



## Ehrhardt Elementary

P.O. Box 10  
Ehrhardt, SC 29081

<b>Grades</b>	K-4 Elementary School	
<b>Enrollment</b>	87 Students	
<b>Principal</b>	Ronald Bunch	803-267-4621
<b>Superintendent</b>	Phyllis K. Schwarting	803-245-3053
<b>Board Chair</b>	Dr. R. Dale Padgett	803-245-2433

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Excellent</b>
2007	Average	Average
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Below Average	At-Risk

## 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**

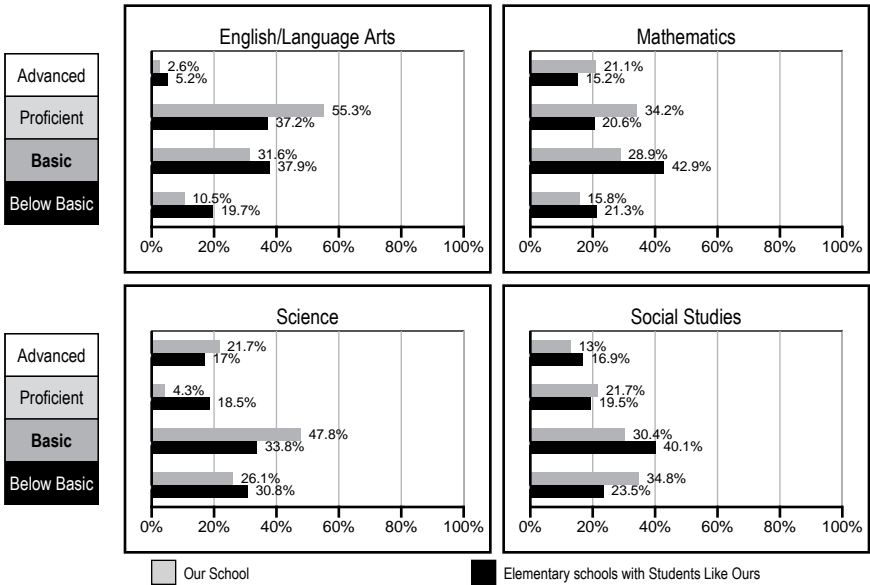
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 87.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	7	67	19	1

\* 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 | /S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=87)</b>				
First graders who attended full-day kindergarten	81.8%	Down from 100.0%	100.0%	100.0%
Retention rate	3.4%	Up from 2.1%	2.3%	2.3%
Attendance rate	96.0%	Up from 95.5%	96.3%	96.3%
Eligible for gifted and talented	26.3%	Up from 17.2%	11.0%	10.4%
With disabilities other than speech	0.0%	No Change	8.4%	7.5%
Older than usual for grade	1.3%	Up from 1.2%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=7)</b>				
Teachers with advanced degrees	85.7%	Down from 90.0%	56.5%	56.7%
Continuing contract teachers	85.7%	Up from 70.0%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.1%	Up from 87.5%	87.8%	86.4%
Teacher attendance rate	95.1%	Up from 94.4%	95.0%	94.9%
Average teacher salary	\$45,948	Up 10.0%	\$45,039	\$45,345
Professional development days/teacher	13.9 days	Up from 8.3 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	13.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Up from 13.0 to 1	18.6 to 1	18.5 to 1
Prime instructional time	89.8%	Up from 89.6%	89.8%	89.8%
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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,708	Up 3.5%	\$6,718	\$7,052
Percent of expenditures for instruction*	66.8%	Up from 64.4%	68.9%	69.1%
Percent of expenditures for teacher salaries*	65.8%	Up from 57.6%	65.0%	64.2%

\* 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**

Ehrhardt Elementary School did a comprehensive needs assessment in 2005-2006 that addressed the following areas: 1) Student Achievement, 2) Teacher/Principal Quality, 3) School Climate/Home Relations, and 4) Several other areas with a special emphasis on Technology.

The committee considered strengths, weaknesses, and areas that needed improvement. The district decided to use the 2003 and 2004 PACT scores as the baseline data. The data did not indicate any problems in any specific sub-group based on the fact that our school enrollment is so small that most sub-group data was not given.

The 2007 PACT data indicated that EES made improvement in ELA and Math as documented by fewer students scoring below basic. Data for Science and Social Studies were not available.

Teacher quality continues to be a strong area for EES in that 100% of the teachers and the principal are Highly Qualified as defined by the No Child Left Behind Law.

Parent involvement stayed strong as indicated by the fact that the number of parents having conferences remained at 100% for the 2007-2008 school year.

Our school continues to address the use of computers on a daily basis and making life skills and character education a high priority. We made major strides in making computers a part of our daily routine by improving the percent of computers that are available for use. Research has shown that Character Education is very valuable to students. Research says that how you feel about yourself and how happy you are with your surroundings definitely influence classroom performance.

Our program continues to focus on staff development, a balanced literacy and math program, emphasis on science and social studies, teacher commitment to quality education, use of volunteers, and closely following the state standards.

Ronald Bunch, Principal  
Tenna Kinard, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	7	8	4
Percent satisfied with learning environment	100.0%	I/S	I/S
Percent satisfied with social and physical environment	100.0%	I/S	I/S
Percent satisfied with school-home relations	100.0%	I/S	I/S

\* 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 5 out of 5 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. Sanction: Implement the restructuring plan.
<b>DELAY</b>	<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>
<b>HOLD</b>	<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."</b>

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	39	100	10.5	31.6	55.3	2.6	68.4	43.2	48.2	Yes	Yes
<b>Gender</b>											
Male	17	100	17.6	35.3	41.2	5.9	52.9	36.6	41.7	N/A	N/A
Female	22	100	4.8	28.6	66.7	0	81	50.7	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	27	100	7.4	25.9	63	3.7	77.8	55.8	60	I/S	I/S
African American	12	100	18.2	45.5	36.4	0	45.5	31.7	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	17.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	26	100	12	40	48	0	56	31.5	34	I/S	I/S

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

All Students	39	100	15.8	28.9	34.2	21.1	71.1	44.3	45.8	Yes	Yes
<b>Gender</b>											
Male	17	100	5.9	35.3	41.2	17.6	70.6	43.2	45.6	N/A	N/A
Female	22	100	23.8	23.8	28.6	23.8	71.4	45.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	27	100	14.8	11.1	44.4	29.6	81.5	59.3	59	I/S	I/S
African American	12	100	18.2	72.7	9.1	0	45.5	30.8	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	18.8	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	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	26	100	20	44	20	16	60	31.5	31.4	I/S	I/S

\* 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	23	100	26.1	47.8	4.3	21.7	26.1	37.3	35.7	96	95.8
<b>Gender</b>											
Male	8	I/S	I/S	I/S	I/S	I/S	I/S	40.6	37.4	95.6	95.7
Female	15	100	26.7	46.7	6.7	20	26.7	33.8	33.8	96.3	95.8
<b>Racial/Ethnic Group</b>											
White	19	100	21.1	47.4	5.3	26.3	31.6	49	49.2	96.1	95.2
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	26.5	17	96	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	95.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	89.2	90.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	16.9	14	95.1	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	90.6	91.7
<b>Socio-Economic Status</b>											
Subsided meals	14	100	42.9	50	0	7.1	7.1	23.7	21.1	95.3	95.5
<b>Social Studies</b>											
All Students	24	100	34.8	30.4	21.7	13	34.8	32.1	34	96	95.8
<b>Gender</b>											
Male	13	100	30.8	38.5	15.4	15.4	30.8	36.3	36.6	95.6	95.7
Female	11	100	40	20	30	10	40	26.9	31.3	96.3	95.8
<b>Racial/Ethnic Group</b>											
White	15	100	26.7	33.3	20	20	40	42.9	44.5	96.1	95.2
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	23.8	19.1	96	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	95.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	89.2	90.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	21.2	14.4	95.1	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	90.6	91.7
<b>Socio-Economic Status</b>											
Subsided meals	17	100	43.8	31.3	12.5	12.5	25	24.2	21	95.3	95.5

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

Abbreviations for Missing Data

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## 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	11	100	10	10	80	0	80
	4	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	12	100	41.7	33.3	25	0	25
	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	31	100	10	33.3	53.3	3.3	56.7
	4	8	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	11	100	20	60	20	0	20
	4	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	12	100	33.3	41.7	16.7	8.3	25
	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	31	100	20	30	33.3	16.7	50
	4	8	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	15	100	26.7	60	6.7	6.7	13.3
	4	8	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	16	100	40	26.7	20	13.3	33.3
	4	8	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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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