



Ninety Six Elementary

810 Johnston Road
Ninety Six, SC 29666

Grades	3-5 Elementary School	
Enrollment	383 Students	
Principal	Jane T. Calhoun	864-543-4995
Superintendent	Dr. Mark Petersen	864-543-3100
Board Chair	Mr. Sam Corley	864-223-2082

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	Average
2005	Good	Below Average

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

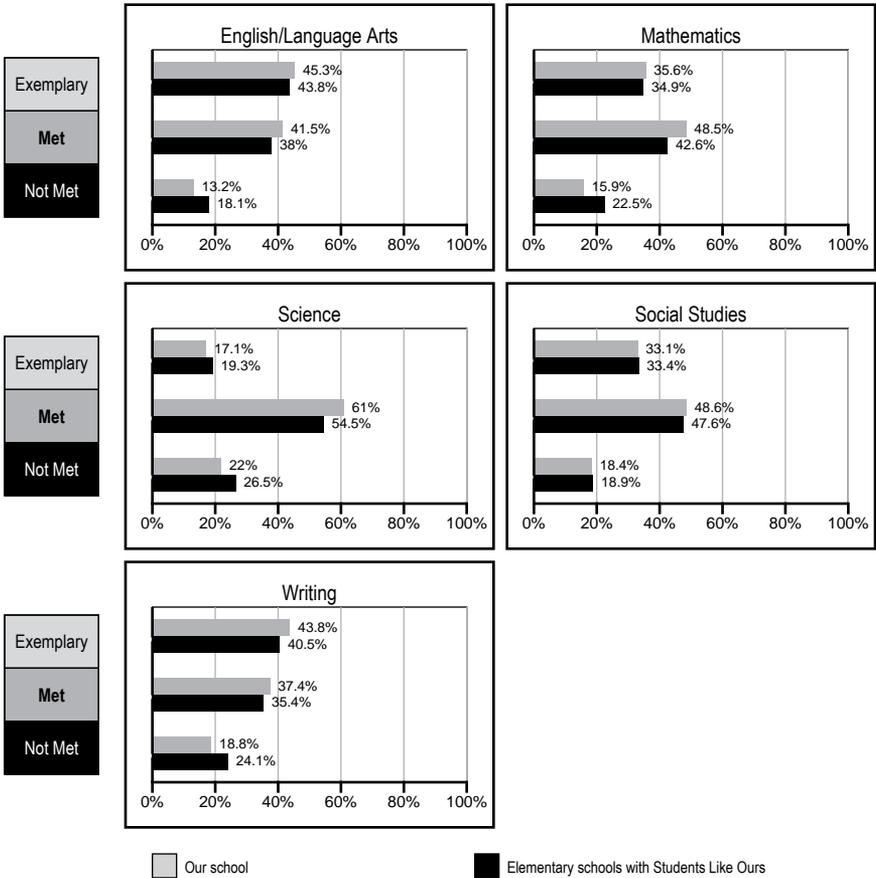
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	28	40	0	0

* 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
Students (n=383)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.5%	1.8%	1.9%
Attendance rate	96.7%	Down from 97.3%	96.3%	96.3%
Eligible for gifted and talented	14.1%	Down from 17.0%	14.1%	10.0%
With disabilities other than speech	7.0%	Up from 5.6%	7.4%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	69.6%	No Change	60.4%	59.4%
Continuing contract teachers	100.0%	Up from 91.3%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.1%	Up from 90.6%	88.5%	85.9%
Teacher attendance rate	91.6%	Down from 94.9%	95.2%	95.1%
Average teacher salary*	\$48,386	Up 5.2%	\$47,669	\$47,149
Professional development days/teacher	8.4 days	Down from 9.7 days	11.4 days	11.1 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.1 to 1	19.1 to 1	18.8 to 1
Prime instructional time	87.2%	Down from 90.9%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.2%	Down from 99.4%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,972	Up 11.7%	\$6,972	\$7,458
Percent of expenditures for instruction**	66.7%	Up from 66.5%	69.1%	68.8%
Percent of expenditures for teacher salaries**	55.5%	Down from 57.9%	63.0%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

The 2008-2009 school year opened with an "All-Star Cast" of 376 students directed by our "All-Star Crew" as we began our journey of learning. Star Students were recognized each month for "star" achievement and character. The Accelerated Reader Program rewarded the Star Readers monthly, beginning with a visit to our nearby high school to meet the High School Stars—athletes who encouraged us to be good readers. Our entire school traveled to the Greenwood Community Theater to see local "stars" and classmates perform in the production "Tales of a Fourth Grade Nothing." "All Star" artistic pieces created by students were featured on the worldwide kids art museum, Artsonia.

The "All-Star Cast" participated in many service-oriented projects during the year. Activities during Red Ribbon Week, the PE sponsored Jump Rope for Heart activity, and our annual canned food drive involved every child and adult in our school. The fourth and fifth grade Honors Chorus performed at our county-wide student talent show, "In the Spotlight," as well as in the county Memorial Day Service. The gifted and talented (PLUS) students participated in the Invention Convention in Greenville, and our fourth grade students and teachers "traveled back in time" during the Living History Day at Star Fort, our local National Park.

Our faculty increased this school year with an additional teacher at fifth grade and a half-time resource teacher. The faculty received training in "Thinking Maps: A Language for Learning" and implemented the program across all grade levels in every subject area. We participated in the Compass Learning Odyssey training throughout the year to better utilize the computer-assisted instructional program and interpret the student assessments in a more meaningful way. Additional help was given for our teachers to improve their use of the Promethean Boards during instruction, and our instructional delivery for math continued to be inquiry-based. Students were administered the Measures of Academic Progress (MAP) assessments in the Fall and Spring, and results were used to improve instruction and to identify individual strengths and weaknesses.

Looking for ways to continually improve what we are doing is always a priority here at Ninety Six Elementary School. Our faculty and staff work diligently to make learning exciting and meaningful, and we will continue to encourage our "stars" of tomorrow by maintaining a strong commitment to academics, citizenship, and character-building.

Jane T. Calhoun, Principal
Tonya Allison, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	130	121
Percent satisfied with learning environment	100.0%	85.8%	96.7%
Percent satisfied with social and physical environment	100.0%	86.0%	92.4%
Percent satisfied with school-home relations	100.0%	86.8%	89.9%

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

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 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	378	100	13.4	41.4	45.2	92.2	88.4	82.8	Yes	Yes
Gender										
Male	197	100	19.3	38	42.7	87.5	83.9	79.3	N/A	N/A
Female	181	100	7.2	45	47.8	97.2	93.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	296	100	11.3	39.9	48.8	93.2	91.6	89.5	Yes	Yes
African American	78	100	22.7	48	29.3	88	77.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	34	100	81.8	12.1	6.1	33.3	32.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	182	100	22.6	42.9	34.5	87	80.7	75.5	Yes	Yes

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

All Students	378	100	15.9	48.7	35.5	91.1	85.7	78.9	Yes	Yes
Gender										
Male	197	100	19.8	43.2	37	88	82	77	N/A	N/A
Female	181	100	11.7	54.4	33.9	94.4	89.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	296	100	12.6	45.7	41.6	93.5	89.7	87.2	Yes	Yes
African American	78	100	29.3	57.3	13.3	81.3	72.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	34	100	72.7	21.2	6.1	45.5	36.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	182	100	22	52	26	85.3	78.6	70.2	Yes	Yes

* 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

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
Science								
All Students	253	100	22.3	60.7	17	77.7	71.5	67.5
Gender								
Male	127	100	25.4	59	15.6	74.6	68.7	67
Female	126	100	19.2	62.4	18.4	80.8	74.2	68
Racial/Ethnic Group								
White	199	100	19.9	60.7	19.4	80.1	79	79.5
African American	52	100	32.7	59.2	8.2	67.3	46.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	27	100	69.2	23.1	7.7	30.8	24.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	128	100	29.3	61.8	8.9	70.7	59.8	55.1
Social Studies								
All Students	249	100	18.3	48.8	32.9	81.7	74.6	72.3
Gender								
Male	136	100	21.6	41.8	36.6	78.4	72.9	71.5
Female	113	100	14.3	57.1	28.6	85.7	76.6	73.2
Racial/Ethnic Group								
White	199	100	14.1	51	34.8	85.9	79.7	80.7
African American	47	100	37.8	37.8	24.4	62.2	55.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	38.1	37.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	115	100	27.7	54.5	17.9	72.3	63.8	62.1

Abbreviations for Missing Data

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

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
Writing										
All Students	378	100	18.8	37.4	43.8	81.2	76.5	70.2	96.7	96.5
Gender										
Male	196	100	27.1	38.5	34.4	72.9	69	63.2	96.6	96.6
Female	182	100	10	36.1	53.9	90	84.4	77.5	96.8	96.4
Racial/Ethnic Group										
White	298	100	17.1	35.5	47.4	82.9	80	79.1	96.5	96.4
African American	76	100	26.7	44	29.3	73.3	64.1	57.6	97.3	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	95.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	62.6	97.9	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	96.1
Disability Status										
Disabled	35	100	75.8	15.2	9.1	24.2	17.2	26.1	95.4	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	61.2	96.2	97.2
Socio-Economic Status										
Subsided meals	181	100	29	39.8	31.3	71	65.1	58.9	96.2	96.1

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	118	100	7.8	32.2	60	92.2
	4	124	100	21.5	40.5	38	78.5
	5	136	100	11	50	39	89
	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
Mathematics							
2009	3	118	100	13.9	48.7	37.4	86.1
	4	124	100	19	41.3	39.7	81
	5	136	100	14.7	55.1	30.1	85.3
	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
Science							
2009	3	61	100	29.3	44.8	25.9	70.7
	4	124	100	22.3	62.8	14.9	77.7
	5	68	100	16.2	70.6	13.2	83.8
	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
Social Studies							
2009	3	57	100	7	50.9	42.1	93
	4	124	100	19	53.7	27.3	81
	5	68	100	26.5	38.2	35.3	73.5
	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
Writing							
2009	3	117	100	15.7	32.2	52.2	84.3
	4	124	100	24	43	33.1	76
	5	137	100	16.9	36.8	46.3	83.1
	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

Abbreviations for Missing Data

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