

The PACT Performance of Historically Underachieving Groups of Children in South Carolina Elementary and Middle Schools

Technical Report – April 2008



PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

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Carolina Elementary and Middle Schools: Technical Report
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Executive Summary

This is the sixth annual report on progress toward closing the gaps in Palmetto Achievement Challenge Test (PACT) achievement among demographic groups of South Carolina students enrolled in grades 3 through 8.

- Differences in achievement at the Basic or above and the Proficient or Advanced performance levels were studied for White students, African-American students, Hispanic students, students participating in the federal free- or reduced-price lunch program, and students not participating in the federal lunch program (pay lunch).
- Student achievement on the PACT English language arts (ELA), math, science, and social studies tests was examined.

Findings:

- PACT ELA and math achievement in 2007 compared to 2006 was generally flat (Table 1):
 - ✓ Approximately 76.2 percent of students statewide scored Basic or above on ELA and 76.0 percent scored Basic or above on math;
 - ✓ ELA performance at the Basic or above level decreased 0.3 percentage points in 2007 compared to 2006, and math performance at the Basic or above level increased 0.4 percentage points;
 - ✓ ELA performance at the Proficient or Advanced level increased 0.3 percentage points in 2007 compared to 2006, and math performance at the Proficient or Advanced level decreased 0.7 percentage points;
 - ✓ In both 2006 and 2007 almost one-fourth of all students failed the ELA test and one-fourth failed the math test (scored Below Basic);
 - ✓ In both years approximately one-third of all students scored at the Proficient or Advanced level on the ELA test and one-third scored Proficient or Advanced on the math test.
- The sizes of the achievement gaps in ELA and math in 2007 generally increased compared to 2006 (Table 2), reflecting the general lack of progress overall in performance on the ELA and math tests:
 - ✓ The size of the achievement gaps between the student demographic groups studied in 2007 increased in eight of the twelve gap comparisons, decreased in three of the comparisons, and remained the same in both years for one of the comparisons;
 - ✓ ELA Basic or above – the achievement gaps for two of the three comparisons (White vs. African-American and pay lunch vs. free- or reduced-price lunch) increased in 2007, while the gap between White and Hispanic students decreased;
 - ✓ ELA Proficient or Advanced – the achievement gaps between White and African-American students, White and Hispanic students, and pay lunch vs. free- or reduced-price lunch students increased in 2007;
 - ✓ Math Basic or above –the White vs. Hispanic achievement gap decreased, but the gaps for White vs. African-American and pay lunch vs. free- or reduced-price lunch students increased in 2007;
 - ✓ Math Proficient or Advanced – the achievement gap between White and African-American students increased, the gap between White and Hispanic students

- decreased, and the gap between pay lunch students compared to free- or reduced-price lunch students remained the same in 2007 compared to 2006.
- The range of achievement gaps in PACT ELA and Math observed in 2007:
 - ✓ Smallest gap: White students scored 17.5 percentage points higher than Hispanic students at the Basic or above level in math, a decrease from the 19.2 percentage point gap between these groups of students in 2006;
 - ✓ Largest gap: White students scored 29.1 percentage points higher than African-American students at the Proficient or Advanced level in math, an increase from the 28.9 percentage point gap between these groups of students in 2006.
 - The sizes of the achievement gaps in PACT science and social studies performance generally decreased in 2007 compared to 2006 (Tables 3 and 4) as overall PACT Science and Social Studies performance improved:
 - ✓ The size of the achievement gaps between the demographic groups studied in 2007 decreased in eight and increased in four of the twelve gap comparisons;
 - ✓ Performance in science and social studies was lower than in ELA and math;
 - ✓ The performance of all students statewide increased in 2007 on the Science test at both the Basic or above and the Proficient or Advanced levels;
 - ✓ Performance of all students on the Social Studies test at both the Basic or above and the Proficient or Advanced levels also increased in 2007;
 - ✓ Science was the most difficult test for all groups of students and the largest gaps in achievement were observed on the science test;
 - An analysis of the PACT ELA and math performance of disaggregated demographic groups (ethnicity by gender groups and ethnicity by Federal free- or reduced-price lunch status groups) by 2007 school Absolute Ratings revealed (Figures 5-12):
 - ✓ The performance of every demographic group was highest in schools rated Excellent and lowest in schools rated Unsatisfactory, with overall very low performance for all groups in schools rated Unsatisfactory;
 - ✓ In both ELA and math, the gaps between groups at the Basic or above performance level were larger in low-performing schools (Below Average or Unsatisfactory) than in high-performing schools (Excellent or Good);
 - ✓ Conversely, in both ELA and math, the gaps between groups at the Proficient or Advanced performance levels were smaller in low-performing schools (Below Average or Unsatisfactory) than in high-performing schools (Excellent or Good), reflecting the overall very low performance of all groups in low-performing schools;
 - ✓ Across both subjects and performance levels and across school rating categories, the highest-performing groups were White female and Other female students and White pay lunch and Other pay lunch students;
 - ✓ African-American male students and African-American free- or reduced-price lunch students were the lowest-performing groups in both subjects and across absolute rating categories.
 - One hundred forty-one (16 percent) of the 882 elementary and middle schools studied were recognized for closing achievement gaps in PACT ELA or math in 2007 for at least one historically underachieving demographic group (African-American students; Hispanic students; free- or reduced-price lunch students) (Table 6).
 - ✓ This was an increase compared to the 135 schools identified in 2006;
 - ✓ Many of the schools recognized in previous years for closing the achievement gap have maintained their accomplishment:
 - Eighty-six (61.0%) of the 141 schools recognized in 2007 were also recognized in 2006;
 - Nineteen of these schools have been recognized for six consecutive years.

- ✓ Many of the schools recognized for closing the achievement gaps in 2007 were high-poverty schools:
 - twelve of the recognized schools had 90 percent or more of their students in poverty;
 - fourteen more recognized schools had 80-89 percent of their students in poverty; and
 - seventeen additional recognized schools had 70-79 percent of their students in poverty.
- ✓ The 43 high-poverty schools which were identified for closing achievement gaps in 2007 provide ample evidence that high performance levels can be achieved in high-poverty schools.

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The gaps in the test score achievement levels observed among demographic groups of students have been described extensively (Jencks and Phillips, 1998). The focus in many of these studies is on historically underachieving groups of students (members of ethnic minority groups and students in poverty). Reducing achievement gaps between student groups by raising the scores of lower scoring members of those groups while at the same time maintaining the achievement levels of high-achieving groups is recognized as a necessary component of efforts to raise overall educational performance.

In 2003 the Education Oversight Committee (EOC) issued a report on the achievement gaps revealed in the 2002 Palmetto Achievement Challenge Test (PACT) data, in 2004 a second report based on 2003 PACT data was issued, a third report based on 2004 PACT data was made in June 2005, a fourth report based on 2005 PACT results was published in 2006, and a fifth report based on 2006 PACT results was published in 2007 (EOC, 2003, 2004, 2005, 2006, 2007). The reports published in 2003 and 2004 reported the size of the achievement gaps and recognized schools which were closing those gaps, and the 2005 report presented a call to action listing actions which needed to be taken to reduce the achievement gaps in all South Carolina elementary and middle schools and the 2006 and 2007 reports reiterated that call to action. This report continues the previous studies and documents the progress made in increasing achievement among demographic groups of students and reducing achievement gaps among those groups.

What is the achievement gap?

The achievement gap is described in terms of differential performance by different student demographic groups on state or national achievement tests. For example, a finding from the National Assessment of Educational Progress (NAEP) is that the performance of White students exceeds that of African-American students, and the performance of students living above the poverty line exceeds that of students living in poverty (Grissmer, Flanagan, and Williamson, 1998; Hedges and Nowell, 1998).

A primary goal for education reform is to close the achievement gaps among demographic groups by raising the performance of all groups, with the expectation that the lower scoring groups must improve more rapidly than the higher scoring groups in order to “catch up.” The gap is described in terms of the target group (the lower-scoring demographic group) and the comparison group (the higher-scoring group). The target groups are members of historically underachieving demographic groups such as African-American or Hispanic students or students living in poverty, while the comparison groups include White students and students from more affluent families. The difference in achievement between the target and comparison groups at various performance levels (on PACT, these are the Basic, Proficient, or Advanced performance levels) is the achievement gap. Reducing the gap can be accomplished in two ways. Both the target and comparison groups can be poorly performing, resulting in small gaps but low achievement for all. Or, the achievement of both target and comparison groups can be raised to a similar high level. The latter is the desirable outcome, and the approach South Carolina educators are pursuing.

The studies

For these studies the EOC staff studied the 2006-2007 performance of elementary and middle school students on PACT English language arts (ELA), mathematics, science, and social studies in grades three through eight. In addition to evaluating the performance of all students, the study focused on the performance of African-American, Hispanic, and White students, and of students participating in the federal free- or reduced-price price lunch program and students who pay for lunch. The target groups were African-American and Hispanic students and students participating in the free- or reduced-price lunch program. The comparison groups were White students and students not participating in the lunch program (pay lunch). A breakdown of the numbers and percentages of students belonging to these demographic groups in the PACT data used for this analysis revealed that approximately 54.4 percent of the students whose data were studied were White, 38.8 percent were African-American, 4.6 percent were Hispanic, and 2.2 percent belonged to other ethnic groups. Approximately 53.3 percent of the students received free- or reduced-price lunches, while 46.7 percent of the students had sufficiently high family incomes (higher than 185 percent of the federal poverty level) that they were not eligible to participate in the federal lunch program.

The PACT achievement levels studied were the percentages of students in the target and comparison groups scoring Basic or above (Basic, Proficient, or Advanced) and percentages scoring Proficient or higher (Proficient or Advanced) on the PACT English language arts (ELA), math, science, and social studies tests administered in spring 2006.

We also identified a group of schools that in 2007 were closing the achievement gap for at least one of the target groups in at least one subject area. These schools provide examples of educational practices that can be encouraged and implemented in other schools.

Results from the PACT study

Data for the study came from three sources: 2007 PACT statewide test results for demographic groups published on the SC Department of Education (SCDE) Web site (www.ed.sc.gov), the PACT results published on the 2007 school report cards (provided by the SDE to the EOC on October 31, 2007), and the 2007 PACT student data files provided by the SCDE to the EOC. The 2007 PACT results are from students who were tested in Spring 2007. The test data from the report card files are from students who were attending the same school on both the 45th day and on the first day of testing during the 2006-2007 school year.

PACT ELA and Math Achievement Gaps

The data analysis is presented first at the statewide level for five demographic groups: African-American students; Hispanic students; White students; students participating in the federal free- or reduced-price price lunch program (free- or reduced-price or subsidized meals); and students not participating in the federal lunch program (full-pay meals). The analyses are presented for the percentages of students scoring Basic or Above (e.g., Basic, Proficient, or Advanced) and for percentages of students scoring Proficient or Advanced.

The statewide results for the 2002, 2003, 2004, 2005, 2006, and 2007 PACT ELA and Math administrations are listed in Table 1, and the achievement gaps are listed in Table 2.

Table 1
2002, 2003, 2004, 2005, 2006, and 2007 PACT ELA and Math Results
By Demographic Group

ELA												
Demographic Group	Percent Basic or Above						Percent Proficient or Advanced					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
All Students	74.7	70.5	75.2	75.3	76.5	76.2	31.2	27.3	33.4	33.7	35.1	35.4
White	84.8	81.1	84.9	84.9	85.3	85.2	42.9	37.8	44.4	44.8	46.1	46.5
African-American	61.2	57.2	62.8	62.9	64.8	64.3	15.3	13.6	18.7	18.8	20.2	20.2
Hispanic	NA	NA	61.6	63.2	65.6	66.1	NA	NA	22.5	23.7	24.6	24.7
Free- or Reduced-Price Lunch	63.3	58.9	64.8	65.1	66.5	66.2	16.7	14.6	20.3	20.6	21.8	22.0
Pay Lunch	86.9	83.5	86.3	86.6	87.5	87.4	46.4	41.4	47.3	48.3	49.9	50.2
Math												
Demographic Group	Percent Basic or Above						Percent Proficient or Advanced					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
All Students	68.2	73.8	75.9	75.8	75.6	76.0	28.6	29.6	31.8	33.2	33.3	32.6
White	80.4	84.9	85.8	85.7	85.6	86.0	40.2	41.7	43.9	45.0	45.5	44.8
African-American	51.6	59.4	62.9	62.9	62.2	62.4	12.7	13.4	15.5	17.0	16.6	15.7
Hispanic	NA	NA	65.4	65.4	66.4	68.5	NA	NA	21.6	23.5	23.2	23.2
Free- or Reduced-Price Lunch	55.4	63.0	66.1	66.3	65.7	66.1	15.2	16.1	18.5	20.1	20.0	19.4
Pay Lunch	81.8	85.9	86.5	86.5	86.8	87.3	42.8	44.5	46.1	47.8	48.3	47.7

NA - Not Available

Data Source: SC Department of Education, State Scores by Demographic - 2007 - PACT

The data in Table 1 indicate that pay lunch students have the highest scores in all five years. The percentages of students scoring Proficient or Advanced are considerably lower than the percentages scoring Basic or above for all groups.

Regarding the performance on each test at each performance level in 2007 compared to 2006, the data in Table 1 also show:

- ELA Basic or above in 2007 decreased for all students, African-American students, White students, pay lunch students, and free- or reduced-price lunch students, and increased for Hispanic students;

- ELA Proficient or Advanced increased for all students, White students, Hispanic students, pay lunch students, and free- or reduced-price lunch students, while the performance of African-American students remained the same for both years;
- Math Basic or above increased for all students, African-American students, White students, Hispanic students, pay lunch students, and free- or reduced-price lunch students;
- Math Proficient or Advanced increased for pay lunch students, decreased for all students, African-American students, White students, and free- or reduced-price lunch students, and remained the same for both years for Hispanic students.

The achievement gaps among the groups listed in Table 2 below were calculated by subtracting the performance of the target groups (African-American, Hispanic, and free- or reduced-price lunch) from that of the comparison groups (White and pay lunch). Since the comparison groups score higher than the target groups, the differences are positive. For example, the percentage of White students scoring Basic or above in ELA was 23.6 percentage points higher than African-American students in 2002, 23.9 percentage points higher in 2003, 22.1 percentage points higher in 2004, 22.0 percentage points higher in 2005, 20.5 percentage points higher in 2006, and 20.9 percentage points higher in 2007.

The gaps in 2007 ranged from a low of 17.5 percent (Math percent Basic or above for White vs. Hispanic students) to a high of 29.4 percent (Math percent Proficient or Advanced, White vs. African-American students). The results were mixed among the twelve possible comparisons of 2007 and 2006 gaps. Two of the three gaps at the Basic or above level in ELA increased (White vs. African-American and pay lunch vs. free- or reduced-price lunch students). All three gaps at the ELA Proficient or Advanced level increased. In math at the Basic or above level two of the three gaps increased and one decreased (White vs. African-American and pay lunch vs. free- or reduced-price lunch gaps increased, and the White vs. Hispanic gap decreased). At the Proficient or Advanced performance level in math one gap decreased (White vs. Hispanic students), one gap increased (White vs. African-American students), and one did not change (pay lunch vs. free- or reduced-price lunch students).

Table 2
2002, 2003, 2004, 2005, 2006, and 2007 PACT ELA and Math
Achievement Gaps Among Demographic Groups

ELA												
Comparison Group – Target Group	Percent Basic or Above						Percent Proficient or Advanced					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
White – African-American	23.6	23.9	22.1	22.0	20.5	20.9↑	27.6	24.2	25.7	26.0	25.9	26.3↑
White – Hispanic	NA	NA	23.3	21.7	19.7	19.1↓	NA	NA	21.9	21.1	21.5	21.8↑
Pay Lunch – Free/Reduced Lunch	23.6	24.6	21.5	21.5	21.0	21.2↑	29.7	26.8	27.0	27.7	28.1	28.2↑
Math												
Comparison Group – Target Group	Percent Basic or Above						Percent Proficient or Advanced					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
White – African-American	28.8	25.5	22.9	22.8	23.4	23.6↑	27.5	28.3	28.4	28.0	28.9	29.1↑
White – Hispanic	NA	NA	20.4	20.3	19.2	17.5↓	NA	NA	22.3	21.5	22.3	21.6↓
Pay Lunch – Free/Reduced Lunch	26.4	22.9	20.4	20.2	21.1	21.2↑	27.6	28.4	27.6	27.7	28.3	28.3-

NA = not available

↑ = gap increased from 2006

↓ = gap decreased from 2006

- = gap stayed same in 2006 and 2007

The achievement gaps for 2002, 2003, 2004, 2005, 2006, and 2007 are also displayed in Figures 1 – 4 for all groups (gap data for Hispanic students were not available in 2002 and 2003). Figures 1 and 2 present the data on the gaps in the percentages of students scoring at the Basic or above levels on PACT ELA and Math, respectively. In PACT ELA Basic or above (Figure 1), the sizes of the achievement gaps among the target and comparison groups were similar each year studied, but small decreases in the gaps between 2003 and 2006 are notable. However, in 2007 there were small increases in two of the three gaps studied. Minimal progress in reducing the gaps in ELA at the Basic or above levels has been achieved since 2002.

Progress in reducing the gaps in PACT Math performance at the Basic or above levels was consistent and encouraging through 2004, but leveled off in 2005 and the gaps increased somewhat in 2006 and 2007 for White vs. African-American and pay lunch vs. free- or reduced-price lunch student comparisons (Figure 2). The gap between White and Hispanic student performance continued to decline in 2006 and again in 2007, however.

As shown in Figures 3 and 4, the achievement gaps observed at the Proficient or Advanced levels in PACT ELA and Math, respectively, are larger than those at the Basic or above

performance levels for all groups. Further, the gaps at the Proficient or Advanced level of PACT ELA increased slightly in 2007 compared to 2006 for all three comparisons (Figure 3).

The largest achievement gap in ELA and Math performance (29.1 percentage points) was observed in PACT Math at the Proficient or Advanced level (White vs. African-American students, Figure 4). The second-largest gap (28.3 percentage points) was observed for pay lunch vs. free- or reduced-price lunch students.

The overall increases or very slight reductions of the achievement gaps at the Proficient or Advanced levels for both ELA and Math observed since 2002 are not encouraging if South Carolina is to meet its achievement goals for all students. It is heartening that there have been increases in the percentages of students scoring Proficient or Advanced in recent years, although those increases have been quite moderate in ELA.

Figure 1
PACT ELA Achievement Gaps, Percent Basic or Above, 2002-2007

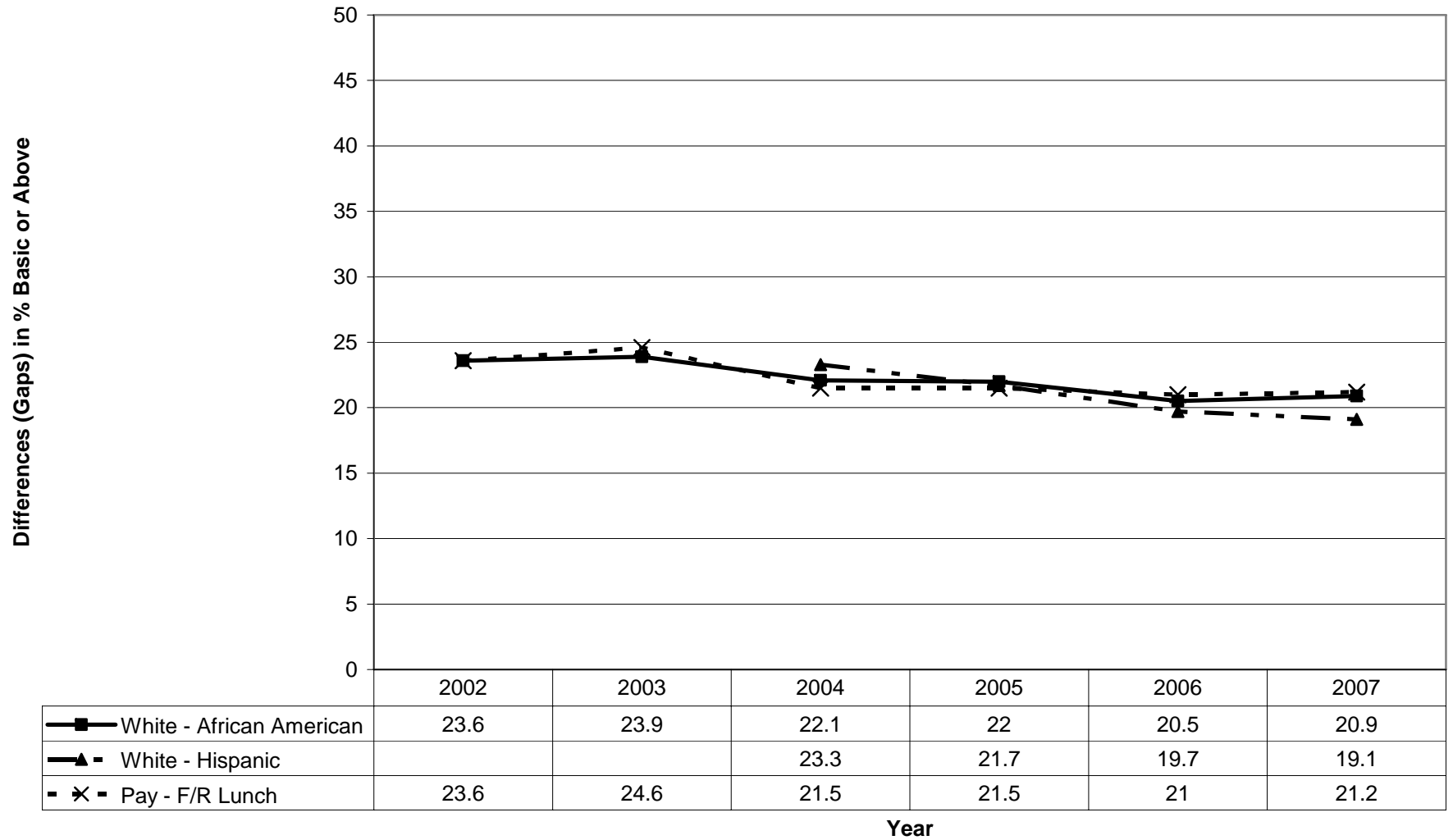


Figure 2
PACT Math Achievement Gaps, Percent Basic or Above, 2002-2007

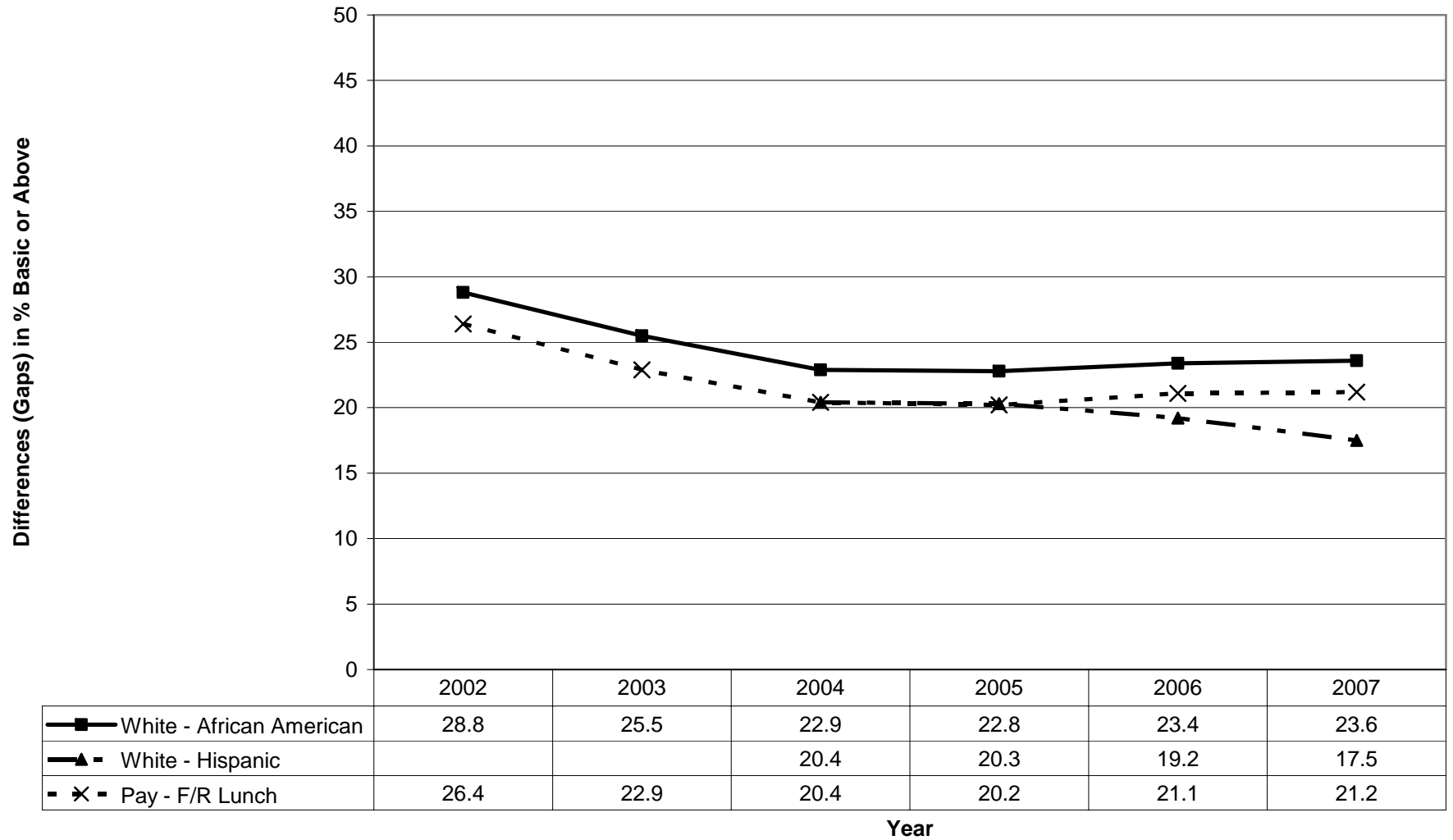


Figure 3
PACT ELA Achievement Gaps, Percent Proficient or Advanced, 2002-2007

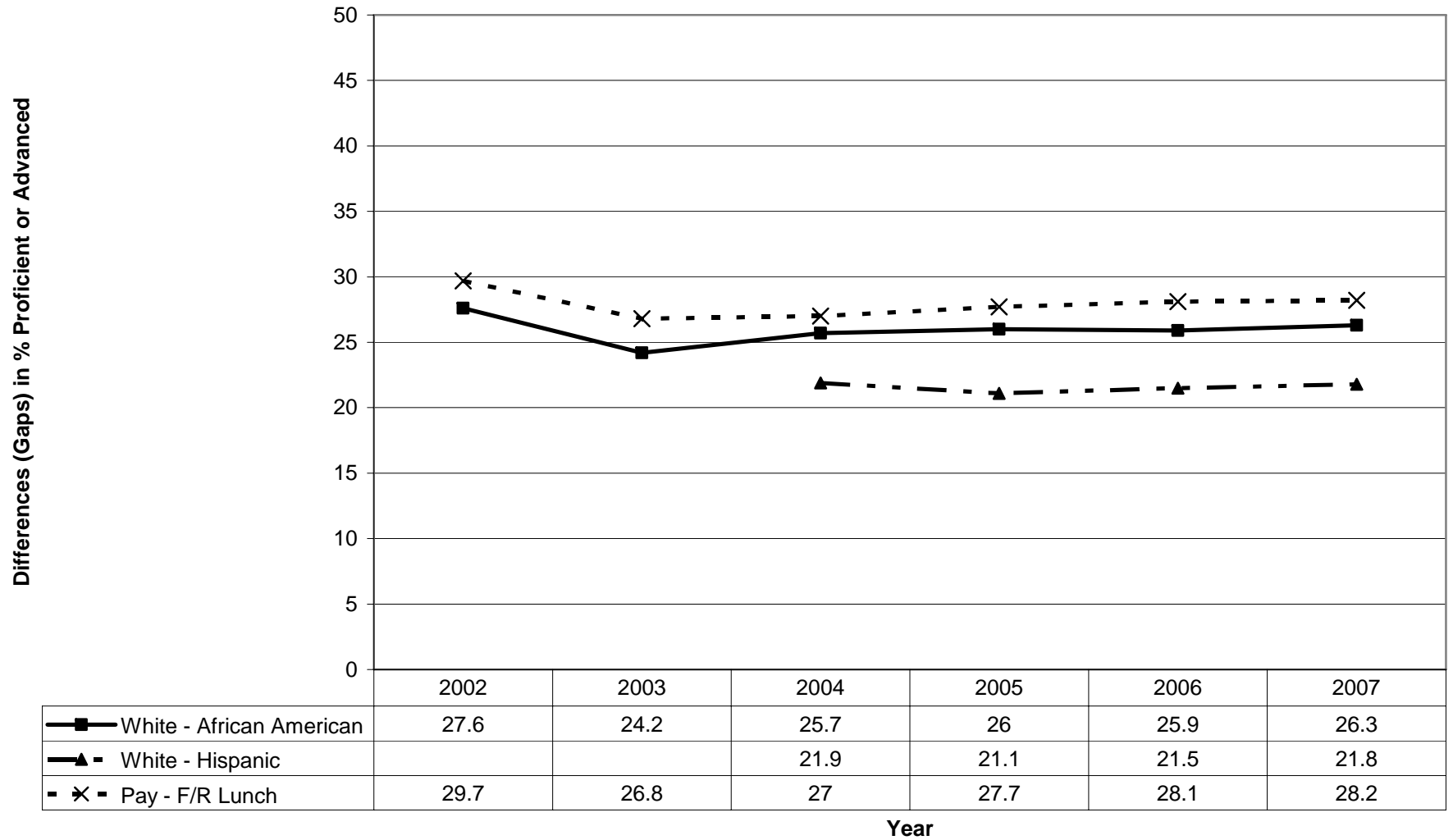
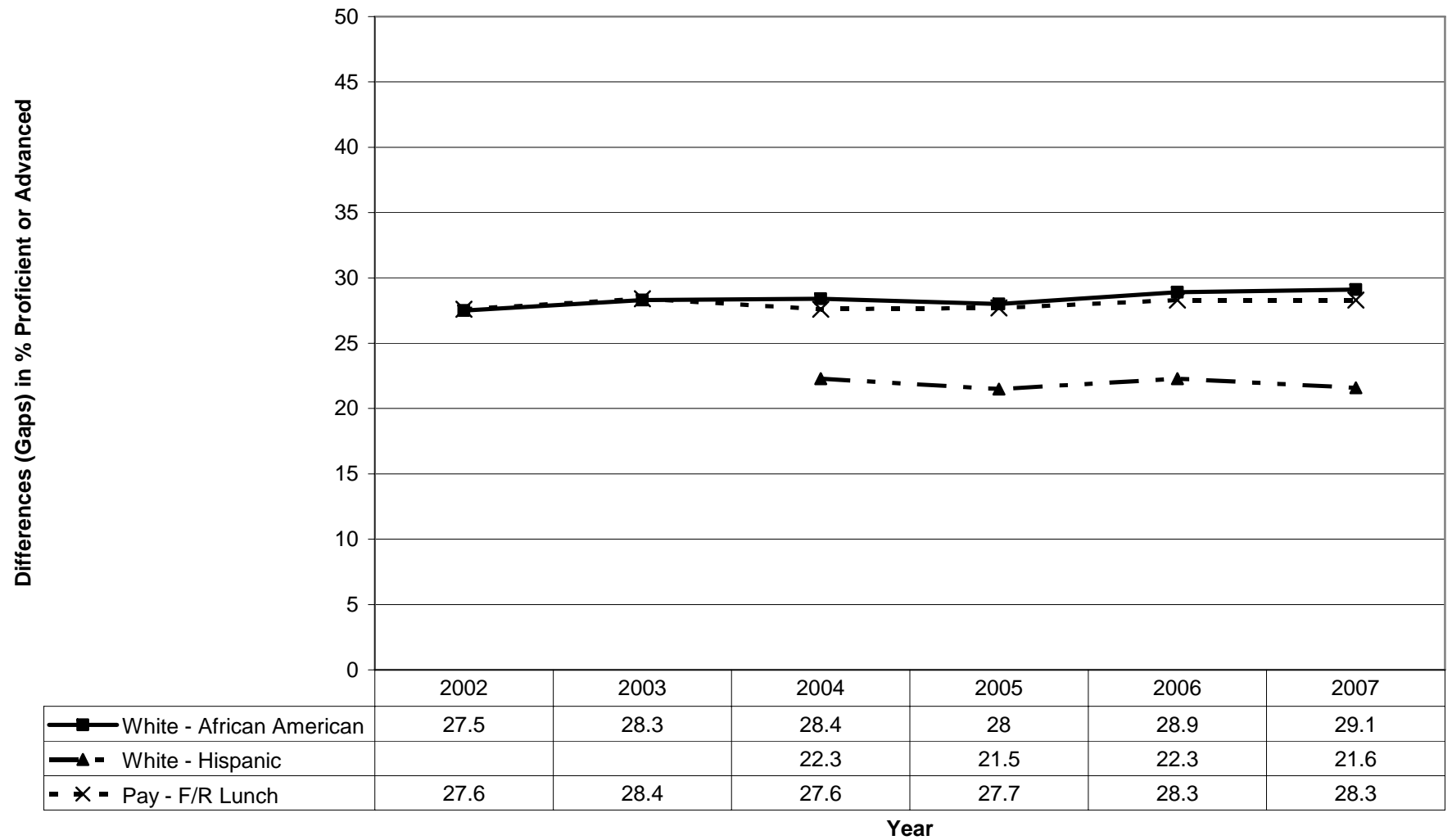


Figure 4
PACT Math Achievement Gaps, Percent Proficient or Advanced, 2002-2007



PACT Science and Social Studies Achievement Gaps in 2007

The PACT science and social studies tests in grades 3 through 8 were administered for the fifth year in Spring 2007. The science and social studies standards and tests are well established and it is appropriate that we begin evaluating the performance of demographic groups of students in these subject areas. The statewide results from the Spring 2005, 2006, and 2007 PACT science and social studies test administrations by demographic group are listed in Table 3.

Table 3
2005, 2006, and 2007 PACT Science and Social Studies Results By Demographic Group

Demographic Group	Science						Social Studies					
	Percent Basic or Above			Percent Proficient or Advanced			Percent Basic or Above			Percent Proficient or Advanced		
Year	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
All Students	60.1	58.9	63.2	26.1	25.6	31.3	68.3	67.1	69.1	27.0	27.5	29.2
White	74.4	73.5	76.8	38.2	37.5	44.3	79.5	77.6	78.7	38.1	37.8	39.4
African-American	41.2	39.4	45.0	10.1	9.4	13.9	53.2	52.9	55.7	12.1	13.4	15.1
Hispanic	49.5	49.1	53.2	16.2	15.8	20.7	61.7	60.3	64.6	19.0	20.3	22.2
Free- or Reduced-Price Lunch	45.7	44.1	49.2	13.1	12.7	17.5	56.1	55.0	57.7	14.2	15.1	16.8
Pay Lunch	76.7	76.2	79.4	41.1	40.4	47.4	82.3	81.1	82.3	41.8	41.8	43.7

Data Source: SC Department of Education

The 2007 science test was the most difficult among the four subject areas for all students. Pay lunch students had the highest performance on the science and social studies tests at both the Basic or above and Proficient or Advanced levels, and African-American students had the lowest performance. Less than one-half of the African-American and free- or reduced-price lunch students passed the science test at the minimal, Basic, level. Approximately one in eight African-American students, one in five Hispanic students, and one in six free- or reduced-price lunch students scored Proficient or Advanced on the science test. Performance was somewhat higher on the social studies test, with approximately one in seven African-American students, one in five Hispanic students, and one in six free- or reduced-price lunch students scoring Proficient or Advanced.

Performance in Science at both the Basic or above and the Proficient or Advanced levels increased for all groups in 2007 compared to 2006. Performance at the Basic or above and Proficient or Advanced levels in Social Studies also increased for all groups in 2007.

The gaps in PACT science and social studies achievement among these demographic groups of students are listed in Table 4.

Table 4
2005, 2006, and 2007 PACT Science and Social Studies
Achievement Gaps Among Demographic Groups

Comparison Group – Target Group	Science						Social Studies					
	Percent Basic or Above			Percent Proficient or Advanced			Percent Basic or Above			Percent Proficient or Advanced		
Year	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
White – African-American	33.2	34.1	31.8↓	28.1	28.1	30.4↑	26.3	24.6	23.0↓	26.0	24.4	24.3↓
White – Hispanic	24.9	24.4	23.6↓	22.0	21.7	23.6↑	17.8	17.3	14.1↓	19.1	17.5	17.2↓
Pay Lunch – Free- or Reduced-Price Lunch	31.0	32.1	30.2↓	28.0	27.7	29.9↑	26.2	26.1	24.6↓	27.6	26.7	26.9↑

↑ = gap increased from 2006

↓ = gap decreased from 2006

The achievement gaps in science are larger than those in social studies. The gaps between White and African-American students in science achievement at the Basic or above level are the largest of all the demographic comparisons on all the PACT tests (ELA, math, science, and social studies) in 2007. The achievement differences between White and Hispanic students are smaller than those observed between White and African-American students and pay lunch and free- or reduced-price lunch students. Of the 12 different achievement gap comparisons for Science and Social Studies, 8 decreased and 4 increased in 2007 compared to 2006.

Analysis of disaggregated demographic data across school absolute ratings categories

The 2007 PACT ELA and math data were further analyzed to identify differences in the performance of students belonging to different demographic groups in schools receiving different absolute report card ratings. The student results from the 2007 PACT student data files were disaggregated by ethnicity, gender, and socioeconomic status (based on Federal lunch program participation). The disaggregated groups were:

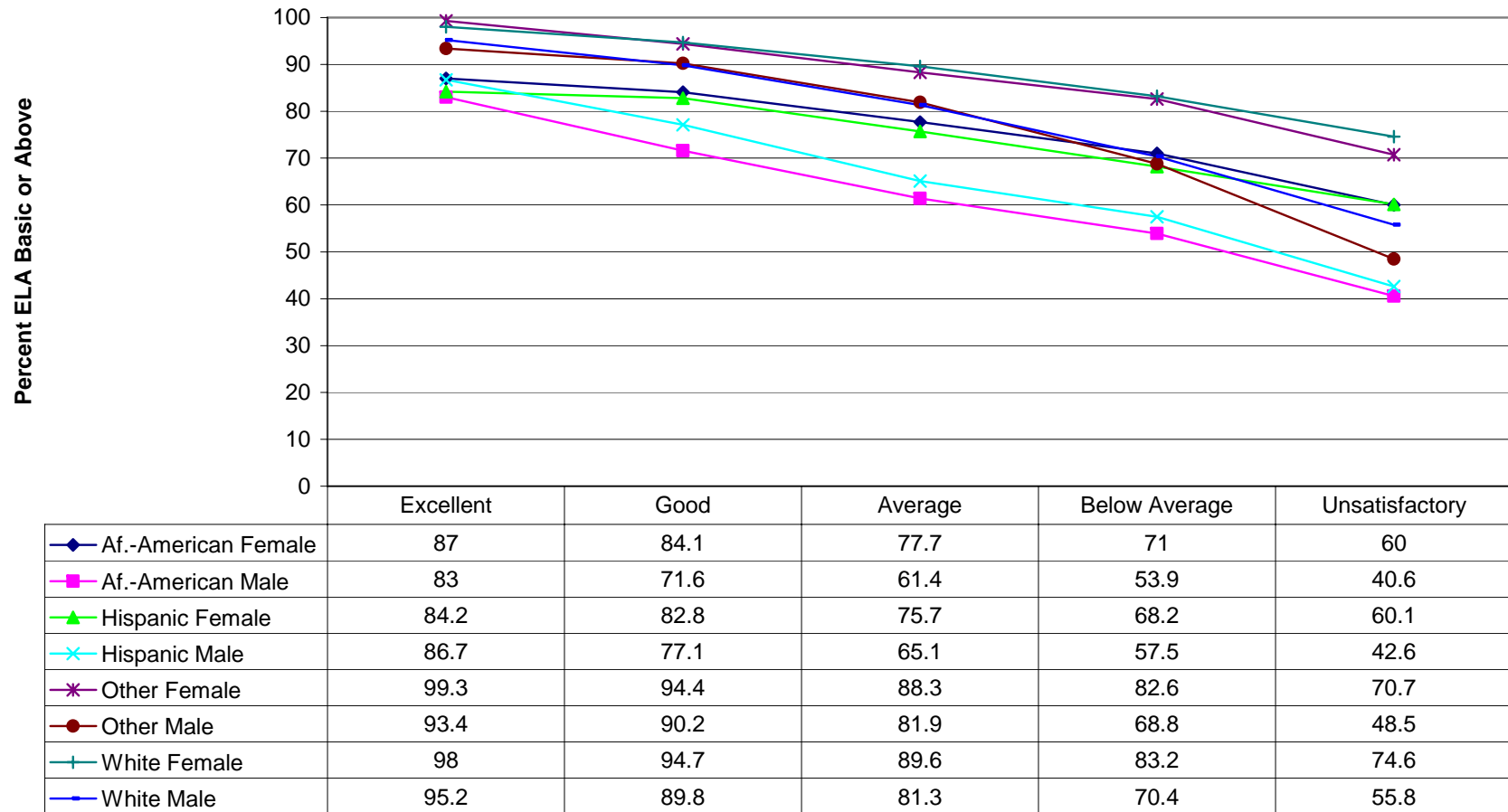
- Ethnicity by Gender (Figures 5-8):
 - ✓ African-American female;
 - ✓ African-American male;
 - ✓ Hispanic female;
 - ✓ Hispanic male;
 - ✓ Other (Asian, Pacific Islander, Native American, or Other) female;
 - ✓ Other male;
 - ✓ White female;
 - ✓ White male.

- Ethnicity by Federal lunch status (Figures 9-12):
 - ✓ African-American free- or reduced-price lunch;
 - ✓ African-American pay lunch;
 - ✓ Hispanic free- or reduced-price lunch;
 - ✓ Hispanic pay lunch;
 - ✓ Other (Asian, Pacific Islander, Native American, or Other) free- or reduced-price lunch;
 - ✓ Other pay lunch;
 - ✓ White free- or reduced-price lunch;
 - ✓ White pay lunch.

The performance of these disaggregated groups in ELA and math at the Basic or above and at the Proficient or Advanced levels was calculated for schools in each absolute rating category (Excellent; Good; Average; Below Average; Unsatisfactory). The results are displayed in Figures 5 through 12 and the data are included in Appendix A, Tables A-1 through A-8. The figures reveal the following:

- The performance of every demographic group was highest in schools rated Excellent and lowest in schools rated Unsatisfactory, with overall very low performance for all groups in schools rated Unsatisfactory;
- In both ELA and math, the gaps between groups at the Basic or above performance level were larger in low-performing schools (Below Average or Unsatisfactory) than in high-performing schools (Excellent or Good);
- Conversely, in both ELA and math the gaps between groups at the Proficient or Advanced performance levels were smaller in low-performing schools (Below Average or Unsatisfactory) than in high-performing schools (Excellent or Good), reflecting the overall very low performance of all groups in low-performing schools;
- Across both subjects and performance levels and across school rating categories, the highest-performing groups were White female and Other female students and White pay lunch and Other pay lunch students;
- African-American male students and African-American free- or reduced-price lunch students were the lowest-performing groups in both subjects and across absolute rating categories.

Figure 5
2007 PACT ELA % Basic or Above By Demographic Group and School Absolute Ratings
By Student Ethnicity and Gender



Other = Asian, Pacific Islander, or Native American

2007 School Absolute Ratings

Figure 6
2007 PACT ELA % Proficient or Advanced By Demographic Group
and School Absolute Ratings - By Student Ethnicity and Gender

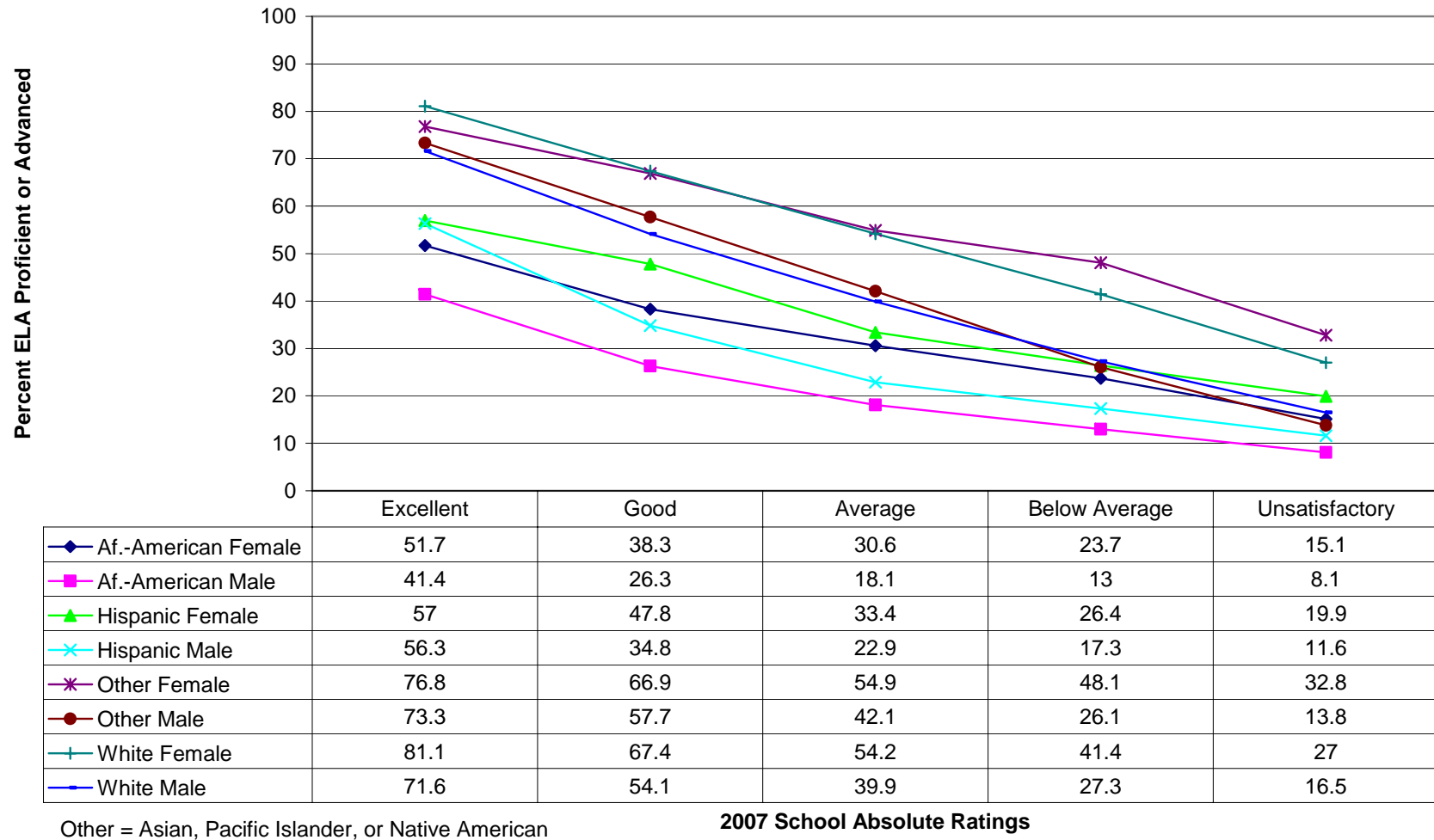


Figure 7
2007 PACT Math % Basic or Above By Demographic Groups and School Absolute Ratings
By Student Ethnicity and Gender

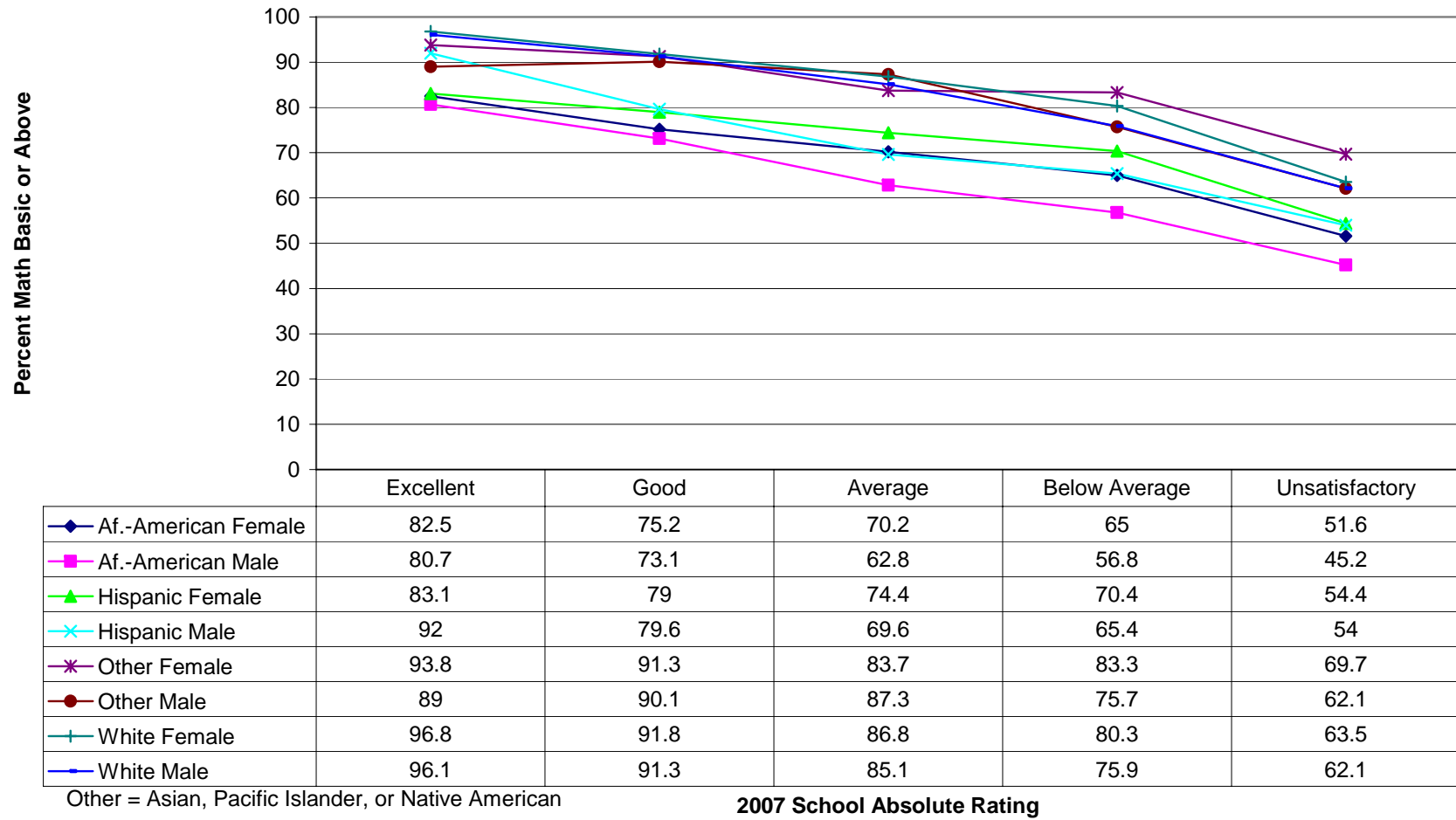


Figure 8
2007 PACT Math % Proficient or Advanced By Demographic Group
and School Absolute Ratings - By Student Ethnicity and Gender

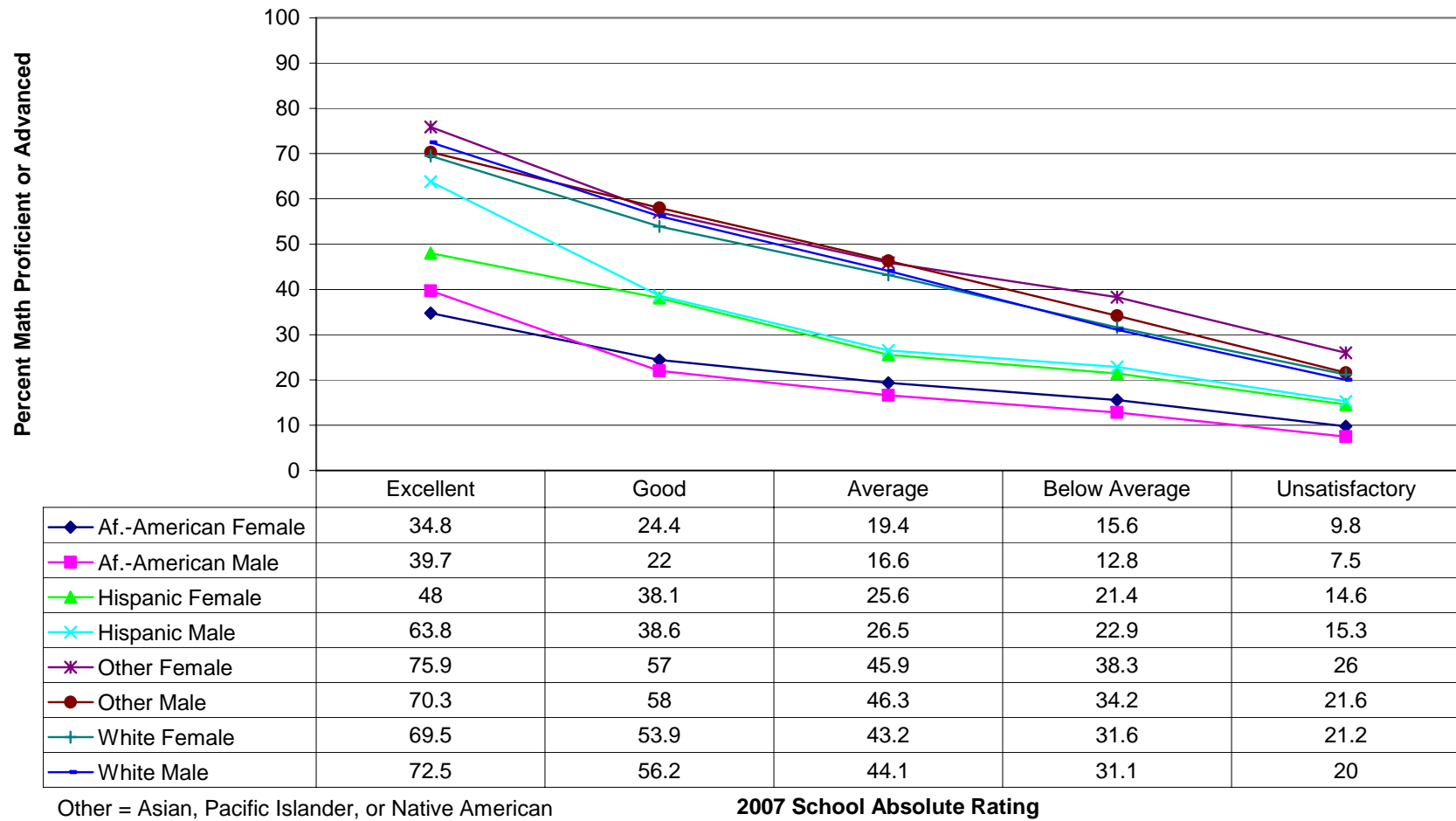


Figure 9
2007 PACT ELA % Basic or Above By Demographic Group and School Absolute Ratings
By Student Ethnicity and Federal Lunch Program Status

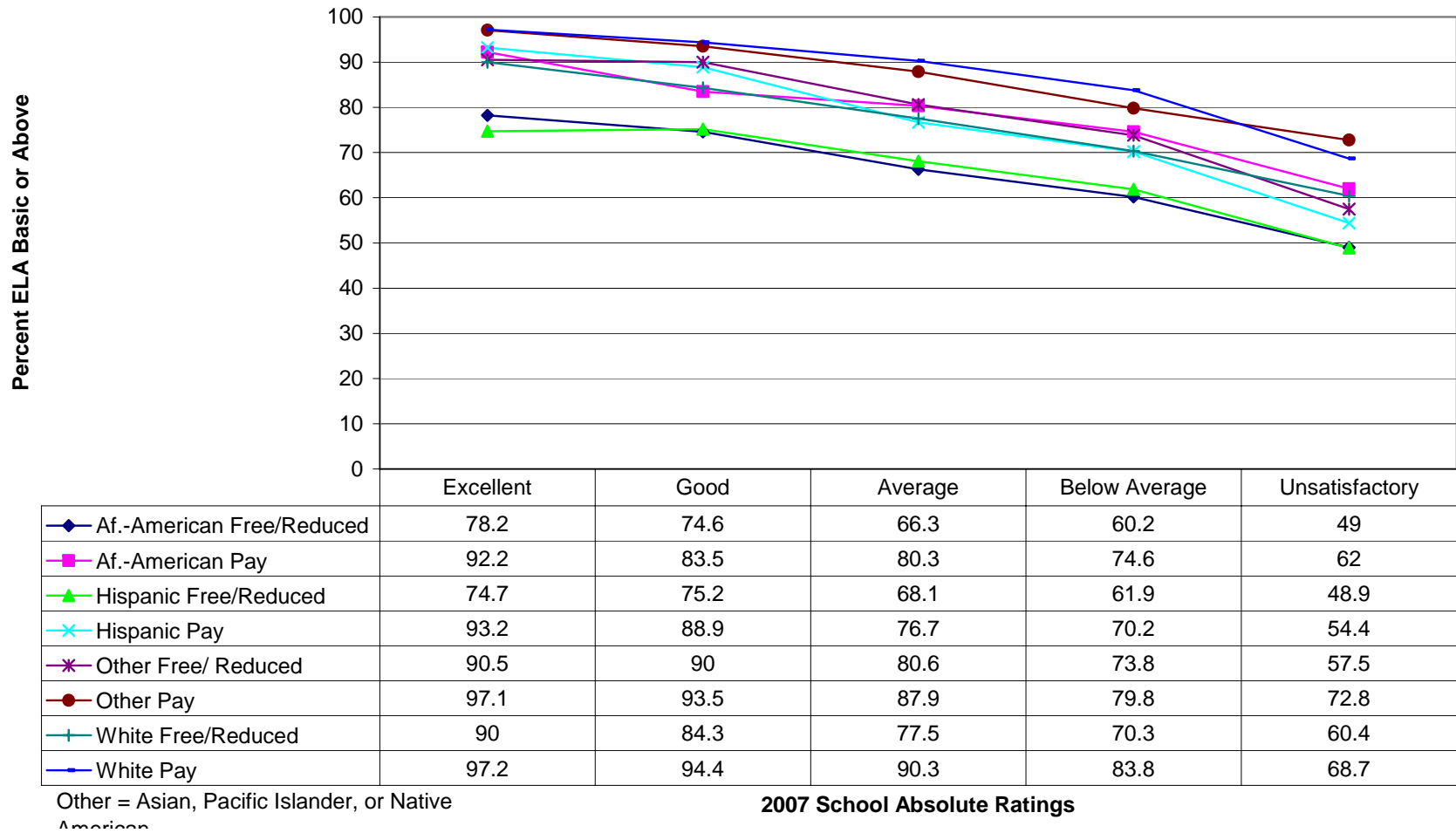


Figure 10
2007 PACT ELA % Proficient or Advanced By Demographic Group and
School Absolute Ratings - By Student Ethnicity and Federal Lunch Program Status

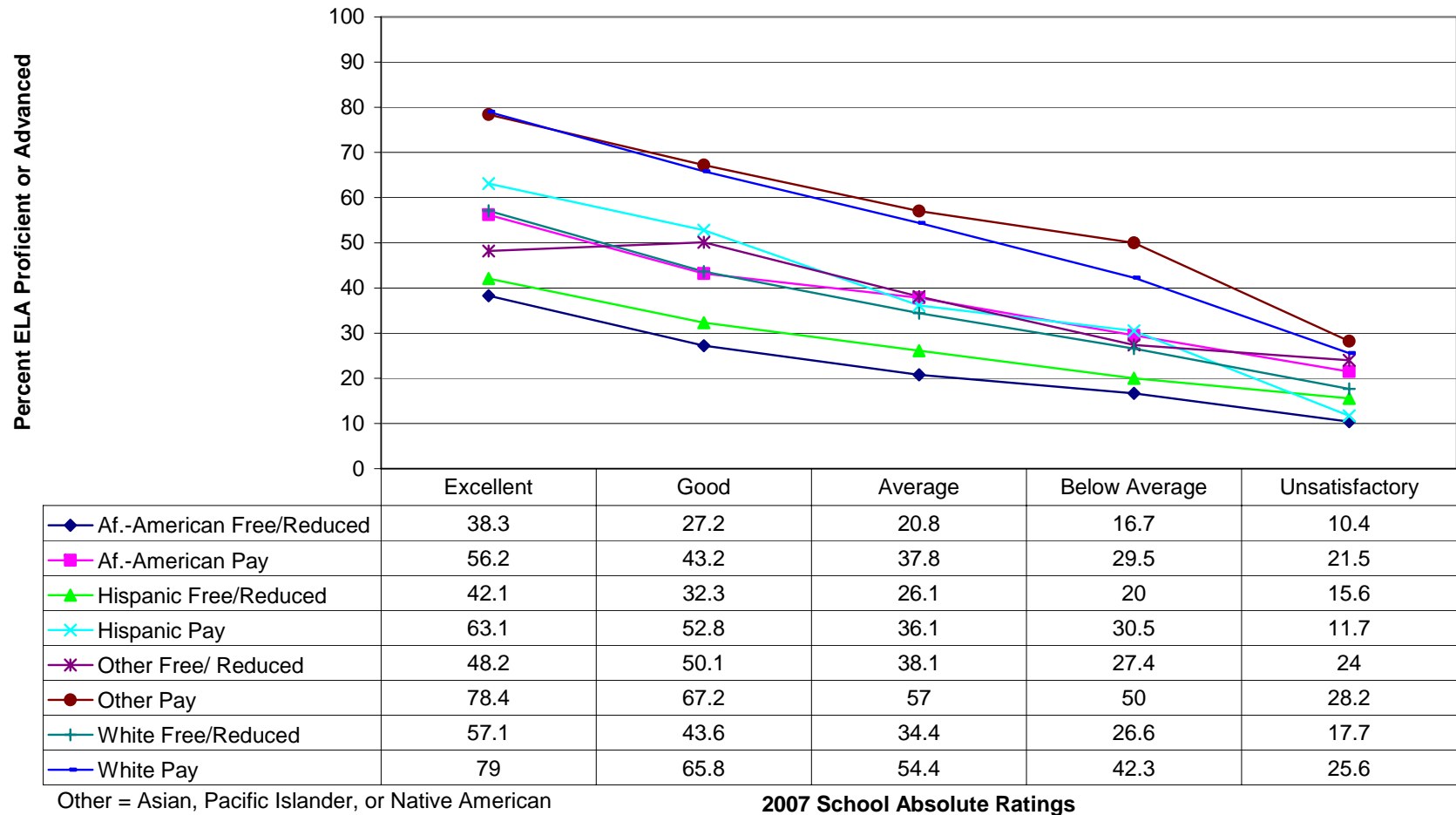


Figure 11
2007 PACT Math % Basic or Above By Demographic Group and School Absolute Ratings
By Student Ethnicity and Federal Lunch Program Status

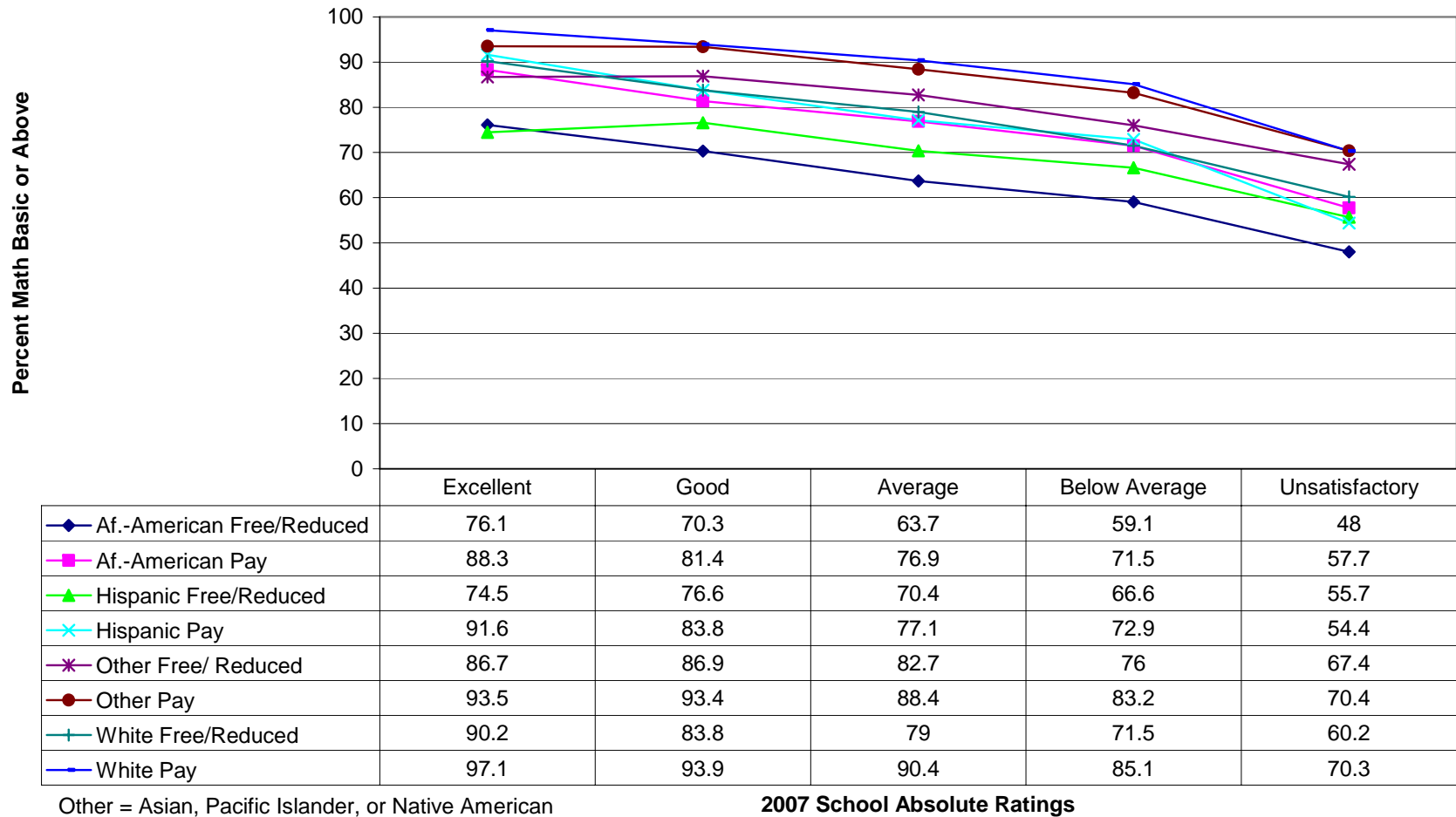
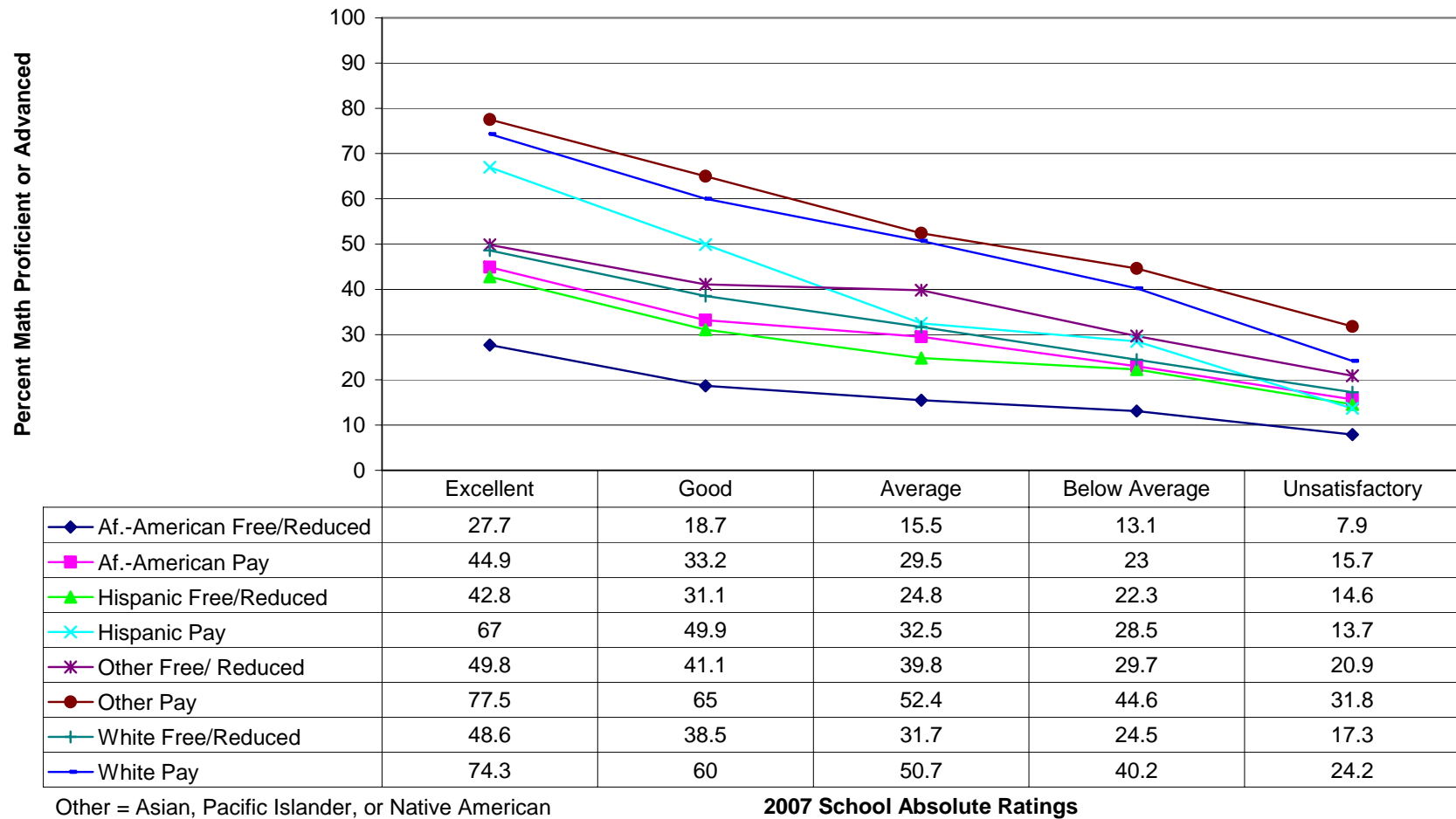


Figure 12
2007 PACT Math % Proficient or Advanced By Demographic Group and
School Absolute Ratings - By Student Ethnicity and Federal Lunch Program Status



Identification of schools closing the gap

To provide further insight into the achievement gap in South Carolina, we identified schools that showed high levels of performance by one or more of the target groups in ELA, math, or both. The performance of the target group of students had to be in the range of the statewide performance of the comparison group or higher. For example, a school in which the percentage of African-American students (target group) scoring Proficient or Advanced was in the range of or higher than the percentage of White students (comparison group) scoring at that level *statewide* would meet the criteria for selection. The following process was used to identify these schools.

These prerequisite conditions had to be met for a school to be considered:

- The school must have test results from at least one of the target groups to be considered;
- The size of the target group in the school must be large enough to provide reliable information (at least 30 students enrolled and tested);
- The target group and all students category in the school must meet the NCLB Adequate Yearly Progress objectives for percent tested and performance.

The target and comparison groups studied were:

Target Group	Comparison Group
African American Students	White Students
Hispanic Students	White Students
Free/Reduced Price Lunch Students	Pay Lunch Students

To obtain the achievement cut points needed to identify schools making exemplary progress in closing the gap, schools were ranked by the 2007 PACT achievement performance of all students in the school for these tests and performance levels:

- ELA - percent scoring Basic or above;
- ELA - percent scoring Proficient or Advanced;
- Math - percent scoring Basic or above;
- Math - percent scoring Proficient or Advanced.

The achievement level for each test corresponding to the 75th percentile and the 90th percentile for all students in all schools was identified. These data and the averages of the school percentages of students scoring at each achievement level for all students and for the demographic groups are shown in Table 5. These analyses were carried out with school as the level of analysis.

Table 5
75th and 90th Percentiles and Averages of
School Percentages of Students in Each Category
2007 PACT Test Performance

PACT Test Performance Levels	All Students – 75th School Percentile and Above (Recognition Level)	All Students – 90th School Percentile and Above (Distinguished Level)	Mean School Performance All Students	Mean School Performance African- American Students	Mean School Performance Hispanic Students	Mean School Performance White Students	Mean School Performance Free/Reduced Lunch Students	Mean School Performance Pay Lunch Students
ELA percent Basic or above	84.9%	91.1%	75.1%	67.1%	69.0%	82.9%	68.5%	84.8%
Math percent Basic or above	83.9%	89.4%	74.5%	64.5%	73.1%	83.6%	68.0%	84.2%
ELA percent Proficient or Advanced	45.9%	57.6%	35.2%	23.4%	27.0%	44.8%	25.3%	47.8%
Math percent Proficient or Advanced	41.0%	51.7%	31.2%	17.6%	26.4%	42.1%	21.4%	43.3%

Data Source: SC Department of Education www.ed.sc.gov

The data displayed in Table 5 illustrate that the average performance of the target groups of students (African-American, Hispanic, and free- or reduced-price lunch students) at each performance level on each test is lower than the performance of all students statewide and considerably lower than the performance of the comparison groups (White and pay lunch students). The data also indicate that the 75th school percentile for all students is very similar to that of the average performance of White and pay lunch students, and that the 90th school percentile for all students is well above the average performance of any of the comparison groups studied.

If the average performance of target group students were at the same level as comparison group students, the students in the target groups would be scoring at approximately the 75th school percentile for all students based on current data. Since the goal is to eliminate the achievement gaps among groups while at the same time achieving at high levels for all groups, the 75th school percentile for all students was chosen as the goal for target group achievement for this study – if all target group students had achieved at this level while at the same time the comparison groups achieved at the same high level, the gaps in achievement would be eliminated. If a target group achieves at the level of schools at the 90th percentile for all students, its performance would be exceptional.

To identify schools closing the achievement gap, the performance of each qualifying target group (having at least 30 tested students) in each school was evaluated against the performance corresponding to the 75th and 90th percentiles for all schools statewide. The criteria for identification were that the target group had to score at least at the level of the 75th percentile for all students in all schools (this level of performance was near that of the comparison groups) on at least one subject area test. For example, a school in which 37 of the 42 African-American students (88.1 percent) tested scored Basic or above on the ELA test would be identified as a school closing the gap because 88.1 percent of the target group (African-American students) scored Basic or above, which is greater than the 75th percentile for all students (84.9 percent - see Table 5).

The performance of each target group in schools meeting the 75th percentile criterion was also examined to see if it was at or above the 90th percentile for all students in all schools (greatly exceeded the performance of the comparison group). In our example school, the 88.1 percent scoring Basic or above was less than the criterion at the 90th percentile (91.1 percent - Table 5).

In summary, the following performance criteria for the target groups (African-American, Hispanic, and free- or reduced-price lunch students) were used to identify schools closing the gap:

- To be Recognized for closing the gap in ELA, at least 84.9% of the target group must score Basic or above, or 45.9% must score Proficient or Advanced;
- To be Recognized for closing the gap in math, at least 83.9% of the target group must score Basic or above, or 41.0% must score Proficient or Advanced;
- For the designation of Distinguished performance in ELA, at least 91.1% of the target group must score Basic or above, or 57.6% must score Proficient or Advanced;
- For the designation of Distinguished performance in math, at least 89.4% of the target group must score Basic or above, or 51.7% must score Proficient or Advanced.

Schools in which at least one target group met or exceeded the criteria on at least one of the tests were identified as schools showing strong evidence of closing the achievement gap. Schools having at least one target group scoring at the 75th percentile or higher were

designated “Recognized for Closing the Achievement Gap.” Schools in which a target group scored at the 90th percentile or above were designated “Distinguished for Closing the Achievement Gap.”

Results:

Eight hundred eighty-two schools had sufficient data to be evaluated for the performance of at least one target group of students. One hundred and ten schools reporting PACT test data (12.5 percent) did not have a sufficient number of African-American students (at least 30), and twenty-five schools (2.8 percent) did not have a sufficient number of free- or reduced-price lunch participants, so they could not be evaluated for the performance of these target groups. One hundred thirty-nine schools (15.8 percent) had sufficient numbers of Hispanic students (at least 30) to include in the analysis of 2007 data, compared to 112 schools having sufficient data in 2006.

One hundred forty-one schools were identified for closing the gap for at least one group in at least one subject area. These schools represent approximately 16 percent of all schools having sufficient numbers of students in the target groups for analysis. Forty-six schools had at least one group achieve at the 90th percentile or higher (Distinguished).

All 141 schools recognized for performance in 2007 are listed in Table 6.

Table 6
Schools with Target Demographic Groups Having PACT Performance
“Recognized” or “Distinguished” for Closing the Achievement Gap in 2007

DISTRICT	SCHOOL	School ID	% Poverty Level	Gap(s) Closing		
				African-American*	Hispanic*	Free/Reduced Lunch*
AIKEN	GLOVERVILLE ELEMENTARY ^x	201029	82.29			21
AIKEN	GREENDALE ELEMENTARY ^{bb}	201030	89.49			17
AIKEN	MILLBROOK ELEMENTARY ^h	201035	62.84	1		17
ANDERSON 1	PALMETTO ELEMENTARY ^h	401004	79.74	1, 3, 5		18, 19, 21
ANDERSON 1	CEDAR GROVE ELEMENTARY ^a	401005	60.98			17, 19
ANDERSON 1	WEST PELZER ELEMENTARY ^a	401009	60.84			18, 19, 21
ANDERSON 1	SPEARMAN ELEMENTARY ^c	401011	63.62	5		
ANDERSON 1	WREN ELEMENTARY ^a	401013	40.15			17, 19, 22, 23
ANDERSON 1	POWDERSVILLE MIDDLE ⁿ	401061	34.48	5		
ANDERSON 1	POWDERSVILLE ELEMENTARY ^v	401062	41.75			17, 21
ANDERSON 2	HONEA PATH ELEMENTARY ^a	402018	65.33			18, 19
ANDERSON 2	WRIGHT ELEMENTARY ^h	402021	50.84			18, 20, 22, 24
ANDERSON 3	IVA ELEMENTARY ^{bb}	403024	77.68			17
ANDERSON 4	TOWNVILLE ELEMENTARY ^q	404036	68.6			22
ANDERSON 5	CONCORD ELEMENTARY ^k	405045	36.71			19
BEAUFORT	SHELL POINT ELEMENTARY ^k	701018	75.6	5		
BEAUFORT	COOSA ELEMENTARY ^{aa}	701025	34.34	1		17
BERKELEY	MARRINGTON ELEMENTARY ^a	801033	49.87			18, 19, 21
BERKELEY	HOWE HALL AIMS SCHOOL ^k	801036	45.37	1, 3		17, 19
BERKELEY	SANGAREE INTERMEDIATE ^{bb}	801038	62.61		9, 13	
BERKELEY	HANAHAN ELEMENTARY ^y	801044	62.84			17, 19
BERKELEY	WESTVIEW PRIMARY ^w	801045	54.27			17, 19
CALHOUN	SANDY RUN ELEMENTARY ^{aa}	901008	75.89			17, 21
CHARLESTON	HARBOR VIEW ELEMENTARY ^k	1001043	47.88			17, 20, 21, 23
CHARLESTON	MINNIE HUGHES ELEMENTARY ^m	1001045	96.45	1, 5		17, 22
CHARLESTON	JENNIE MOORE ELEMENTARY ^y	1001061	44.44	5		21
CHARLESTON	MATILDA F DUNSTON ELEMENTARY ^{aa}	1001072	98.19	5		22
CHARLESTON	SANDERS CLYDE ELEMENTARY ^m	1001076	99.65	1, 4, 6, 8		17, 20, 22, 24
CHARLESTON	SPRINGFIELD ELEMENTARY ^m	1001081	67.82			21

CHARLESTON	ST ANDREWS SCHOOL OF MATH & SC ^k	1001082	58.11	1		17
CHARLESTON	STILES POINT ELEMENTARY ^{bb}	1001084	37.17			17, 19
CHARLESTON	ASHLEY RIVER CREATIVE ARTS ^m	1001091	35.54	1		17
CHARLESTON	BUIST ACADEMY ^a	1001094	18.84	2, 4, 6, 8		18, 20, 22, 24
CHARLESTON	CHARLESTON SCHOOL OF THE ARTS ^m	1001098	21.88	2, 6		18, 19, 22, 23
CHARLESTON	CHARLES PINCKNEY ELEMENTARY ^o	1001102	16.12	1, 3, 5		17, 19, 21
CHESTERFIELD	RUBY ELEMENTARY ^y	1301023	79.66			21
CLARENDON 1	ST PAUL PRIMARY ^j	1401005	97.15	2, 3		18, 19
CLARENDON 2	MANNING PRIMARY ^q	1402012	90.68	1		
DILLON 2	EAST ELEMENTARY ^h	1702007	91.67			19, 21
DILLON 2	SOUTH ELEMENTARY ^u	1702008	96	2, 3, 6		18, 19, 21
DILLON 2	STEWART HEIGHTS ELEMENTARY ^t	1702016	97.67	3		
DORCHESTER 2	R H ROLLINGS MIDDLE SCHOOL OF ARTS ^a	1802012	16.58	1, 4, 6		18, 20, 22, 23
DORCHESTER 2	NEWINGTON ELEMENTARY ^{aa}	1802013	59.1	3		17, 19
DORCHESTER 2	FLOWERTOWN ELEMENTARY ^y	1802014	61.94	1		17
DORCHESTER 2	OAKBROOK ELEMENTARY ^s	1802017	52.9	1		17
DORCHESTER 2	WINDSOR HILL ELEMENTARY ^m	1802019	66.31	1, 3		17, 19
EDGEFIELD	MERRIWETHER ELEMENTARY ^a	1901008	58.87	1		17
FLORENCE 1	CARVER ELEMENTARY ^y	2101009	52.88	2, 3, 5		18, 19, 21
FLORENCE 1	ROYALL ELEMENTARY ^m	2101017	59.2	1		17, 19, 21, 23
GEORGETOWN	PLEASANT HILL ELEMENTARY ^h	2201012	85.05	1		
GEORGETOWN	PLANTERSVILLE ELEMENTARY ^j	2201020	95.42	1		17
GEORGETOWN	SAMPIT ELEMENTARY ⁱ	2201023	93.15	1		17
GREENVILLE	BRUSHY CREEK ELEMENTARY ^{bb}	2301039	46.46			19, 21
GREENVILLE	PLAIN ELEMENTARY ^{aa}	2301046	41.4	1		17
GREENVILLE	CRESTVIEW ELEMENTARY ^{bb}	2301047	64.56	1	10	17, 21
GREENVILLE	EAST NORTH STREET ACADEMY ^{bb}	2301054	89.1	3		
GREENVILLE	MAULDIN ELEMENTARY ^m	2301067	49.25		9	
GREENVILLE	MITCHELL ROAD ELEMENTARY ^{bb}	2301068	60.75	5		
GREENVILLE	PARIS ELEMENTARY ^{bb}	2301076	48.11			17
GREENVILLE	PELHAM ROAD ELEMENTARY ^{aa}	2301079	30.83	1		
GREENVILLE	SIMPSONVILLE ELEMENTARY ^k	2301081	52.16		9, 13	
GREENVILLE	WESTCLIFFE ELEMENTARY ^l	2301098	83.87	1	13	
GREENVILLE	OAKVIEW ELEMENTARY ^a	2301108	13.24	5		
GREENVILLE	BELL'S CROSSING ELEMENTARY ^k	2301112	26.61	1		
GREENVILLE	ROBERT E. CASHION ELEMENTARY ^{bb}	2301113	78.21		13	

GREENWOOD 52	NINETY SIX ELEMENTARY ^{bb}	2452027	60.16			17
HAMPTON 1	BRUNSON ELEMENTARY ^g	2501004	74.71	3, 5, 7		17, 19, 21
HORRY	AYNOR ELEMENTARY ^h	2601014	74.11			18, 19, 21, 23
HORRY	HOMWOOD ELEMENTARY ^p	2601025	87.92	1		17
HORRY	LAKEWOOD ELEMENTARY ^a	2601029	56.42			17, 20, 21, 24
HORRY	LORIS ELEMENTARY ^x	2601032	82.29			17
HORRY	MIDLAND ELEMENTARY ^h	2601033	69.82			17, 19, 24
HORRY	MYRTLE BEACH ELEMENTARY ^h	2601034	76.95	1	9, 11	17, 19
HORRY	FORESTBROOK ELEMENTARY ^a	2601046	59.49	2, 4, 5, 8		18, 20, 22, 24
HORRY	NORTH MYRTLE BEACH ELEMENTARY ^k	2601048	71.7	1		17, 19
HORRY	CAROLINA FOREST ELEMENTARY ^b	2601049	48.13	2, 6		17, 19, 22, 23
HORRY	SEASIDE ELEMENTARY ^a	2601050	57.92			18, 19, 22, 23
HORRY	SOCASSEE ELEMENTARY ^z	2601054	81.52	1		17, 21
HORRY	NORTH MYRTLE BEACH INTERMEDIATE ^{aa}	2601059	67.15		13, 16	23
KERSHAW	BARON DEKALB ELEMENTARY ^g	2801010	82.9			17, 23
KERSHAW	BLANEY ELEMENTARY ^{aa}	2801012	61.39	1		18, 21
KERSHAW	LUGOFF ELEMENTARY ^b	2801018	49.42			17
KERSHAW	MT PISGAH ELEMENTARY ^m	2801020	74.62			17, 21
LANCASTER	MCDONALD GREEN ELEMENTARY ^{bb}	2901024	63.07			21, 23
LAURENS 55	GRAY COURT-OWINGS ELEMENTARY ^{bb}	3055008	76.81		14, 15	
LAURENS 56	JOANNA-WOODSON ELEMENTARY ^y	3056022	86.46	1		17
LEXINGTON 1	OAK GROVE ELEMENTARY ^l	3201009	51.4	3, 7		22, 23
LEXINGTON 1	LEXINGTON MIDDLE ^y	3201010	28.91		14, 15	
LEXINGTON 1	MIDWAY ELEMENTARY ^{aa}	3201055	22.07			17, 19
LEXINGTON 1	LAKE MURRAY ELEMENTARY ⁿ	3201056	24.91			21
LEXINGTON 2	PINEVIEW ELEMENTARY ^l	3202022	56.62			17, 21
LEXINGTON 2	CLAUDE A TAYLOR ELEMENTARY ^{bb}	3202025	84.41			21
LEXINGTON 5	DUTCH FORK ELEMENTARY ^a	3205042	47.92	1		
LEXINGTON 5	LAKE MURRAY ELEMENTARY ^k	3205052	16.83			21
LEXINGTON 5	BALLENTINE ELEMENTARY ^k	3205055	14.5	2, 4, 6, 7		
LEXINGTON 5	OAK POINTE ELEMENTARY ^{bb}	3205056	29.31	1, 3		
NEWBERRY	GALLMAN ELEMENTARY ^{bb}	3601008	86.54		14	
NEWBERRY	LITTLE MOUNTAIN ELEMENTARY ^l	3601010	40.08			17
OCONEE	WALHALLA MIDDLE ^m	3701006	57.06		14	
OCONEE	KEOWEE ELEMENTARY ^r	3701012	54.08			17, 19
OCONEE	NORTHSIDE ELEMENTARY ^e	3701013	62.79	1, 3, 5		23

OCONEE	WALHALLA ELEMENTARY ^{aa}	3701022	57.28			17, 21
PICKENS	AMBLER ELEMENTARY ^o	3901010	63.12			17, 20, 22
PICKENS	EAST END ELEMENTARY ^a	3901017	55.52	4, 5		17, 19, 21
PICKENS	HOLLY SPRINGS ELEMENTARY ^a	3901020	61.51			17, 19, 22
PICKENS	A R LEWIS ELEMENTARY ^h	3901021	72.63			21, 23
PICKENS	SIX MILE ELEMENTARY ^{aa}	3901027	61			17, 21
RICHLAND 2	BLYTHEWOOD MIDDLE ^{bb}	4002085	43.32		13	
RICHLAND 2	BOOKMAN ROAD ELEMENTARY ^a	4002087	34.17	5		
RICHLAND 2	LAKE CAROLINA ELEMENTARY ^h	4002089	26.52	2, 4, 6		18, 19, 21
RICHLAND 2	ROUND TOP ELEMENTARY ^{bb}	4002090	33.17	3		
RICHLAND 2	SANDLAPPER ELEMENTARY ^{bb}	4002093	49.91	1		17
RICHLAND 2	POLO ROAD ELEMENTARY ^{bb}	4002094	48.08	1		
SPARTANBURG 1	NEW PROSPECT ELEMENTARY ^a	4201011	65.71			17, 19, 22, 23
SPARTANBURG 2	CHESNEE ELEMENTARY ^{aa}	4202018	77.49	2, 3, 5		19
SPARTANBURG 2	COOLEY SPRINGS-FINGERVILLE ELEM ^s	4202019	77.3			21
SPARTANBURG 2	JAMES HENDRIX ELEMENTARY ^x	4202020	81.07	2		
SPARTANBURG 2	MAYO ELEMENTARY ^x	4202023	67.19			21
SPARTANBURG 2	CARLISLE-FOSTER'S GROVE ELEMEN ^{aa}	4202087	57.59			17
SPARTANBURG 2	OAKLAND ELEMENTARY ^m	4202088	47.66			17, 19, 22, 23
SPARTANBURG 3	CANNONS ELEMENTARY ^k	4203028	71.22			22
SPARTANBURG 5	REIDVILLE ELEMENTARY ⁿ	4205049	53.56			17, 19
SPARTANBURG 5	WELLFORD ELEMENTARY ^z	4205052	64.93			19
SPARTANBURG 5	RIVER RIDGE ELEMENTARY ^x	4205090	47.01			19
SPARTANBURG 5	BERRY SHOALS INTERMEDIATE ⁿ	4205091	48.95		14	
SPARTANBURG 6	R P DAWKINS MIDDLE ^{bb}	4206060	47.47		15	
SUMTER 2	F. J. DELAINE ELEMENTARY ^k	4302009	98.28	1, 3, 5		19
SUMTER 2	SHAW HEIGHTS ELEMENTARY ^c	4302019	72.38			19
UNION	BUFFALO ELEMENTARY ^{bb}	4401007	80.61	1		17
WILLIAMSBURG	W M ANDERSON PRIMARY ^a	4501013	96.78	1, 4, 5, 8		17, 20, 21, 24
YORK 1	HAROLD C. JOHNSON MIDDLE ^{bb}	4601009	65.12			23
YORK 1	HICKORY GROVE-SHARON ELEMENTARY ^{bb}	4601045	65.89			21
YORK 2	BETHANY ELEMENTARY ^a	4602011	59.68			18, 19, 22, 23
YORK 2	BETHEL ELEMENTARY ^v	4602012	27.94			19, 21, 23
YORK 2	CROWDERS CREEK MIDDLE ^{bb}	4602016	25.33	6		
YORK 2	GRIGGS ROAD ELEMENTARY ^h	4602047	42.58			17, 23
YORK 2	CROWDERS CREEK ELEMENTARY ^d	4602051	26.93			18, 22, 23

YORK 3	ROSEWOOD ELEMENTARY ^l	4603032	52.38		9	21
YORK 4	FORT MILL ELEMENTARY ^{bb}	4604043	33.59	1		
YORK 4	ORCHARD PARK ELEMENTARY ^{aa}	4604051	18.94	3		
YORK 4	SPRINGFIELD MIDDLE ^{bb}	4604053	15.77	1	13, 15	

Notes for Table:

^a Recognized in 2002, 2003, 2004, 2005, 2006, and 2007

^b Recognized in 2002, 2003, 2004, 2005, and 2007

^c Recognized in 2002, 2003, 2004, 2006, and 2007

^d Recognized in 2002, 2003, 2005, 2006, and 2007

^e Recognized in 2002, 2003, 2005, and 2007

^f Recognized 2002, 2003, 2006, and 2007

^g Recognized 2002, 2003, and 2007

^h Recognized 2002, 2004, 2005, 2006, and 2007

ⁱ Recognized 2002, 2004, 2005, and 2007

^j Recognized 2002, 2004, 2006, and 2007

^k Recognized 2002, 2005, 2006, and 2007

^l Recognized 2002, 2005, and 2007

^m Recognized 2002, 2006, and 2007

ⁿ Recognized 2002 and 2007

^o Recognized 2003, 2004, 2005, 2006, and 2007

^p Recognized 2003, 2004, 2006, and 2007

^q Recognized 2003, 2004, and 2007

^r Recognized 2003, 2005, 2006, and 2007

^s Recognized 2003, 2005, and 2007

^t Recognized 2003 and 2007

^u Recognized 2004, 2005, 2006, and 2007

^v Recognized 2004, 2005, and 2007

^w Recognized 2004, 2006, and 2007

^x Recognized 2004 and 2007

^y Recognized 2005, 2006, and 2007

^z Recognized 2005 and 2007

^{aa} Recognized 2006 and 2007

^{bb} Recognized 2007 only

* Groups are:

1. African-American students, ELA test, at or above 75th percentile (Recognized), scored Basic or above;
2. African-American students, ELA test, at or above 90th percentile (Distinguished), scored Basic or above;
3. African-American students, ELA test, at or above 75th percentile (Recognized), scored Proficient or Advanced;
4. African-American students, ELA test, at or above 90th percentile (Distinguished), scored Proficient or Advanced;
5. African-American students, Math test, at or above 75th percentile (Recognized), scored Basic or above;
6. African-American students, Math test, at or above 90th percentile (Distinguished), scored Basic or above;

7. African-American students, Math test, at or above 75th percentile (Recognized), scored Proficient or Advanced;
8. African-American students, Math test, at or above 90th percentile (Distinguished), scored Proficient or Advanced;
9. Hispanic students, ELA test, at or above 75th percentile (Recognized), scored Basic or above;
10. Hispanic students, ELA test, at or above 90th percentile (Distinguished), scored Basic or above;
11. Hispanic students, ELA test, at or above 75th percentile (Recognized), scored Proficient or Advanced;
12. Hispanic students, ELA test, at or above 90th percentile (Distinguished), scored Proficient or Advanced;
13. Hispanic students, Math test, at or above 75th percentile (Recognized), scored Basic or above;
14. Hispanic students, Math test, at or above 90th percentile (Distinguished), scored Basic or above;
15. Hispanic students, Math test, at or above 75th percentile (Recognized), scored Proficient or Advanced;
16. Hispanic students, Math test, at or above 90th percentile (Distinguished), scored Proficient or Advanced;
17. Free- or reduced-price lunch students, ELA test, at or above 75th percentile (Recognized), scored Basic or above;
18. Free- or reduced-price lunch students, ELA test, at or above 90th percentile (Distinguished), scored Basic or above;
19. Free- or reduced-price lunch students, ELA test, at or above 75th percentile (Recognized), scored Proficient or Advanced;
20. Free- or reduced-price lunch students, ELA test, at or above 90th percentile (Distinguished), scored Proficient or Advanced;
21. Free- or reduced-price lunch students, Math test, at or above 75th percentile (Recognized), scored Basic or above;
22. Free- or reduced-price lunch students, Math test, at or above 90th percentile (Distinguished), scored Basic or above;
23. Free- or reduced-price lunch students, Math test, at or above 75th percentile (Recognized), scored Proficient or Advanced;
24. Free- or reduced-price lunch students, Math test, at or above 90th percentile (Distinguished), scored Proficient or Advanced.

The numbers of elementary and middle schools recognized (at either the 75th or 90th percentile levels or both) for closing the achievement gap for at least one target group in at least one subject area increased over the four years studied between 2002 and 2005. The number recognized decreased slightly in 2006 and then increased in 2007.

- Eighty-seven schools were recognized in 2002;
- One hundred ten schools were recognized in 2003;
- One hundred thirty-two schools were recognized in 2004;
- One hundred thirty-eight schools were recognized in 2005;
- One hundred thirty-five schools were recognized in 2006; and
- One hundred forty-one schools were recognized in 2007.

Eighty-six of the schools identified in 2007 had also been recognized in 2006 for high performance by at least one target group in at least one subject area. Nineteen of these 86 schools were recognized for all six years studied (2002, 2003, 2004, 2005, 2006, and 2007). These schools are of particular interest because they show sustained progress in reducing achievement gaps. They are listed in Table 7.

Table 7
Schools Recognized for Closing Achievement Gap
For Six Consecutive Years (2002 through 2007)

Cedar Grove Elementary (Anderson One)	Buist Academy (Charleston)	Forestbrook Elementary (Horry)	Bookman Road Elementary (Richland Two)
West Pelzer Elementary (Anderson One)	R H Rollings Middle School of the Arts (Dorchester Two)	Seaside Elementary (Horry)	New Prospect Elementary (Spartanburg One)
Wren Elementary (Anderson One)	Merriwether Elementary (Edgefield)	Dutch Fork Elementary (Lexington Five)	W M Anderson Primary (Williamsburg)
Honea Path Elementary (Anderson Two)	Oakview Elementary (Greenville)	East End Elementary (Pickens)	Bethany Elementary (York 2)
Marrington Elementary (Berkeley)	Lakewood Elementary (Horry)	Holly Springs Elementary (Pickens)	

The number of schools recognized for each target group in 2007 is listed in Table 8.

Table 8
Numbers of Schools Recognized for Gap Reduction in 2007
Target Groups Identified for High Performance

Target Group(s)	Number of Schools Recognized	Percent of Recognized Schools
African-American Students Only	21	14.9%
Hispanic Students Only	11	7.8%
Free- or Reduced-Price Lunch Students Only	60	42.6%
African-American Students; Free- or Reduced-Price Lunch Students	43	30.5%
Hispanic Students; Free- or Reduced-Price Lunch Students	2	1.4%
African-American Students; Hispanic Students	2	1.4%
African-American Students; Hispanic Students; Free- or Reduced-Price Lunch Students	2	1.4%
Totals	141	100%

Fifty-four schools were recognized in 2007 for closing the gap for at least one target group in PACT ELA only, thirty-two schools for closing the gap in Math only, and fifty-five schools for closing gaps in both ELA and Math.

Not surprisingly, since these schools were chosen because their target demographic groups were achieving near or above the levels of the comparison groups statewide, their overall achievement for all students tended to be high. Of the 141 report card absolute ratings issued for these schools, 21 were Excellent, 75 were Good, 41 were Average and 4 were Below Average.

The schools also received recognition for achievement and for recent other accomplishments:

- 41 received Palmetto Gold or Silver Awards in 2006-2007;
- 3 received the Palmetto's Finest award for 2007-2008;
- 7 were National Blue Ribbon Award schools in 2006-2007; and
- 29 received Red Carpet awards in the past three years.

To identify the characteristics of these schools which differed from those of other schools not identified for closing achievement gaps which might help to pinpoint the factors behind their success, their report card profile data were compared to those from all schools in the State. The average (mean) values for report card school profile variables in 2007 are listed in Table 9. In Table 9 the data are listed for all 141 gap-closing schools, for the 96 gap-closing schools receiving Excellent or Good Absolute Ratings, for the 41 gap-closing schools receiving Average Absolute Ratings, and for the 4 gap-closing schools receiving Below Average Absolute Ratings.

are listed (none of the identified gap-closing schools received an Unsatisfactory rating). In addition, the data for all 741 other elementary and middle schools which received Absolute Ratings in 2007 and the data for those other schools aggregated by their Excellent or Good, Average, or Below Average or Unsatisfactory ratings are also listed in Table 9.

In 2007 the schools identified for closing achievement gaps had lower percentages of students in poverty than all other schools (58.8% poverty in gap schools compared to 73.7% poverty in all other schools). However, when compared to schools receiving similar Absolute Ratings, the gap-closing schools had somewhat higher poverty levels. The poverty level for gap-closing schools rated Excellent or Good was 50.7%, compared to 43.0% for all other schools rated Excellent or Good. Similarly, the poverty level for gap-closing schools rated Average was 74.5%, compared to 67.9% for other schools rated Average.

The values for many report card variables were similar among gap-closing schools and other schools which received the same ratings. However, the dollars spent per student were consistently lower for gap-closing schools receiving Excellent, Good, or Average ratings than for other schools in the same rating categories. The levels of satisfaction with the school reported from the survey results from teachers, students, and parents were consistently higher for the gap-closing schools than non-gap closing schools. The percentage of students having disabilities was lower for gap-closing schools compared to other schools. These findings are similar to those found in the previous EOC studies of gap-closing schools.

The higher level of satisfaction with the school reported by teachers, students, and parents reported for gap-closing schools compared to other schools has been a consistently robust finding in all of the EOC studies of achievement gap-closing schools since the first study published in 2003. The connection between client satisfaction with the school and the school's success at reducing achievement gaps was also identified in the study of gap-closing schools conducted for the EOC by the University of South Carolina Educational Policy Center (*Climate for High Achievement: A Study of Gap-Closing Schools in South Carolina*, 2007).

Table 9
Comparison of Mean Values of 2007 Report Card Variables
Elementary and Middle Schools Identified for Closing Achievement Gaps
Compared to All Other Elementary and Middle Schools

Report Card Variable	Gap Closing Elementary/Middle Schools in 2007				All Other Elementary/Middle Schools in 2007			
	All Gap-Closing Schools (n=141)	Excellent or Good Absolute Ratings (n=96)	Average Absolute Rating (n=41)	Below Average Absolute Rating (n=4)	All Other Schools (n=741*)	Excellent or Good Absolute Ratings (n=90)	Average Absolute Rating (n=286)	Below Average or Unsatisfactory Absolute Ratings (n=363)
Poverty Index	58.8	50.7	74.5	92.3	73.7	43.0	67.9	86.0
Dollars per Student	6781	6632	6771	10303	7339	7292	6792	7616
Student:Teacher Ratio	19.6	19.8	19.5	15.5	18.9	19.9	19.5	18.2
Student Attendance	96.4	96.5	96.2	96.1	95.9	96.6	96.1	95.6
Teacher Attendance	95.3	95.3	95.3	95.9	94.9	95.5	94.9	94.8
Prime Instructional Time	90.3	90.5	89.9	90.5	89.2	90.8	89.7	88.5
Student Retention	2.4	2.1	3.1	3.0	3.1	1.8	2.6	3.9
Days of Professional Development	14.2	13.6	15.9	12.8	13.6	13.0	12.9	14.2
Teachers with Advanced Degrees	58.0	58.5	57.1	54.6	54.4	57.7	55.8	52.3
Teachers Out of Field of Certification	0.9	0.9	1.0	0.0	4.0	1.5	1.8	6.3
Teachers Returning from Previous Year	87.0	87.5	86.9	77.2	83.8	87.0	86.4	80.9
Average Teacher Salary	45006	45422	44295	42301	43521	45188	44038	42645
Percent Spent of Teacher Salaries	64.3	64.8	63.5	60.7	62.5	65.0	63.8	60.9
Principal's Years at School	6.6	6.3	7.1	8.0	5.2	6.1	5.0	5.2

Report Card Variable	Gap Closing Elementary/Middle Schools in 2007					All Other Elementary/Middle Schools in 2007			
	All Gap-Closing Schools (n=141)	Excellent or Good Absolute Ratings (n=96)	Average Absolute Rating (n=41)	Below Average Absolute Rating (n=4)		All Other Schools (n=741*)	Excellent or Good Absolute Ratings (n=90)	Average Absolute Rating (n=286)	Below Average or Unsatisfactory Absolute Ratings (n=363)
Percent Parents Conferencing	97.6	98.6	94.8	100		95.5	98.2	96.9	93.8
Percent Students with Disabilities	6.6	6.3	7.4	6.5		9.3	6.7	8.8	10.5
Percent Students Gifted and Talented	18.2	21.6	11.5	5.0		13.1	26.9	15.4	8.0
Percent Spent on Instruction	68.0	68.3	67.5	64.9		67.4	68.8	68.2	66.4
Percent Students Over-Age for Grade	0.8	0.7	1.1	1.2		1.9	0.7	1.5	2.4
Percent Students Suspended/Expelled for Violent/Criminal Behavior	0.3	0.3	0.4	0.0		1.0	0.4	0.7	1.5
Teacher Satisfaction Learning Environment	96.1	96.8	95.5	83.8		88.5	95.4	92.7	83.4
Student Satisfaction Learning Environment	89.2	89.5	88.4	89.8		80.4	85.7	82.6	77.3
Parent Satisfaction Learning Environment	90.3	91.6	86.8	86.8		82.5	88.6	85.2	78.8
Teacher Satisfaction Social & Physical Environment	96.9	97.5	96.3	87.5		90.2	96.7	93.8	85.7

Report Card Variable	Gap Closing Elementary/Middle Schools in 2007				All Other Elementary/Middle Schools in 2007			
	All Gap-Closing Schools (n=141)	Excellent or Good Absolute Ratings (n=96)	Average Absolute Rating (n=41)	Below Average Absolute Rating (n=4)	All Other Schools (n=741*)	Excellent or Good Absolute Ratings (n=90)	Average Absolute Rating (n=286)	Below Average or Unsatisfactory Absolute Ratings (n=363)
Student Satisfaction Social & Physical Environment	88.4	89.0	87.7	80.9	80.4	85.8	82.4	77.4
Parent Satisfaction Social & Physical Environment	89.6	91.3	86.0	84.4	79.7	87.5	82.8	75.1
Teacher Satisfaction Home & School Relations	93.7	96.8	88.7	69.8	76.1	96.3	85.5	63.6
Student Satisfaction Home & School Relations	90.6	91.1	89.2	93.0	85.8	89.3	87.3	83.7
Parent Satisfaction Home & School Relations	86.9	88.1	84.4	83.3	79.8	84.9	81.0	77.5
Enrollment	579.8	606.0	540.7	350.5	543.6	677.1	608.1	463.2

* Does not include data from 2 schools which did not receive Absolute ratings in 2007. Report card data from State Department of Education, October 31, 2007.

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APPENDIX A

TABLES A-1 through A-8

2007 PACT ELA and Mathematics Performance
By Disaggregated Demographic Groups and
2007 School Absolute Ratings

Table A-1: 2007 PACT English Language Arts (ELA) Percent Scoring Basic or Above - Ethnicity by Gender by 2007 School Absolute Rating

2007 Absolute Rating	Statistic	Demographic Group							
		African- American Female	African- American Male	Hispanic Female	Hispanic Male	Other Female	Other Male	White Female	White Male
Excellent	% Basic or above	87.0	83.0	84.2	86.7	99.3	93.4	98.0	95.2
	Number of Schools	32	30	26	28	27	28	31	32
	Number of Students	1500	1482	151	193	211	189	4736	4811
	Lower 95% Confidence Level	80.4	78.3	72.5	79.7	98.4	85.3	97.4	93.9
	Upper 95% Confidence Level	93.7	87.8	95.9	93.7	100	100	98.6	96.5
Good	% Basic or above	84.1	71.6	82.8	77.1	94.4	90.2	94.7	89.8
	Number of Schools	149	146	138	140	122	121	150	150
	Number of Students	5533	5476	1038	1089	652	670	20300	21262
	Lower 95% Confidence Level	82.4	69.3	79.0	73.6	91.9	86.5	94.1	89.0
	Upper 95% Confidence Level	85.7	73.9	86.6	80.6	96.8	93.8	95.4	90.5
Average	% Basic or above	77.7	61.4	75.7	65.1	88.3	81.9	89.6	81.3
	Number of Schools	326	324	290	296	240	236	324	323
	Number of Students	19719	20379	3092	3219	1179	1142	37858	40304
	Lower 95% Confidence Level	76.5	59.9	73.3	62.2	85.4	78.5	88.8	80.3
	Upper 95%	79.0	62.9	78.1	68.1	91.2	85.4	90.4	82.2

	Confidence Level								
Below Average	% Basic or above	71.0	53.9	68.2	57.5	82.6	68.8	83.2	70.4
	Number of Schools	241	239	190	186	124	132	227	230
	Number of Students	20283	20843	1989	2204	431	479	16589	17981
	Lower 95% Confidence Level	69.7	52.2	64.3	53.0	77.0	62.5	81.6	68.1
	Upper 95% Confidence Level	72.4	55.6	72.1	62.0	88.2	75.2	84.7	72.6
Unsatisfactory	% Basic or above	60.0	40.6	60.1	42.6	70.7	48.5	74.6	55.8
	Number of Schools	121	128	85	91	46	47	112	114
	Number of Students	12512	13365	592	699	112	106	2893	3306
	Lower 95% Confidence Level	57.9	38.5	52.3	35.2	60.7	36.8	70.8	51.8
	Upper 95% Confidence Level	62.2	42.7	67.8	50.0	80.7	60.1	78.4	59.7

Table A-2: 2007 PACT English Language Arts (ELA) Percent Scoring Proficient or Advanced - Ethnicity by Gender by 2007 School Absolute Rating

2007 Absolute Rating	Statistic	Demographic Group							
		African-American Female	African-American Male	Hispanic Female	Hispanic Male	Other Female	Other Male	White Female	White Male
Excellent	% Proficient or Advanced	51.7	41.4	57.0	56.3	76.8	73.3	81.1	71.6
	Number of Schools	32	30	26	28	27	28	31	32
	Number of Students	1500	1482	151	193	211	189	4736	4811
	Lower 95% Confidence Level	42.8	33.1	44.1	44.7	67.8	60.9	78.2	67.5
	Upper 95% Confidence Level	60.6	49.6	69.9	67.9	85.9	85.7	84.0	75.8
Good	% Proficient or Advanced	38.3	26.3	47.8	34.8	66.9	57.7	67.4	54.1
	Number of Schools	149	146	138	140	122	121	150	150
	Number of Students	5533	5476	1038	1089	652	670	20300	21262
	Lower 95% Confidence Level	36.2	23.8	42.6	30.0	61.2	51.8	65.9	52.3
	Upper 95% Confidence Level	40.4	28.7	53.0	39.5	72.6	63.7	68.8	55.8
Average	% Proficient or Advanced	30.6	18.1	33.4	22.9	54.9	42.1	54.2	39.9
	Number of Schools	326	324	290	296	240	236	324	323
	Number of Students	19719	20379	3092	3219	1179	1142	37858	40304

	Lower 95% Confidence Level	29.2	17.0	30.4	20.2	50.5	37.4	52.8	38.5
	Upper 95% Confidence Level	32.0	19.2	36.4	25.5	59.4	46.8	55.7	41.3
Below Average	% Proficient or Advanced	23.7	13.0	26.4	17.3	48.1	26.1	41.4	27.3
	Number of Schools	241	239	190	186	124	132	227	230
	Number of Students	20283	20843	1989	2204	431	479	16589	17981
	Lower 95% Confidence Level	22.4	12.0	22.2	13.8	41.0	20.1	39.1	25.3
	Upper 95% Confidence Level	25.0	13.9	30.5	20.8	55.3	32.1	43.7	29.3
Unsatisfactory	% Proficient or Advanced	15.1	8.1	19.9	11.6	32.8	13.8	27.0	16.5
	Number of Schools	121	128	85	91	46	47	112	114
	Number of Students	12512	13365	592	699	112	106	2893	3306
	Lower 95% Confidence Level	13.8	7.1	13.9	6.8	21.1	4.5	22.5	13.3
	Upper 95% Confidence Level	16.4	9.1	26.0	16.4	44.6	23.0	31.4	19.7

Table A-3: 2007 PACT Mathematics Percent Scoring Basic or Above - Ethnicity by Gender by 2007 School Absolute Rating

2007 Absolute Rating	Statistic	Demographic Group							
		African- American Female	African- American Male	Hispanic Female	Hispanic Male	Other Female	Other Male	White Female	White Male
Excellent	% Basic or above	82.5	80.7	83.1	92.0	93.8	89.0	96.8	96.1
	Number of Schools	32	30	26	28	27	28	31	32
	Number of Students	1500	1482	151	193	211	189	4736	4811
	Lower 95% Confidence Level	78.2	75.7	73.8	87.0	88.8	78.6	96.0	95.0
	Upper 95% Confidence Level	86.8	85.7	92.4	96.9	98.8	99.3	97.5	97.1
Good	% Basic or above	75.2	73.1	79.0	79.6	91.3	90.1	91.8	91.3
	Number of Schools	149	146	138	140	122	121	150	150
	Number of Students	5533	5476	1038	1089	652	670	20300	21262
	Lower 95% Confidence Level	73.3	71.1	75.0	76.0	88.1	86.9	91.2	90.7
	Upper 95% Confidence Level	77.1	75.1	83.0	83.2	94.6	93.2	92.5	92.0
Average	% Basic or above	70.2	92.8	74.4	69.6	83.7	87.3	86.8	85.1
	Number of Schools	326	324	290	296	240	236	324	323
	Number of Students	19719	20379	3092	3219	1179	1142	37858	40304
	Lower 95% Confidence Level	68.8	61.5	71.9	66.9	80.2	84.4	85.9	84.2
	Upper 95%	71.6	64.1	77.0	72.3	87.2	90.1	87.6	86.0

	Confidence Level								
Below Average	% Basic or above	65.0	56.8	70.4	65.4	83.3	75.7	80.3	75.9
	Number of Schools	241	239	190	186	124	132	227	230
	Number of Students	20283	20843	1989	2204	431	479	16589	17981
	Lower 95% Confidence Level	63.7	55.5	66.5	61.0	77.8	69.8	78.8	73.8
	Upper 95% Confidence Level	66.3	58.2	74.3	69.7	88.8	81.6	81.9	78.0
Unsatisfactory	% Basic or above	51.6	45.2	54.4	54.0	69.7	92.1	63.5	62.1
	Number of Schools	121	128	85	91	46	47	112	114
	Number of Students	12512	13365	592	699	112	106	2893	3306
	Lower 95% Confidence Level	49.4	43.4	47.0	46.8	58.9	50.7	58.8	58.0
	Upper 95% Confidence Level	53.8	47.0	61.8	61.1	80.6	73.6	68.2	66.2

Table A-4: 2007 PACT Mathematics Percent Scoring Proficient or Advanced - Ethnicity by Gender by 2007 School Absolute Rating

2007 Absolute Rating	Statistic	Demographic Group							
		African- American Female	African- American Male	Hispanic Female	Hispanic Male	Other Female	Other Male	White Female	White Male
Excellent	% Proficient or Advanced	34.8	39.7	48.0	63.8	75.9	70.3	69.5	72.5
	Number of Schools	32	30	26	28	27	28	31	32
	Number of Students	1500	1482	151	193	211	189	4736	4811
	Lower 95% Confidence Level	25.7	28.5	34.3	51.6	66.0	57.0	65.6	69.0
	Upper 95% Confidence Level	43.8	47.3	61.6	75.9	85.8	83.7	73.4	76.1
Good	% Proficient or Advanced	24.4	22.0	38.1	38.6	57.0	58.0	53.9	56.2
	Number of Schools	149	146	138	140	122	121	150	150
	Number of Students	5533	5476	1038	1089	652	670	20300	21262
	Lower 95% Confidence Level	22.4	20.2	33.1	33.6	51.2	51.9	52.3	54.8
	Upper 95% Confidence Level	26.4	23.8	43.1	43.5	62.8	64.1	55.6	57.6
Average	% Proficient or Advanced	19.4	16.6	25.6	26.5	45.9	46.3	43.2	44.1
	Number of Schools	326	324	290	296	240	236	324	323
	Number of Students	19719	20379	3092	3219	1179	1142	37858	40304
	Lower 95%	18.3	15.7	22.9	23.7	41.5	41.7	42.0	42.8

	Confidence Level								
	Upper 95% Confidence Level	20.5	17.6	28.2	29.4	50.4	50.9	44.5	45.3
Below Average	% Proficient or Advanced	15.6	12.8	21.4	22.9	38.3	34.2	31.6	31.1
	Number of Schools	241	239	190	186	124	132	227	230
	Number of Students	20283	20843	1989	2204	431	479	16589	17981
	Lower 95% Confidence Level	14.6	11.9	17.3	19.1	31.6	28.0	29.6	29.2
	Upper 95% Confidence Level	16.5	13.7	25.4	26.8	44.9	40.4	33.6	32.9
Unsatisfactory	% Proficient or Advanced	9.8	7.5	14.6	15.3	26.0	21.6	21.2	20.0
	Number of Schools	121	128	85	91	46	47	112	114
	Number of Students	12512	13365	592	699	112	106	2893	3306
	Lower 95% Confidence Level	8.8	6.8	9.1	10.1	15.6	12.2	17.3	16.6
	Upper 95% Confidence Level	10.8	8.3	20.1	20.4	36.3	31.0	25.1	23.4

Table A-5: 2007 PACT English Language Arts (ELA) Percent Scoring Basic or Above - Ethnicity by Lunch Status by 2007 School Absolute Rating

2007 Absolute Rating	Statistic	Demographic Group							
		African-American Free or Reduced	African-American Pay	Hispanic Free or Reduced	Hispanic Pay	Other Free or Reduced	Other Pay	White Free or Reduced	White Pay
Excellent	% Basic or above	78.2	92.2	74.7	93.2	90.5	97.1	90.0	97.2
	Number of Schools	32	30	26	28	14	27	32	32
	Number of Students	1654	1326	170	172	62	337	903	8630
	Lower 95% Confidence Level	71.4	88.7	60.4	88.0	74.6	93.1	86.4	96.3
	Upper 95% Confidence Level	84.9	95.6	89.0	98.3	100	100	93.1	98.0
Good	% Basic or above	74.6	83.5	75.2	88.9	90.0	93.5	84.3	94.4
	Number of Schools	148	144	139	126	100	123	148	150
	Number of Students	7416	3579	1455	664	362	954	9074	32447
	Lower 95% Confidence Level	72.6	81.0	71.5	85.3	86.1	90.8	82.8	93.9
	Upper 95% Confidence Level	76.6	85.9	78.8	92.4	93.9	96.2	85.8	94.9
Average	% Basic or above	66.3	80.3	68.1	76.7	80.6	87.9	77.5	90.3
	Number of Schools	326	318	307	230	235	223	323	322
	Number of Students	30181	9833	4930	1360	1026	1290	27181	50884
	Lower 95% Confidence Level	65.0	78.7	58.0	64.2	68.1	73.7	68.2	82.2

	Upper 95% Confidence Level	67.6	81.9	65.9	76.3	79.5	85.9	72.3	85.5
Below Average	% Basic or above	60.2	74.6	61.9	70.2	73.8	79.8	70.3	83.8
	Number of Schools	240	237	206	126	134	108	230	217
	Number of Students	34775	6267	3524	658	545	364	15867	18653
	Lower 95% Confidence Level	58.7	72.8	58.0	64.2	68.1	73.7	68.2	82.2
	Upper 95% Confidence Level	61.7	76.4	65.9	76.3	79.5	85.9	72.3	85.5
Unsatisfactory	% Basic or above	49.0	62.0	48.9	54.4	57.5	72.8	60.4	68.7
	Number of Schools	120	125	97	34	48	37	114	99
	Number of Students	22915	2856	1184	101	154	58	3761	2413
	Lower 95% Confidence Level	46.8	58.8	42.8	39.5	47.2	59.1	56.4	63.3
	Upper 95% Confidence Level	51.1	65.3	55.0	69.3	67.8	86.6	64.5	74.1

Table A-6: 2007 PACT English Language Arts (ELA) Percent Scoring Proficient or Advanced - Ethnicity by Lunch Status by 2007 School Absolute Rating

2007 Absolute Rating	Statistic	Demographic Group							
		African-American Free or Reduced	African-American Pay	Hispanic Free or Reduced	Hispanic Pay	Other Free or Reduced	Other Pay	White Free or Reduced	White Pay
Excellent	% Proficient or Advanced	38.3	56.2	42.1	63.1	48.2	78.4	57.1	79.0
	Number of Schools	32	30	26	28	14	27	32	32
	Number of Students	1654	1326	170	172	62	337	903	8630
	Lower 95% Confidence Level	30.4	47.5	27.3	51.9	22.3	70.1	50.4	75.7
	Upper 95% Confidence Level	46.1	64.9	57.0	74.3	74.1	68.8	63.8	82.2
Good	% Proficient or Advanced	27.2	43.2	32.3	52.8	50.1	67.2	43.6	65.8
	Number of Schools	148	144	139	126	100	123	148	150
	Number of Students	7416	3579	1455	664	362	954	9074	32447
	Lower 95% Confidence Level	25.1	40.2	28.0	46.7	42.5	62.0	41.5	64.3
	Upper 95% Confidence Level	29.4	46.2	36.6	58.8	57.6	72.5	45.8	67.3
Average	% Proficient or Advanced	20.8	37.8	26.1	36.1	38.1	57.0	34.4	54.4
	Number of Schools	326	318	307	230	235	223	323	322
	Number of Students	30181	9833	4930	1360	1026	1290	27181	50884

	Lower 95% Confidence Level	19.6	35.7	23.6	31.9	33.6	52.4	33.0	53.0
	Upper 95% Confidence Level	21.9	39.8	28.7	40.4	42.5	61.5	35.8	55.7
Below Average	% Proficient or Advanced	16.7	29.5	20.0	30.5	27.4	50.0	26.6	42.3
	Number of Schools	240	237	206	126	134	108	230	217
	Number of Students	34775	6267	3524	658	545	364	15867	18653
	Lower 95% Confidence Level	15.5	27.4	16.7	24.3	21.5	42.1	24.5	40.0
	Upper 95% Confidence Level	17.9	31.6	23.2	36.7	33.3	57.9	28.7	44.6
Unsatisfactory	% Proficient or Advanced	10.4	21.5	15.6	11.7	24.0	28.2	17.7	25.6
	Number of Schools	120	125	97	34	48	37	114	99
	Number of Students	22915	2856	1184	101	154	58	3761	2413
	Lower 95% Confidence Level	9.4	18.8	11.2	2.5	13.3	14.7	15.0	21.1
	Upper 95% Confidence Level	11.4	24.1	19.9	20.9	34.6	41.6	20.3	30.0

Table A-7: 2007 PACT Mathematics Percent Scoring Basic or Above - Ethnicity by Lunch Status by 2007 School Absolute Rating

2007 Absolute Rating	Statistic	Demographic Group							
		African- American Free or Reduced	African- American Pay	Hispanic Free or Reduced	Hispanic Pay	Other Free or Reduced	Other Pay	White Free or Reduced	White Pay
Excellent	% Basic or above	76.1	88.3	74.5	91.6	86.7	93.5	90.2	97.1
	Number of Schools	32	30	26	28	14	27	32	32
	Number of Students	1654	1326	170	172	62	337	903	8630
	Lower 95% Confidence Level	70.4	84.5	59.8	85.8	70.1	88.7	87.2	96.5
	Upper 95% Confidence Level	81.7	92.2	89.1	97.3	100	98.4	93.1	97.7
Good	% Basic or above	70.3	81.4	76.6	83.8	86.9	93.4	83.8	93.9
	Number of Schools	148	144	139	126	100	123	148	150
	Number of Students	7416	3579	1455	664	362	954	9074	32447
	Lower 95% Confidence Level	68.3	79.2	73.2	79.2	82.7	90.7	82.6	93.4
	Upper 95% Confidence Level	72.3	83.7	80.0	88.4	91.1	96.1	85.1	94.4
Average	% Basic or above	63.7	76.9	70.4	77.1	82.7	88.4	79.0	90.4
	Number of Schools	326	318	307	230	235	223	323	322
	Number of Students	30181	9833	4930	1360	1026	1290	27181	50884
	Lower 95% Confidence Level	62.6	75.2	68.0	73.4	79.4	85.3	78.1	89.9

	Upper 95% Confidence Level	64.9	78.6	72.8	80.7	86.0	91.5	80.0	90.9
Below Average	% Basic or above	59.1	71.5	66.6	72.9	76.0	83.2	71.5	85.1
	Number of Schools	240	237	206	126	134	108	230	217
	Number of Students	34775	6267	3524	658	545	364	15867	18653
	Lower 95% Confidence Level	57.9	69.5	62.9	66.9	70.4	77.3	69.5	83.4
	Upper 95% Confidence Level	60.3	73.4	70.3	78.9	81.7	89.1	73.5	86.8
Unsatisfactory	% Basic or above	48.0	57.7	55.7	54.4	67.4	70.4	60.2	70.3
	Number of Schools	120	125	97	34	48	37	114	99
	Number of Students	22915	2856	1184	101	154	58	3761	2413
	Lower 95% Confidence Level	46.1	54.2	49.9	39.6	57.5	57.0	56.7	64.8
	Upper 95% Confidence Level	50.0	61.2	61.4	69.1	77.4	83.7	63.6	75.8

Table A-8: 2007 PACT Mathematics Percent Scoring Proficient or Advanced - Ethnicity by Lunch Status by 2007 School Absolute Rating

2007 Absolute Rating	Statistic	Demographic Group							
		African- American Free or Reduced	African- American Pay	Hispanic Free or Reduced	Hispanic Pay	Other Free or Reduced	Other Pay	White Free or Reduced	White Pay
Excellent	% Proficient or Advanced	27.7	44.9	42.8	67.0	49.8	77.5	48.6	74.3
	Number of Schools	32	30	26	28	14	27	32	32
	Number of Students	1654	1326	170	172	62	337	903	8630
	Lower 95% Confidence Level	18.5	36.8	25.7	56.6	26.6	69.4	41.7	70.6
	Upper 95% Confidence Level	36.9	52.9	59.9	77.4	73.0	85.6	55.6	78.1
Good	% Proficient or Advanced	18.7	33.2	31.1	49.9	41.1	65.0	38.5	60.0
	Number of Schools	148	144	139	126	100	123	148	150
	Number of Students	7416	3579	1455	664	362	954	9074	32447
	Lower 95% Confidence Level	16.9	30.3	26.7	43.8	34.3	59.5	36.6	58.7
	Upper 95% Confidence Level	20.4	36.2	35.4	55.9	47.9	70.4	40.4	61.2
Average	% Proficient or Advanced	15.5	29.5	24.8	32.5	39.8	52.4	31.7	50.7
	Number of Schools	326	318	307	230	235	223	323	322
	Number of Students	30181	9833	4930	1360	1026	1290	27181	50884

	Lower 95% Confidence Level	14.4	27.6	22.4	28.3	35.3	47.8	30.6	49.5
	Upper 95% Confidence Level	16.5	31.5	27.1	36.6	44.4	57.1	32.8	52.0
Below Average	% Proficient or Advanced	13.1	23.0	22.3	28.5	29.7	44.6	24.5	40.2
	Number of Schools	240	237	206	126	134	108	230	217
	Number of Students	34775	6267	3524	658	545	364	15867	18653
	Lower 95% Confidence Level	12.1	21.0	18.8	22.3	23.7	37.2	22.6	38.0
	Upper 95% Confidence Level	14.1	25.0	25.7	34.6	35.8	52.0	26.3	42.5
Unsatisfactory	% Proficient or Advanced	7.9	15.7	14.6	13.7	20.9	31.8	17.3	24.2
	Number of Schools	120	125	97	34	48	37	114	99
	Number of Students	22915	2856	1184	101	154	58	3761	2413
	Lower 95% Confidence Level	7.2	13.4	10.4	3.4	11.9	18.0	14.6	20.0
	Upper 95% Confidence Level	8.6	18.1	18.8	24.0	30.0	45.5	20.1	28.3