

**PERSISTENTLY LOW-PERFORMING
SCHOOLS:
IDENTIFICATION AND ANALYSIS**

OCTOBER 2008

SOUTH CAROLINA DEPARTMENT OF EDUCATION

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Introduction

Proviso 1A.42 includes the requirement that the Department of Education must submit a report to the Education Oversight Committee that “documents the schools that have had an absolute rating of unsatisfactory or below average for the past four years and must delineate the reasons for these schools’ persistent underperformance.”

Using data generated for the South Carolina school report card system, schools with either an unsatisfactory or below average absolute rating for each of the 2004, 2005, 2006, and 2007 report cards were identified. Because the report is due on October 1 of the fiscal year, and report cards with ratings are not released until November, the most recent four years are 2004–2007.

Identification of Schools with Persistent Underperformance

Various patterns across the four years exist for the classifications. For the purposes of this report, schools were placed into one of three groups based on their absolute ratings for the four years. Group 1 schools obtained an unsatisfactory rating for at least three of the four years. Group 2 schools obtained a below average rating for any two or three of the four years. Group 3 schools obtained a below average rating for each of the four years. These definitions result in 50 schools in Group 1, 64 schools in Group 2, and 37 schools in Group 3, for a total of 151 schools considered as consistently underperforming.

Table 1

Group Designations According to Pattern of Ratings

2004	2005	2006	2007	Number	Group
Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	17	1
Unsatisfactory	Unsatisfactory	Unsatisfactory	Below Average	1	1
Unsatisfactory	Below Average	Unsatisfactory	Unsatisfactory	1	1
Below Average	Unsatisfactory	Unsatisfactory	Unsatisfactory	31	1
Unsatisfactory	Below Average	Below Average	Below Average	1	2
Below Average	Unsatisfactory	Unsatisfactory	Below Average	1	2
Below Average	Unsatisfactory	Below Average	Below Average	2	2
Below Average	Below Average	Unsatisfactory	Unsatisfactory	37	2
Below Average	Below Average	Below Average	Unsatisfactory	17	2
Below Average	Below Average	Unsatisfactory	Below Average	6	2
Below Average	Below Average	Below Average	Below Average	37	3

These 151 persistently low performing schools are composed of 50 elementary schools, 87 middle schools, and 14 high schools. Appendix A provides a list of these schools. These numbers represent 8 percent of the elementary schools, 32 percent of the middle schools, and 7 percent of the secondary schools. Compared to the statewide number of schools, there is a significantly larger portion of middle schools identified as persistently low performing. Of the eighty-five South Carolina school districts, 50 have at least one school identified as persistently low performing. There are five schools that receive two report cards, and both series of report cards are classified as persistently low performing. Only elementary and middle schools with Palmetto Achievement Challenge Tests (PACT) results and

report cards for each of the four years are considered in this report. Likewise, only high schools administering the High School Assessment Program (HSAP) and with report cards for each of the four years are considered.

Table 2

Group Designation by School Type

	Group 1	Group 2	Group 3
Elementary	13	26	11
Middle	28	34	25
Secondary	9	4	1
Totals	50	64	37

Identification of Schools with Persistently High Performance

For comparison purposes, another set of schools are identified as persistently high-performing schools. These schools had either a good or excellent absolute rating for years 2004, 2005, 2006, and 2007. Two hundred twenty-six schools meet these criteria with 142 elementary schools, 19 middle schools, and 65 high schools classified as high performing. Compared to the state wide number of schools, middle schools are underrepresented with only 7 percent, as compared to 22 percent of elementary schools and 32 percent of high schools.

Comparing Student Performance in Elementary Schools

For elementary and middle schools, the school rating is a weighted index based on PACT scores in the four content areas of English language arts, math, science, and social studies. For elementary schools (grades 3–5), beginning in 2006–07, ELA and mathematics are weighted as 30 percent of the rating, while science and social studies are weighted 20 percent. In middle schools, the four subject areas are weighted equally. Science and social studies were first included in the ratings during the 2004–05 year at lower weightings and phased into the current weights in 2005–06 and 2006–07.

The weighted index ranges corresponding to absolute ratings categories for the four years included in this report appear in the table below.

Table 3

Absolute Index for Determining Absolute Rating

Year	Excellent	Good	Average	Below Average	Unsatisfactory
2003-04	3.5 and up	3.1–3.4	2.7–3.0	2.3–2.6	Below 2.3
2004-05	3.6 and up	3.2–3.5	2.8–3.1	2.4–2.7	Below 2.4
2005-06	3.7 and up	3.3–3.6	2.9–3.2	2.5–2.8	Below 2.5
2006-07	3.8 and up	3.4–3.7	3.0–3.3	2.6–2.9	Below 2.6

The following charts display student performance on each of the four content areas of ELA, math, science, and social studies for multiple years.

Chart 1

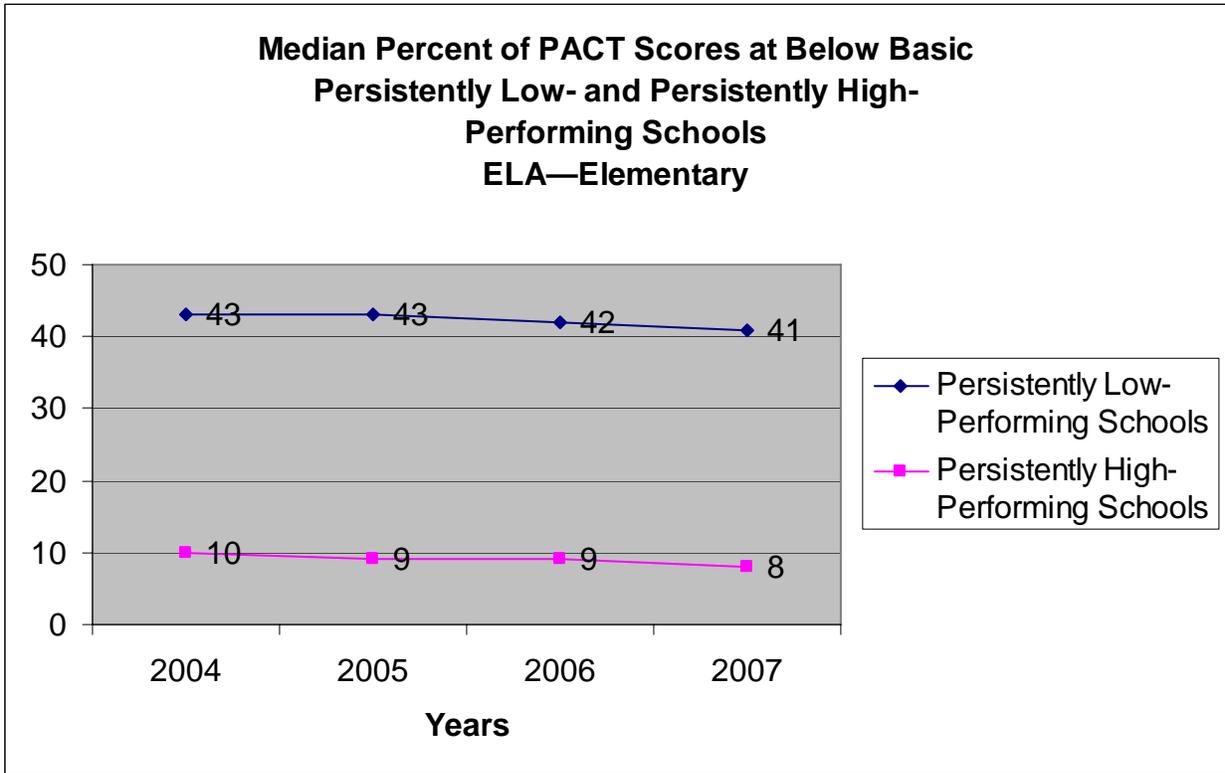


Chart 2

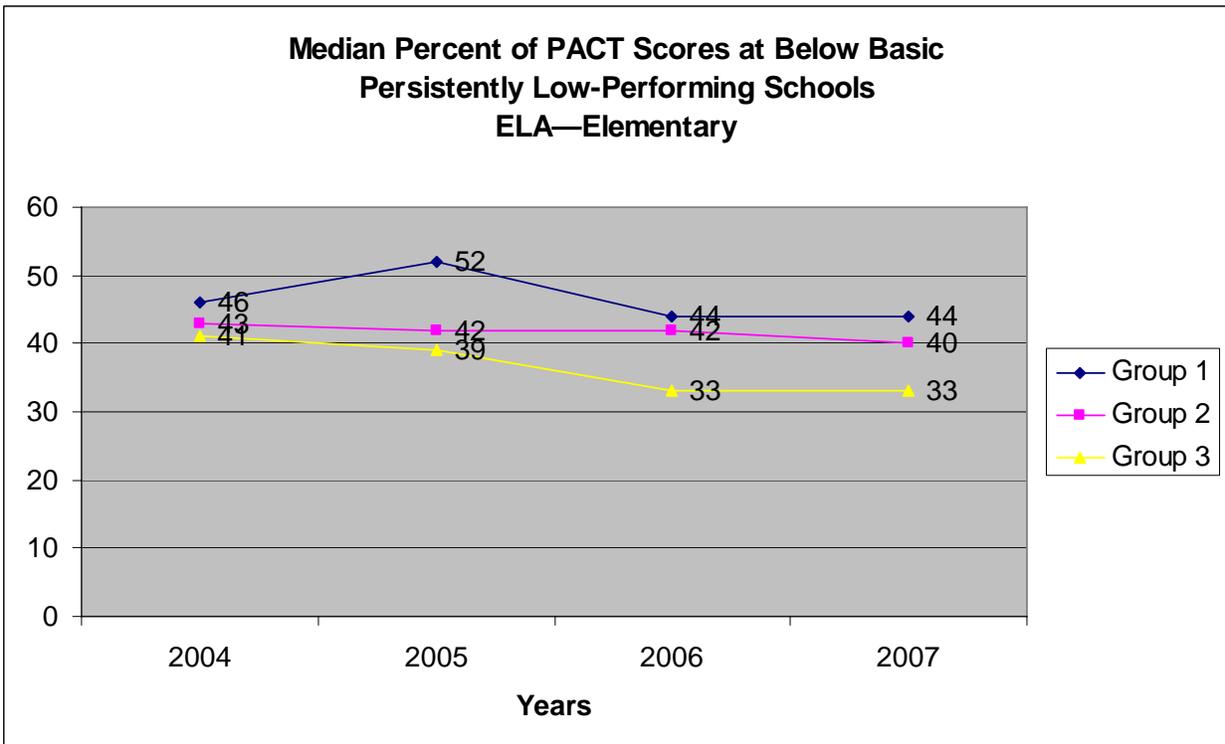


Chart 3

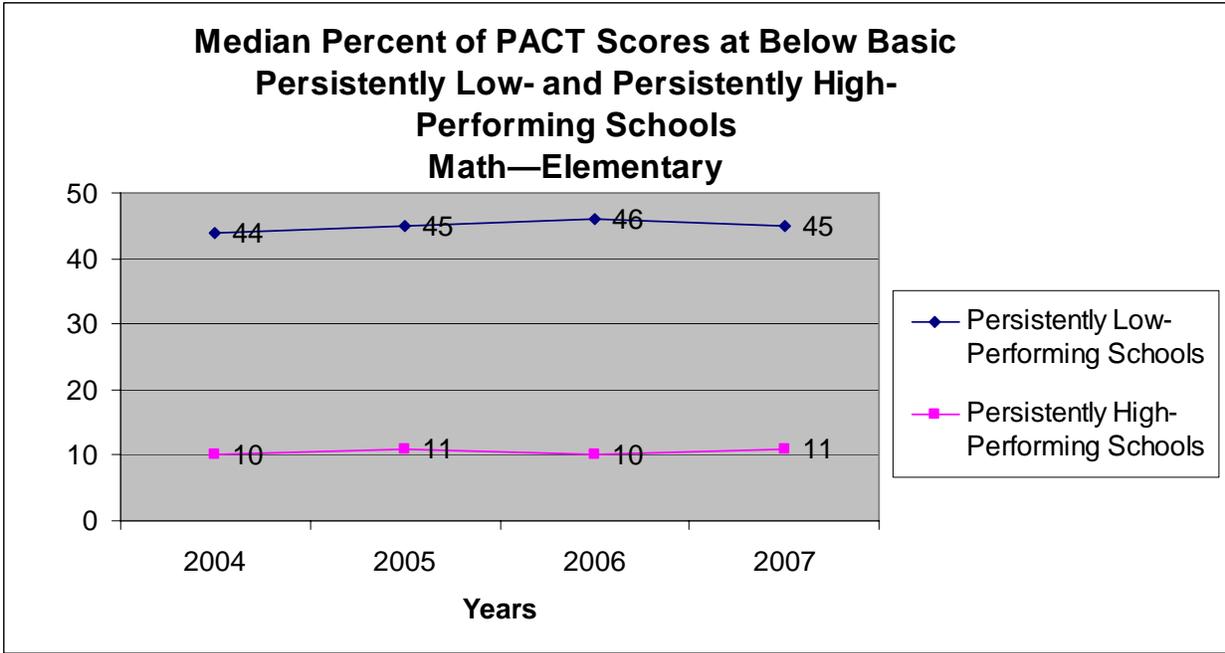


Chart 4

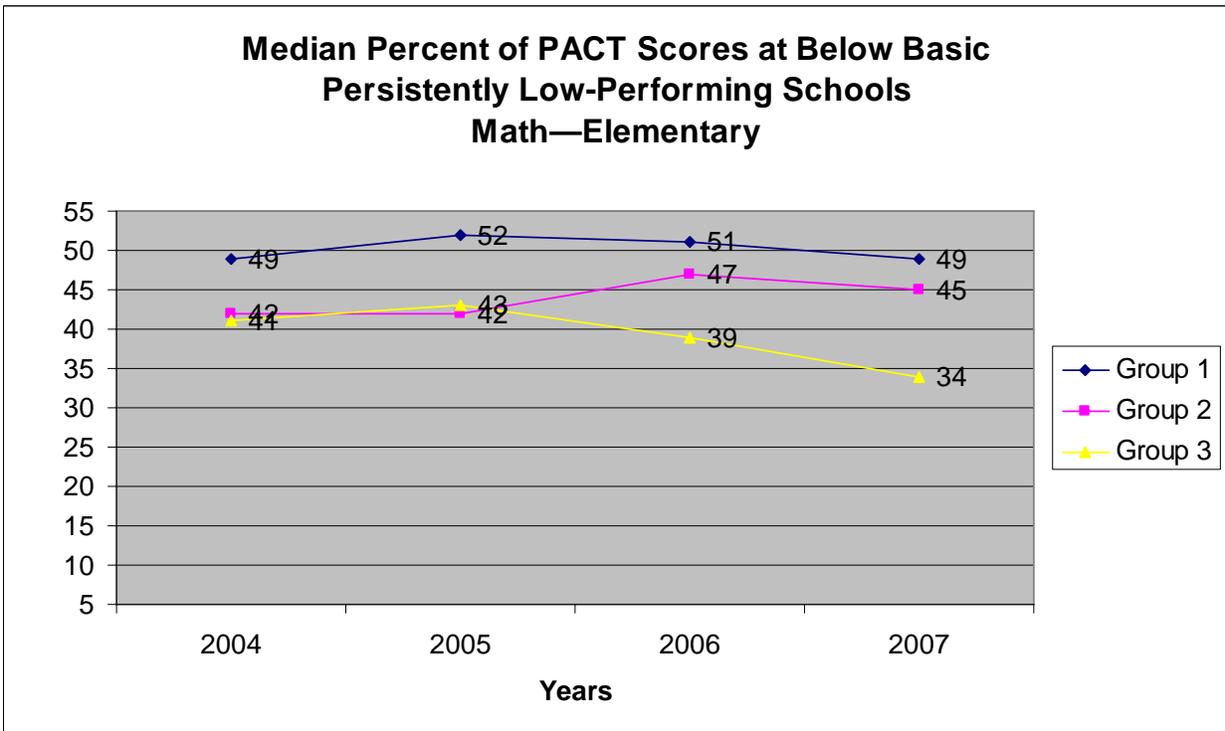


Chart 5

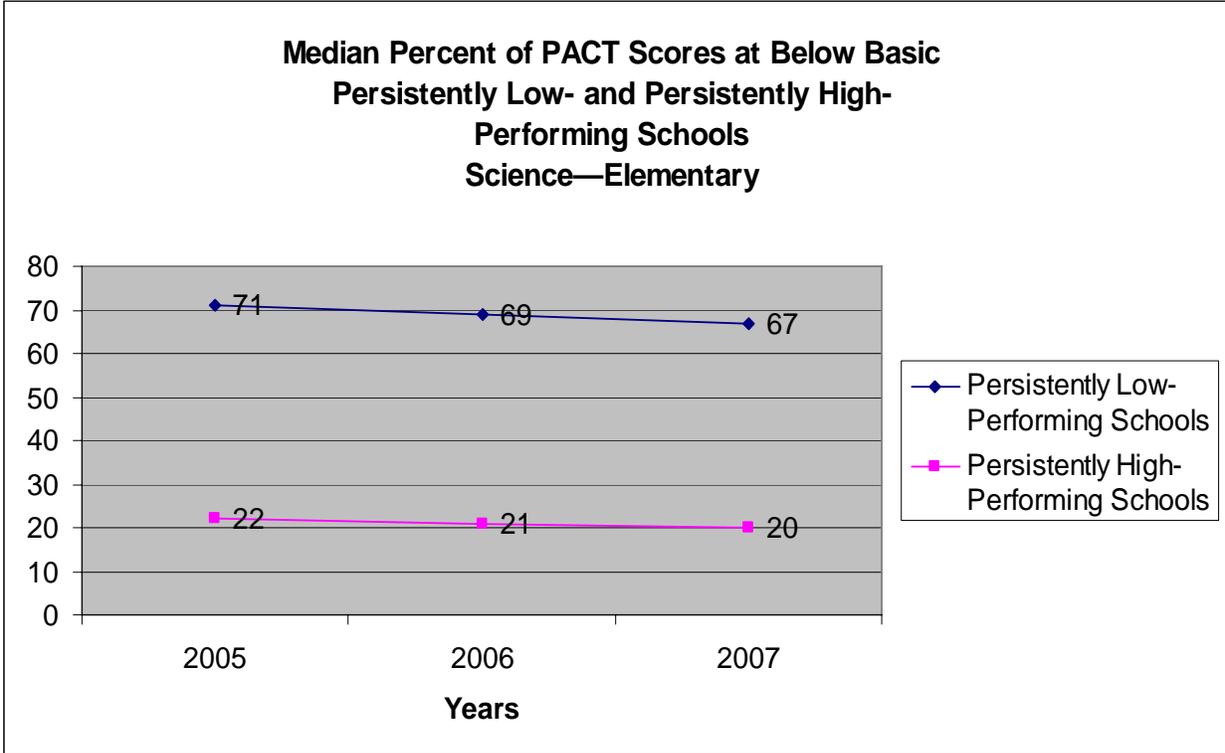


Chart 6

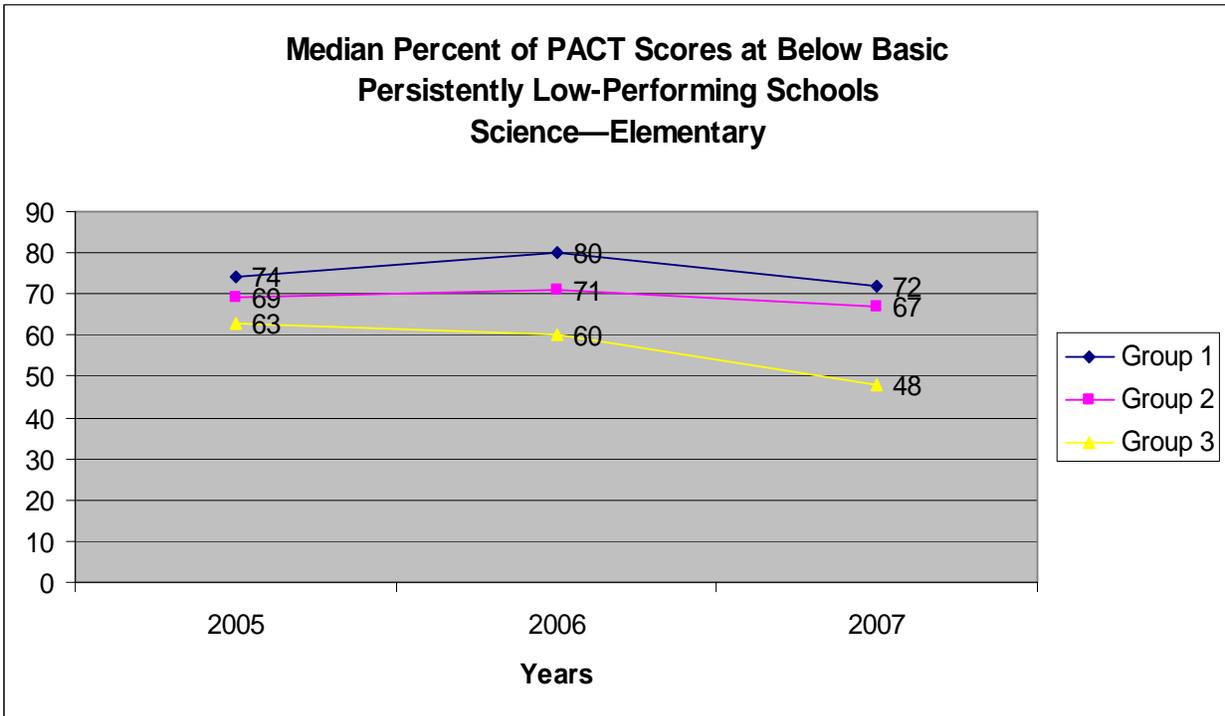


Chart 7

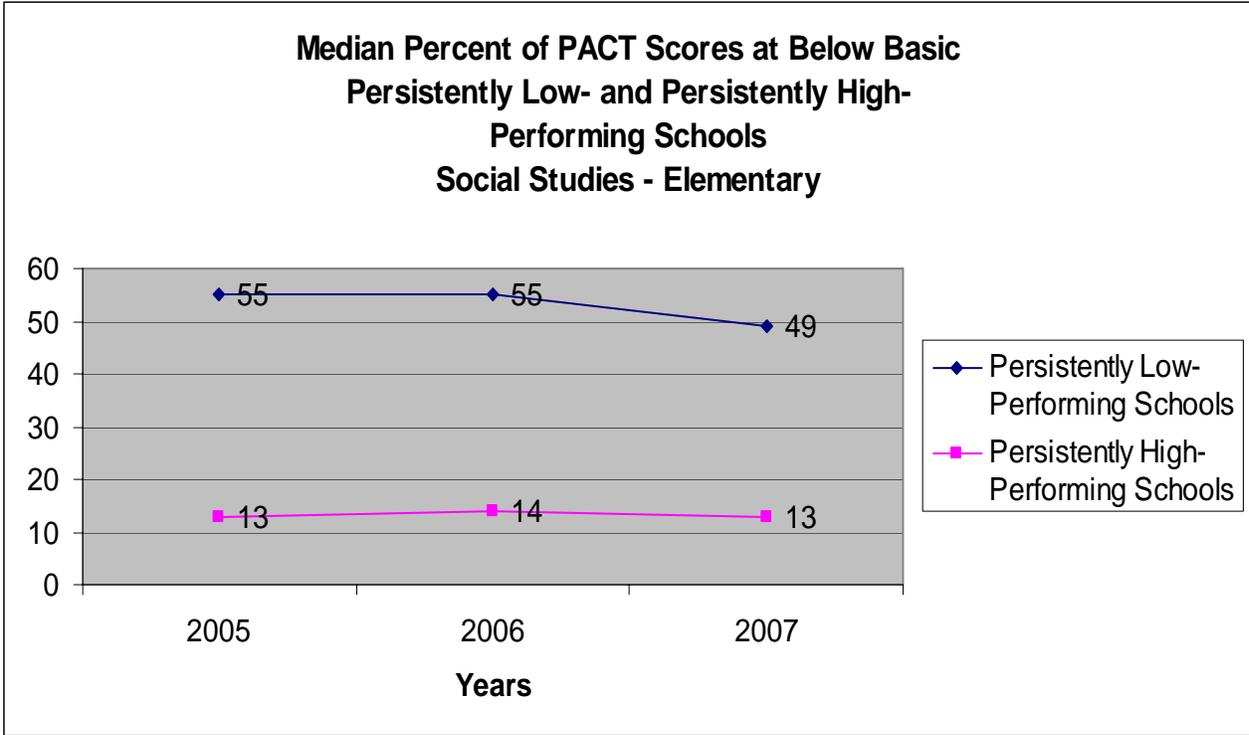
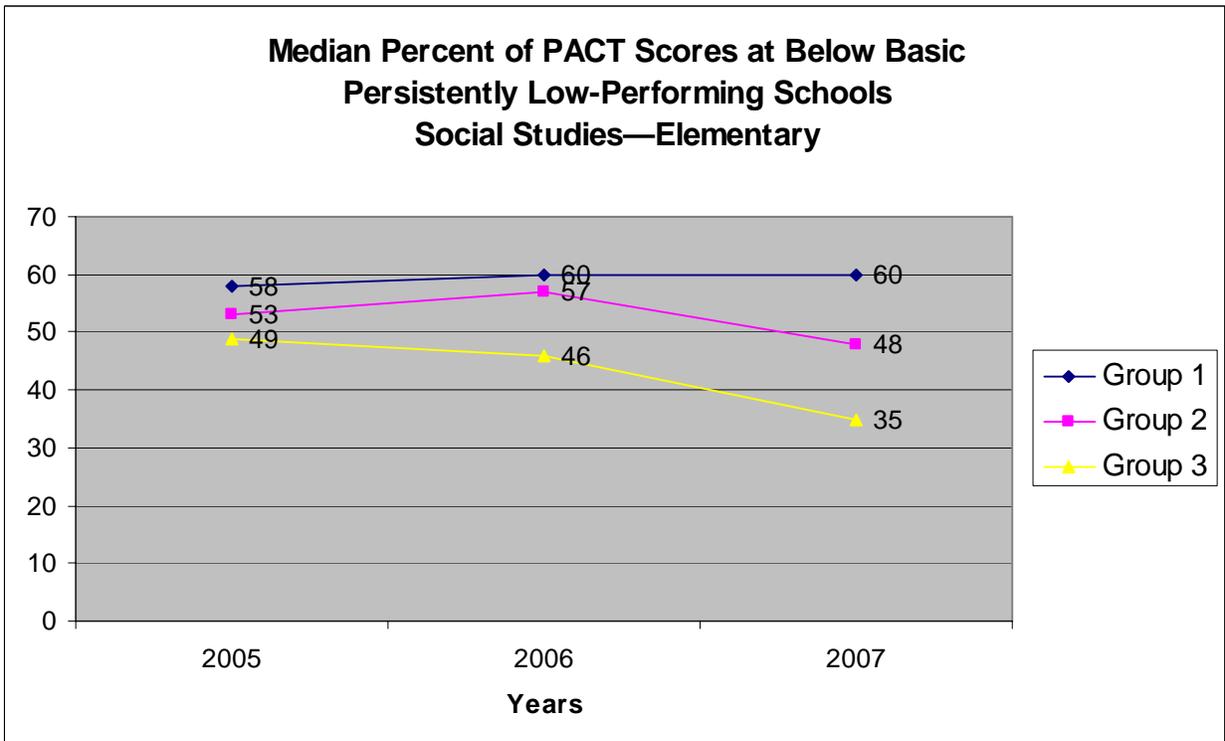


Chart 8



**Summary of Reduction in Below Basic Scores Across Years
Elementary Schools**

	Classification	Percentage Points Reduced
ELA	Persistently High-Performing	2
2004-2007	Persistently Low-Performing	2
	Group 1	2
	Group 2	3
	Group 3	8
Math	Persistently High-Performing	-1
2004-2007	Persistently Low-Performing	-1
	Group 1	0
	Group 2	-3
	Group 3	7
Science	Persistently High-Performing	2
2005-2007	Persistently Low-Performing	4
	Group 1	2
	Group 2	2
	Group 3	15
Social Studies	Persistently High-Performing	0
2005-2007	Persistently Low-Performing	6
	Group 1	-2
	Group 2	5
	Group 3	14

Observations:

1. For all groups, science has the highest percentage of below basic scores.
2. For ELA, math, and science, the reduction in below basic scores is similar between the persistently high- and persistently low-performing schools. For social studies there is a greater reduction in below basic scores among the persistently low-performing schools.
3. Group 3 schools consistently reduced below basic scores at a higher rate.

Comparing Student Performance in Middle Schools

The following charts display student performance on each of the four content areas of ELA, math, science, and social studies for multiple years. Science and social studies results were added in 2004–05.

Chart 9

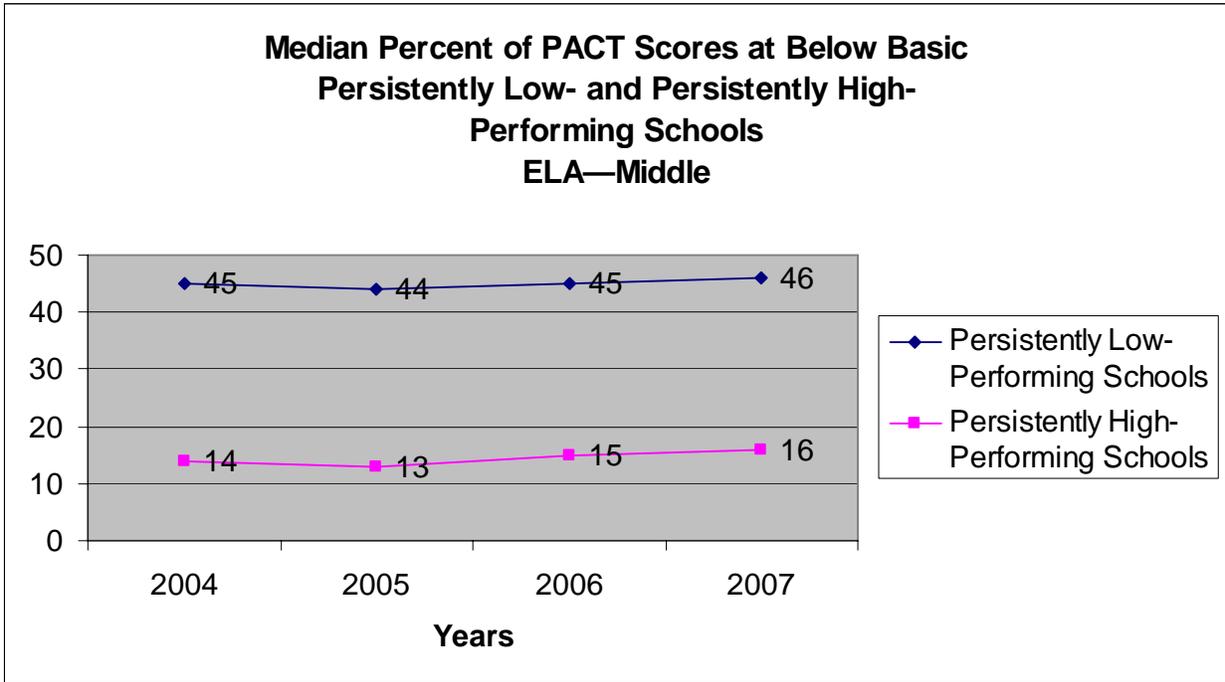


Chart 10

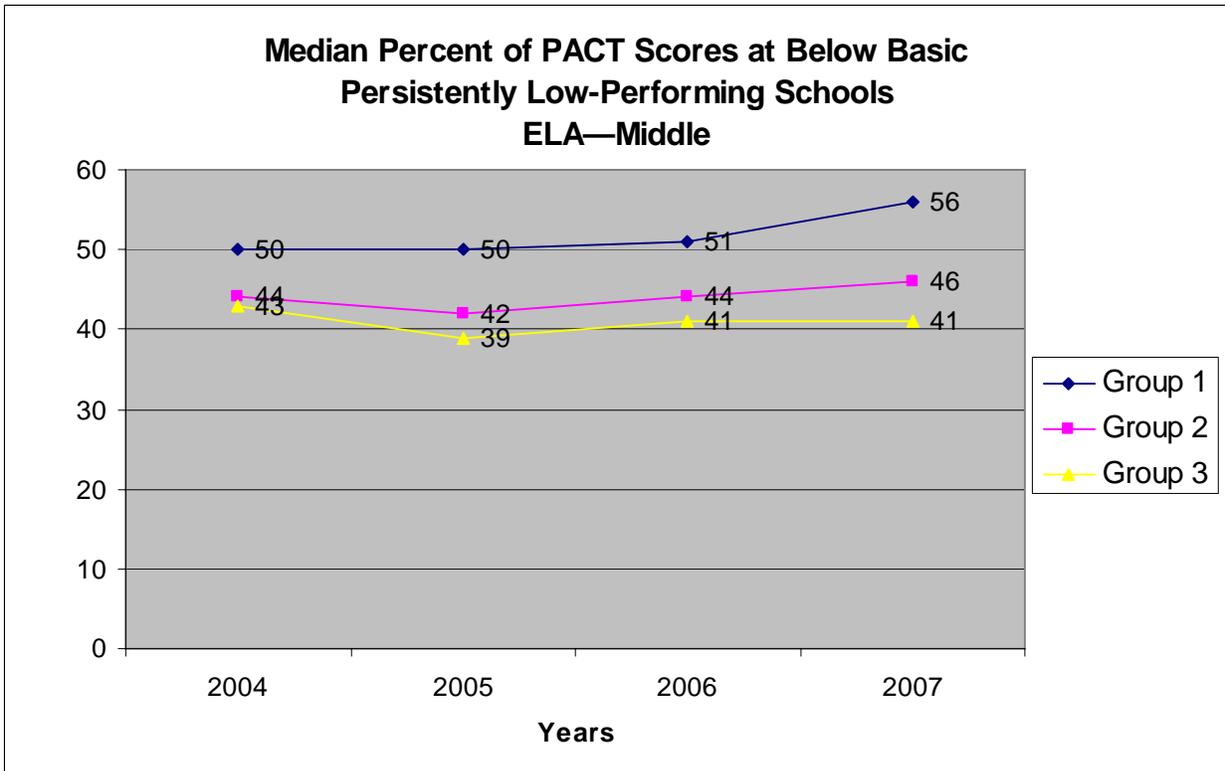


Chart 11

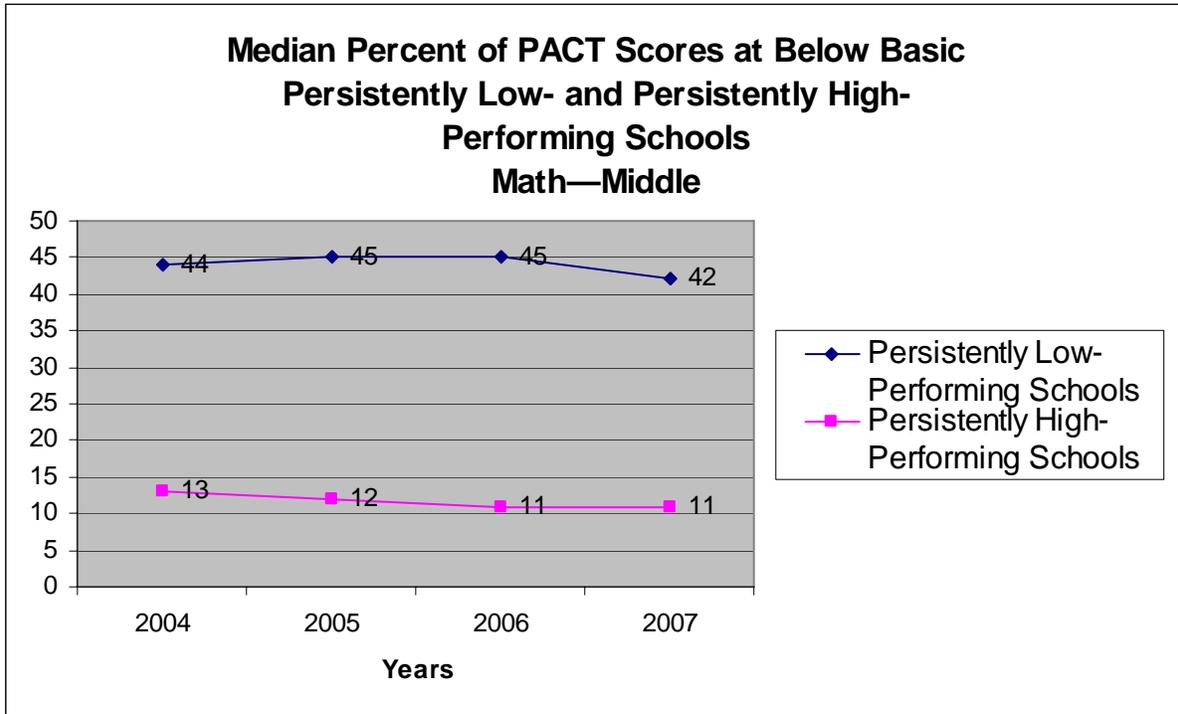


Chart 12

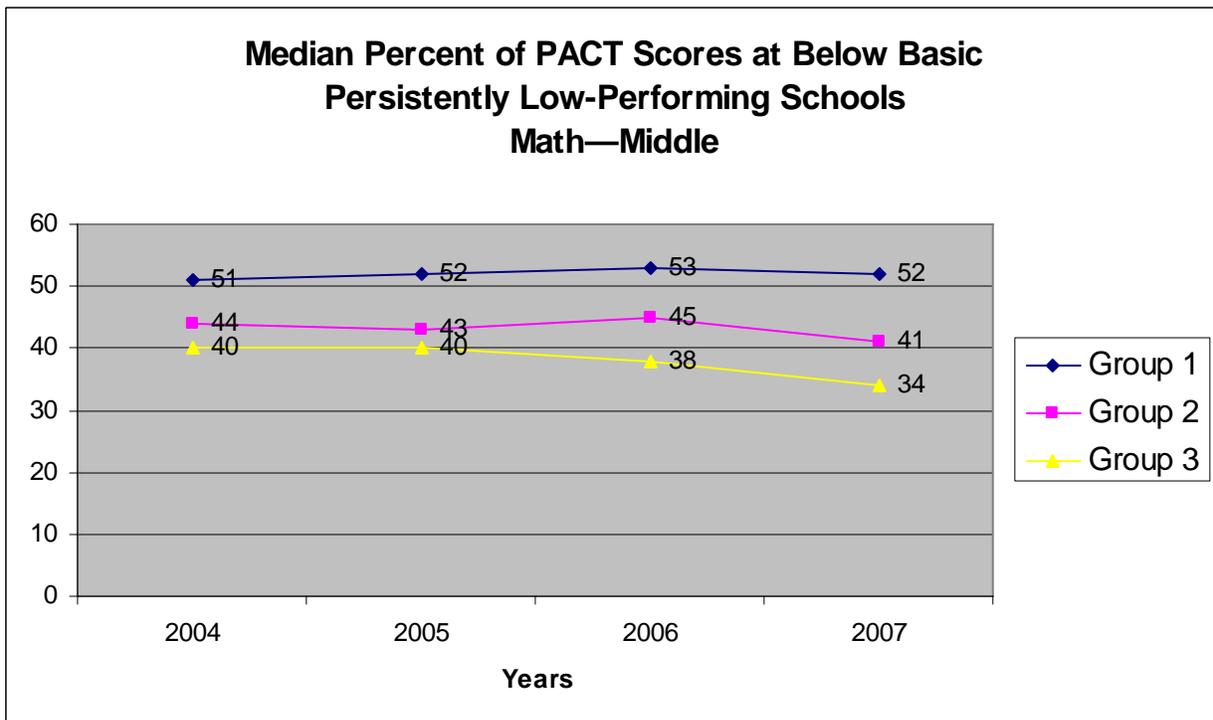


Chart 13

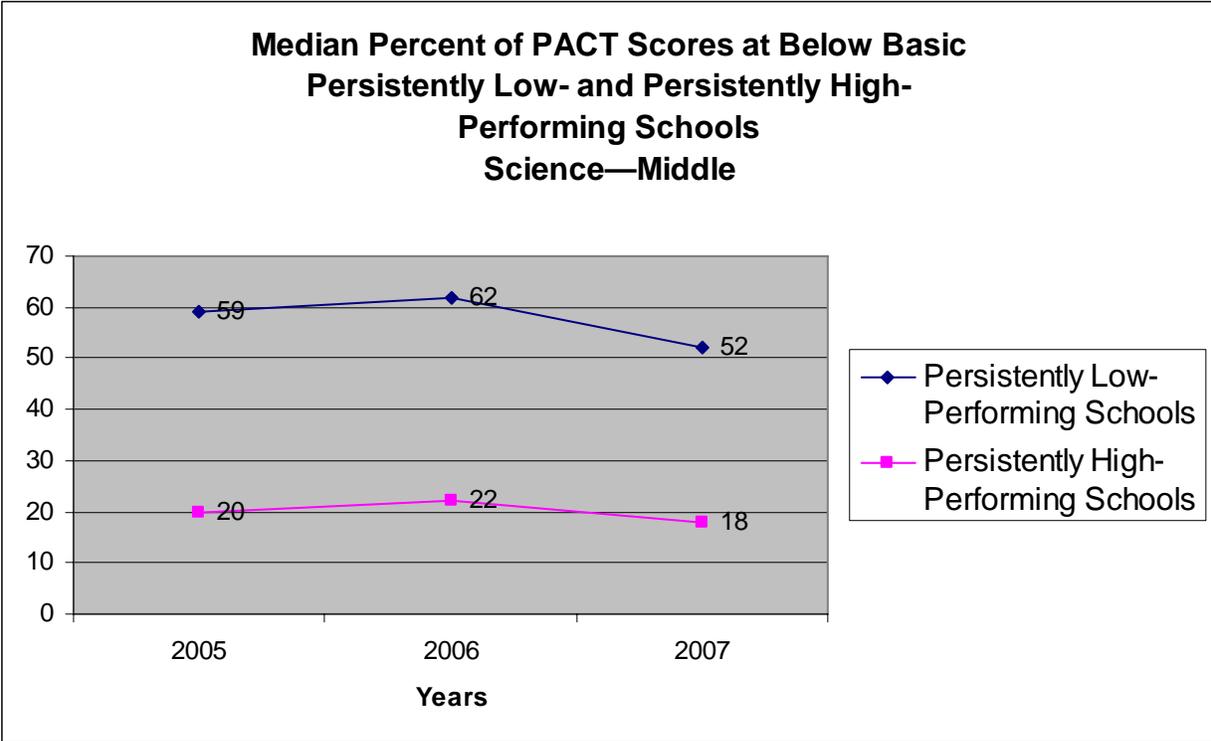


Chart 14

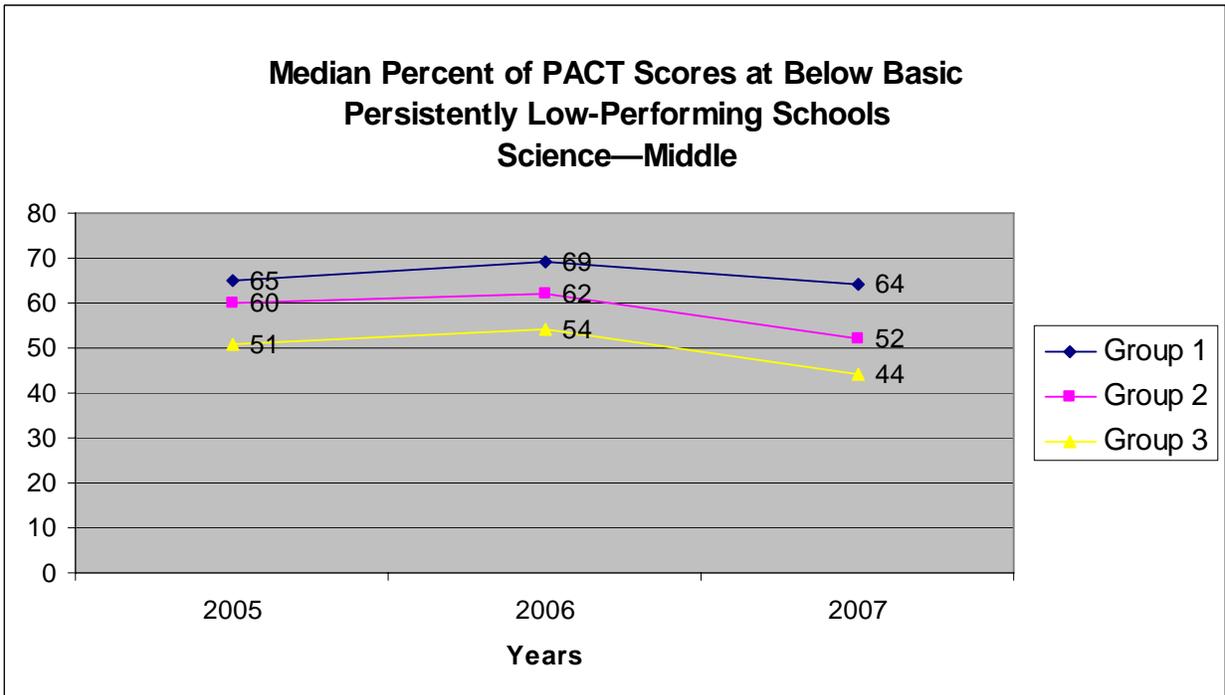


Chart 15

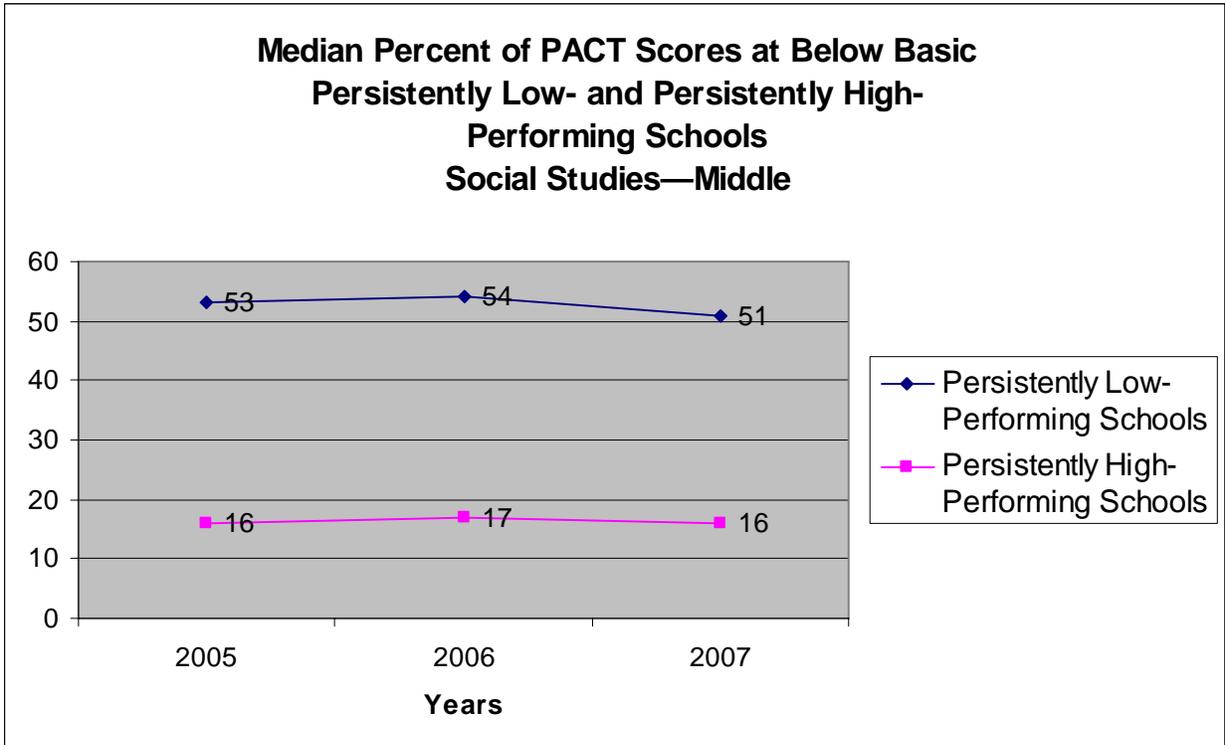
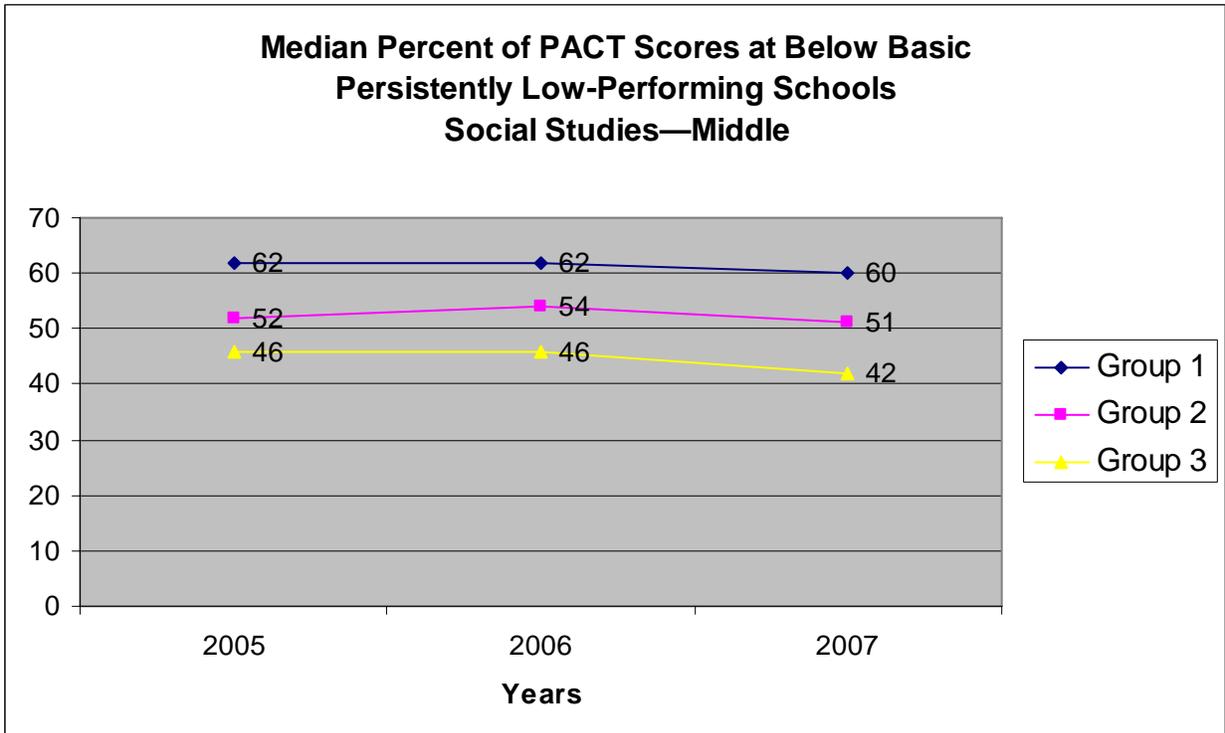


Chart 16



**Summary of Reduction in Below Basic Scores Across Years
Middle Schools**

	Classification	Percentage Points Reduced
ELA	Persistently High-Performing	-2
2004-2007	Persistently Low-Performing	-1
	Group 1	-6
	Group 2	-2
	Group 3	2
Math	Persistently High-Performing	2
2004-2007	Persistently Low-Performing	2
	Group 1	-1
	Group 2	3
	Group 3	6
Science	Persistently High-Performing	2
2005-2007	Persistently Low-Performing	7
	Group 1	1
	Group 2	8
	Group 3	7
Social Studies	Persistently High-Performing	0
2005-2007	Persistently Low-Performing	2
	Group 1	2
	Group 2	1
	Group 3	4

Observations:

1. For all groups, science had the highest percentage of below basic scores.
2. For ELA, math and social studies, the reduction in below basic scores is similar between the persistently high- and persistently low-performing schools. For science, there is a greater reduction in below basic scores among low-performing schools.
3. Group 3 schools consistently reduced the percentages of below basic scores.

Comparing Student Performance in High Schools

High school ratings are based on a formula that includes four variables: 1) first attempt on the High School Assessment Program (HSAP), 2) longitudinal HSAP, 3) graduation rate, and 4) end-of-course results. First-attempt HSAP is defined as the percentage of students taking HSAP the first time who passed both English language arts and mathematics subtests. Longitudinal HSAP measures the percentage of tenth-grade students who pass HSAP by the spring graduation two years later. Graduation rate represents the percentage of all ninth-grade students four years prior to the year of the report card who earn a standard high school diploma. End-of-course results are composed of passing scores on the end-of-course examinations for three courses: Algebra 1, English 1, and Physical Science. Beginning with the 2005–06 year, end-of-course results replaced the variable percentage of students eligible for Life scholarship.

Once calculated, the absolute index is converted to the appropriate rating using the same criteria found in Table 3 of this report used by elementary and middle schools.

The following charts display student performance on the first-attempt HSAP, longitudinal HSAP, and graduation rate for 2004, 2005, 2006, and 2007. The charts for end-of-course exams for 2006 and 2007 are also included.

Chart 17

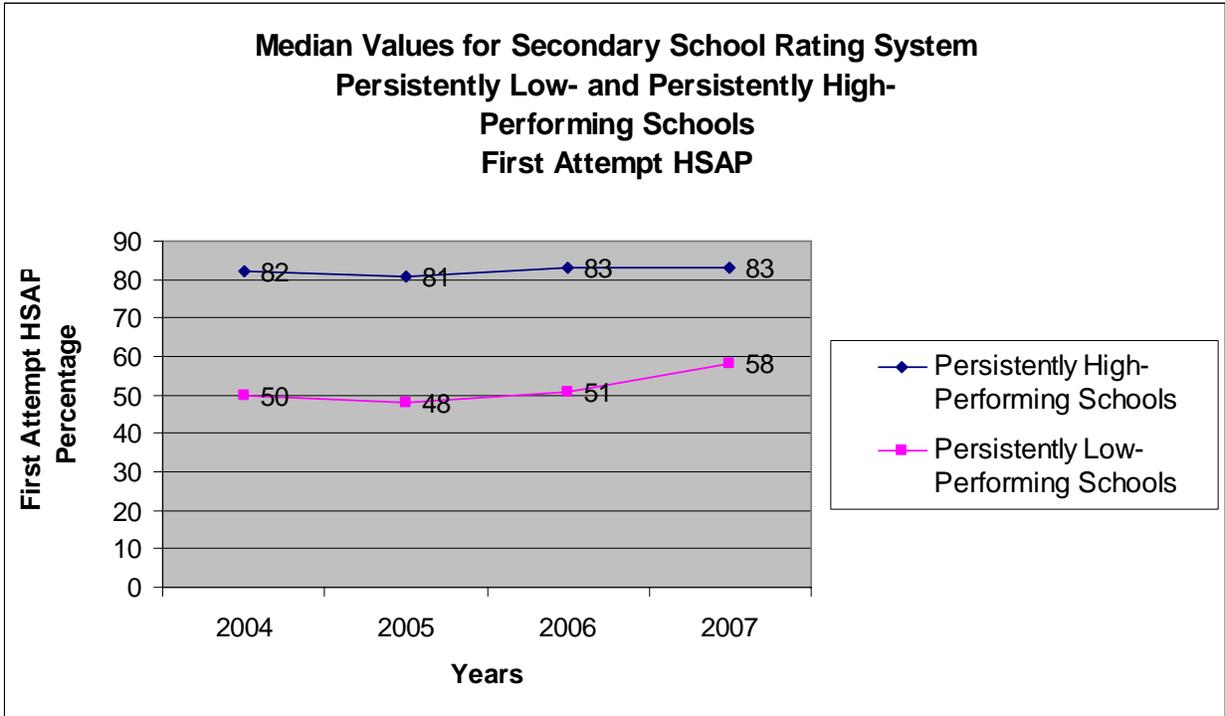


Chart 18

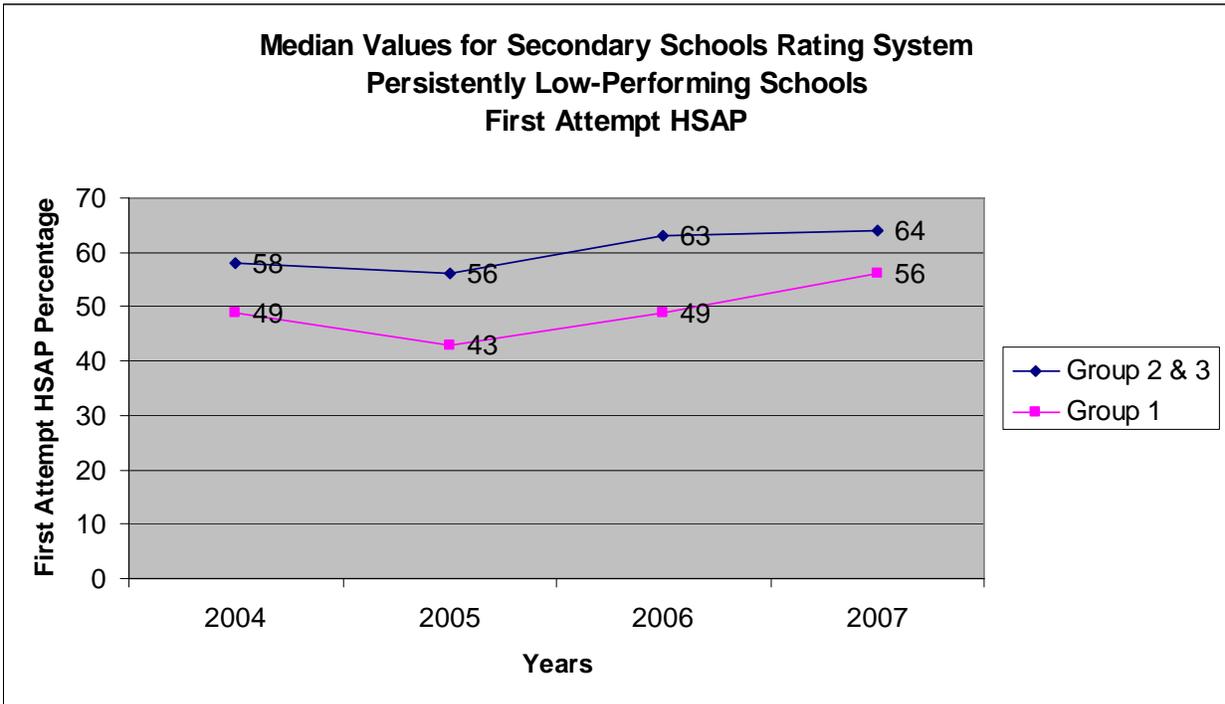


Chart 19

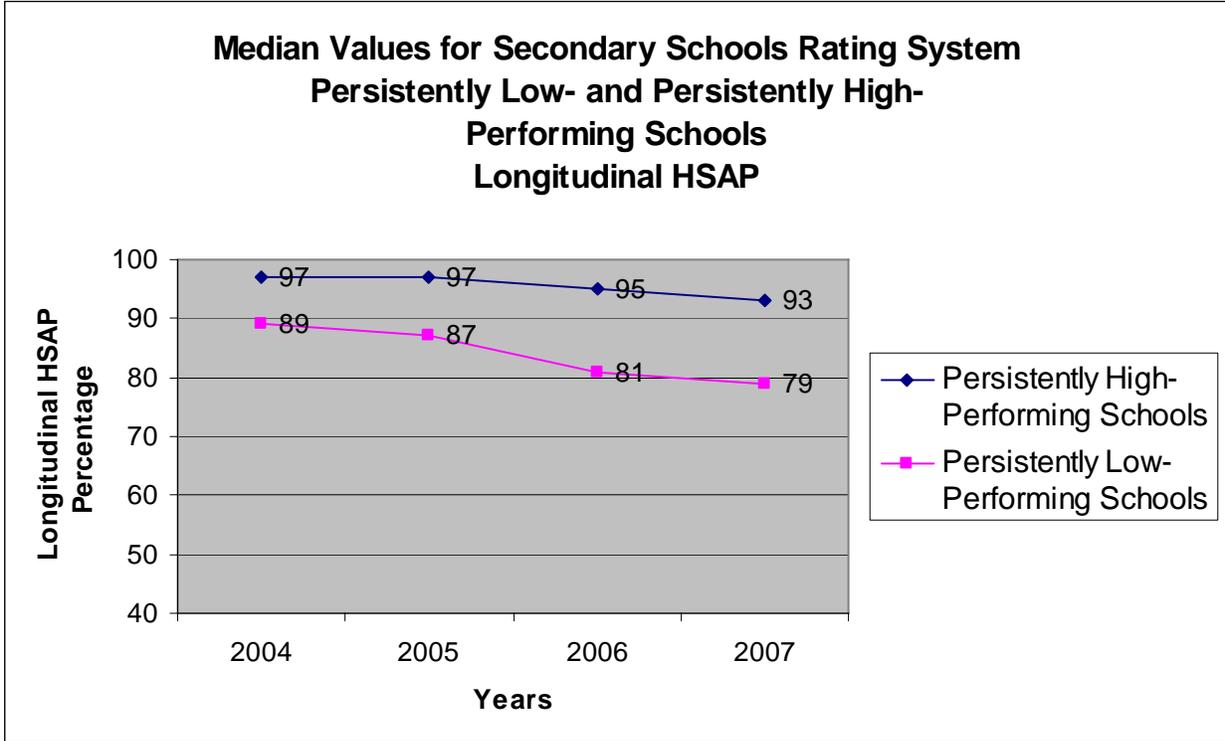


Chart 20

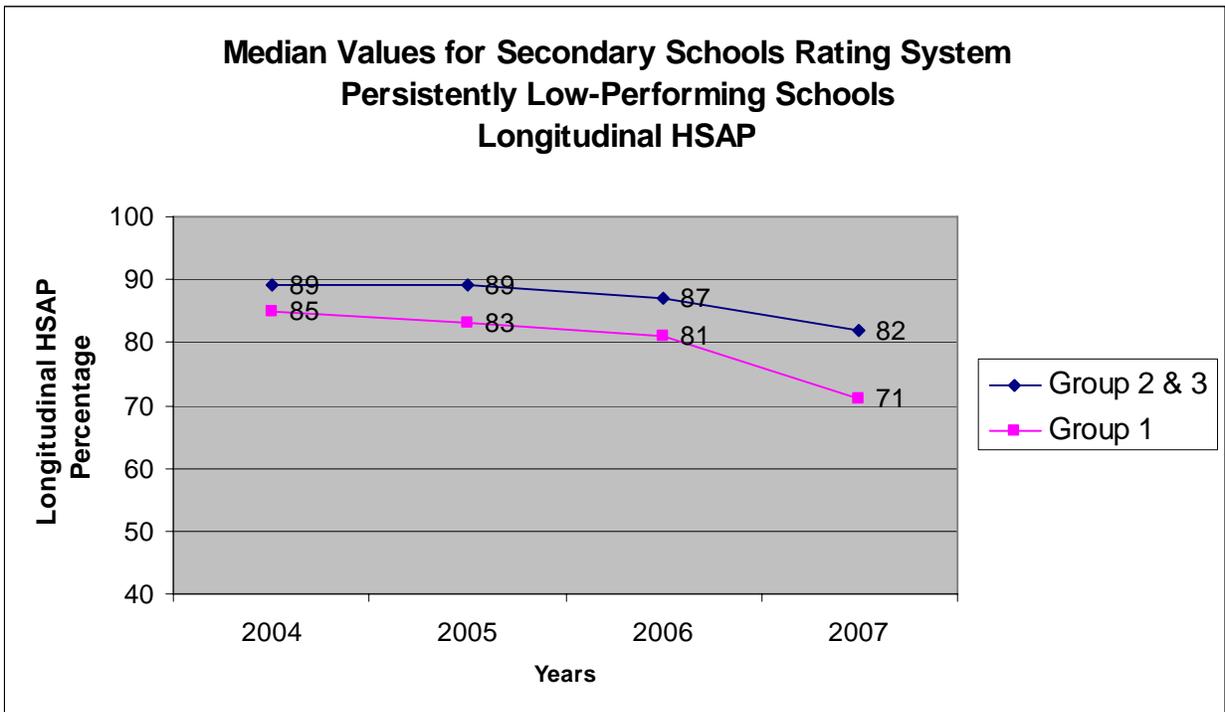


Chart 21

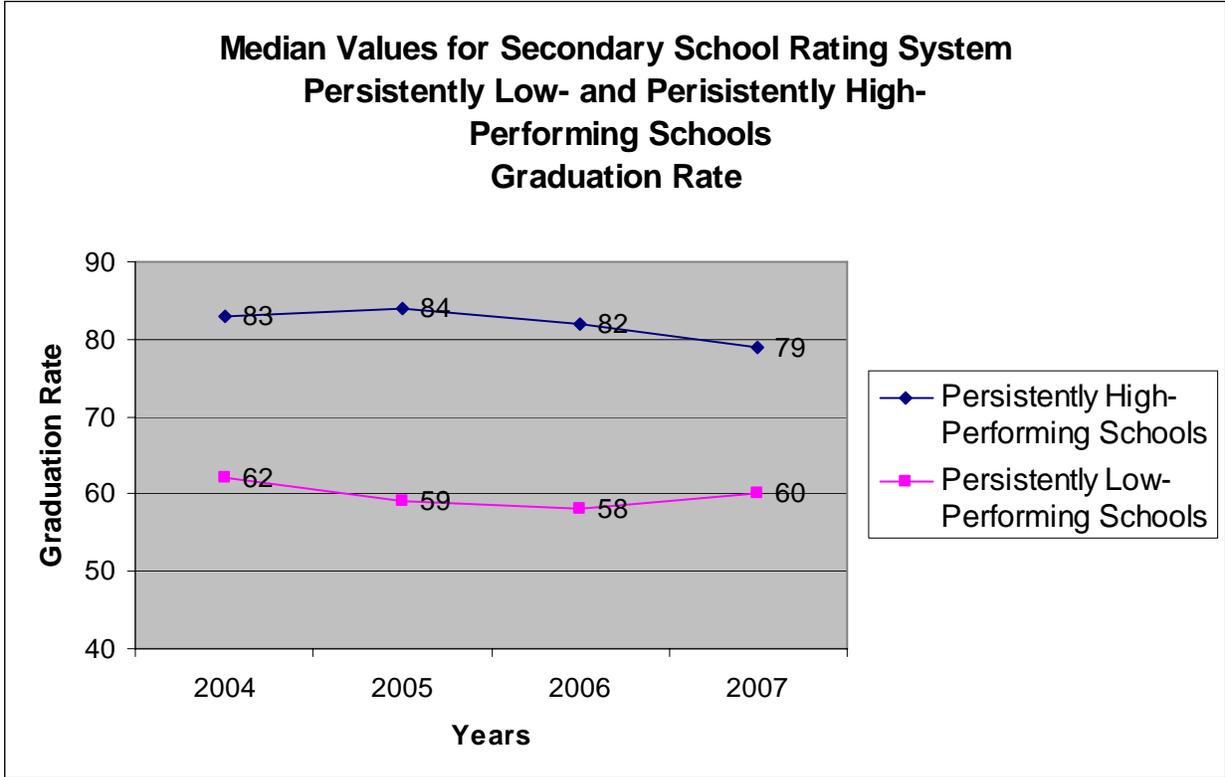


Chart 22

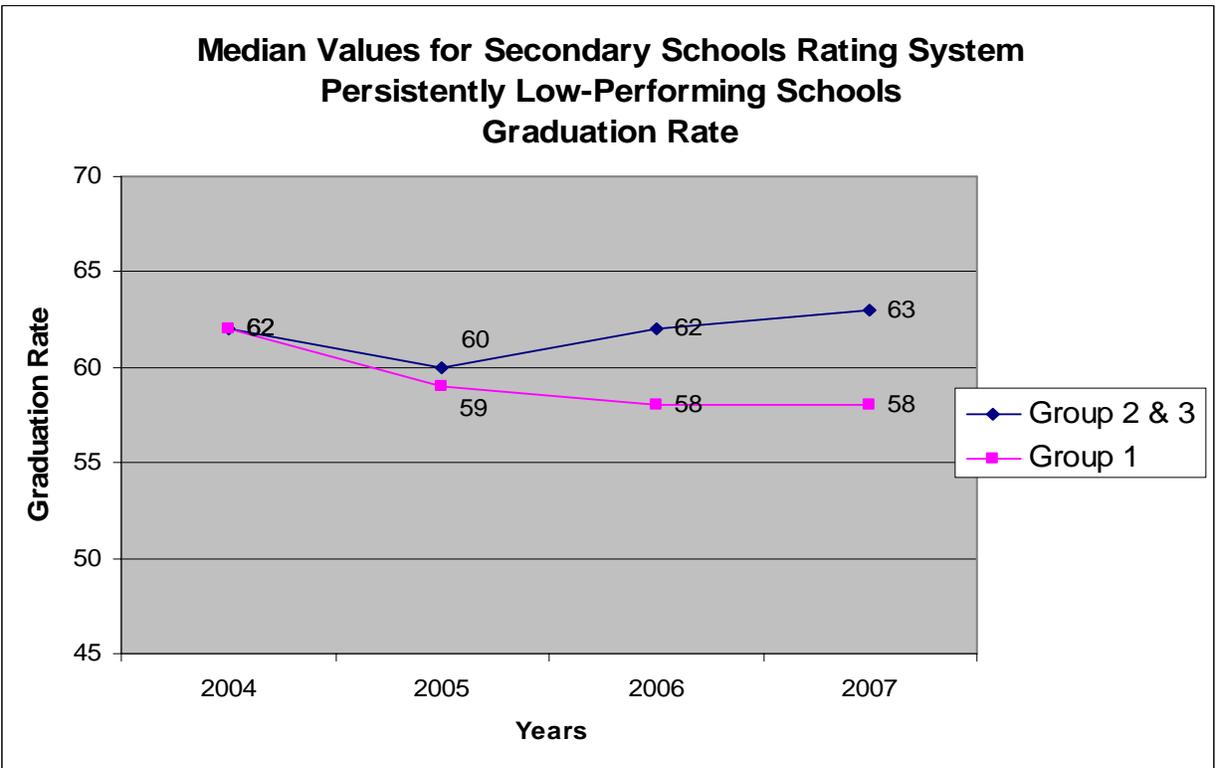


Chart 23

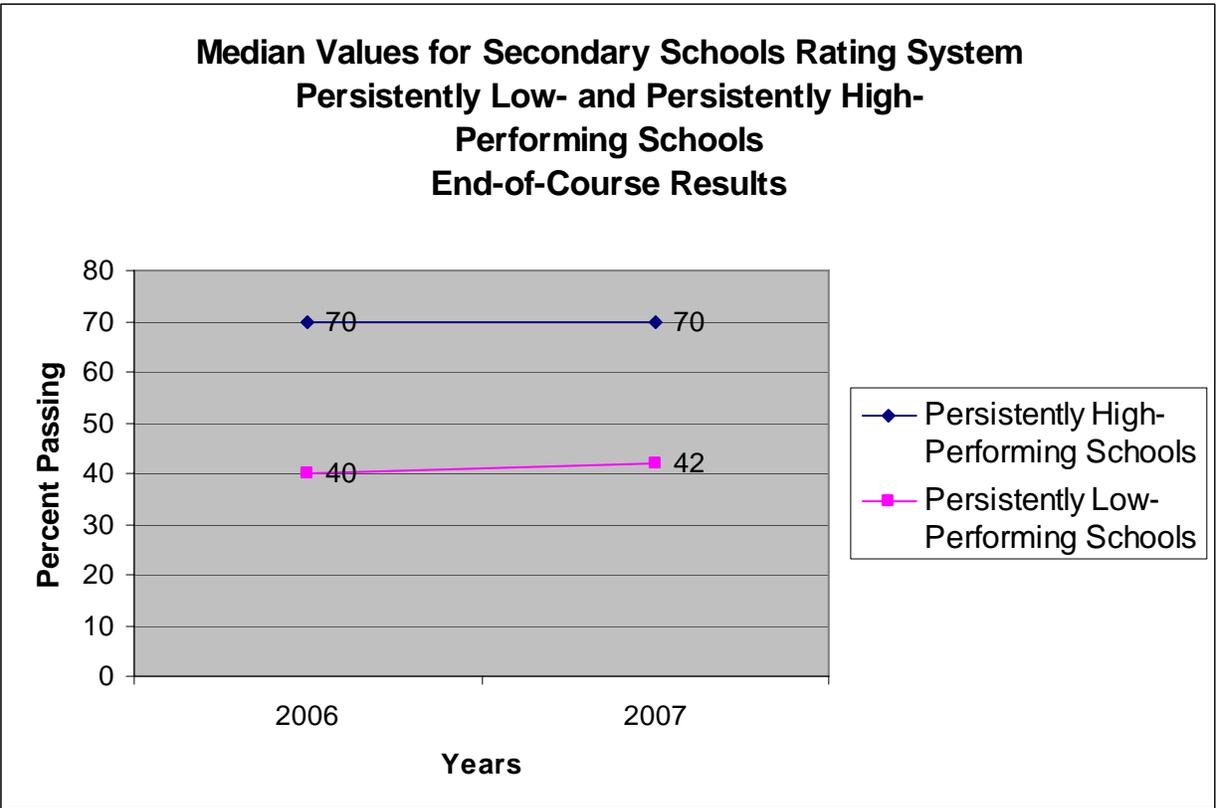
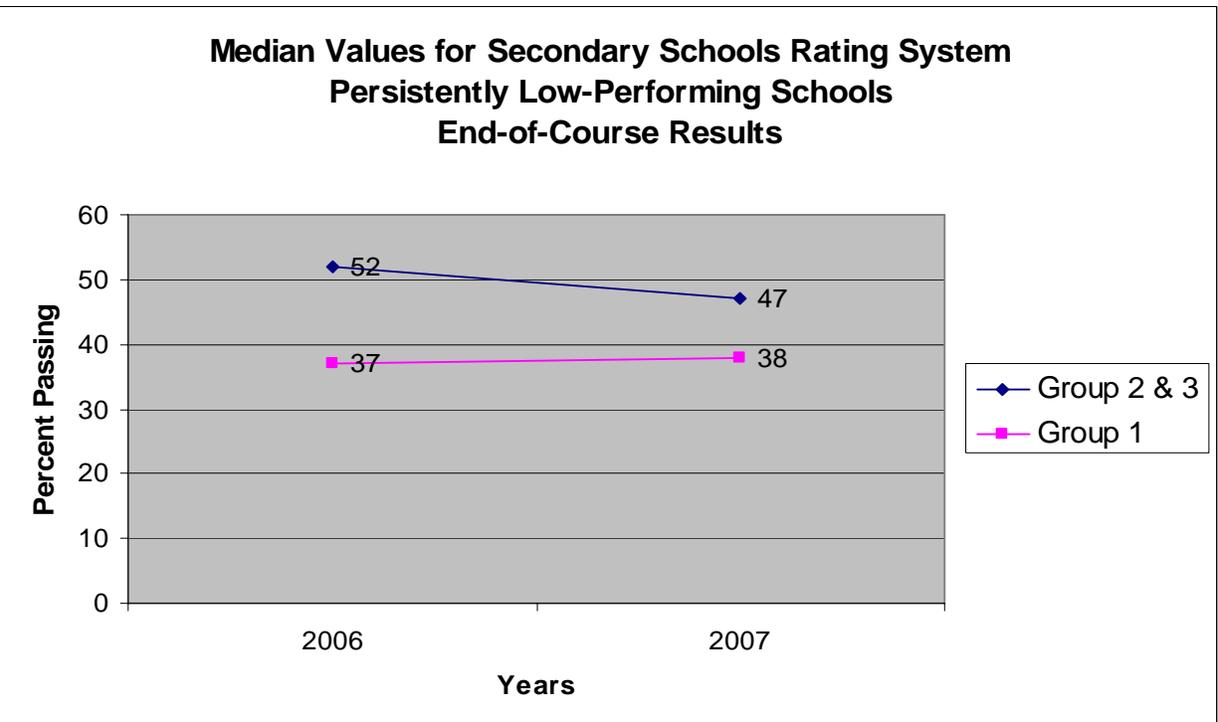


Chart 24



**Summary of Growth in Variables Used in
Secondary Schools Absolute Value Calculation**

Variable	Classification	Percentage Points Gained
First Attempt HSAP	Persistently High-Performing	1
2004-2007	Persistently Low-Performing	8
	Group 1	7
	Group 2 & 3	6
Longitudinal HSAP	Persistently High-Performing	-4
2004-2007	Persistently Low-Performing	-10
	Group 1	-14
	Group 2 & 3	-7
Graduation Rate	Persistently High-Performing	-4
2004-2007	Persistently Low-Performing	-2
	Group 1	-4
	Group 2 & 3	1
End-of-Course Results	Persistently High-Performing	0
2006-2007	Persistently Low-Performing	2
	Group 1	1
	Group 2 & 3	-5

Observations:

1. For longitudinal HSAP and graduation rate, consistently lower school performance generally occurred across years in all groups. These reductions may be due to greater adherence to more accurate reporting procedures.
2. Persistently low-performing schools made greater gains in passing rates for first-attempt HSAP when compared to persistently high-performing schools.
3. Converting the median values across the four variables results in the following hypothetical 2007 and 2006 absolute indexes:

Variable	Weight	High-Performing		Low-Performing	
		Value	Points	Value	Points
First-Attempt HSAP	20%	83	5	58	4
Longitudinal HSAP	30%	93	3	79	1
Graduation Rate	30%	79	3	60	2
End-Of-Course	20%	70	3	42	3

2007 Absolute Index	3.4	2.3
2007 Absolute Rating	Good	Unsatisfactory

Variable	Weight	High-Performing		Low-Performing	
		Value	Points	Value	Points
First-Attempt HSAP	20%	83	5	58	3
Longitudinal HSAP	30%	95	3	81	1
Graduation Rate	30%	82	4	58	2
End-Of-Course	20%	70	3	40	2

2006 Absolute Index	3.7	1.9
2006 Absolute Rating	Good	Unsatisfactory

The variable longitudinal HSAP receives the lowest points for both years with the persistently low-performing group. The variable first-attempt HSAP consistently receives the highest point value for both groups.

Comparing Student Performance in End-of-Course Assessments

The following charts display student performance on each of three end-of-course assessments currently used in the middle and secondary rating systems.

Chart 25

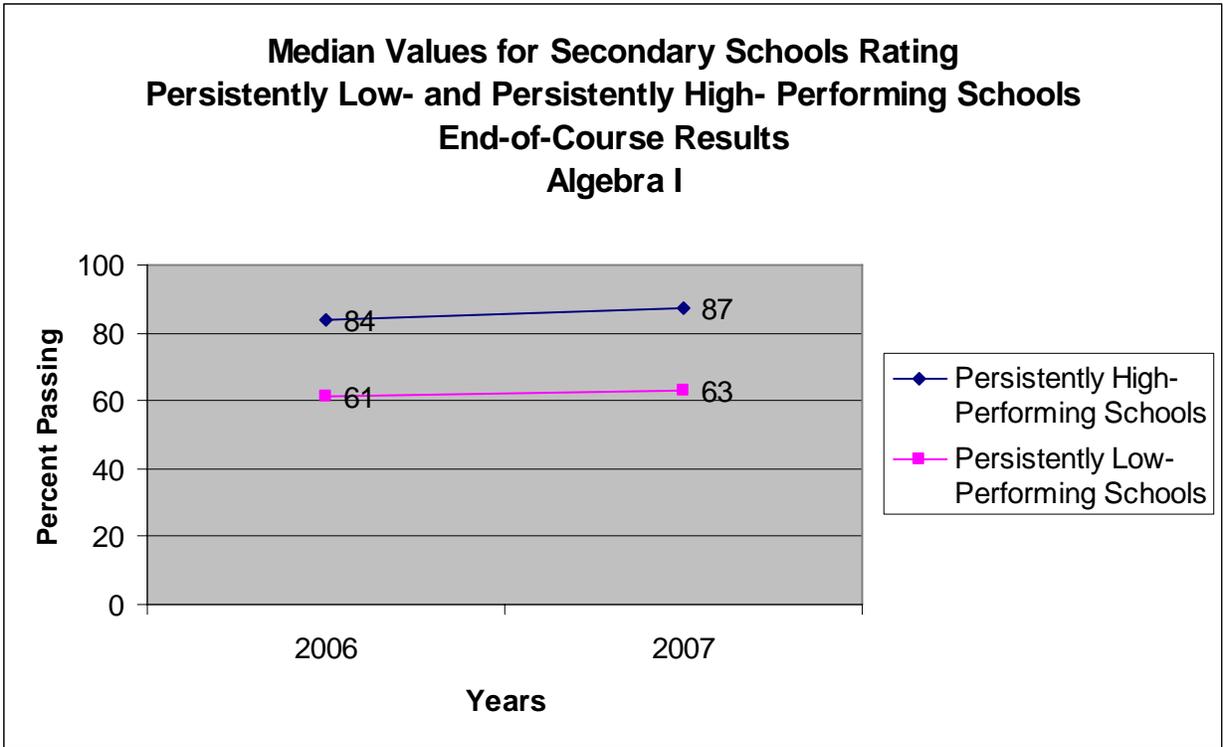


Chart 26

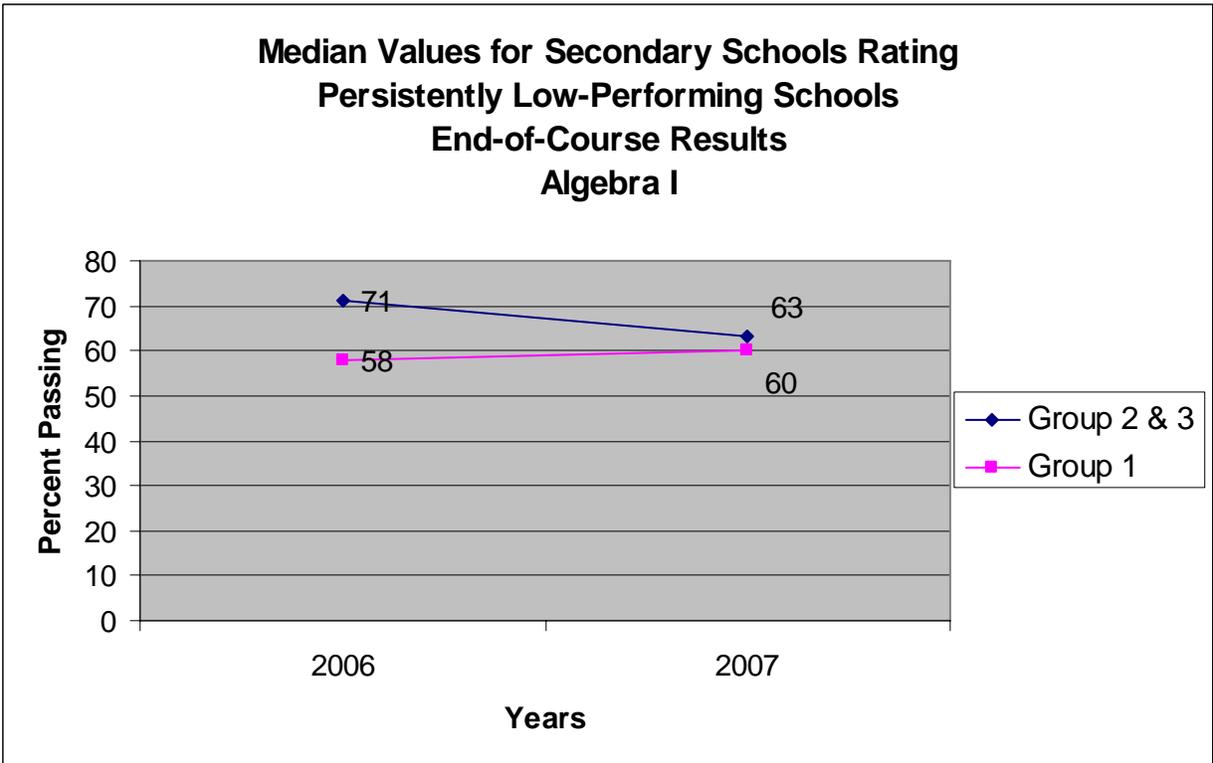


Chart 27

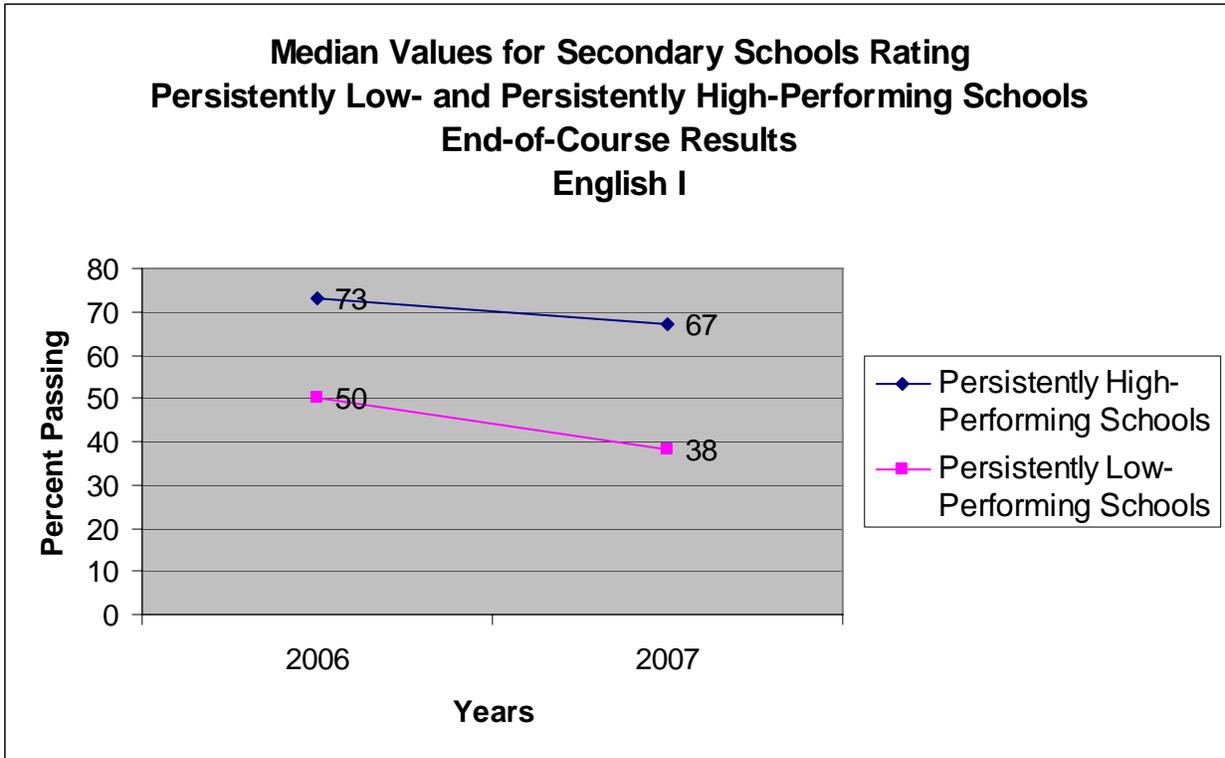


Chart 28

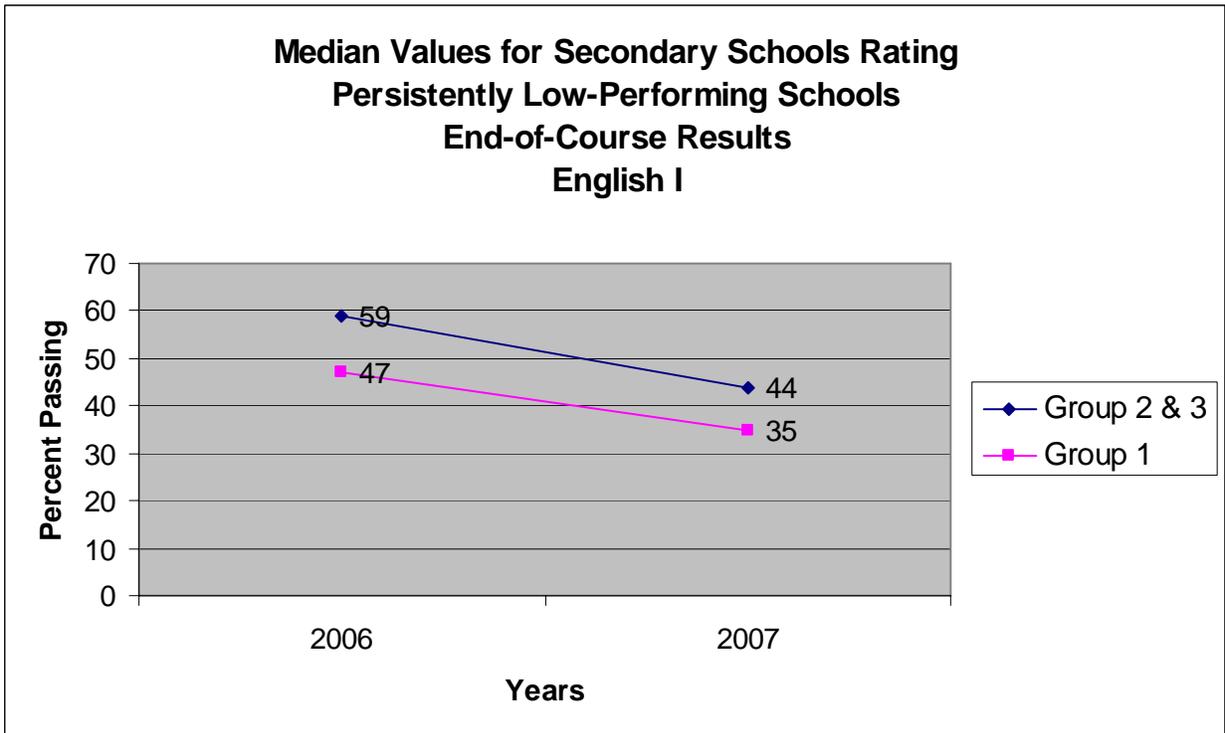


Chart 29

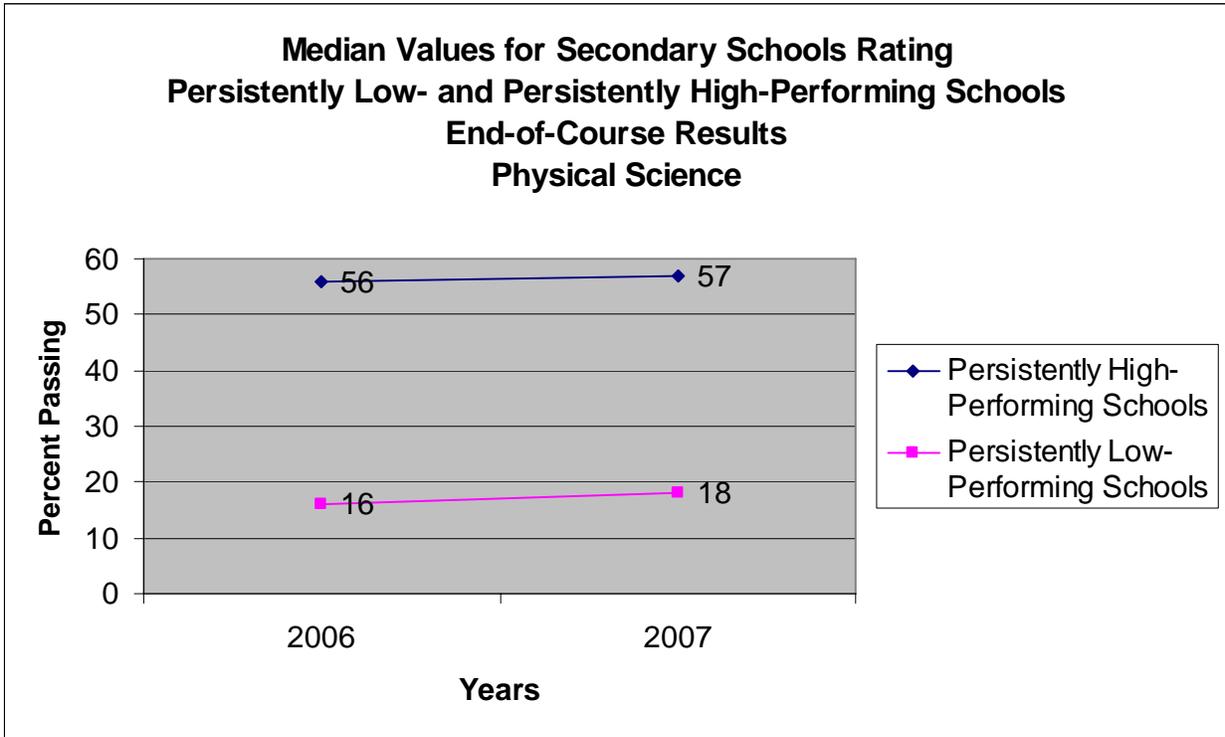
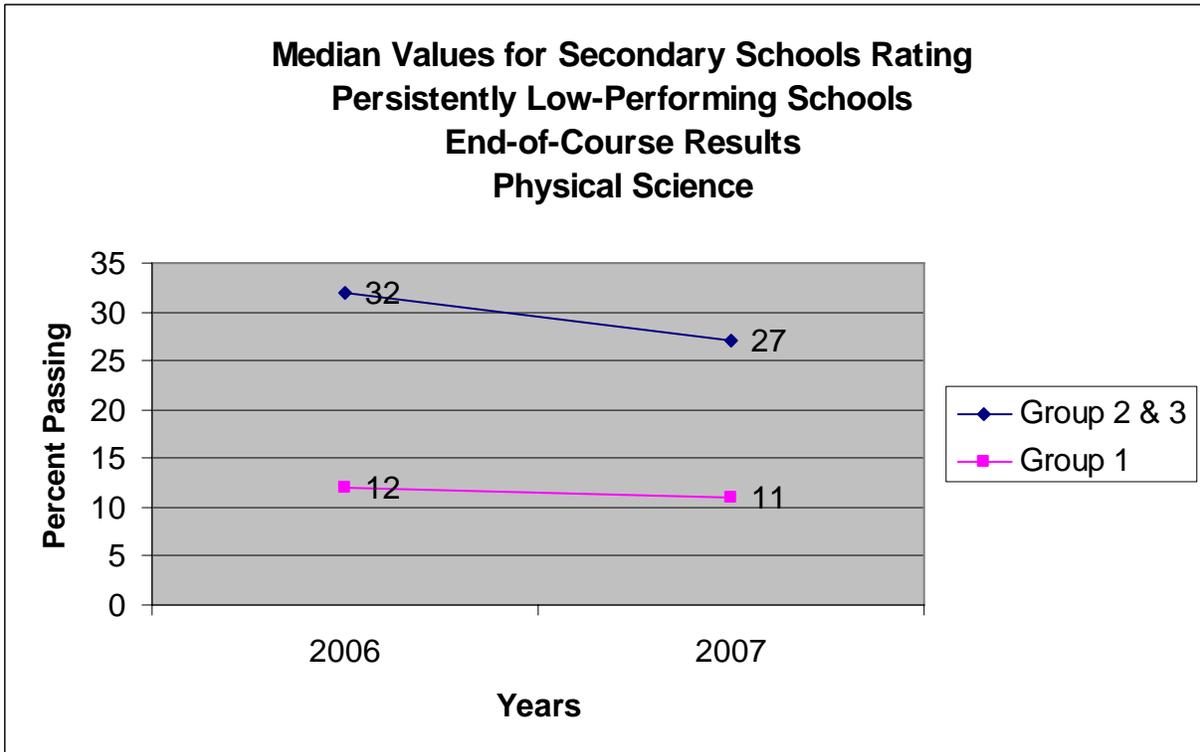


Chart 30



Observations:

1. With only two years of data, trends should be considered as initial observations.
2. End-of-course results for physical science are lower for all groups.

Comparing School Characteristics

The following charts display school characteristics that are related to student performance.

Chart 31

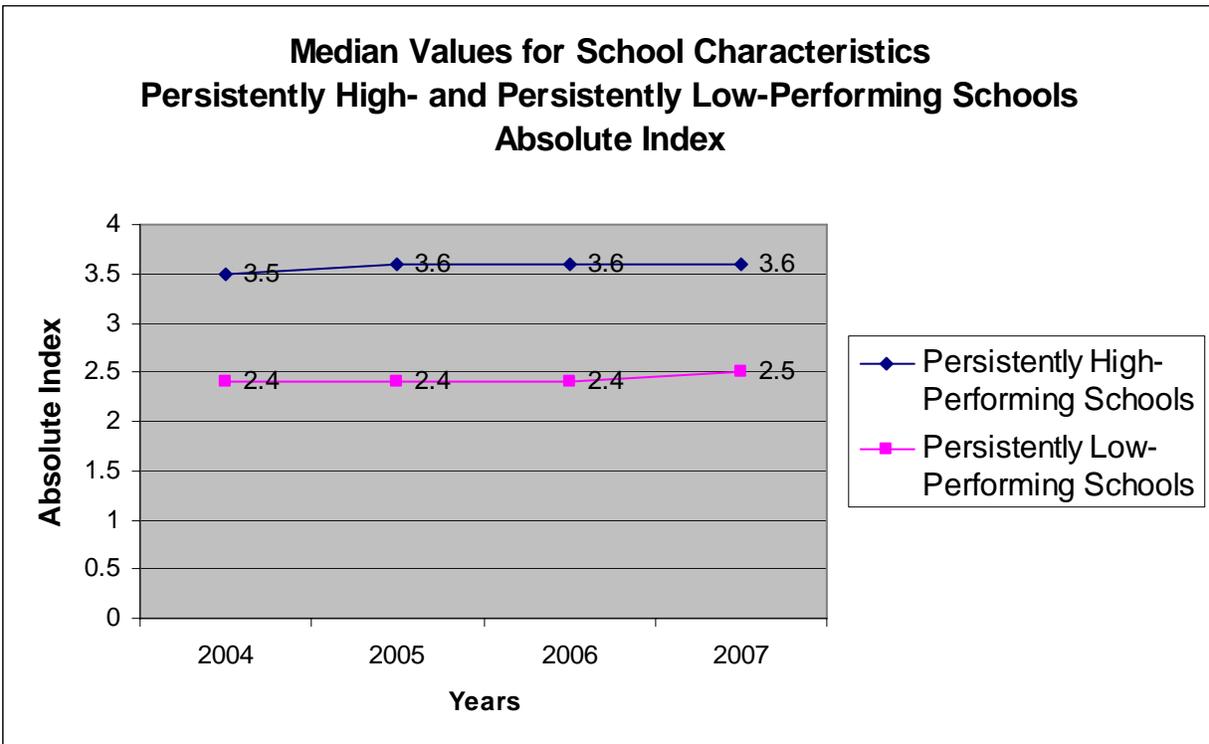


Chart 32

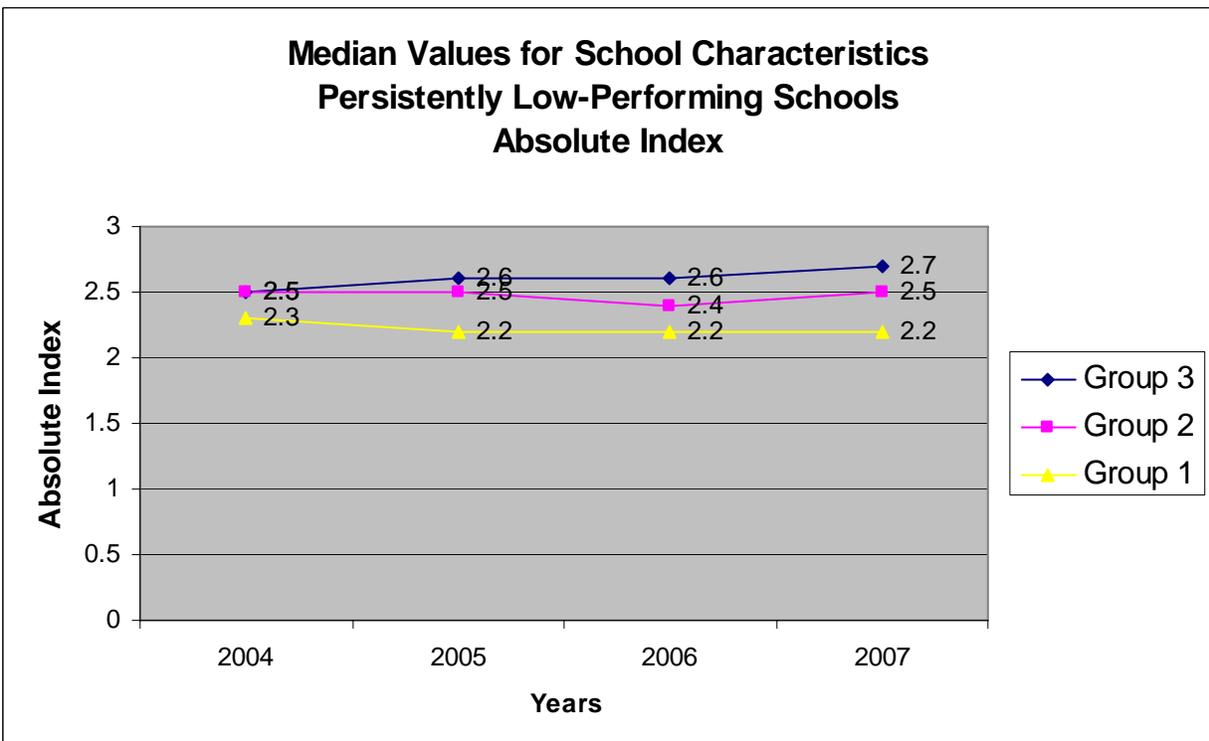


Chart 33

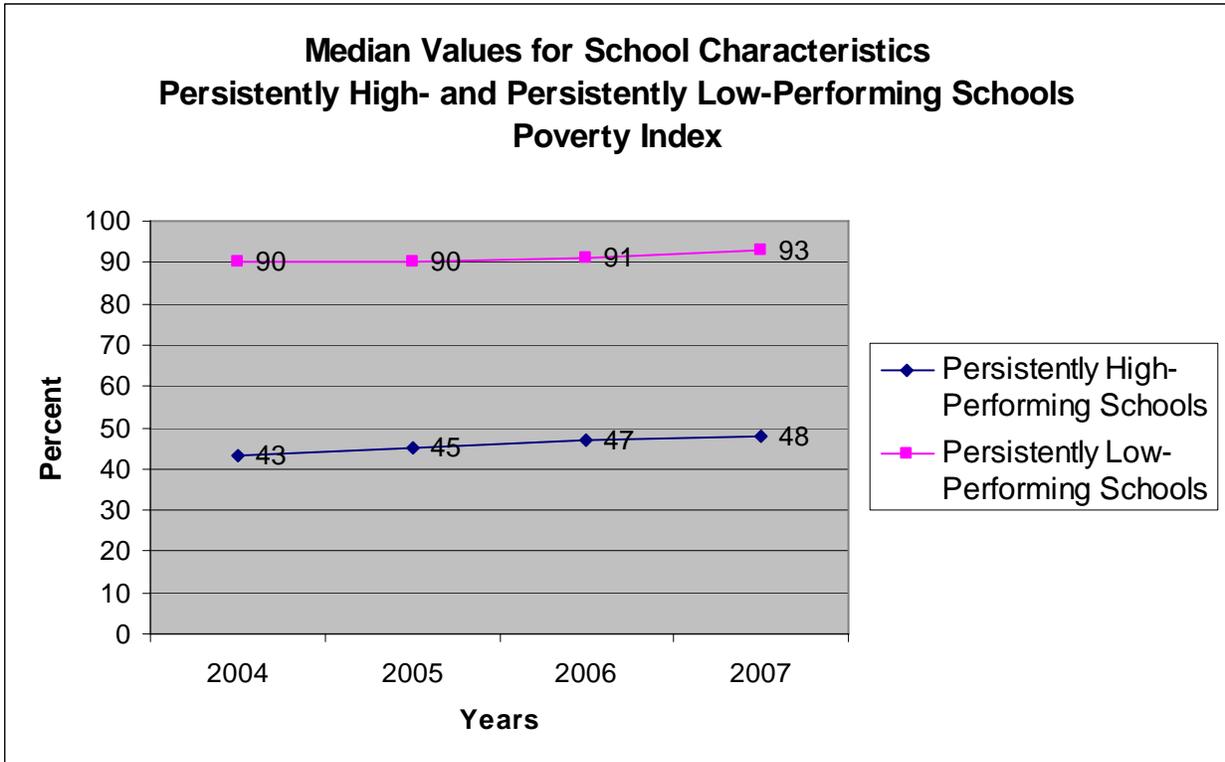


Chart 34

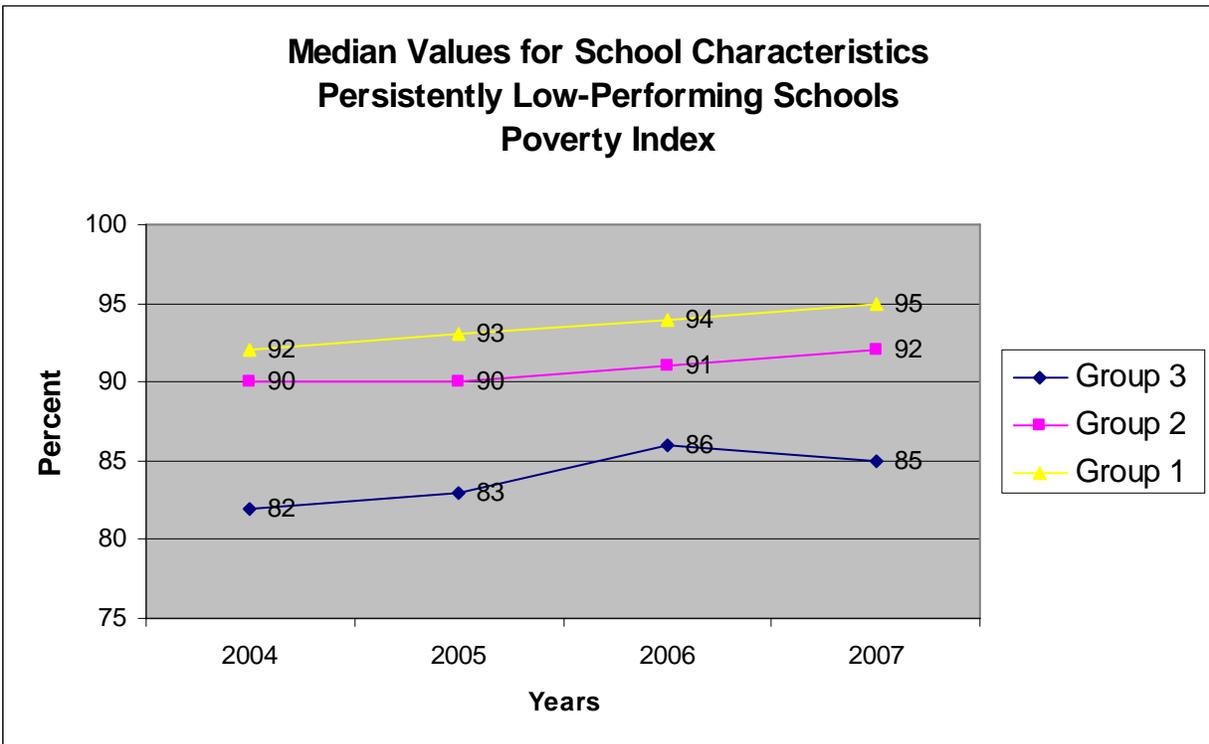


Chart 35

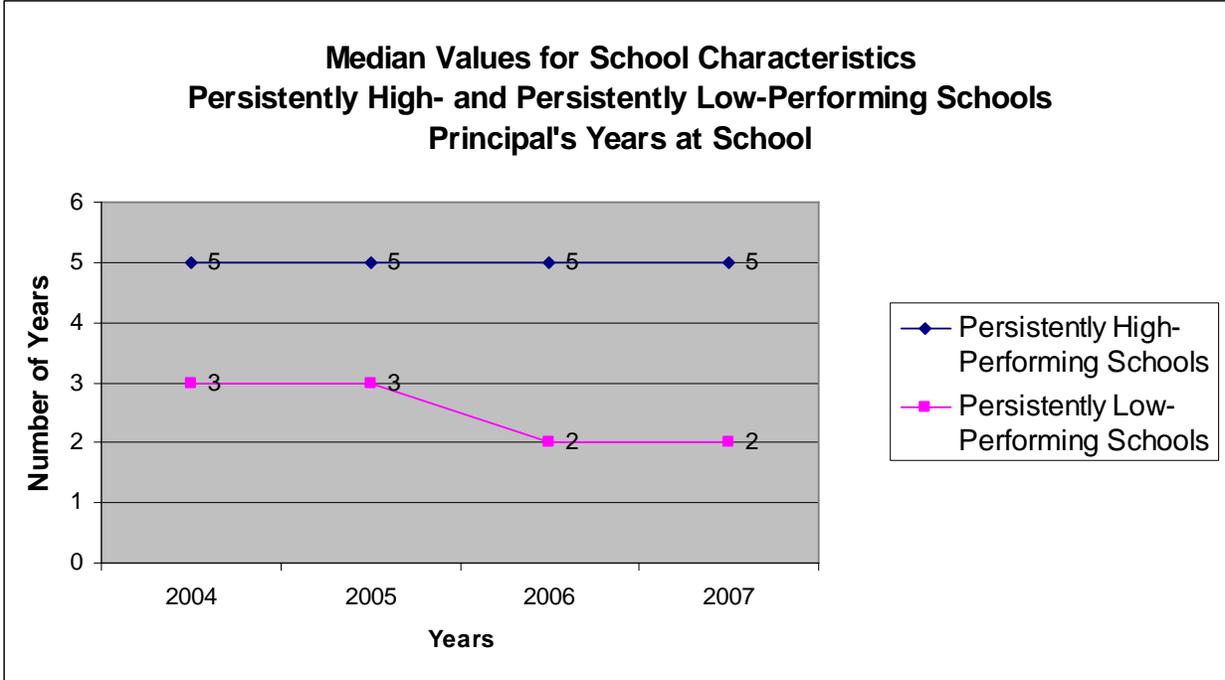


Chart 36

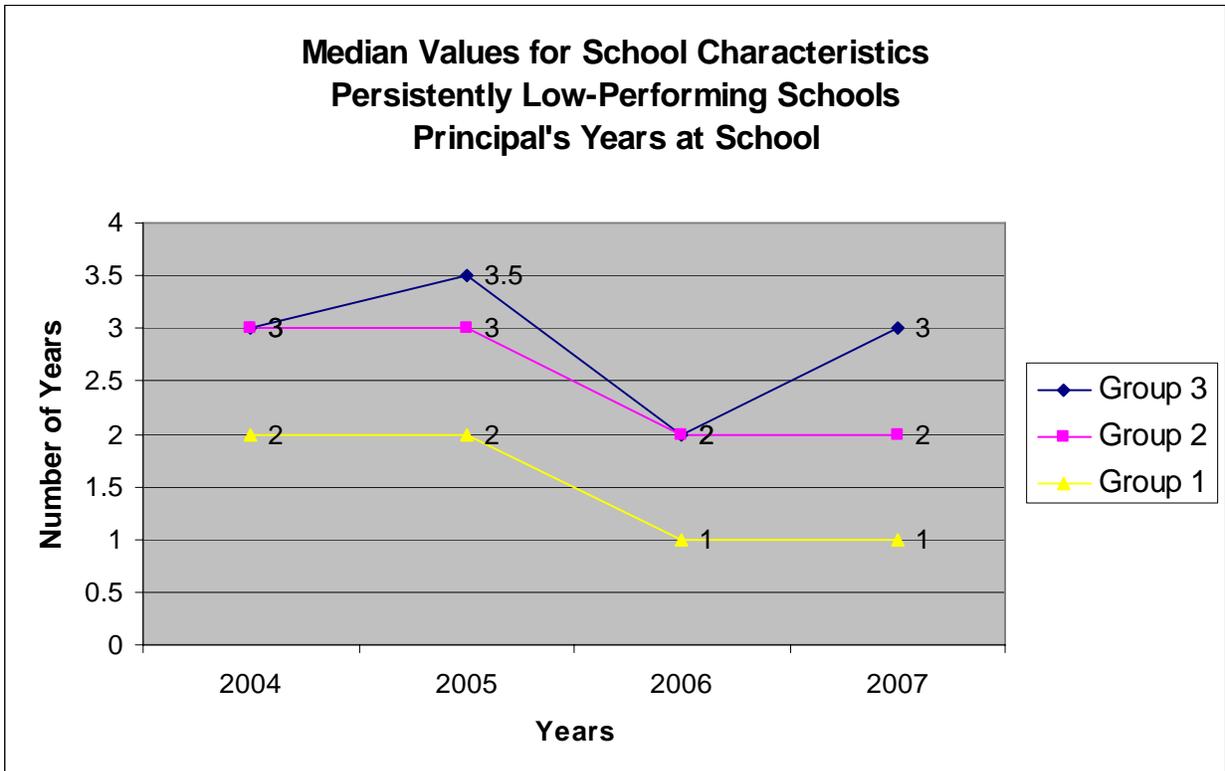


Chart 37

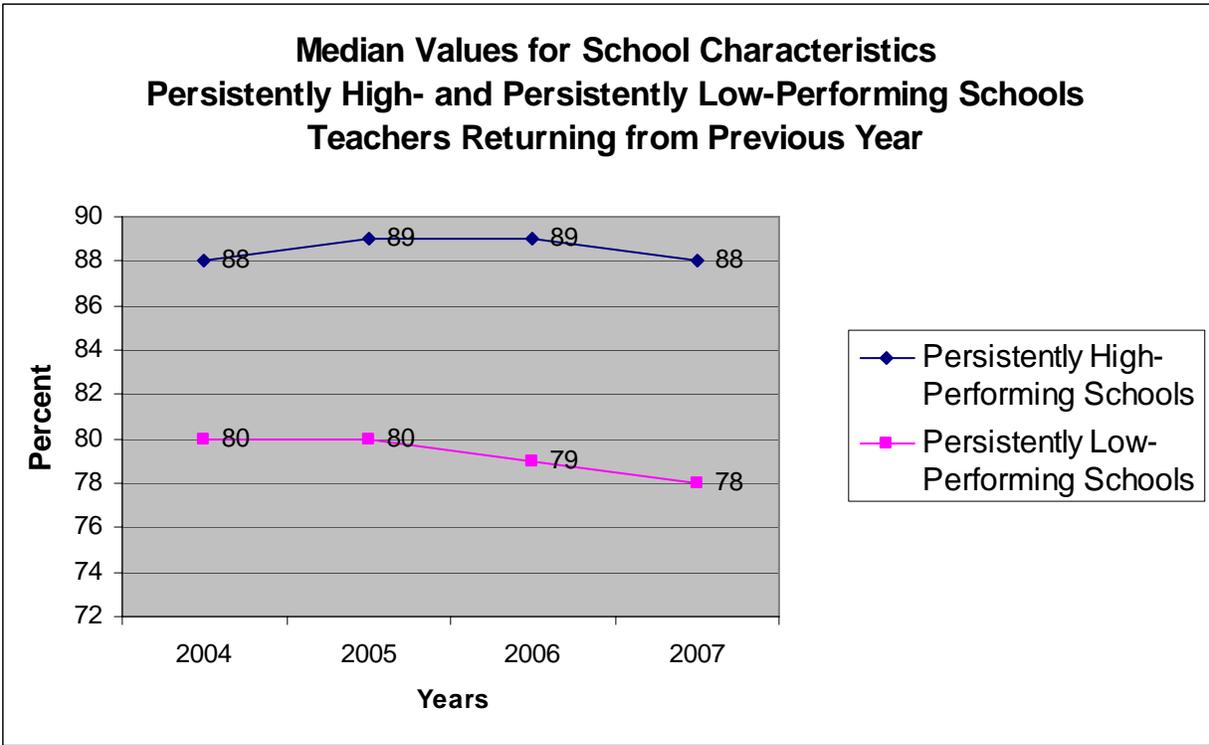


Chart 38

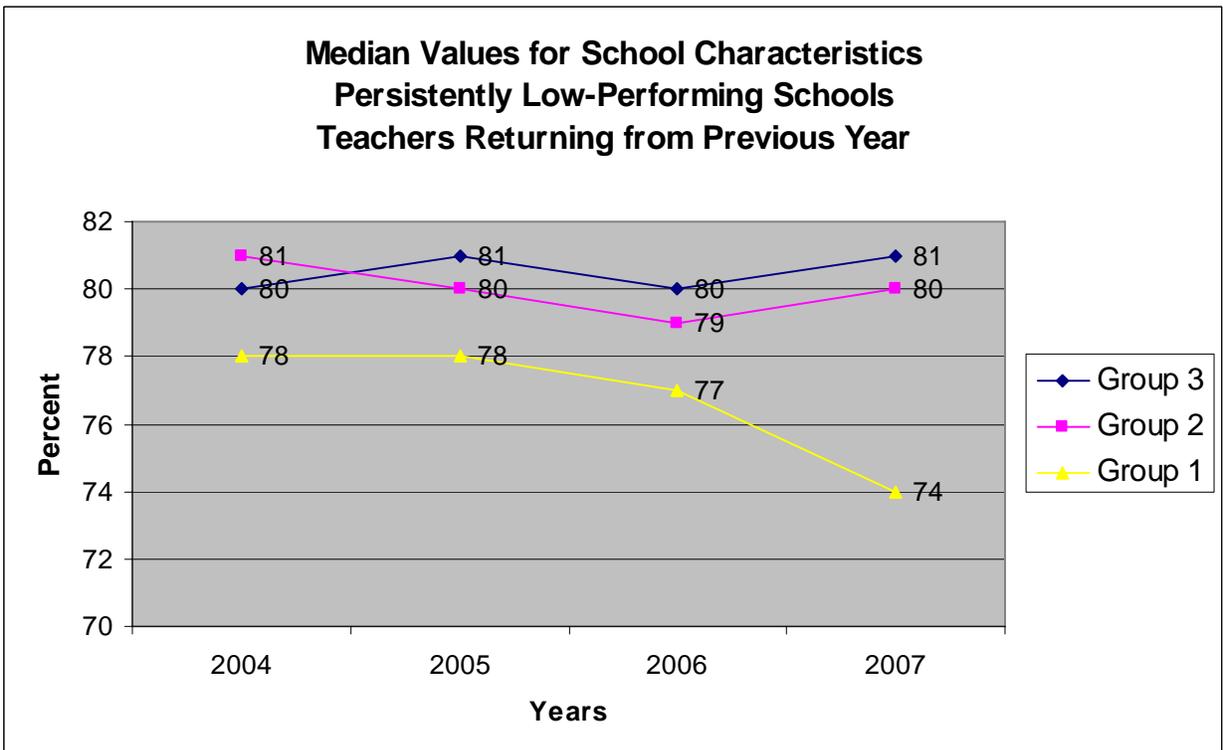


Chart 39

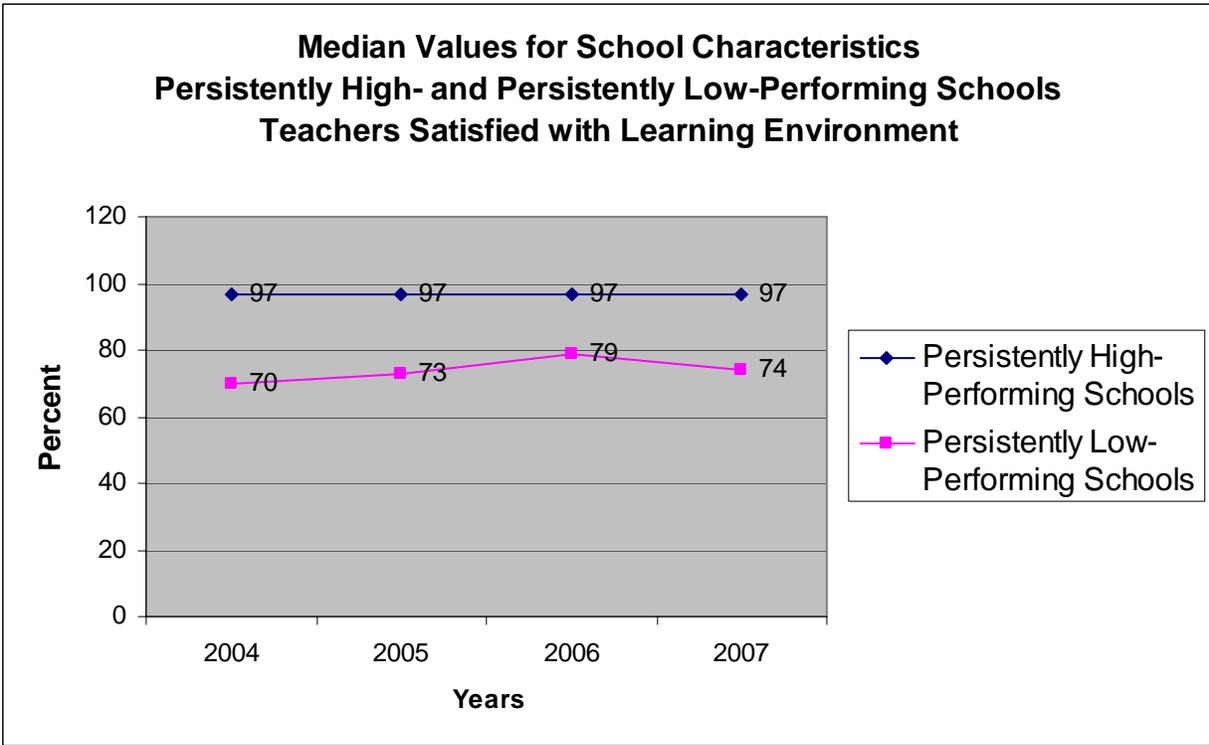


Chart 40

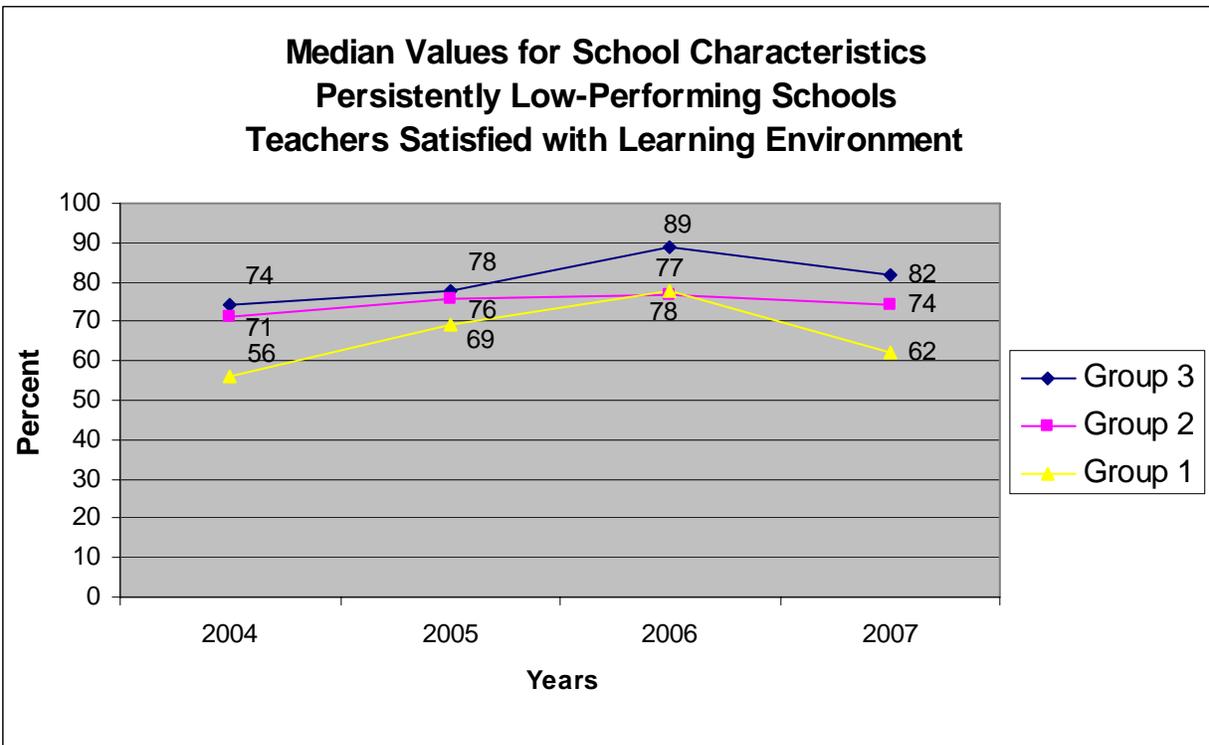


Chart 41

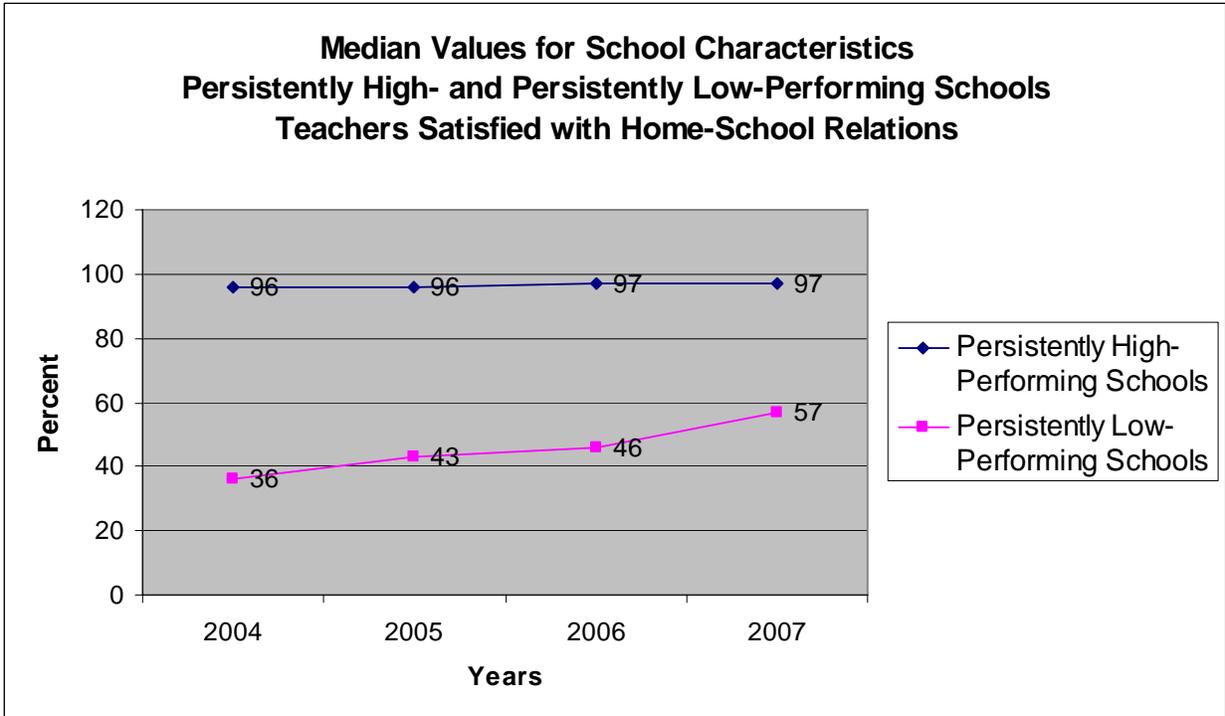


Chart 42

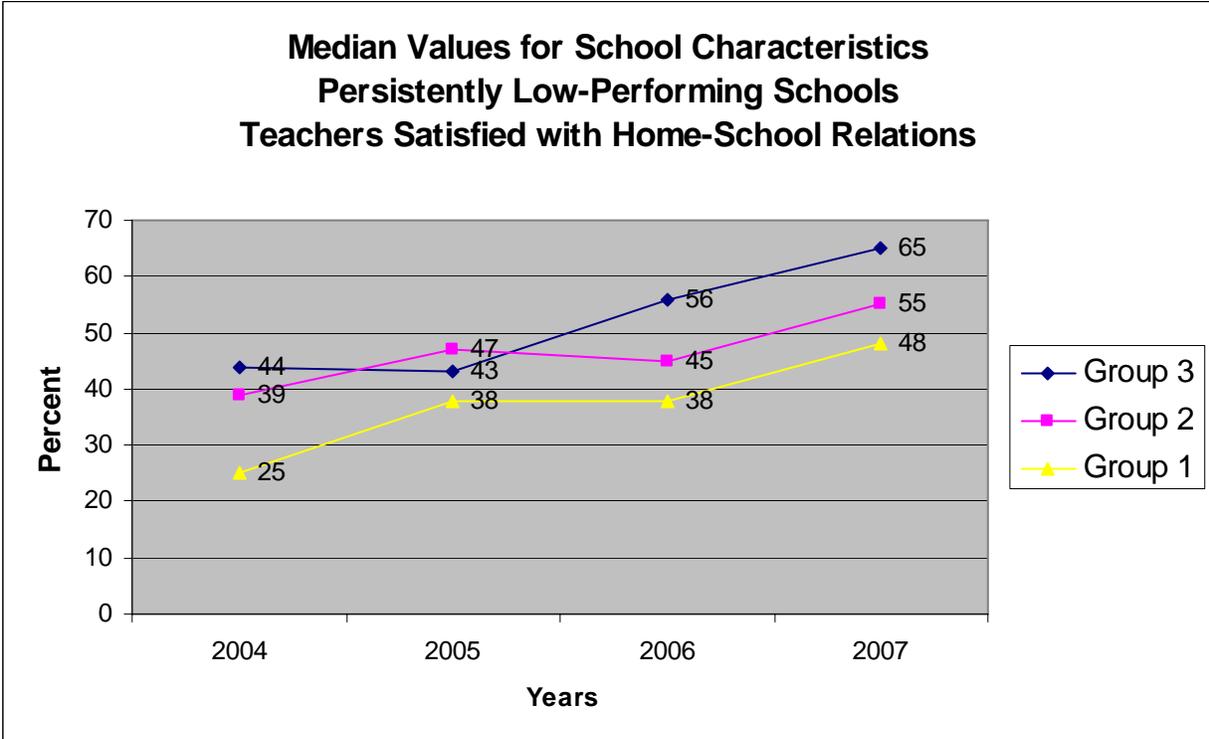


Chart 43

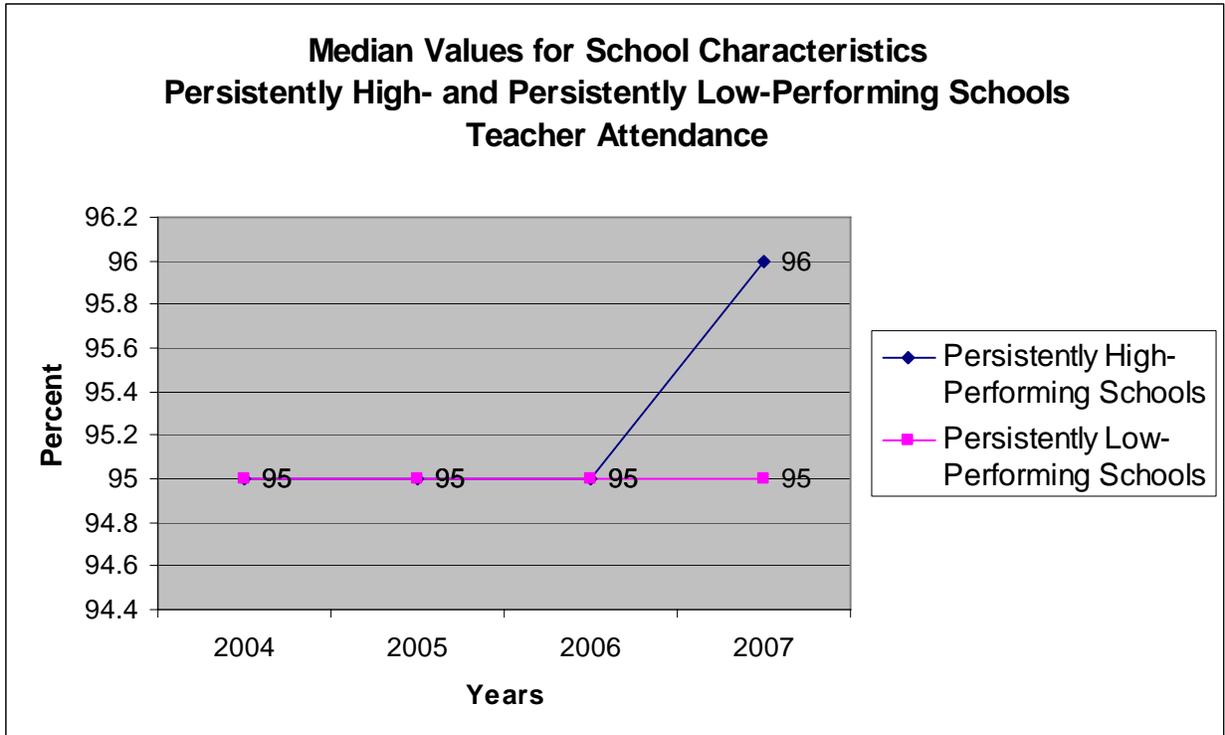


Chart 44

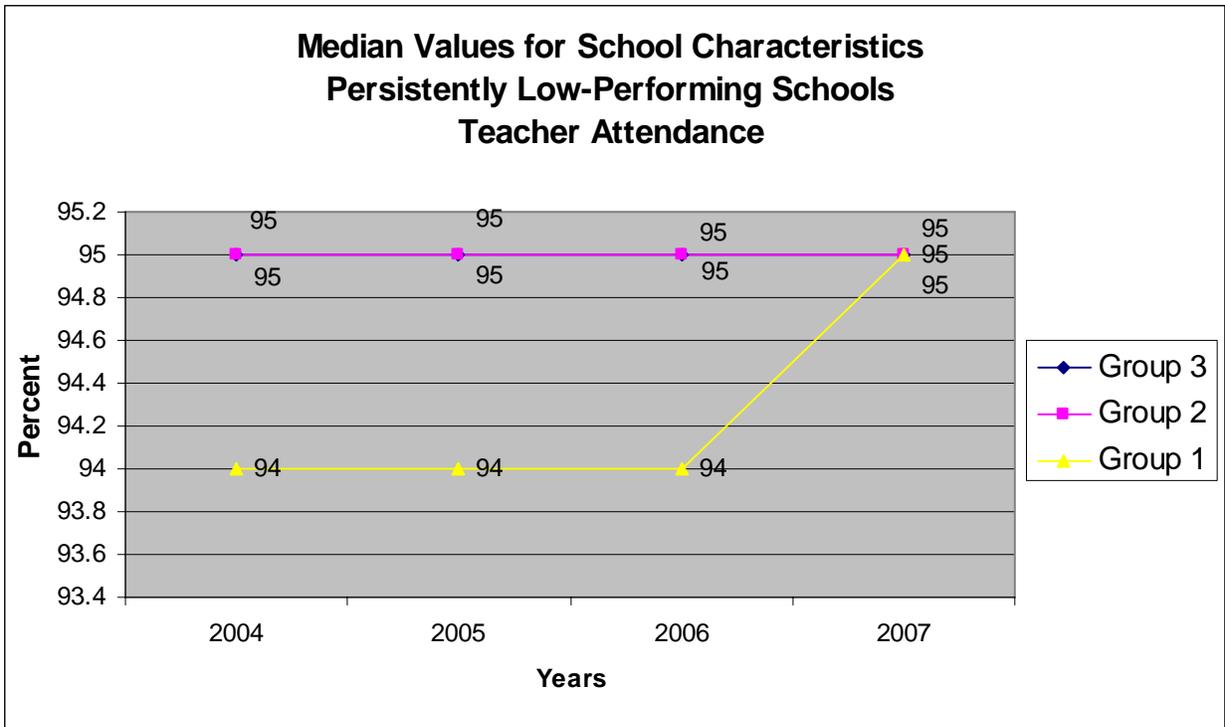


Chart 45

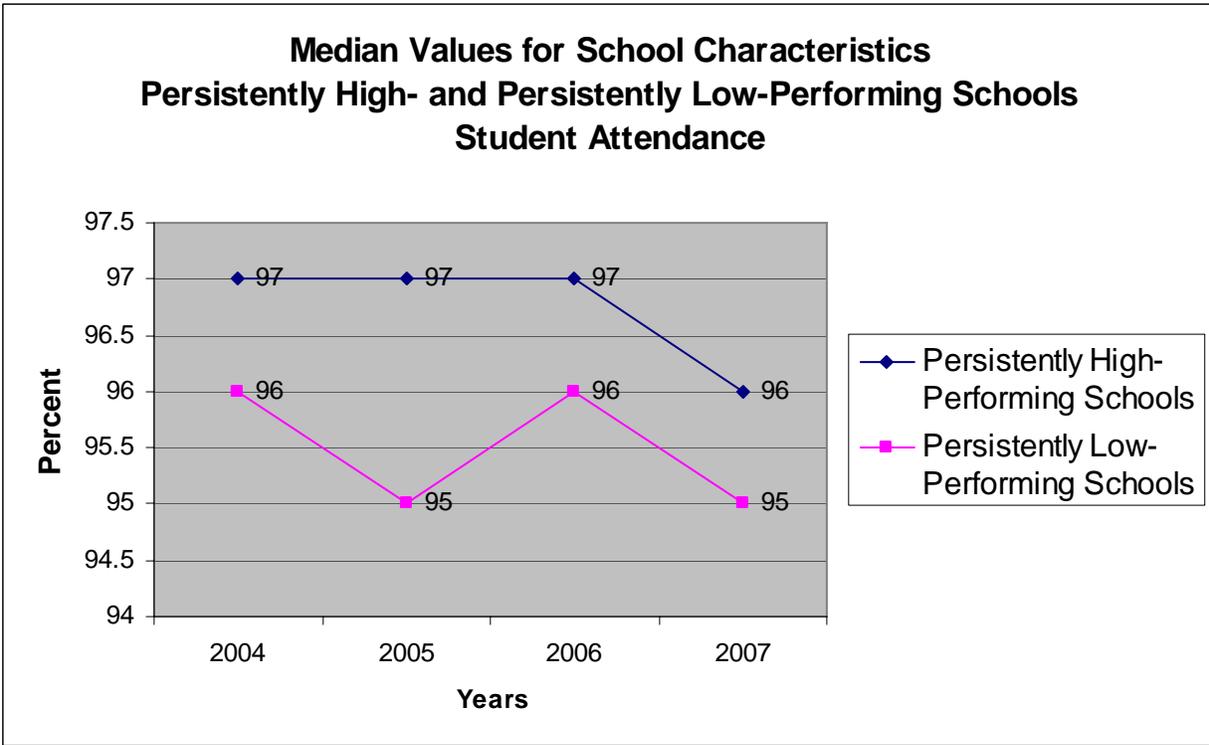


Chart 46

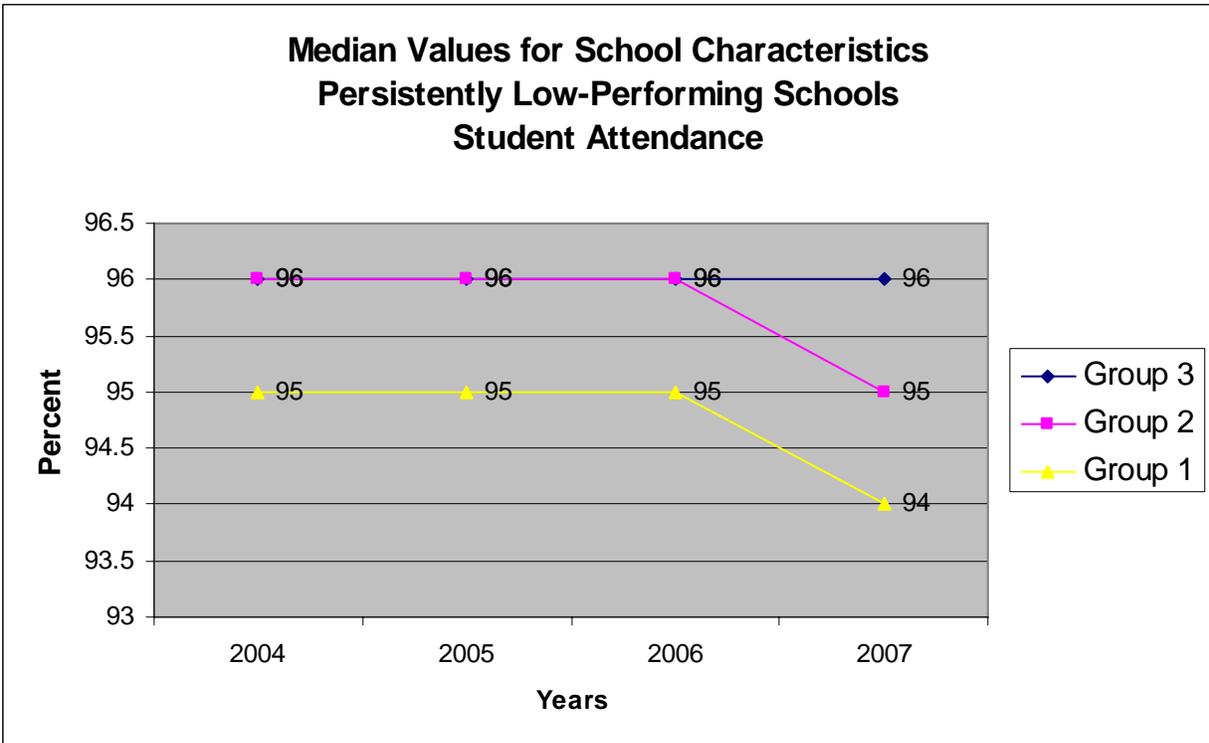


Chart 47

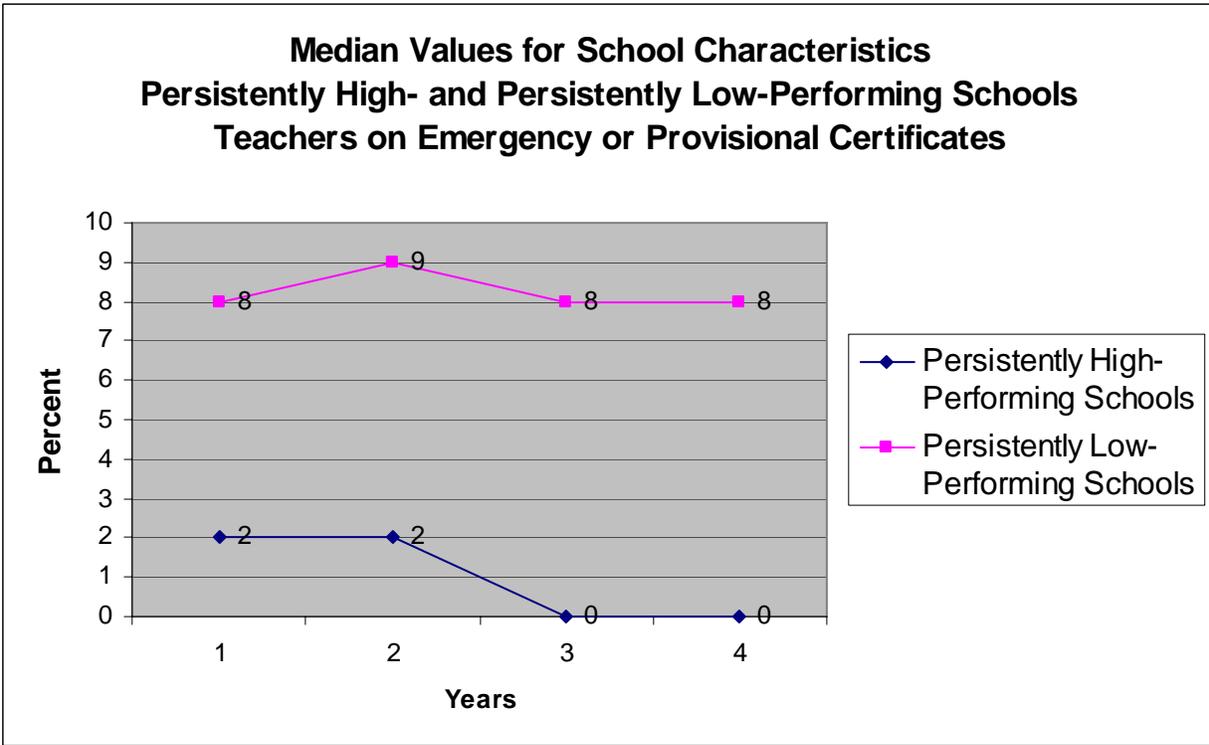
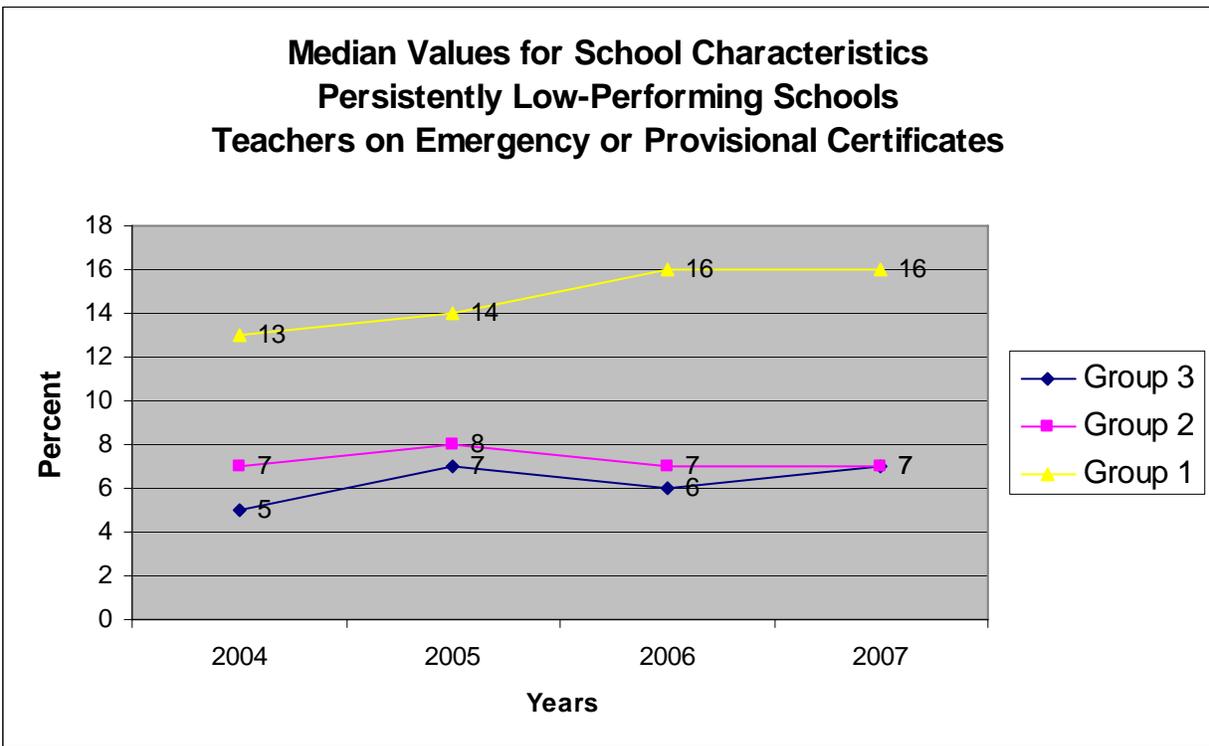


Chart 48



Observations:

1. Gains in the absolute index over the four years between persistently high- and persistently low-performing schools are parallel. Group 3 schools had the highest gains of all groups.
2. The impact of poverty on student achievement remains very strong. Poverty levels are rising for all groups and subgroups.
3. Principal's years at the school is highly related to school-level performance. Persistently high-performing schools enjoy a typical 5-year tenure of a principal, while Group 1 schools experience turnover every one or two years.
4. Survey results reflecting teacher satisfaction with the school's learning environment and with home-school relations are highly reflective of report card ratings. There are large differences between high-performing and low-performing schools. Subgroups 1, 2, and 3 mostly follow this same pattern.
5. Persistently low-performing schools have substantially more teachers on an emergency or provisional certificate. Group 1 schools have double this percentage as compared to group 2 and group 3 schools.

Summary of Schools Allocation of Intervention and Assistance Funds

Considerations

1. Intervention and Assistance funds are allocated to schools based upon the prior year absolute rating and enrollment figures. Schools rated as unsatisfactory receive a higher funding level than schools rated as below average.
2. The 151 schools identified as Persistently Low-Performing are a subset of the 254 schools receiving Intervention and Assistance funding for 2006–07 and the 363 schools for 2007–08.
3. Other financial resources beyond these funds are available to these schools. For example, federal Title funds, grants, and other initiatives may be available.
4. The passage of Proviso 1A.44 in 2006–07 provided flexibility at the school level with district and state approval for the allocation of these funds.

The following tables below summarize the 2006–07 and the 2007–08 allocation of Intervention and Assistance funds as determined at the school level.

School Allocation of 2006–2007 Intervention and Assistance Funds			
	Group 1	Group 2	Group 3
Bonus Stipend	5%	5%	3%
*Classroom or Intervention Teacher	16%	15%	10%
Computers	1%	2%	5%
Homework/Before-After School	9%	15%	14%
*Instructional Assistants	3%	3%	2%
*Instructional Coaches	11%	13%	16%
Instructional Supplies	9%	6%	9%
*On-Site Personnel/Specialists/Facilitators	30%	23%	15%
Other Instructional Technical Equipment	2%	3%	4%
Professional Development	9%	12%	18%
Programs	5%	1%	2%
Staff Initiatives	1%	2%	3%
Total Dollars	\$21,878,227	\$8,610,055	\$4,822,103

School Allocation of 2007–2008 Intervention and Assistance Funds			
	Group 1	Group 2	Group 3
Bonus Stipend	5%	3%	2%
*Classroom or Intervention Teacher	23%	18%	9%
*Intervention/Behavioral Personnel	4%	4%	3%
Homework/Before-After School	8%	8%	11%
*Instructional Assistants (Core Subjects)	3%	4%	1%
*Instructional Coaches	10%	15%	28%
Instructional Supplies	5%	6%	7%
*On-Site Personnel/Specialists/Facilitators	20%	14%	7%
Instructional Technology	6%	11%	11%
Professional Development	8%	10%	13%
Parent Involvement Activities	2%	3%	2%
Student Performance Incentives	2%	2%	2%
Staff Incentives for Student Performance	2%	1%	2%
Programs	1%	1%	1%
Total Dollars	\$21,023,217	\$15,046,262	\$5,196,158

Observations:

1. A general category of human resources (combining categories identified with a '*' above) dominates the allocation of funds. For both years, Group 1 schools allocated a higher combined percentage of funds to this broad category.
2. The percentage of funds allocated for classroom or intervention teachers and on-site personnel decreases from Group 1 to Group 2 to Group 3 for both years. The percentage allocated for instructional coaches increases from Group 1 to Group 2 to Group 3. The perceived needs of these three different school groups appear to be different with respect to these positions.

Reflections

The analysis undertaken for persistent underperformance over four years is a useful addition to our data analysis practice. Although numerous analyses are conducted for individual schools identified at risk and schools in advisory status as a whole, this particular analysis has not been conducted previously. This report will be reviewed initially from a cross-divisional perspective by the South Carolina Department of Education (SCDE). The review meshes nicely with our planning to coordinate activities to strengthen our statewide system of support, a process we are developing with our team approach and re-organization of the SCDE. While planning to strengthen our support to schools and districts, we will take into account differentiated assistance models proposed by the United States Department of Education (USDE).

After the release of 2008 ratings and the resolution of appeals, we will incorporate 2008 data into an analysis. The addition of the 2008 data will be useful not only to see how the schools and data change, but also because several new initiatives have been introduced in the past year or so. These include the Palmetto Priority Schools (PPS), the Focused School Renewal Process (FSRP), the Education and Economic Development Act (EEDA) implementation, public school choice, teacher incentive programs, and specific instructional practice and innovation programs. While it will not be possible to evaluate all of these initiatives by adding the 2008 data, their addition can lead to a consideration of future analyses.

One pertinent study that is underway currently involves ten secondary schools that have previously shown growth as measured by the South Carolina report card rating system. Pending funding, on-site interviews, and surveys will investigate the school's learning environment, the roles and actions of personnel, and the goals of instruction and learning. The findings from this study may help identify successful strategies and practices that other schools can adopt. We anticipate having written profiles of these turnaround schools in August 2009.

The SCDE is endeavoring to cultivate a culture of evaluation. Program evaluation is promoted and encouraged, but not fully coordinated or integrated. Resources and changes in the accountability system challenge our ability to develop this culture, but evaluation is a key component in our strategic planning.

Evaluation of programs in the educational setting is complicated by a lack of uniformity in approach and by the inability to isolate effects. For example, a PPS will also have a FSRP and may have a teacher incentive program as well. It is likely that the school may have embraced a particular instructional initiative or implemented a within school choice option. When this school moves out of advisory status and/or student performance improves, it is difficult to determine the effect of each of the initiatives in its success.

In a national study on schools restructuring, the Center on Education Policy (CEP) found that "no single restructuring option has been" predictive in improvement; "instead, successful schools use multiple strategies tailored to schools' needs." Recently, the SCDE conducted an evaluation of the on-site personnel (OSP) programs. The independent evaluator recommended that the SCDE develop a limited number of discrete models to implement and evaluate,

focusing heavily on the fidelity of the implementation of the models. This approach bears consideration across the board.

One potential consequence for persistent underperformance is the declaration of a state of emergency and replacement of school personnel. The CEP study cautions us to recognize that “replacing staff can have unintended negative consequences.” Re-staffing or the inability to re-staff can have negative effects similar to the negative effects that we have observed in the persistently underperforming schools with high turn-over rates.

The national studies and common sense tell us that schools that exit an advisory status need continued support. Did lack of continued support plague our Group 2 schools causing them to bounce from Unsatisfactory to Below Average and back? What was it about our Group 3 schools that made them show greater success? Did they initiate practices to keep them from slipping into an unsatisfactory status or did the resources provided assist them? Continued dialogue with and study of Group 3 schools will be helpful as we design support services for the future.

A prominent finding in the CEP study cites the role of factors outside the control of the schools and districts in hampering reform. While not excuses, these factors fall into a myriad of classifications ranging from student and community demographics and values to board policies and education systems. Design of a new accountability system may provide an opportunity to re-evaluate some of these factors.

Appendix A

Persistently Low-Performing Schools

School Code	School Type	District Name	School Name	2004	2005	2006	2007	Group
0201025	m	Aiken	A L Corbett Middle School	BA	BA	BA	BA	3
0201042	m	Aiken	Ridge Spring Monetta Elementary	BA	BA	BA	Unsat	2
0301001	h	Allendale	Allendale Fairfax High	BA	Unsat	Unsat	Unsat	1
0301004	e	Allendale	Allendale Elementary School	BA	BA	Unsat	Unsat	2
0301006	e	Allendale	Fairfax Elementary	BA	BA	Unsat	Unsat	2
0301008	m	Allendale	Allendale-Fairfax Middle School	Unsat	Unsat	Unsat	Unsat	1
0501002	m	Bamberg 1	Bamberg-Ehrhardt Middle	BA	BA	Unsat	BA	2
0502008	m	Bamberg 2	Denmark-Olar Middle	BA	BA	Unsat	Unsat	2
0502010	e	Bamberg 2	Denmark-Olar Elementary	BA	BA	Unsat	Unsat	2
0619003	e	Barnwell 19	Macedonia Elementary	BA	BA	Unsat	Unsat	2
0619004	m	Barnwell 19	Blackville Junior High	BA	BA	Unsat	Unsat	2
0645010	m	Barnwell 45	Guinyard-Butler Middle	BA	BA	Unsat	Unsat	2
0701001	m	Beaufort	Ladys Island Middle	BA	BA	BA	BA	3
0701023	e	Beaufort	Whale Branch Elementary	BA	Unsat	Unsat	Unsat	1
0701027	m	Beaufort	Whale Branch Middle	BA	BA	Unsat	Unsat	2
0801006	m	Berkeley	Cross High	BA	BA	BA	Unsat	2
0801015	e	Berkeley	Cainhoy Elementary/Middle	BA	BA	BA	BA	3
0801015	m	Berkeley	Cainhoy Elementary/Middle	BA	BA	Unsat	Unsat	2
0801029	m	Berkeley	St Stephen Middle	BA	BA	Unsat	Unsat	2
0901006	m	Calhoun	John Ford Middle	BA	BA	Unsat	Unsat	2
1001001	h	Charleston	Baptist Hill High	Unsat	Unsat	Unsat	BA	1
1001002	h	Charleston	North Charleston High	Unsat	Unsat	Unsat	Unsat	1
1001010	h	Charleston	Burke High	Unsat	Unsat	Unsat	Unsat	1
1001010	m	Charleston	Burke High	Unsat	Unsat	Unsat	Unsat	1
1001018	m	Charleston	Military Magnet Academy	BA	BA	Unsat	BA	2
1001020	h	Charleston	St Johns High	BA	BA	Unsat	Unsat	2
1001022	h	Charleston	R B Stall High	BA	Unsat	Unsat	Unsat	1
1001030	m	Charleston	Alice Birney Middle School	BA	BA	Unsat	Unsat	2

School Code	School Type	District Name	School Name	2004	2005	2006	2007	Group
1001031	m	Charleston	Brentwood Middle	Unsat	Unsat	Unsat	Unsat	1
1001034	e	Charleston	Fraser Elementary	BA	Unsat	Unsat	Unsat	1
1001038	e	Charleston	Edmund A Burns Elementary	BA	BA	Unsat	Unsat	2
1001040	e	Charleston	Mary Ford Elementary	BA	BA	BA	Unsat	2
1001042	e	Charleston	W B Goodwin Elementary	BA	BA	BA	BA	3
1001044	m	Charleston	Haut Gap Middle	BA	BA	Unsat	Unsat	2
1001058	e	Charleston	Midland Park Elementary	BA	BA	BA	Unsat	2
1001060	e	Charleston	Mitchell Elementary	BA	BA	BA	Unsat	2
1001062	m	Charleston	Morningside Middle	BA	Unsat	Unsat	Unsat	1
1001066	e	Charleston	Murray Lasaine Elementary	BA	BA	BA	BA	3
1001067	e	Charleston	North Charleston Elementary	BA	BA	Unsat	Unsat	2
1001070	e	Charleston	Malcolm C Hursey Elementary	BA	Unsat	Unsat	Unsat	1
1001078	m	Charleston	R D Schroder Middle	BA	Unsat	Unsat	Unsat	1
1001106	m	Charleston	West Ashley Middle	BA	BA	BA	Unsat	2
1101011	e	Cherokee	Mary Bramlett Elementary	BA	Unsat	Unsat	Unsat	1
1201004	m	Chester	Chester Middle	BA	BA	BA	Unsat	2
1201019	m	Chester	Great Falls Middle	BA	BA	BA	BA	3
1301027	e	Chesterfield	Pageland Elementary	BA	BA	Unsat	Unsat	2
1401020	e	Clarendon 1	Scotts Branch Intermediate	BA	Unsat	Unsat	Unsat	1
1401020	m	Clarendon 1	Scotts Branch Intermediate	BA	Unsat	Unsat	Unsat	1
1402011	m	Clarendon 2	Manning Junior High	BA	BA	BA	BA	3
1402013	e	Clarendon 2	Manning Elementary	BA	BA	BA	BA	3
1501002	m	Colleton	Colleton Middle	BA	Unsat	Unsat	Unsat	1
1501010	m	Colleton	Forest Circle Middle	BA	BA	Unsat	Unsat	2
1501018	m	Colleton	Ruffin Middle	BA	BA	BA	BA	3
1601004	m	Darlington	Hartsville Middle	BA	BA	BA	BA	3
1601010	m	Darlington	Spaulding Middle	BA	BA	BA	BA	3
1601020	e	Darlington	Rosenwald Elementary/Middle	BA	BA	Unsat	Unsat	2
1601023	e	Darlington	Spaulding Elementary	BA	Unsat	BA	BA	2
1601028	e	Darlington	West Hartsville Elementary	BA	BA	BA	BA	3
1601030	h	Darlington	Darlington High	BA	BA	Unsat	BA	2

School Code	School Type	District Name	School Name	2004	2005	2006	2007	Group
1601031	m	Darlington	Darlington Middle	BA	BA	BA	BA	3
1701004	m	Dillon 1	Lake View Middle	BA	BA	BA	Unsat	2
1702006	m	Dillon 2	J V Martin Junior High	BA	Unsat	Unsat	Unsat	1
1804017	m	Dorchester 4	St George Middle	BA	Unsat	Unsat	Unsat	1
2001001	m	Fairfield	Fairfield Middle	Unsat	Unsat	Unsat	Unsat	1
2001015	e	Fairfield	Fairfield Intermediate	BA	BA	Unsat	Unsat	2
2101005	m	Florence 1	Williams Middle	BA	BA	BA	BA	3
2101006	h	Florence 1	Wilson Senior High	BA	BA	BA	Unsat	2
2101022	m	Florence 1	Southside Middle	BA	BA	BA	BA	3
2103028	m	Florence 3	Ronald E McNair Middle	BA	Unsat	Unsat	Unsat	1
2103032	e	Florence 3	Lake City Elementary	BA	Unsat	Unsat	Unsat	1
2103033	e	Florence 3	Main Street Elementary	BA	BA	Unsat	Unsat	2
2103034	m	Florence 3	J Paul Truluck Middle	BA	BA	BA	BA	3
2104042	m	Florence 4	Johnson Middle	BA	Unsat	Unsat	Unsat	1
2104043	e	Florence 4	Brockington Elementary	BA	Unsat	Unsat	Unsat	1
2201022	m	Georgetown	Rosemary Middle	BA	BA	BA	BA	3
2201027	m	Georgetown	Carvers Bay Middle	BA	BA	BA	BA	3
2301042	m	Greenville	Berea Middle	BA	Unsat	Unsat	BA	2
2301052	m	Greenville	Woodmont Middle	BA	BA	Unsat	Unsat	2
2301061	e	Greenville	Hollis Academy	Unsat	BA	BA	BA	2
2301066	m	Greenville	Lakeview Middle	BA	Unsat	Unsat	Unsat	1
2301069	e	Greenville	Monaview Elementary	BA	BA	BA	BA	3
2301088	m	Greenville	Tanglewood Middle	BA	BA	BA	BA	3
2501008	m	Hampton 1	North District Middle	BA	BA	BA	BA	3
2501010	e	Hampton 1	Fennell Elementary	BA	BA	BA	BA	3
2502011	h	Hampton 2	Estill High	BA	Unsat	Unsat	Unsat	1
2502014	m	Hampton 2	Estill Middle	Unsat	Unsat	Unsat	Unsat	1
2701010	e	Jasper	West Hardeeville Elementary	BA	BA	Unsat	Unsat	2
2701010	m	Jasper	West Hardeeville Elementary	BA	Unsat	Unsat	Unsat	1
2701012	m	Jasper	Ridgeland Middle	Unsat	Unsat	Unsat	Unsat	1
2801025	m	Kershaw	North Central Middle	BA	BA	BA	BA	3
2901003	m	Lancaster	Barr Street Middle	BA	BA	BA	BA	3
2901010	m	Lancaster	South Middle	BA	BA	BA	BA	3
3056018	e	Laurens 56	M S Bailey Elementary	BA	BA	BA	Unsat	2

School Code	School Type	District Name	School Name	2004	2005	2006	2007	Group
3101004	m	Lee	Mt Pleasant Middle	Unsat	Unsat	Unsat	Unsat	1
3101008	e	Lee	Dennis Intermediate	BA	Unsat	Unsat	Unsat	1
3101011	e	Lee	Lower Lee Elementary	BA	Unsat	Unsat	Unsat	1
3101012	e	Lee	West Lee Elementary	BA	BA	Unsat	Unsat	2
3101013	h	Lee	Lee Central High	Unsat	Unsat	Unsat	Unsat	1
3204036	m	Lexington 4	Sandhills Middle	BA	BA	BA	BA	3
3301002	m	McCormick	McCormick Middle	BA	BA	Unsat	BA	2
3401007	m	Marion 1	Johnakin Middle	BA	BA	Unsat	Unsat	2
3402009	m	Marion 2	Palmetto Middle	BA	BA	Unsat	Unsat	2
3402010	e	Marion 2	McCormick Elementary	BA	BA	BA	Unsat	2
3407018	e	Marion 7	Rains Centenary Elementary	BA	Unsat	Unsat	Unsat	1
3407023	e	Marion 7	Brittons Neck Elementary	BA	BA	Unsat	Unsat	2
3407024	m	Marion 7	Creek Bridge High	Unsat	Unsat	Unsat	Unsat	1
3501010	e	Marlboro	Bennettsville Elementary	BA	BA	BA	BA	3
3501018	m	Marlboro	Bennettsville Middle	Unsat	Unsat	Unsat	Unsat	1
3501020	m	Marlboro	McColl Elementary/Middle	BA	BA	Unsat	Unsat	2
3501023	e	Marlboro	Clio Elementary/Middle	BA	BA	BA	Unsat	2
3501025	m	Marlboro	Wallace Elementary/Middle	BA	BA	Unsat	Unsat	2
3501026	h	Marlboro	Marlboro County High	BA	Unsat	BA	BA	2
3501027	e	Marlboro	Blenheim Elementary/Middle	BA	Unsat	Unsat	Unsat	1
3501027	m	Marlboro	Blenheim Elementary/Middle	BA	Unsat	Unsat	Unsat	1
3601001	h	Newberry	Newberry High	BA	BA	BA	BA	3
3601004	m	Newberry	Whitmire High	BA	BA	BA	BA	3
3601020	m	Newberry	Newberry Middle	BA	BA	Unsat	Unsat	2
3803018	m	Orangeburg 3	Holly Hill-Roberts Middle	BA	BA	BA	Unsat	2
3804025	m	Orangeburg 4	Carver Edisto Middle	BA	Unsat	Unsat	Unsat	1
3804054	m	Orangeburg 4	Hunter-Kinard-Tyler High	BA	BA	Unsat	Unsat	2
3804055	e	Orangeburg 4	Hunter-Kinard-Tyler Elementary	BA	BA	Unsat	Unsat	2
3805010	m	Orangeburg 5	Bethune-Bowman Middle High	BA	BA	BA	BA	3

School Code	School Type	District Name	School Name	2004	2005	2006	2007	Group
3805026	m	Orangeburg 5	Robert E Howard Middle	BA	BA	Unsat	Unsat	2
3805036	e	Orangeburg 5	Brookdale Elementary	BA	BA	BA	BA	3
3805037	m	Orangeburg 5	William J Clark Middle	BA	BA	BA	BA	3
3805042	m	Orangeburg 5	North High	BA	BA	BA	Unsat	2
3805044	e	Orangeburg 5	Dover Elementary	BA	BA	BA	BA	3
4001005	h	Richland 1	Eau Claire High	Unsat	Unsat	Unsat	Unsat	1
4001010	m	Richland 1	Hopkins Middle	BA	BA	Unsat	Unsat	2
4001011	h	Richland 1	C A Johnson Preparatory Academy	Unsat	Unsat	Unsat	Unsat	1
4001016	m	Richland 1	St Andrews Middle	BA	BA	BA	Unsat	2
4001019	m	Richland 1	Alcorn Middle School	Unsat	Unsat	Unsat	Unsat	1
4001034	m	Richland 1	W G Sanders Middle	BA	Unsat	Unsat	Unsat	1
4001037	m	Richland 1	Gibbes Middle	Unsat	BA	Unsat	Unsat	1
4001042	e	Richland 1	Hyatt Park Elementary	BA	Unsat	Unsat	Unsat	1
4001045	e	Richland 1	Logan Elementary	BA	BA	Unsat	Unsat	2
4001053	e	Richland 1	Taylor Elementary	BA	BA	Unsat	BA	2
4001067	m	Richland 1	W A Perry Middle	Unsat	Unsat	Unsat	Unsat	1
4001088	e	Richland 1	Carver-Lyon Elementary	BA	BA	Unsat	Unsat	2
4001091	m	Richland 1	Southeast Middle	BA	BA	BA	BA	3
4001092	e	Richland 1	Watkins-Nance Elementary	BA	BA	BA	BA	3
4101005	m	Saluda	Saluda Middle	BA	BA	BA	BA	3
4207068	m	Spartanburg 7	Carver Junior High	BA	BA	Unsat	BA	2
4207069	m	Spartanburg 7	Whitlock Junior High	Unsat	Unsat	Unsat	Unsat	1
4207077	e	Spartanburg 7	Cleveland Elementary	BA	Unsat	Unsat	Unsat	1
4207081	e	Spartanburg 7	Park Hills Elementary	BA	BA	BA	Unsat	2
4302006	m	Sumter 2	Mayewood Middle	BA	Unsat	Unsat	Unsat	1
4317044	m	Sumter 17	Chestnut Oaks Middle	BA	Unsat	Unsat	Unsat	1
4401002	m	Union	Jonesville High	BA	BA	BA	Unsat	2
4401004	m	Union	Sims Junior High	BA	BA	BA	BA	3
4501012	m	Williamsburg	C E Murray High	BA	BA	Unsat	Unsat	2