61.5	26.9	11.5	N/A	11.5
Grade 7	85	98.8	63.2	35.5	1.3	N/A	1.3
Grade 8	92	100.0	58.1	31.4	9.3	1.2	10.5
Grade 3	80	100.0	23.8	38.8	35.0	2.5	37.5
Grade 4	89	98.9	59.1	34.1	5.7	1.1	6.8
Grade 5	100	99.0	33.0	57.7	9.3	N/A	9.3
Grade 6	76	100.0	51.3	35.5	13.2	N/A	13.2
Grade 7	77	97.4	44.0	40.0	16.0	N/A	16.0
Grade 8	84	100.0	50.6	48.2	1.2	N/A	1.2

Mathematics							
Grade 3	96	97.9	43.2	53.4	3.4	N/A	3.4
Grade 4	87	97.7	35.5	51.3	11.8	1.3	13.2
Grade 5	86	100.0	37.8	52.7	6.8	2.7	9.5
Grade 6	82	100.0	53.2	30.4	13.9	2.5	16.5
Grade 7	85	100.0	60.5	35.5	2.6	1.3	3.9
Grade 8	92	98.9	60.0	36.5	3.5	N/A	3.5
Grade 3	80	100.0	35.0	52.5	10.0	2.5	12.5
Grade 4	89	100.0	59.6	33.7	6.7	N/A	6.7
Grade 5	100	99.0	48.5	40.2	6.2	5.2	11.3
Grade 6	76	100.0	19.7	48.7	22.4	9.2	31.6
Grade 7	77	98.7	52.6	31.6	13.2	2.6	15.8
Grade 8	84	100.0	58.3	39.3	1.2	1.2	2.4

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	84	97.6	25.6	38.5	26.9	9.0	35.9
Gender							
Male	43	97.7	28.2	38.5	28.2	5.1	33.3
Female	41	97.6	23.1	38.5	25.6	12.8	38.5
Racial/Ethnic Group							
White	10	N/A	N/A	N/A	N/A	N/A	N/A
African American	73	97.3	26.8	40.8	23.9	8.5	32.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	80	98.8	22.7	40.0	28.0	9.3	37.3
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	84	97.6	25.6	38.5	24.4	9.0	35.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	84	97.6	25.6	38.5	26.9	9.0	35.9
Socio-Economic Status							
Subsidized meals	60	96.7	25.0	41.1	23.2	10.7	33.9
Full pay meals	24	100.0	27.3	31.8	36.4	4.5	40.9
Mathematics							
All Students	84	97.6	35.9	37.2	24.4	2.6	26.9
Gender							
Male	43	97.7	43.6	28.2	23.1	5.1	28.2
Female	41	97.6	28.2	46.2	25.6	N/A	25.6
Racial/Ethnic Group							
White	10	N/A	N/A	N/A	N/A	N/A	N/A
African American	73	97.3	36.6	38.0	25.4	N/A	25.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	80	98.8	33.3	38.7	25.3	2.7	28.0
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	84	97.6	35.9	37.2	24.4	2.6	26.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	84	97.6	35.9	37.2	24.4	2.6	26.9
Socio-Economic Status							
Subsidized meals	60	96.7	33.9	41.1	25.0	N/A	25.0
Full-pay meals	24	100.0	40.9	27.3	22.7	9.1	31.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

Florence 4 School District: 2/19/06

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	55	85.5%	56	0.0%	73	64.4%	N/A
Gender							
Male	17	76.5%	16	0.0%	25	48.0%	
Female	38	89.5%	40	0.0%	48	72.9%	
Racial/Ethnic Group							
White	4	I/S	4	I/S	8	37.5%	
African American	51	84.3%	52	0.0%	65	67.7%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	55	85.5%	51	0.0%	66	71.2%	
Disabilities other than speech	N/A	N/A	5	0.0%	7	0.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	55	85.5%	56	0.0%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	55	85.5%	56	0.0%	73	64.4%	
Socio-Economic Status							
Subsidized meals	37	89.2%	41	0.0%	53	64.2%	
Full-pay meals	18	77.8%	15	0.0%	20	65.0%	

Using only the SAT and grade point average requirements
n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	85.5%	89.8%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	73	186
Number of Diplomas	47	138
Rate	64.4%	74.7%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total					
	2003	2004	2003	2004	2003	2004				
District	387	383	422	410	809	793				
State	493	491	496	495	989	986				
Nation	507	508	519	518	1026	1026				
ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	14.9	13.6	15.1	15.6	14.9	14.6	16.1	16.2	15.3	15.0
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,044)				
First graders who attended full-day kindergarten	100.0%	N/C	99.8%	97.2%
Retention rate $\frac{K}{1}$	5.5%	N/A	16.4%	5.3%
Attendance rate	94.6%	Up from 94.3%	96.2%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.4%		9.0%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	9.6%		7.3%	5.1%
Eligible for gifted and talented $\frac{K}{1}$	6.6%	Up from 5.8%	5.6%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.2%	Down from 10.8%	10.5%	10.9%
Older than usual for grade $\frac{K}{1}$	7.7%	Up from 6.7%	7.3%	5.0%
Out-of school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 0.4%	1.9%	1.1%
Enrolled in AP/IB programs	10.2%	Down from 11.5%	6.3%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	10.4%	Down from 40	160	157
Completions in adult education GED or diploma programs	3	Down from 7	13	39
Annual dropout rate	4.4%	Down from 9.5%	2.6%	2.9%
Teachers (n= 87)				
Teachers with advanced degrees	41.4%	Up from 40.2%	41.8%	50.0%
Continuing contract teachers	54.0%	Up from 52.2%	76.4%	84.6%
Highly qualified teachers**	88.2%	N/A	90.8%	92.5%
Teachers with emergency or provisional certificates	19.2%		11.6%	4.4%
Teachers returning from previous year	83.8%	Up from 79.2%	85.2%	89.9%
Teacher attendance rate	94.1%	Up from 91.8%	94.1%	94.7%
Average teacher salary	\$37,293	Down 1.7%	\$38,085	\$40,566
Vacancies for more than nine weeks $\frac{K}{1}$	1.1%	N/C	1.6%	0.3%
Prof. development days/teacher	8.4 days	Up from 5.0 days	12.1 days	12.0 days
District				
Superintendent's years at district	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 14.2 to 1	19.1 to 1	21.0 to 1
Prime instructional time	85.2%	Up from 83.0%	88.2%	89.5%
Dollars spent per pupil*	\$8,964	Down 8.4%	\$8,544	\$7,217
Percent of expenditures for teacher salaries	56.1%	Up from 54.3%	53.3%	55.6%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	92.7%	Down from 95.4%	93.9%	97.3%
Number of schools	3	No change	6	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	5.1%	Up from 2.3%	6.3%	4.3%
Average age in years of school facilities	8	Down from 43	32	26
Number of schools with SACS accreditation	0	No change	5	8
Average administrator salary	\$72,600		\$65,229	\$67,300

Prior year audited financial data are reported

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL DISTRICT GOVERNANCE

Board Membership 7 trustees elected to at-large seats
Fiscal Authority District Board/Referendum
Average Number of Hours of Training Annually 29.0 per board member
Percent new trustees completing orientation N/A

DISTRICT SUPERINTENDENT'S REPORT

Florence Four continues to Strive for Excellence and the highest report card ratings. As local and state newspapers and Equity Law Surt attorneys have pointed out, definite progress has been made. Despite budget cuts and limited resources, the District continues to strive for excellence by overcoming challenges and seizing opportunities to do better. Our focus remains on the improvement of teaching and learning. Continuous progress is our goal, and it is evident that our students and teachers are making strides in many areas. Brockington Elementary School staff and students work daily as a community of readers through involvement in proven reading activities/strategies and using technology as a tool for improving student learning; they have won national recognition for their efforts. Johnson Middle School students and teachers are using strategies designed to improve teaching and learning of the South Carolina Curriculum standards. Timmonsville High School has the distinction of being a pilot site for Temple University's Community for Learners program that is focused on improving student learning, teaching skills, and community involvement. Additionally, in May of 2004, the South Carolina Association of School Administrators named Timmonsville High School a Flagship School of Promise. We are definitely on our way!

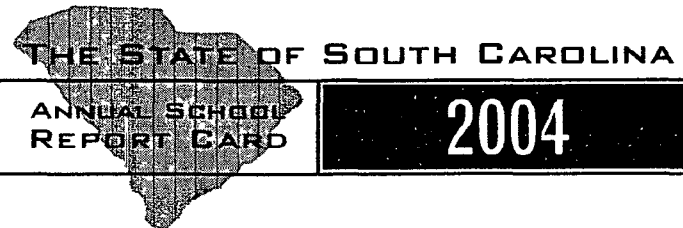
I encourage each of you to work with the Florence County School District Four Board of Trustees and the district administration to continuously improve educational opportunities for the children. I am grateful for the opportunity to serve as superintendent of Florence Four. I review the continuous progress made in so many areas during my tenure with pride. There is no doubt that if the Board, administration, teachers, students, staff, parents, and community leaders focus on educational improvement and accountability fairly and consistently, educational excellence will become a reality in Florence School District Four.

Dr. Valene E. Harrison

**BROCKINGTON ELEMENTARY**

304 Kemper Street
Timmonsville SC 29161

GRADES K 5 Elementary School
ENROLLMENT 466 Students
PRINCIPAL Dr Johnelle L Sherald 843-346-4953
SUPERINTENDENT Dr Chuck Gadsden 843-346 5391
BOARD CHAIR Mr Joe Donawald 843 346 3436



ABSOLUTE RATING: **BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	58	51	3

IMPROVEMENT RATING: **UNSATISFACTORY**

ADEQUATE YEARLY PROGRESS: **YES**

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	Yes

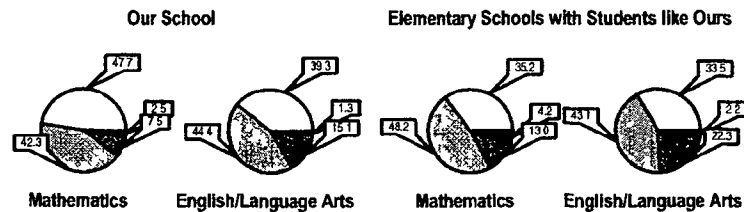
DEFINITIONS OF DISTRICT RATING TERMS

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 65.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

FACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 7.6%									
All Students	267	99.3	38.1	44.9	15.7	1.3	25.4	Yes	Yes
Gender									
Male	149	99.3	44.2	40.3	14.7	0.8	21.7		
Female	118	99.2	30.8	50.5	16.8	1.9	29.9		
Racial/Ethnic Group									
White	31	100.0	28.6	57.1	14.3	0.0	38.1	I/S	I/S
African American	234	99.2	39.4	43.7	15.5	1.4	23.5	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	220	99.6	35.7	44.4	18.4	1.5	29.1		
Disabled	47	97.9	50.0	47.5	2.5	0.0	7.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	267	99.3	38.1	44.9	15.7	1.3	25.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.3	38.3	44.7	15.7	1.3	25.1		
Socio-Economic Status									
Subsidized meals	232	99.1	38.9	46.0	14.2	0.9	23.7	Yes	Yes
Full-pay meals	27	100.0	32.0	36.0	28.0	4.0	40.0		

Mathematics - State Performance Objective = 15.3%									
All Students	267	99.6	47.3	42.6	7.6	2.5	19.8	Yes	Yes
Gender									
Male	149	99.3	48.1	39.5	10.1	2.3	22.5		
Female	118	100.0	46.3	46.3	4.6	2.8	16.7		
Racial/Ethnic Group									
White	31	100.0	42.9	42.9	14.3	0.0	28.6	I/S	I/S
African American	234	99.6	48.1	42.5	7.0	2.3	18.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	220	100.0	39.1	48.7	9.1	3.0	23.9		
Disabled	47	97.9	87.5	12.5	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	267	99.6	47.3	42.6	7.6	2.5	19.8		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.6	47.5	42.4	7.6	2.5	19.9		
Socio-Economic Status									
Subsidized meals	232	99.6	48.1	42.9	7.1	1.9	18.9	Yes	Yes
Full-pay meals	27	100.0	40.0	40.0	12.0	8.0	28.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Enrollment 1 Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	96	97.9	34.5	51.7	13.8	N/A	13.8
Grade 4	87	98.9	37.7	44.2	18.2	N/A	18.2
Grade 5	86	100.0	48.6	44.6	6.8	N/A	6.8
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	80	100.0	23.8	38.8	35.0	2.5	37.5
Grade 4	89	98.9	59.1	34.1	5.7	1.1	6.8
Grade 5	100	99.0	33.0	57.7	9.3	N/A	9.3
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics							
Grade 3	96	97.9	43.2	53.4	3.4	N/A	3.4
Grade 4	87	97.7	35.5	51.3	11.8	1.3	13.2
Grade 5	86	100.0	37.8	52.7	6.8	2.7	9.5
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	80	100.0	35.0	52.5	10.0	2.5	12.5
Grade 4	89	100.0	59.6	33.7	6.7	N/A	6.7
Grade 5	100	99.0	48.5	40.2	6.2	5.2	11.3
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 466)				
First graders who attended full-day kindergarten	100 0%	N/C	100 0%	100 0%
Retention rate	1 8%	N/A	3 5%	2 7%
Attendance rate	95 3%	Up from 95 2%	96 2%	96 4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8 7%		6 9%	4 6%
Students with disabilities other than speech taking PACT (Math) off grade level	9 0%		5 8%	3 5%
Eligible for gifted and talented	8 7%	Up from 8 2%	5 1%	13 5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech Older than usual for grade	7 8%	Down from 8 3%	8 0%	8 2%
	3 2%	Up from 2 3%	2 4%	0 9%
Out-of school suspensions or expulsions for violent &/or criminal offenses	0 4%	Up from 0 0%	0 0%	0 0%
Teachers (n= 37)				
Teachers with advanced degrees	40 5%	Up from 37 2%	48 5%	51 4 %
Continuing contract teachers	67 6%	Up from 58 1%	80 0%	87 5%
Highly qualified teachers**	92 0%	N/A	92 7%	95 0%
Teachers with emergency or provisional certificates	10 0%		3 4%	0 0%
Teachers returning from previous year	N/A	N/A	82 8%	86 7%
Teacher attendance rate	94 0%	Up from 92 0%	94 7%	94 9%
Average teacher salary	\$37 423	Down 0 8%	\$39 876	\$40 760
Prof development days/teacher	7 0 days	Up from 5 0 days	13 4 days	12 4 days
School				
Principal's years at school	3 0	Up from 2 0	4 0	4 0
Student-teacher ratio in core subjects	15 1 to 1	Up from 15 0 to 1	17 1 to 1	18 9 to 1
Prime instructional time	86 0%	Up from 85 4%	88 9%	90 0 %
Dollars spent per pupil*	\$6,371	Down 6 8%	\$7 003	\$6 044
Percent of expenditures for teacher salaries	81 2%	Up from 76 9%	63 9%	65 9%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	96 7%	Down from 97 8%	99 0%	99 0 %
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
Prior year audited financial data are reported				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92 0%	
Highly qualified teachers in high poverty schools**	91 9%		91 1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65 0%		Yes	
Student attendance in this school	95 3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

Brockington Elementary

2-04043

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Brockington Elementary School had a very exciting year. In November we entered into a High Performance Partnership with Honda. As a result of that partnership Honda has provided tutors, mentors, and lunch buddies.

Two Literacy coaches were added this year: one SCRI Coach and a 4K Literacy Coach. A Science Coach was named and trained this summer. With the addition of these three coaches, the curriculum will be enhanced to ensure student achievement and curriculum alignment with state standards. The faculty and staff will receive training for the implementation of the research-based curriculum.

Brockington Elementary received national recognition for achievement in phonics scores featured in an annual report card prepared by Saxon Publishers.

Our grade-level teams collaborated weekly to plan standards and activities for the upcoming week.

Parental involvement increased with parent meetings throughout the year.

The SIC and the PTA continued their support.

Alice D. Johnson, Principal

Edell Johnson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents
Number of surveys returned	31	67	32
Percent satisfied with learning environment	50.0%	92.4%	71.0%
Percent satisfied with social and physical environment	67.7%	79.4%	62.1%
Percent satisfied with home-school relations	13.8%	86.9%	56.7%

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

JOHNSON MIDDLE

304 Kemper Street
Timmonsville SC 29161

GRADES 6 8 Middle School

ENROLLMENT 243 Students

PRINCIPAL Mr Ron Bowser 843-346-4685

SUPERINTENDENT Dr Chuck Gadsden 843-346 5391

BOARD CHAIR Mr Joe Donawald 843 346-3436

THE STATE OF SOUTH CAROLINA**ANNUAL SCHOOL
REPORT CARD****2004****ABSOLUTE RATING:** **BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	32	13

IMPROVEMENT RATING: **AVERAGE****ADEQUATE YEARLY PROGRESS:** **NO**

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Average	N/A
2003	Unsatisfactory	Below Average	No
2004	Below Average	Average	No

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

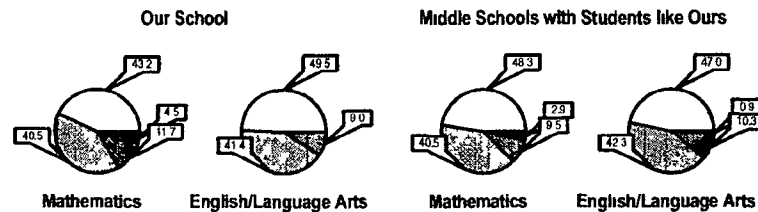
Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 94.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms	
Advanced	Very high score very well prepared to work at next grade level exceeded expectations
Proficient	Well prepared to work at next grade level met expectations
Basic	Met standards minimally prepared can go to next grade level
Below Basic	Did not meet standards must have an academic assistance plan the local board policy determines progress to the next grade level

NOTE Science and social studies are to be included in the 2005 school report card.

FACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.5%									
All Students	236	99.2	49.1	41.8	9.1	0.0	13.6	No	Yes
Gender									
Male	116	98.3	58.9	37.4	3.7	0.0	6.5		
Female	120	100.0	39.8	46.0	14.2	0.0	20.4		
Racial/Ethnic Group									
White	33	100.0	40.0	50.0	10.0	0.0	20.0	I/S	I/S
African American	202	99.0	50.8	40.7	8.5	0.0	12.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	198	99.5	44.0	45.1	10.9	0.0	15.2		
Disabled	38	97.4	75.0	25.0	0.0	0.0	5.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	236	99.2	49.1	41.8	9.1	0.0	13.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	236	99.2	49.1	41.8	9.1	0.0	13.6		
Socio-Economic Status									
Subsidized meals	188	98.9	50.8	41.9	7.3	0.0	11.7	No	Yes
Full-pay meals	46	100.0	41.5	41.5	17.1	0.0	22.0		

Mathematics - State Performance Objective = 15.5%									
All Students	237	99.6	43.2	40.5	11.7	4.5	24.3	Yes	Yes
Gender									
Male	117	99.2	45.9	42.2	7.3	4.6	17.4		
Female	120	100.0	40.7	38.9	15.9	4.4	31.0		
Racial/Ethnic Group									
White	33	100.0	33.3	40.0	16.7	10.0	43.3	I/S	I/S
African American	203	99.5	45.0	40.3	11.0	3.7	20.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	198	99.5	38.6	42.4	14.1	4.9	28.3		
Disabled	39	100.0	65.8	31.6	0.0	2.6	5.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	237	99.6	43.2	40.5	11.7	4.5	24.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	237	99.6	43.2	40.5	11.7	4.5	24.3		
Socio-Economic Status									
Subsidized meals	189	99.5	45.3	41.4	9.9	3.3	21.5	Yes	Yes
Full pay meals	46	100.0	34.1	36.6	19.5	9.8	36.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Enrollment 1 Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	82	97.6	61.5	26.9	11.5	N/A	11.5
Grade 7	85	98.8	63.2	35.5	1.3	N/A	1.3
Grade 8	92	100.0	58.1	31.4	9.3	1.2	10.5
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	76	100.0	51.3	35.5	13.2	N/A	13.2
Grade 7	77	97.4	44.0	40.0	16.0	N/A	16.0
Grade 8	84	100.0	50.6	48.2	1.2	N/A	1.2

Mathematics							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	82	100.0	53.2	30.4	13.9	2.5	16.5
Grade 7	85	100.0	60.5	35.5	2.6	1.3	3.9
Grade 8	92	98.9	60.0	36.5	3.5	N/A	3.5
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	76	100.0	19.7	48.7	22.4	9.2	31.6
Grade 7	77	98.7	52.6	31.6	13.2	2.6	15.8
Grade 8	84	100.0	58.3	39.3	1.2	1.2	2.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 243)				
Students enrolled in high school credit courses (grades 7 & 8)	18.5%	Up from 2.8%	9.2%	14.6%
Retention rate	3.4%	N/A	4.4%	3.0%
Attendance rate	93.3%	Up from 92.4%	95.2%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.3%		9.4%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.2%		9.0%	5.3%
Eligible for gifted and talented	10.5%	Up from 8.1%	5.9%	14.3%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.1%	Up from 13.6%	14.8%	13.9%
Older than usual for grade	6.6%	Up from 4.2%	7.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Up from 1.1%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	55.0%	Up from 52.6%	47.7%	48.7%
Continuing contract teachers	45.0%	Down from 47.4%	71.4%	81.7%
Highly qualified teachers**	91.7%	N/A	88.2%	90.4%
Teachers with emergency or provisional certificates	10.5%		13.0%	5.3%
Teachers returning from previous year	N/A	N/A	76.7%	85.1%
Teacher attendance rate	93.8%	Up from 91.7%	94.4%	94.8%
Average teacher salary	\$37,511	Down 2.7%	\$38,840	\$40,566
Prof. development days/teacher	14.7 days	Up from 8.5 days	12.0 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.3
Student-teacher ratio in core subjects	18.0 to 1	Down from 20.2 to 1	18.8 to 1	21.3 to 1
Prime instructional time	83.1%	Up from 79.8%	87.5%	89.3%
Dollars spent per pupil*	\$6,677	Up 1.2%	\$6,615	\$5,821
Percent of expenditures for teacher salaries	72.8%	Up from 71.2%	60.1%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	84.2%	Up from 77.0%	87.4%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Average	Good

*Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Just Molding Success One Student One family One School and One community at a time! is the motto of Johnson Middle School (JMS) This belief is evident in our focus on academics student achievement and involvement and discipline Each of these facets helped prepare JMS students this school year for success in future endeavors

This school year our faculty and staff have focused on the Written Taught and Tested Our faculty has developed long range plans and lesson plans based on prioritized curriculum standards With the help of Dr Janelle Williams Curriculum Specialist Ms Bertha Timmons Science Teacher Specialist Mr Eugene Bacote Mathematics Teacher Specialist Mrs Patricia Nero Special Education Teacher Specialist and Ms Kathy Mason English Teacher Specialist they prepared JMS students for quarterly Benchmark Tests and the PACT in the spring The JMS Faculty and Staff received staff development in Standards in Practice (SIP) SIP is a professional development strategy to ensure that all activities in classrooms are aligned with standards SIP is an ongoing process because it takes teachers into examining the value of what they are teaching These weekly meetings have helped our teachers focus more deeply on what is taught at JMS

In addition JMS students were involved in the PRIME (Panthers Read In the Morning Everyday) Book Club The PRIME Book Club meetings were held before school and were led by a team of dedicated teachers who volunteered their time in the morning to sponsor this group PRIME allowed JMS students a chance to read a selection of novels and stories and discuss several topics with teachers and their peers This endeavor helped sixth seventh and eighth grade students at JMS prepare for the PACT

In order to address meeting all of our targets for Adequate Yearly Progress under NCLB and to increase our absolute rating on the Annual School report Card JMS created a Saturday Academy for our proficient and advanced students Saturday Academies were used to train coach and prepare selected students in order to perform at proficient and advanced levels on the ELA and Mathematics portions of the PACT During these Saturday Academy sessions students practiced and learned PACT strategies In addition Saturday Academy students were involved in character lessons and activities Seventy seven students attended the seven Saturday Academy sessions

With the continued support of JMS by the PTA JMS School Improvement Council Florence County School District Four Board members and the Timmonsville community the future success of JMS is unmistakable At JMS we have the BEST faculty staff and students IN THE UNIVERSE With the support of the parents and community leaders we can continue to Just Mold Success!

Gerard Edwards Principal

Edell Johnson SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	18	60	27
Percent satisfied with learning environment	100.0%	64.4%	66.7%
Percent satisfied with social and physical environment	100.0%	67.2%	63.0%
Percent satisfied with home-school relations	33.3%	84.5%	64.0%

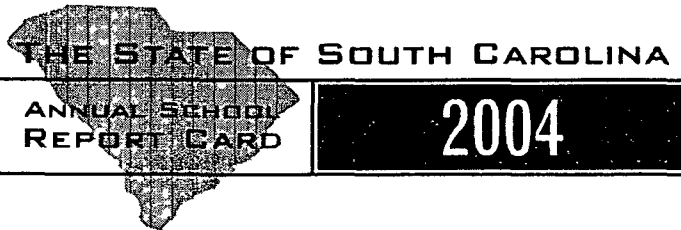
Only students at the highest middle school grade level at this school and their parents were included



TIMMONSVILLE HIGH

304 Kemper Street
Timmons ville SC 29161

GRADES 9 12 High School
ENROLLMENT 335 Students
PRINCIPAL Dr Harold McClain 843 346-4586
SUPERINTENDENT Dr Chuck Gadsden 843 346 5391
BOARD CHAIR Mr Joe Donawald 843 346 3436



ABSOLUTE RATING: **BELOW AVERAGE**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	6	7	4	3

IMPROVEMENT RATING: **BELOW AVERAGE**

ADEQUATE YEARLY PROGRESS: **YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEDC.ORG

Timmonsville High

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Excellent	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	Yes

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

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	63.4	N/A	N/A	64.3	N/A	N/A
Passed 1 subtest	14.6	N/A	N/A	17.9	N/A	N/A
Passed no subtests	22.0	N/A	N/A	21.3	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	85.5%	92.3%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four year institutions	0.0	3.8
Seniors who met the SAT/ACT requirement	0.0	3.8
Seniors who met the grade point average	46.4	32.9

Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	73	147
Number of Diplomas	47	105
Rate	64.4%	71.1%

Timmonsville High 210404

PERFORMANCE BY STUDENT GROUPS

	Exrt Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All Students	55	85.5	56	0.0	73	64.4	YES
Gender							
Male	17	76.5	16	0.0	25	48.0	N/A
Female	38	89.5	40	0.0	48	72.9	N/A
Racial/Ethnic Group							
White	4	I/S	4	I/S	8	37.5	N/A
African-American	51	84.3	52	0.0	65	67.7	N/A
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non-disabled	55	85.5	51	0.0	66	71.2	N/A
Disabilities other than speech	0	N/A	5	0.0	7	0.0	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	55	85.5	56	0.0	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	55	85.5	56	0.0	73	64.4	N/A
Socio-Economic Status							
Subsidized meals	37	89.2	41	0.0	53	64.2	N/A
Full-pay meals	18	77.8	15	0.0	20	65.0	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

Timmons High									
HSAP PERFORMANCE BY GROUP									
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 33.3%									
All Students	84	97.6	25.6	38.5	26.9	9.0	47.4	YES	YES
Gender									
Male	43	97.7	28.2	38.5	28.2	5.1	48.7	N/A	N/A
Female	41	97.6	23.1	38.5	25.6	12.8	46.2	N/A	N/A
Racial/Ethnic Group									
White	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	73	97.3	26.8	40.8	23.9	8.5	45.1	YES	YES
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	80	98.8	22.7	40.0	28.0	9.3	49.3	N/A	N/A
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	84	97.6	25.6	38.5	26.9	9.0	47.4	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	84	97.6	25.6	38.5	26.9	9.0	47.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	60	96.7	25.0	41.1	23.2	10.7	42.9	YES	YES
Full-pay meals	24	100.0	27.3	31.8	36.4	4.5	59.1	N/A	N/A
Mathematics - State Performance Objective = 39.1%									
All Students	84	97.6	35.9	37.2	24.4	2.6	38.5	YES	YES
Gender									
Male	43	97.7	43.8	28.2	23.1	5.1	41.0	N/A	N/A
Female	41	97.6	28.2	46.2	25.6	N/A	35.9	N/A	N/A
Racial/Ethnic Group									
White	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	73	97.3	36.6	38.0	25.4	N/A	38.0	YES	YES
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	80	98.8	33.3	38.7	25.3	2.7	40.0	N/A	N/A
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	84	97.6	35.9	37.2	24.4	2.6	38.5	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	84	97.6	35.9	37.2	24.4	2.6	38.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	60	96.7	33.8	41.1	25.0	N/A	39.3	YES	YES
Full-pay meals	24	100.0	40.9	27.3	22.7	9.1	36.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 335)				
Retention rate	13.1%	N/A	10.5%	9.1%
Attendance rate	94.5%	Down from 94.6%	96.1%	96.0%
Eligible for gifted and talented	0.0%	No change	3.6%	5.8%
With disabilities other than speech	10.7%	Down from 12.6%	14.8%	12.7%
Older than usual for grade	14.6%	Down from 14.8%	13.3%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.6%	Up from 0.3%	3.3%	1.6%
Enrolled in AP/IB programs	10.2%	Down from 11.5%	6.2%	10.2%
Successful on AP/IB exams	N/A		34.5%	53.8%
Annual dropout rate	4.4%	Down from 9.5%	3.0%	2.7%
Career/technology students in co-curricular organizations	1.5%	Down from 1.8%	4.0%	3.6%
Enrollment in career/technology center courses	271	Up from 163	357	466
Students participating in work-based experiences	10.3%	Down from 20.5%	27.8%	25.7%
Career/technology students mastering core competencies	86.6%	Up from 79.3%	74.3%	77.7%
Career/technology completers placed	100.0%	Up from 98.1%	99.5%	99.3%
Teachers (n= 30)				
Teachers with advanced degrees	33.3%	Down from 36.7%	45.1%	52.0%
Continuing contract teachers	43.3%	Down from 46.7%	76.5%	82.1%
Highly qualified teachers**	78.6%	N/A	87.2%	89.5%
Teachers with emergency or provisional certificates	34.5%		15.2%	8.6%
Teachers returning from previous year	N/A	N/A	82.1%	86.2%
Teacher attendance rate	94.6%	Up from 91.6%	94.5%	95.3%
Average teacher salary	\$36,999	Down 2.2%	\$40,002	\$41,060
Prof. development days/teacher	6.3 days	Down from 7.3 days	11.4 days	10.6 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 9.6 to 1	23.9 to 1	26.4 to 1
Prime instructional time	85.5%	Up from 81.5%	89.4%	90.0%
Dollars spent per pupil*	\$7,038	Down 6.6%	\$6,956	\$6,310
Percent of expenditures for teacher salaries	62.7%	Down from 63.1%	55.4%	57.9%
Opportunities in the arts	Good	Up from Fair	Good	Excellent
Parents attending conferences	92.9%	Down from 99.0%	86.7%	89.3%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
Prior year audited financial data are reported				
		Our District	State	
Highly qualified teachers in low poverty schools**		N/A	92.0%	
Highly qualified teachers in high poverty schools**		91.9%	91.1%	
		State Objective	Met State Objective	
Highly qualified teachers in this school**		65.0%	Yes	
Student attendance in this school		95.3%	No	

**NOTE: The verification process was not completed for the year reported therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Timmons ville High School saw its 2002-2003 report card increase in its absolute and improvement ratings from unsatisfactory to below average. We are pleased with the improvement, but we are not satisfied with where we are.

French I and French II were added to our offerings in the Foreign Language Department. These were television courses that saw excellent success. We were very proud of the students that took these classes.

Areas of implementation that aided instruction and improved student learning and achievement were:

- Standards in Practice
- 6+1 Traits Writing Program
- Writing Across the Curriculum
- Ninth Grade Academy
- Credit Recovery Program
- Plato Learning in the Classroom
- Math and English Exploratory yearlong classes
- Benchmarking for alignment to state standards
- Teacher coaching for SAT, ACT, Exit Exam
- HSAP Preparation

Timmons ville High was selected as a Flagship School of Promise. A collaborative effort between the school and the community enabled Timmons ville High School to receive this award. The children are the winners.

Timmons ville High School's administration, faculty, and staff, along with the involvement of the School Improvement Council, will continue to look for additional and better ways to improve academic progress. We solicit your support in this effort.

Leon A. McCray, Jr., Principal
Edell Johnson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents*
Number of surveys returned	18	49	24
Percent satisfied with learning environment	88.9%	53.2%	66.7%
Percent satisfied with social and physical environment	94.4%	72.9%	79.2%
Percent satisfied with home-school relations	44.4%	80.9%	62.5%

Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.

HAMPTON 2 SCHOOL DISTRICT

319 Fourth Street
Estill South Carolina 29918

GRADES PK 12

ENROLLMENT 1 412 Students

SUPERINTENDENT Dennis Thompson Jr 803 625 5000

BOARD CHAIR Mrs Myrtle Sumter 803-625 2187

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT
REPORT CARD

2004

ABSOLUTE RATING: **BELOW AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	8	1

IMPROVEMENT RATING: **GOOD**

ADEQUATE YEARLY PROGRESS: **NO**

This district met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Below Average	No
2004	Below Average	Good	No

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

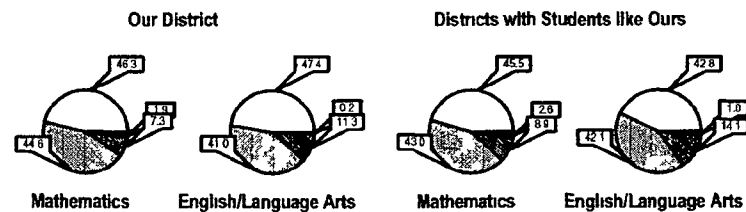
Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 85.4 %

ALMETTD ACHIEVEMENT CHALLENGE TESTS (AACT)



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	44.9	N/A	N/A	58.8	N/A	N/A
Passed 1 subtest	29.0	N/A	N/A	20.1	N/A	N/A
Passed no subtests	26.1	N/A	N/A	21.1	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions	19	25
Seniors who met the SAT/ACT requirement	19	25
Seniors who met the grade point average	34.6	32.5

Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English Language Arts							
All Students	679	96.9	47.4	41.2	11.3	0.2	11.5
Gender							
Male	353	96.0	51.7	40.5	7.9	0.0	7.9 ³
Female	326	97.9	42.9	41.9	14.9	0.3	15.2
Racial/Ethnic Group							
White	14	92.9	30.8	61.5	7.7	0.0	7.7
African-American	648	97.1	48.3	40.7	10.9	0.2	11.0
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	17	94.1	25.0	43.8	31.3	0.0	31.3
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	566	99.1	45.4	42.3	12.2	0.2	12.4
Disabled	113	85.8	58.8	35.1	6.2	0.0	6.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	679	96.9	47.4	41.2	11.3	0.2	11.5
English Proficiency							
Limited English Proficient	11	100.0	27.3	54.5	18.2	0.0	18.2
Non-Limited English Proficient	668	96.9	47.7	40.9	11.2	0.2	11.3
Socio-Economic Status							
Subsidized meals	631	98.7	48.5	41.0	10.4	0.2	10.5
Full-pay meals	48	100.0	33.3	43.8	22.9	0.0	22.9

Mathematics							
All Students	679	97.2	46.3	44.6	7.3	1.9	9.1
Gender							
Male	353	96.3	44.9	47.9	5.4	1.8	7.2
Female	326	98.2	47.8	41.1	9.2	1.9	11.1
Racial/Ethnic Group							
White	14	85.7	58.3	41.7	0.0	0.0	0.0
African American	648	97.5	46.6	44.4	7.4	1.6	9.0
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	17	94.1	25.0	56.3	6.3	12.5	18.8
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	566	99.1	41.5	48.1	8.2	2.2	10.4
Disabled	113	87.6	72.7	25.3	2.0	0.0	2.0
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	679	97.2	46.3	44.6	7.3	1.9	9.1
English Proficiency							
Limited English Proficient	11	100.0	27.3	54.5	9.1	9.1	18.2
Non-Limited English Proficient	668	97.2	46.6	44.4	7.2	1.7	8.9
Socio-Economic Status							
Subsidized meals	631	97.0	47.3	44.5	6.5	1.7	8.2
Full-pay meals	48	100.0	33.3	45.8	16.7	4.2	20.8

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Enrollment / Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	107	99.1	41.0	42.0	15.0	2.0	17.0
Grade 4	129	100.0	40.3	47.9	11.8	N/A	11.8
Grade 5	141	97.9	60.2	35.3	4.5	N/A	4.5
Grade 6	115	99.1	66.7	24.8	8.6	N/A	8.6
Grade 7	111	100.0	46.8	47.9	5.3	N/A	5.3
Grade 8	126	97.6	67.8	31.4	0.8	N/A	0.8
Grade 3	95	99.0	26.6	44.7	27.7	1.1	28.7
Grade 4	101	99.0	39.0	38.0	22.0	1.0	23.0
Grade 5	132	97.7	51.9	45.0	3.1	N/A	3.1
Grade 6	124	99.2	59.0	34.4	6.6	N/A	6.6
Grade 7	109	99.1	50.9	43.5	5.6	N/A	5.6
Grade 8	118	88.1	53.8	44.2	1.9	N/A	1.9

Mathematics							
Grade 3	107	100.0	38.0	52.0	8.0	2.0	10.0
Grade 4	129	100.0	55.5	37.0	6.7	0.8	7.6
Grade 5	141	99.3	66.4	27.6	4.5	1.5	6.0
Grade 6	115	100.0	54.3	41.0	4.8	N/A	4.8
Grade 7	111	100.0	67.0	21.3	10.6	1.1	11.7
Grade 8	126	100.0	71.7	25.8	2.5	N/A	2.5

Grade 3	95	100.0	23.2	63.2	10.5	3.2	13.7
Grade 4	101	99.0	37.0	50.0	9.0	4.0	13.0
Grade 5	132	98.5	50.8	40.0	7.7	1.5	9.2
Grade 6	124	100.0	47.2	44.7	5.7	2.4	8.1
Grade 7	109	99.1	56.5	35.2	8.3	N/A	8.3
Grade 8	118	87.3	62.1	35.0	1.9	1.0	2.9

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English Language Arts							
All Students	71	97.2	30.4	47.8	14.5	7.2	21.7
Gender							
Male	35	94.3	36.4	39.4	21.2	3.0	24.2
Female	36	100.0	25.0	55.6	8.3	11.1	19.4
Racial/Ethnic Group							
White	1	I/S	I/S	I/S	I/S	I/S	I/S
African American	69	97.1	28.4	49.3	14.9	7.5	22.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	55	100.0	14.5	58.2	18.2	9.1	27.3
Disabled	16	87.5	92.9	7.1	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	71	97.2	30.4	47.8	16.2	7.2	21.7
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	70	97.1	29.4	48.5	14.7	7.4	22.1
Socio-Economic Status							
Subsidized meals	58	96.6	28.6	51.8	14.3	5.4	19.6
Full-pay meals	13	100.0	38.5	30.8	15.4	15.4	30.8
Mathematics							
All Students	71	95.8	50.0	30.9	16.2	2.9	19.1
Gender							
Male	35	91.4	50.0	28.1	15.6	6.3	21.9
Female	36	100.0	50.0	33.3	16.7	N/A	16.7
Racial/Ethnic Group							
White	1	I/S	I/S	I/S	I/S	I/S	I/S
African American	69	95.7	50.0	31.8	15.2	3.0	18.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	55	100.0	38.2	38.2	20.0	3.6	23.6
Disabled	16	81.3	100.0	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	71	95.8	50.0	30.9	16.2	2.9	19.1
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	70	95.7	50.7	31.3	14.9	3.0	17.9
Socio-Economic Status							
Subsidized meals	58	96.6	50.0	32.1	16.1	1.8	17.9
Full-pay meals	13	92.3	50.0	25.0	16.7	8.3	25.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

Hampden 2 School District

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	54	88.9%	52	1.9%	72	68.1%	N/A
Gender							
Male	19	84.2%	18	0.0%	30	60.0%	
Female	34	91.2%	34	2.9%	42	73.8%	
Racial/Ethnic Group							
White	2	I/S	1	I/S	1	I/S	
African American	52	88.5%	51	2.0%	71	67.6%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	N/A	N/A	52	1.9%	66	74.2%	
Disabilities other than speech	54	88.9%	0	N/A	6	0.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	54	88.9%	52	1.9%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	54	88.9%	52	1.9%	72	68.1%	
Socio-Economic Status							
Subsidized meals	45	93.3%	38	10.0%	52	71.2%	
Full-pay meals	9	66.7%	14	7.1%	20	60.0%	

Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	88.9%	86.8%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	72	134
Number of Diplomas	49	101
Rate	68.1%	73.8%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total					
	2003	2004	2003	2004	2003	2004				
District	409	378	400	401	809	779				
State	493	491	496	495	989	986				
Nation	507	508	519	518	1026	1026				
ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	14.6	16.1	15.4	15.7	14.8	15.3	14.8	15.6	15.1	15.7
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,412)				
First graders who attended full-day kindergarten	84.7%	N/C	98.7%	97.2%
Retention rate	8.2%	Up from 0.4%	7.0%	5.3%
Attendance rate	94.9%	Down from 95.2%	96.5%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.8%		8.6%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	7.3%		7.7%	5.1%
Eligible for gifted and talented	3.0%	Up from 1.7%	4.6%	11.8%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.7%	Up from 12.1%	10.5%	10.9%
Older than usual for grade	10.7%	Up from 10.2%	8.4%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.3%	Up from 4.6%	1.5%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 4.4%	5.7%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	23	Down from 25	51	157
Completions in adult education GED or diploma programs	1	Down from 3	5	39
Annual dropout rate	2.5%	Up from 1.1%	2.5%	2.9%
Teachers (n= 101)				
Teachers with advanced degrees	34.7%	Up from 30.5%	41.0%	50.0%
Continuing contract teachers	75.2%	No change	75.3%	84.6%
Highly qualified teachers**	84.8%	N/A	89.3%	92.5%
Teachers with emergency or provisional certificates	19.3%		18.4%	4.4%
Teachers returning from previous year	83.7%	Up from 80.8%	82.6%	89.9%
Teacher attendance rate	95.5%	Up from 95.4%	94.2%	94.7%
Average teacher salary	\$38,081	Up 1.9%	\$37,593	\$40,566
Vacancies for more than nine weeks	4.0%	N/C	2.5%	0.3%
Prof. development days/teacher	13.0 days	Up from 11.9 days	11.2 days	12.0 days
District				
Superintendent's years at district	4.0	Up from 3.0	3.5	3.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 17.8 to 1	19.4 to 1	21.0 to 1
Prime instructional time	86.5%	Down from 86.8%	87.1%	89.5%
Dollars spent per pupil*	\$8,437	Down 2.4%	\$8,551	\$7,217
Percent of expenditures for teacher salaries	49.8%	Up from 48.2%	51.2%	55.6%
Opportunities in the arts	Good	Up from Fair	Excellent	Excellent
Parents attending conferences	87.4%	Down from 96.0%	95.1%	97.3%
Number of schools	3	No change	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	23.1%	Up from 21.9%	8.3%	4.3%
Average age in years of school facilities	44	Up from 43	29	26
Number of schools with SACS accreditation	3	Up from 2	3	8
Average administrator salary	\$60,870		\$64,640	\$67,300

* Prior year's dated financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	84.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	No

NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	61.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

The mission of Hampton County School District 2 is to prepare students to be successful responsible citizens by providing challenging educational experiences. Today educational institutions and students are faced with many obstacles. In order for an educational institution to be successful all aspects of the organization the community and the students must work collaboratively together.

Our schools and community now face tremendous challenges. Today our schools continue to have to operate on less revenue thereby employing fewer teachers and creating larger class sizes while accountability measures have not changed. All of our schools need reading specialists to aid all students in grades K-12 because reading is one of the major basic skills. As a district we still have to meet the requirements of the NO CHILD LEFT BEHIND legislation and the rigorous SOUTH CAROLINA STANDARDS. Hampton County School District 2 and the community must not fail our children. As a broad community we have an obligation to support our future generations.

Finally our teachers will continue to have higher learning expectations of the students they teach daily. Our students must continue to change their attitudes about learning and allow achievement to be their number one goal. The continued requirement of students to score proficient or higher on PACT in grades 3-8 and for all students to pass the new HSAP Exam (High School Assessment Program) before receiving a high school diploma are reasons enough for all (schools, parents, and community) to work cooperatively. Together we can ensure the success of each student.

Dennis Thompson Jr



ESTILL ELEMENTARY

P O Box 1027

Estill South Carolina 29918

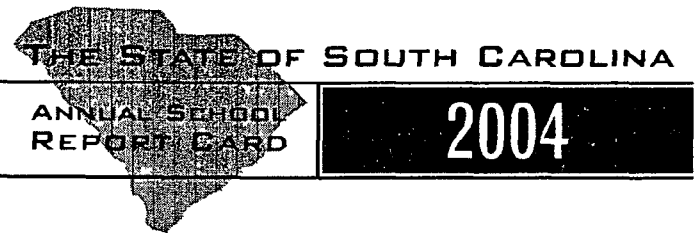
GRADES PK-4 Elementary School

ENROLLMENT 518 Students

PRINCIPAL Daisy B Orr 803-625-2941

SUPERINTENDENT Dennis Thompson Jr 803 625 5000

BOARD CHAIR Mrs Myrtle Sumter 803 625 2187



2004

ABSOLUTE RATING: AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	55	51	3

IMPROVEMENT RATING: AVERAGE

ADEQUATE YEARLY PROGRESS: YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Average	No
2004	Average	Average	Yes

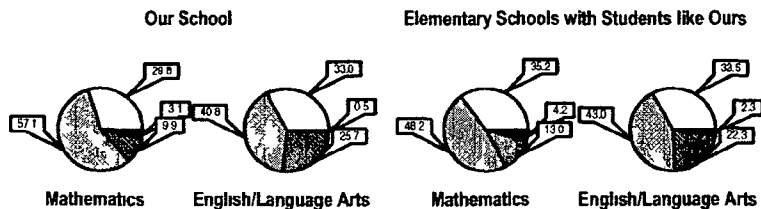
DEFINITIONS OF DISTRICT RATING TERMS

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 51.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

Still Elementary

FACT PERFORMANCE BY GROUP

	Enrollment Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 17.6%									
All Students	195	99.5	33.0	40.8	25.7	0.5	33.0	Yes	Yes
Gender									
Male	106	100.0	38.5	43.3	18.3	0.0	24.0		
Female	89	98.9	26.4	37.9	34.5	1.1	43.7		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	184	99.5	34.4	40.6	24.4	0.6	31.7	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	167	100.0	27.4	43.3	28.7	0.6	36.0		
Disabled	28	96.4	66.7	25.9	7.4	0.0	14.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	195	99.5	33.0	40.8	25.7	0.5	33.0		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	190	99.5	33.3	40.3	25.8	0.5	32.3		
Socio-Economic Status									
Subsidized meals	178	99.4	33.9	42.5	23.0	0.6	30.5	Yes	Yes
Full-pay meals	17	100.0	23.5	23.5	52.9	0.0	58.8		

Mathematics - State Performance Objective = 15.5%									
All Students	195	100.0	30.2	56.8	9.9	3.1	24.5	Yes	Yes
Gender									
Male	106	100.0	26.0	63.5	6.7	3.8	18.3		
Female	89	100.0	35.2	48.9	13.6	2.3	31.8		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	184	100.0	32.0	55.2	9.9	2.8	23.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	167	100.0	25.0	61.0	10.4	3.7	26.8		
Disabled	28	100.0	60.7	32.1	7.1	0.0	10.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	195	100.0	30.2	56.8	9.9	3.1	24.5		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	190	100.0	31.0	56.1	9.6	3.2	23.5		
Socio-Economic Status									
Subsidized meals	178	100.0	31.4	56.6	9.1	2.9	23.4	Yes	Yes
Full pay meals	17	100.0	17.6	58.8	17.6	5.9	35.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

	Enrollment Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced

English/Language Arts

Grade 3	107	99.1	41.0	42.0	15.0	2.0	17.0
Grade 4	129	100.0	40.3	47.9	11.8	N/A	11.8
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	95	99.0	26.6	44.7	27.7	1.1	28.7
Grade 4	100	100.0	39.0	38.0	22.0	1.0	23.0
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics

Grade 3	107	100.0	38.0	52.0	8.0	2.0	10.0
Grade 4	129	100.0	55.5	37.0	6.7	0.8	7.6
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	95	100.0	23.2	63.2	10.5	3.2	13.7
Grade 4	100	100.0	37.0	50.0	9.0	4.0	13.0
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 518)				
First graders who attended full-day kindergarten	84.7%	N/C	100.0%	100.0%
Retention rate	5.6%	N/A	3.5%	2.7%
Attendance rate	96.1%	Down from 96.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.3%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%		5.8%	3.5%
Eligible for gifted and talented	2.4%	Up from 1.7%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech Older than usual for grade	8.0%	Up from 6.6%	8.0%	8.2%
Out-of school suspensions or expulsions for violent &/or criminal offenses	3.9%	Up from 2.6%	2.4%	0.9%
	0.0%	Down from 10.2%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	25.6%	Down from 26.8%	48.4%	51.4%
Continuing contract teachers	79.5%	Up from 70.7%	80.0%	87.5%
Highly qualified teachers**	80.6%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	22.6%		3.4%	0.0%
Teachers returning from previous year	85.9%	Up from 82.2%	82.5%	86.7%
Teacher attendance rate	95.5%	No change	94.7%	94.9%
Average teacher salary	\$35,195	Down 0.9%	\$39,648	\$40,760
Prof. development days/teacher	11.5 days	Up from 10.6 days	13.4 days	12.4 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 20.5 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.4%	Down from 88.8%	88.9%	90.0%
Dollars spent per pupil*	\$6,422	Up 10.4%	\$7,020	\$6,044
Percent of expenditures for teacher salaries	60.0%	Up from 0.0%	63.9%	65.9%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	93.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		92.0%	
Highly qualified teachers in high poverty schools**	84.6%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Estill Elementary School is to create an environment that gives all children the opportunity to achieve their fullest potential in order to become productive and responsible citizens. With the cooperation of the parents, students, community, and the school, our mission can be accomplished.

Our school underwent major construction last year and the results are astounding. We are very proud of our newly renovated building. Our entire school reflects a sense of functional arrangement, orderliness, inviting, with classes that are conducive for learning. We are very proud of our school.

We are continuing to upgrade our staff and explore innovative instructional strategies. Our staff is involved in meaningful and useful staff development year-round. Our goal is to set high expectations and work with the students and the parents to experience success.

This year, our school was assisted with the help of three Teacher Specialists on site and a full-time Science Coach. We planned and implemented many new and different educational experiences. Our students were excited and eager to learn. We are sure our students have benefited from these experiences.

We are expecting continuous improvement on the PACT scores. We implemented the NWEA (North West Evaluation Association) and hope to see tremendous improvement from our students.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	87	56
Percent satisfied with learning environment	81.6%	87.1%	80.0%
Percent satisfied with social and physical environment	89.5%	85.9%	69.6%
Percent satisfied with home-school relations	52.6%	82.1%	73.6%

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

ESTILL MIDDLE
555 Third Street West
Estill South Carolina 29918

GRADES 5-7 Middle School

ENROLLMENT 380 Students

PRINCIPAL Joyce Colter 803 625 5200

SUPERINTENDENT Dennis Thompson Jr 803-625-5000

BOARD CHAIR Mrs Myrtle Sumter 803 625 2187

THE STATE OF SOUTH CAROLINA

**ANNUAL SCHOOL
REPORT CARD**

2004

ABSOLUTE RATING: **UNSATISFACTORY**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	19	13

IMPROVEMENT RATING: **GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students

ADEQUATE YEARLY PROGRESS: **NO**

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Good	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Good	No

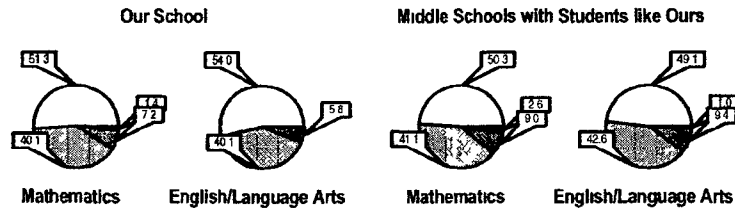
DEFINITIONS OF DISTRICT RATING TERMS

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

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located 98.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

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

NOTE Science and social studies are to be included in the 2005 school report card

FACT PERFORMANCE BY GROUP

	Enrollment Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	366	98.4	53.4	40.7	5.9	0.0	12.4	No	Yes
Gender									
Male	186	97.3	58.8	38.4	2.8	0.0	7.3		
Female	180	99.4	48.0	42.9	9.0	0.0	17.5		
Racial/Ethnic Group									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	353	98.9	53.4	40.8	5.8	0.0	12.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	302	99.3	52.4	41.5	6.1	0.0	12.9		
Disabled	64	93.8	58.3	36.7	5.0	0.0	10.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	366	98.4	53.4	40.7	5.9	0.0	12.4		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	361	98.3	53.6	40.7	5.7	0.0	12.3		
Socio-Economic Status									
Subsidized meals	340	98.2	54.6	39.6	5.8	0.0	12.5	No	Yes
Full-pay meals	26	100.0	38.5	53.8	7.7	0.0	11.5		

Mathematics - State Performance Objective = 15.5%									
All Students	366	98.9	50.8	40.4	7.3	1.4	17.7	Yes	Yes
Gender									
Male	186	98.4	54.2	40.2	5.0	0.6	15.6		
Female	180	99.4	47.5	40.7	9.6	2.3	19.8		
Racial/Ethnic Group									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	353	99.4	50.1	41.2	7.5	1.2	18.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	302	99.3	45.6	43.9	8.8	1.7	21.1		
Disabled	64	96.9	75.8	24.2	0.0	0.0	1.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	366	98.9	50.8	40.4	7.3	1.4	17.7		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	361	98.9	50.7	40.7	7.4	1.1	17.7		
Socio-Economic Status									
Subsidized meals	340	98.8	51.8	40.6	6.4	1.2	15.8	Yes	Yes
Full pay meals	26	100.0	38.5	38.5	19.2	3.8	42.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

	Enrollment 1 Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	141	97.9	60.2	35.3	4.5	N/A	4.5
Grade 6	115	99.1	66.7	24.8	8.6	N/A	8.6
Grade 7	111	100.0	46.8	47.9	5.3	N/A	5.3
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	132	97.7	51.9	45.0	3.1	N/A	3.1
Grade 6	124	99.2	59.0	34.4	6.6	N/A	6.6
Grade 7	109	99.1	50.9	43.5	5.6	N/A	5.6
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	141	99.3	66.4	27.6	4.5	1.5	6.0
Grade 6	115	100.0	54.3	41.0	4.8	N/A	4.8
Grade 7	111	100.0	67.0	21.3	10.6	11.4	11.7
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	132	98.5	50.8	40.0	7.7	1.5	9.2
Grade 6	124	100.0	47.2	44.7	5.7	2.4	8.1
Grade 7	109	99.1	56.5	35.2	8.3	N/A	8.3
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 380)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	8.8%	14.6%
Retention rate	5.7%	Up from 0.5%	4.1%	3.0%
Attendance rate	94.4%	Down from 94.5%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.4%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.1%		8.5%	5.3%
Eligible for gifted and talented	2.6%	Up from 2.2%	5.6%	14.3%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.6%	Down from 12.7%	15.1%	13.9%
Older than usual for grade	8.9%	Up from 6.4%	8.3%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.3%	Up from 1.4%	1.5%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 26)				
Teachers with advanced degrees	42.3%	Up from 38.5%	46.7%	48.7%
Continuing contract teachers	69.2%	Down from 84.6%	69.8%	81.7%
Highly qualified teachers**	95.2%	N/A	87.9%	90.4%
Teachers with emergency or provisional certificates	19.0%		12.2%	5.3%
Teachers returning from previous year	83.5%	Up from 78.2%	73.4%	85.1%
Teacher attendance rate	94.5%	No change	94.4%	94.8%
Average teacher salary	\$39,690	Up 4.1%	\$39,046	\$40,566
Prof. development days/teacher	14.4 days	Up from 14.1 days	11.5 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	18.8 to 1	Up from 12.7 to 1	17.9 to 1	21.3 to 1
Prime instructional time	83.7%	Down from 83.8%	87.8%	89.3%
Dollars spent per pupil*	\$7,720	Down 17.4%	\$7,672	\$5,821
Percent of expenditures for teacher salaries	60.0%	Up from 0.0%	60.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.2%	Down from 94.8%	83.8%	95.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Good	N/A	Average	Good
Prior year audited financial data are reported				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	84.6%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Estill Middle School is the only middle school in Hampton School District Two which is located in the Low Country of South Carolina. The small rural town of Estill is quiet and peaceful. It is an ideal place to live for people who want to get away from the hustle and bustle of city life. The people are hard working and caring folks who are concerned about their progressive community.

The mission of Estill Middle School is to ensure that all students achieve success by providing challenging educational programs in partnership with parents and the community. The Estill community, parents, school board members, administration, and faculty/staff work collaboratively as a team to improve student achievement at Estill Middle School. Parents are encouraged to become more actively involved in the education of their youngsters and in the school activities and programs in which their children participate. Parents have been more involved this year by visiting our school, conferencing with teachers/administrators, and volunteering. Research says that student achievement improves when parents are actively involved in their child(ren)'s education. Our students have shown improvement in the areas of academics and behavior.

As principal of Estill Middle School, my first priority for school year 2003-2004 was to improve our Report Card rating from UNSATISFACTORY to EXCELLENT. Improvement strategies were implemented to help our students perform better on the Spring 2004 PACT. Students were encouraged to do their best on PACT daily. They were reminded practically every morning on the PA system to learn the skills that were being taught in their classes in order to do well on PACT. Attitudes and expectations changed immensely as everyone focused on PACT skills being taught and learned with more vigor.

The faculty and staff worked diligently with students to increase academic achievement and self-awareness through various innovative and beneficial programs and activities. These programs and activities included A+ Math Academy of Reading, Thinking Maps, Cunningham Four Block Model, Standards in Practice (SIP) Model, Everyday Math (5th/6th grade), and Math Thematics (7th grade). Teachers worked long hours after school to assist students with Reading and Math skills in the EMS Homework Center and the KEYS and EPICS after school programs.

We are very optimistic that the students at Estill Middle School will improve their scores on the Spring 2004 PACT.

Marsha Robinson, President
School Improvement Council

Joyce Colter
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	25	93	27
Percent satisfied with learning environment	44.0%	71.7%	53.8%
Percent satisfied with social and physical environment	58.3%	75.3%	69.2%
Percent satisfied with home-school relations	20.8%	70.0%	51.9%

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