



## Carolina Elementary

719 W. Carolina Avenue  
Hartsville, South Carolina

<b>Grades</b>	1-5 Elementary School	
<b>Enrollment</b>	248 Students	
<b>Principal</b>	Donna R. Barrett	843-857-3230
<b>Superintendent</b>	Dr. Rainey H. Knight	843-398-5200
<b>Board Chair</b>	Dr. Allem McCutcheon	843-332-2852

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	Average
2006	Good	Below Average
2005	Good	Good
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

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

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

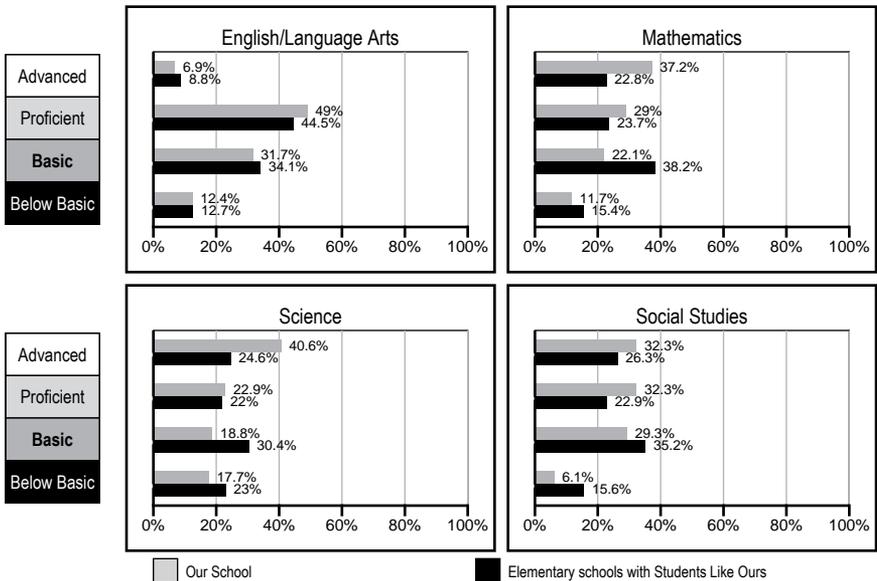
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95%

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

Excellent	Good	Average	Below Average	At-Risk
4	26	39	0	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



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

**Definition of Critical Terms**

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

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=248)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 2.4%	1.7%	2.3%
Attendance rate	97.1%	Down from 97.4%	96.6%	96.3%
Eligible for gifted and talented	21.8%	Down from 23.2%	18.0%	10.4%
With disabilities other than speech	11.3%	Down from 13.3%	6.4%	7.5%
Older than usual for grade	0.0%	No Change	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=16)</b>				
Teachers with advanced degrees	68.8%	Up from 55.6%	60.7%	56.7%
Continuing contract teachers	87.5%	Up from 77.8%	79.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 6.7%	0.0%	0.0%
Teachers returning from previous year	74.0%	Down from 74.5%	87.8%	86.4%
Teacher attendance rate	99.2%	Up from 95.4%	95.1%	94.9%
Average teacher salary	\$47,968	Up 4.9%	\$46,441	\$45,345
Professional development days/teacher	23.1 days	Up from 19.7 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	23.4 to 1	No Change	19.8 to 1	18.5 to 1
Prime instructional time	93.7%	Up from 89.8%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,473	Up 13.0%	\$6,441	\$7,052
Percent of expenditures for instruction*	58.9%	Down from 62.9%	70.3%	69.1%
Percent of expenditures for teacher salaries*	57.9%	Down from 61.2%	66.9%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Carolina Elementary – A community of learners dedicated to student achievement. This is our motto where all students are respectful, responsible, and ready to learn. This year the staff received year-long training in technology in preparation for Promethean Boards, LCD projectors, and document cameras in our classrooms. Each teacher also received a laptop to be used with this equipment. Teachers will continue to receive training in implementing technology in the classroom during the summer and upcoming year.

Carolina Elementary received the Five Star award from Darlington County School District for having a warm and friendly school environment.

We believe that being responsible includes helping others in our community and the world. We helped others by participating in various Service Learning Projects this year. We collected pet items for the Humane Society in September, collected school supplies for shoe boxes in November, collected coins for Pennies for Leukemia in November, collected canned food for local charities in December, raised over \$800 for Relay for Life in April, and provided stuffed animals for children who go to the emergency room at our local hospital. Our first graders visited our local assisted living facility for our senior citizens. They read and sang songs to the residents.

In May, for the second year our fifth grade students participated in the Barrier Island Environmental Program at Camp St. Christopher on John's Island on the coast of South Carolina. Our ALERT classes visited Atlanta, Georgia; Williamsburg, Virginia; and Charleston, South Carolina as part of their Social Studies curriculum.

We are very proud that at our Fifth Grade Graduation, five students were recognized for making all A's all five years while in elementary school. Thirteen students achieved an A average for the year, eleven students made all A's for the last nine weeks, and twenty two made the AB honor roll for the last nine weeks. We continue to strive for excellence in academics, attitude, and service at Carolina Elementary School.

Donna R. Barrett , Principal  
Nique Knockemus, School Improvement Chairman

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	20	46	32
Percent satisfied with learning environment	100.0%	100.0%	93.8%
Percent satisfied with social and physical environment	100.0%	100.0%	96.8%
Percent satisfied with school-home relations	94.7%	100.0%	93.5%

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

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School Adequate Yearly Progress

YES

This school met 17 out of 17 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

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	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.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	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."
HOLD	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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%	Yes

\* Or greater than last year

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	152	99.3	11.7	31.7	49	7.6	70.3	36.1	48.2	Yes	Yes
<b>Gender</b>											
Male	80	100	15.4	28.2	51.3	5.1	69.2	31.1	41.7	N/A	N/A
Female	72	98.6	7.5	35.8	46.3	10.4	71.6	41.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	91	100	5.6	25.8	58.4	10.1	80.9	49.8	60	Yes	Yes
African American	52	98.1	21.3	42.6	31.9	4.3	48.9	26.4	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	47	I/S	I/S						
<b>Disability Status</b>											
Disabled	30	96.7	48	24	24	4	40	10.6	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	38.1	N/A	N/A						
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	62	98.4	21.8	38.2	38.2	1.8	50.9	27.1	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	152	100	11.6	21.9	28.8	37.7	76.7	37.8	45.8	Yes	Yes
<b>Gender</b>											
Male	80	100	14.1	16.7	28.2	41	78.2	38.2	45.6	N/A	N/A
Female	72	100	8.8	27.9	29.4	33.8	75	37.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	91	100	4.5	14.6	36	44.9	89.9	53.3	59	Yes	Yes
African American	52	100	22.9	33.3	20.8	22.9	56.3	26.7	26.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	30	100	53.8	11.5	26.9	7.7	38.5	12.3	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	62	100	21.4	32.1	26.8	19.6	57.1	28.7	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	103	100	17.5	18.6	22.7	41.2	63.9	29.2	35.7	97.1	95.9
<b>Gender</b>											
Male	53	100	15.7	19.6	23.5	41.2	64.7	29.9	37.4	97	95.7
Female	50	100	19.6	17.4	21.7	41.3	63	28.4	33.8	97.2	96.2
<b>Racial/Ethnic Group</b>											
White	60	100	8.6	15.5	22.4	53.4	75.9	46.4	49.2	97.2	95.5
African American	36	100	34.4	25	21.9	18.8	40.6	16.6	17	96.9	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	97.6	98
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	99.5	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.8
<b>Disability Status</b>											
Disabled	26	100	59.1	18.2	4.5	18.2	22.7	9.6	14	96.3	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	98.6	96.9
<b>Socio-Economic Status</b>											
Subsided meals	46	100	35	20	22.5	22.5	45	19	21.1	96.4	95.6
<b>Social Studies</b>											
All Students	104	100	6	29	33	32	65	28.1	34	97.1	95.9
<b>Gender</b>											
Male	54	100	1.9	24.5	30.2	43.4	73.6	31.1	36.6	97	95.7
Female	50	100	10.6	34	36.2	19.1	55.3	24.9	31.3	97.2	96.2
<b>Racial/Ethnic Group</b>											
White	63	100	3.2	21	35.5	40.3	75.8	39.4	44.5	97.2	95.5
African American	37	100	11.8	38.2	29.4	20.6	50	19.7	19.1	96.9	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	97.6	98
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	99.5	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.8
<b>Disability Status</b>											
Disabled	17	100	28.6	28.6	14.3	28.6	42.9	10.4	14.4	96.3	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	98.6	96.9
<b>Socio-Economic Status</b>											
Subsided meals	41	100	10.8	37.8	24.3	27	51.4	19.5	21	96.4	95.6

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	45	100	7.1	33.3	45.2	14.3	59.5
	4	54	100	13.5	34.6	48.1	3.8	51.9
	5	55	100	19.6	37.3	41.2	2	43.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	48	97.9	13	26.1	54.3	6.5	60.9
	4	54	100	14	32	44	10	54
	5	50	100	8.2	36.7	49	6.1	55.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	45	100	14.3	33.3	40.5	11.9	52.4
	4	54	100	15.4	17.3	19.2	48.1	67.3
	5	55	100	19.6	25.5	23.5	31.4	54.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	48	100	17	23.4	23.4	36.2	59.6
	4	54	100	10	22	30	38	68
	5	50	100	8.2	20.4	32.7	38.8	71.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	22	100	36.8	10.5	42.1	10.5	52.6
	4	54	100	21.2	11.5	21.2	46.2	67.3
	5	27	100	11.5	42.3	23.1	23.1	46.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	25	100	20.8	20.8	45.8	12.5	58.3
	4	54	100	16	18	20	46	66
	5	24	100	17.4	17.4	4.3	60.9	65.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	23	100	4.3	26.1	56.5	13	69.6
	4	54	100	15.4	19.2	25	40.4	65.4
	5	28	100	16	48	24	12	36
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	24	100	4.2	25	41.7	29.2	70.8
	4	54	100	8	32	30	30	60
	5	26	100	3.8	26.9	30.8	38.5	69.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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