



## Olanta Elementary

P.O. Box 628  
Olanta, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	237 Students	
<b>Principal</b>	Rebecca M. Hobbs	843-396-4457
<b>Superintendent</b>	Mrs. Beth M. Wright	843-374-8652
<b>Board Chair</b>	Mr. David Eaddy	843-394-8043

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good</b>
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Average	Good
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

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

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

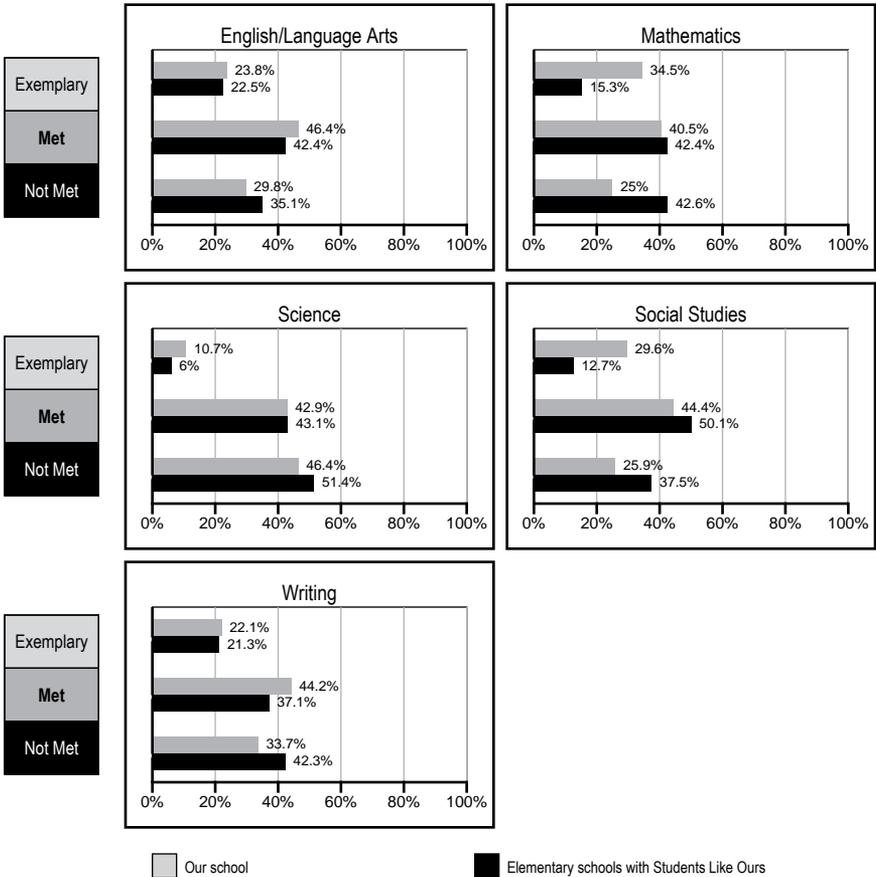
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	3	79	64	32

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=237)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.7%	Up from 3.0%	2.5%	1.9%
Attendance rate	96.3%	No Change	96.0%	96.3%
Eligible for gifted and talented	9.0%	Down from 12.6%	3.4%	10.0%
With disabilities other than speech	11.1%	Up from 10.7%	7.7%	7.7%
Older than usual for grade	0.6%	Down from 1.2%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=14)</b>				
Teachers with advanced degrees	42.9%	Up from 35.7%	57.6%	59.4%
Continuing contract teachers	78.6%	Up from 50.0%	71.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	73.2%	Down from 80.3%	82.1%	85.9%
Teacher attendance rate	92.5%	Up from 89.3%	95.2%	95.1%
Average teacher salary*	\$42,080	Up 3.5%	\$45,790	\$47,149
Professional development days/teacher	20.3 days	Up from 19.4 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.5 to 1	16.7 to 1	18.8 to 1
Prime instructional time	87.6%	Up from 83.4%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,234	Up 4.6%	\$8,594	\$7,458
Percent of expenditures for instruction**	57.1%	Down from 61.1%	68.1%	68.8%
Percent of expenditures for teacher salaries**	51.1%	Down from 58.4%	62.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Olanta Elementary serves students in grades pre-K through fifth grade. We offer a positive learning environment where our students feel safe, loved, and nurtured as they grow and learn. Our mission at OES focuses on the development of the whole child in a setting where our children can thrive. We have had a very busy year as we implemented the TAP (Teacher Advancement Program) Program. Our staff embraced the hard work and rigor that TAP brought to our school, and they continue to be innovative and diligent in their efforts to provide quality instruction for our students.

As we work hard to prepare our students for the future, we will continue to implement the TAP program, emphasize a balanced literacy program, and utilize hands-on learning in math and science. We will also expand on the use of MAP testing as a diagnostic tool to enhance our instructional programs.

In addition to our strong focus on academics, our staff also works hard to implement a strong character-education program which emphasizes community involvement. Our students and staff have had many opportunities to participate and be involved in community activities such as Relay for Life, the Harvest Hope Food Drive, Red Cross, Pennies For Patients, Florence County Disabilities, and the American Heart Association. Our parents have supported us in these activities and continue to be a vital part of our school family.

We encourage our parents to visit our school through various events. This year the community and our parents turned out in full force for activities such as Grits for Grandfriends, Muffins for Mom, Pastries for Pop, Black History Celebration, and Arts in our School. Our students enjoyed these celebrations along with their parents and also those activities which were planned just for them, like the PASS celebration picnic for grades 3rd-5th and the Teddy Bear Picnic for grades 4K-2nd. Once again, our Homemade Holidays event was enjoyed by all as parents and students came out to make ornaments, sing carols, and enjoy hot chocolate and cookies.

It truly has been a great year full of love and learning at OES, and we look forward to the coming year with ideas of more wonderful ways to grow and learn.

Becky Hobbs – Principal  
Dianne McKenzie – School Improvement Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	20	24	13
Percent satisfied with learning environment	95.0%	91.7%	84.6%
Percent satisfied with social and physical environment	95.0%	86.4%	84.6%
Percent satisfied with school-home relations	95.0%	90.0%	83.3%

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

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## School Improvement Status

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
<b>HOLD</b>	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

## Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	97	100	30.7	45.5	23.9	83	73.2	82.8	Yes	Yes
<b>Gender</b>										
Male	38	100	37.8	35.1	27	78.4	66.8	79.3	N/A	N/A
Female	59	100	25.5	52.9	21.6	86.3	79.9	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	33	100	13.3	40	46.7	93.3	85.8	89.5	I/S	I/S
African American	60	100	37	50	13	81.5	67.2	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	62.5	29.2	8.3	54.2	48.8	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	82	100	35.6	47.9	16.4	79.5	70.8	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	97	100	26.1	39.8	34.1	79.5	67.3	78.9	Yes	Yes
<b>Gender</b>										
Male	38	100	24.3	35.1	40.5	81.1	63.4	77	N/A	N/A
Female	59	100	27.5	43.1	29.4	78.4	71.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	33	100	13.3	36.7	50	93.3	83.4	87.2	I/S	I/S
African American	60	100	29.6	44.4	25.9	75.9	59	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	50	41.7	8.3	58.3	41.4	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	68.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	82	100	31.5	42.5	26	75.3	64.4	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	66	100	47.5	40.7	11.9	52.5	49.4	67.5
<b>Gender</b>								
Male	28	100	44.4	44.4	11.1	55.6	46.6	67
Female	38	100	50	37.5	12.5	50	52.3	68
<b>Racial/Ethnic Group</b>								
White	23	100	30	45	25	70	71.8	79.5
African American	40	100	55.6	38.9	5.6	44.4	37.4	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	21	100	88.9	5.6	5.6	11.1	26.7	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	40.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	59	100	53.8	38.5	7.7	46.2	46.1	55.1
<b>Social Studies</b>								
All Students	61	100	24.6	47.4	28.1	75.4	61.2	72.3
<b>Gender</b>								
Male	23	100	26.1	34.8	39.1	73.9	58.7	71.5
Female	38	100	23.5	55.9	20.6	76.5	63.8	73.2
<b>Racial/Ethnic Group</b>								
White	22	100	4.8	47.6	47.6	95.2	74.7	80.7
African American	36	100	33.3	48.5	18.2	66.7	54.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	13	100	N/AV	N/AV	N/AV	58.3	40.1	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70	67.9
<b>Socio-Economic Status</b>								
Subsided meals	49	100	28.9	53.3	17.8	71.1	58.1	62.1

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	96	94.8	33.7	44.2	22.1	66.3	52	70.2	96.3	95.6
<b>Gender</b>										
Male	40	97.5	42.1	34.2	23.7	57.9	42.7	63.2	96.2	95.6
Female	56	92.9	27.1	52.1	20.8	72.9	61.6	77.5	96.3	95.7
<b>Racial/Ethnic Group</b>										
White	31	93.6	7.1	39.3	53.6	92.9	66.4	79.1	95	94.8
African American	60	95	43.4	49.1	7.5	56.6	45.2	57.6	97	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.6	98.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	38	62.6	95.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	84.8
<b>Disability Status</b>										
Disabled	27	81.5	63.6	31.8	4.5	36.4	14.9	26.1	95.4	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	38.1	61.2	96	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	81	93.8	40.8	47.9	11.3	59.2	48.8	58.9	96.2	95.6

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	39	100	34.3	42.9	22.9	65.7
	4	31	100	32.1	46.4	21.4	67.9
	5	27	100	24	48	28	76
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	39	100	34.3	42.9	22.9	65.7
	4	31	100	25	32.1	42.9	75
	5	27	100	16	44	40	84
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	20	100	66.7	27.8	5.6	33.3
	4	31	100	28.6	60.7	10.7	71.4
	5	15	100	61.5	15.4	23.1	38.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	19	100	35.3	35.3	29.4	64.7
	4	30	100	14.3	57.1	28.6	85.7
	5	12	100	33.3	41.7	25	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	39	97.4	40	42.9	17.1	60
	4	31	90.3	29.6	40.7	29.6	70.4
	5	26	96.2	29.2	50	20.8	70.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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