



## OLANTA ELEMENTARY

P.O. Box 628  
Olanta, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	254 Students	
<b>Principal</b>	Rebecca M. Hobbs	843-396-4457
<b>Superintendent</b>	Dr. Keith Callicutt, Interim	843-374-8652
<b>Board Chair</b>	Dr. Julia Mims	843-374-2705

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Good
2008	Below Average	Below Average
2007	Below Average	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

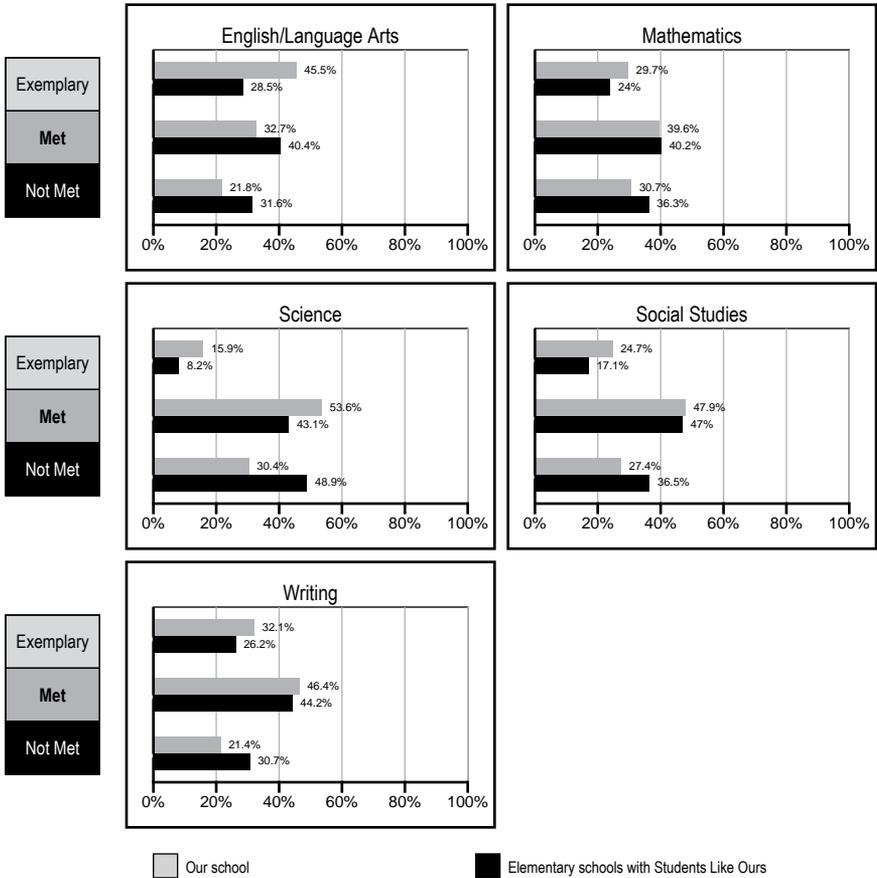
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	7	111	43	14

\* Ratings are calculated with data available by 11/09/2011.

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=254)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 1.7%	1.5%	1.1%
Attendance rate	95.4%	Down from 96.0%	95.9%	96.2%
Served by gifted and talented program	9.3%	Up from 9.1%	6.4%	13.4%
With disabilities other than speech	6.6%	Down from 12.3%	4.5%	4.1%
Older than usual for grade	0.8%	Down from 1.0%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=15)</b>				
Teachers with advanced degrees	33.3%	Down from 41.2%	61.0%	62.5%
Continuing contract teachers	73.3%	Up from 64.7%	83.3%	88.2%
Teachers returning from previous year	69.5%	Up from 67.9%	85.6%	87.8%
Teacher attendance rate	94.0%	Up from 93.9%	95.1%	95.2%
Average teacher salary*	\$39,635	Down 8.9%	\$45,407	\$46,773
Professional development days/teacher	10.5 days	Up from 10.1 days	10.1 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.5 to 1	18.2 to 1	19.9 to 1
Prime instructional time	87.8%	Down from 88.7%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 97.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,215	Down 0.8%	\$8,019	\$7,447
Percent of expenditures for instruction**	58.5%	Up from 56.6%	67.9%	68.4%
Percent of expenditures for teacher salaries**	55.3%	Up from 49.2%	64.7%	65.8%

\* 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 continued to strive towards excellence during the 2010-11 school year. Act Your Best! Do Your Best! Believe & Achieve!, the mission statement of Olanta Elementary, conveys our beliefs and goals for our students. Our faculty and staff continue to provide an excellent education, addressing the individual needs of each child. Olanta Elementary serves approximately 260 students in grades pre-K through fifth grade, where we offer a safe and positive environment so that our students can learn and grow.

We are very proud of all that our staff and students have accomplished this year. Olanta Elementary was recognized for making AYP, Adequate Yearly Progress, with an increase in both ELA and math PASS(Palmetto Assessment Of State Standards)scores.

We continue to implement the TAP Program offering our students the best in standards based instruction. We also continue to emphasize a balanced literacy program utilizing hands-on learning in both math and science. Olanta’s use of Flanagan’s Tests for Higher Standards and MAP testing offers assistance in identifying the learning needs of our students.

Our staff also works hard to implement a strong character education program which emphasizes community involvement. This year our school participated in activities such as the Harvest Hope Food Drive, St. Jude’s Math-A-Thon, Lymphoma & Leukemia Society - Pennies For Patients, Florence County Disabilities – The Giving Tree, the American Heart Association – Jump Rope For Heart, and Relay For Life sponsored by the American Cancer Society. Our parents support us in these activities and continue to be a fundamental part of our school family.

The community and parental support contribute so much to the success of our school, as they continue to participate in our many events. This year, along with their children, our parents supported activities such as Grits for Grandfriends, Muffins for Mom, Pastries for Pop, Homemade Holidays, Black History Celebration, and Arts in our School. Our students also enjoyed events which recognized their hard work and efforts such as our PASS /MAP celebration which was held at the end of the year.

We have had a great year at OES and we are thankful for the support we received from all of our stakeholders. We look forward to the coming year knowing that our children will continue to thrive, grow and learn.

Becky Hobbs – Principal  
 Teresa Cusaac – School Improvement Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	17	28	17
Percent satisfied with learning environment	100.0%	92.3%	87.5%
Percent satisfied with social and physical environment	100.0%	96.2%	88.2%
Percent satisfied with school-home relations	100.0%	85.7%	82.4%

\* 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

NO

This school met 11 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%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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 = 79.4% (Met or Exemplary)**

All Students	107	100	22.3	32	45.6	87.4	70.4	82.4	Yes	Yes
<b>Gender</b>										
Male	47	100	21.7	39.1	39.1	87	64.6	78.7	N/A	N/A
Female	60	100	22.8	26.3	50.9	87.7	76.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	36	100	14.7	23.5	61.8	94.1	78.5	88.9	I/S	I/S
African American	63	100	24.2	38.7	37.1	83.9	65.3	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	39.1	39.1	21.7	82.6	40.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	97	100	23.7	33.3	43	87.1	68.3	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	107	100	31.1	38.8	30.1	79.6	70.8	81.9	Yes	Yes
<b>Gender</b>										
Male	47	100	34.8	34.8	30.4	78.3	66.9	79.9	N/A	N/A
Female	60	100	28.1	42.1	29.8	80.7	75.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	36	100	20.6	29.4	50	82.4	81	88.9	I/S	I/S
African American	63	100	38.7	43.5	17.7	77.4	64.6	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	39.1	39.1	21.7	69.6	40.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	97	100	31.2	39.8	29	78.5	68.4	74.9	No	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
<b>Science</b>								
All Students	73	100	31.4	52.9	15.7	68.6	48.8	68.6
<b>Gender</b>								
Male	33	100	30.3	60.6	9.1	69.7	46.2	68.3
Female	40	100	32.4	45.9	21.6	67.6	51.5	68.9
<b>Racial/Ethnic Group</b>								
White	26	100	12.5	58.3	29.2	87.5	62.4	80.7
African American	42	100	43.9	51.2	4.9	56.1	41.8	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	43.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	14	100	46.2	46.2	7.7	53.8	26.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	44.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	67	100	34.4	53.1	12.5	65.6	45.9	57.3
<b>Social Studies</b>								
All Students	76	100	28	46.7	25.3	72	59	72.5
<b>Gender</b>								
Male	36	100	22.9	54.3	22.9	77.1	58.5	72
Female	40	100	32.5	40	27.5	67.5	59.6	73.1
<b>Racial/Ethnic Group</b>								
White	23	100	13	60.9	26.1	87	66.2	81
African American	46	100	32.6	43.5	23.9	67.4	55.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	54.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	21	100	35	50	15	65	38.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	47.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	70	100	27.5	44.9	27.5	72.5	56.4	62.9

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	31	96.8	21.4	46.4	32.1	78.6	58.8	73.2	95.4	95.6
<b>Gender</b>										
Male	11	100	I/S	I/S	I/S	I/S	46.5	67.2	94.5	95.4
Female	20	95	16.7	50	33.3	83.3	71.5	79.4	96.3	95.9
<b>Racial/Ethnic Group</b>										
White	10	I/S	I/S	I/S	I/S	I/S	69.6	81.5	94.3	94.8
African American	19	94.7	29.4	58.8	11.8	70.6	54.3	61.3	95.9	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.3	98.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	46.7	66.7	97.5	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	93.7	95.3
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	20.2	26	94.4	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	95.3
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	46.2	65.7	97.4	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	28	96.4	24	48	28	76	56.8	63.2	95.3	95.5

Abbreviations for Missing Data

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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>2010</b>	3	42	100	14.6	29.3	56.1	85.4
	4	34	100	33.3	36.4	30.3	66.7
	5	28	100	25	46.4	28.6	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	35	100	21.9	25	53.1	78.1
	4	41	100	17.1	36.6	46.3	82.9
	5	30	100	31	34.5	34.5	69
	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>2010</b>	3	42	100	51.2	31.7	17.1	48.8
	4	34	100	6.1	48.5	45.5	93.9
	5	28	100	39.3	42.9	17.9	60.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	35	100	46.9	37.5	15.6	53.1
	4	41	100	24.4	48.8	26.8	75.6
	5	30	100	24.1	27.6	48.3	75.9
	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>2010</b>	3	21	100	45	45	10	55
	4	34	100	39.4	45.5	15.2	60.6
	5	14	92.9	N/A	N/A	N/A	46.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	17	100	46.7	20	33.3	53.3
	4	41	100	19.5	70.7	9.8	80.5
	5	15	100	50	35.7	14.3	50
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	21	100	38.1	28.6	33.3	61.9
	4	33	100	25	65.6	9.4	75
	5	14	92.9	38.5	46.2	15.4	61.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	18	100	23.5	41.2	35.3	76.5
	4	41	100	22	51.2	26.8	78
	5	16	100	50	43.8	6.3	50
	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>2010</b>	3	43	97.7	30	40	30	70
	4	34	97.1	34.4	59.4	6.3	65.6
	5	28	92.9	42.3	30.8	26.9	57.7
	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>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	31	96.8	21.4	46.4	32.1	78.6
	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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