



Mt. Zion Elementary

3464 River Road

Johns Island, SC 29455

Grades	PK-5 Elementary School	
Enrollment	205 Students	
Principal	Deborah Fordham	843-559-3841
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	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

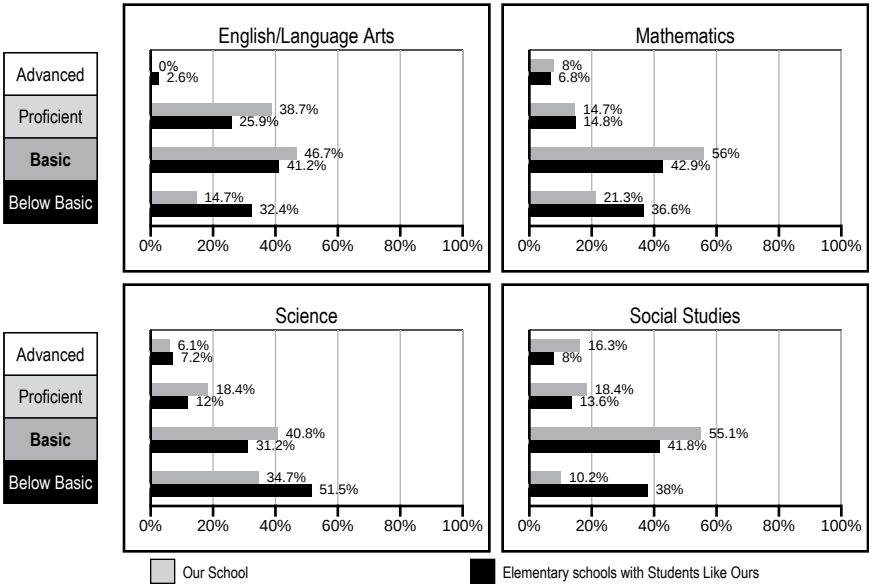
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	58	45

* 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
Students (n=205)				
First graders who attended full-day kindergarten	95.2%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Up from 0.0%	3.1%	2.3%
Attendance rate	95.9%	Down from 96.8%	96.0%	96.3%
Eligible for gifted and talented	7.3%	Down from 9.2%	3.4%	10.4%
With disabilities other than speech	1.9%	Down from 4.1%	7.8%	7.5%
Older than usual for grade	0.0%	Down from 1.4%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.0%	Up from 1.5%	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	31.3%	Up from 23.5%	54.4%	56.7%
Continuing contract teachers	50.0%	Up from 47.1%	69.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	69.9%	Up from 69.6%	83.2%	86.4%
Teacher attendance rate	95.1%	Up from 94.2%	95.0%	94.9%
Average teacher salary	\$37,591	Up 4.9%	\$43,955	\$45,345
Professional development days/teacher	6.6 days	Down from 8.9 days	13.4 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 10.6 to 1	16.7 to 1	18.5 to 1
Prime instructional time	90.7%	Up from 90.3%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 58.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,076	Up 4.1%	\$8,094	\$7,052
Percent of expenditures for instruction*	66.1%	Up from 62.8%	68.9%	69.1%
Percent of expenditures for teacher salaries*	51.8%	Down from 61.0%	62.3%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Mt. Zion Elementary School, working in partnership with students, staff, parents, and the community, is to ensure that all students are provided a high-quality education through curriculum that utilizes approaches based on content advancement, analysis of abstract themes and concepts, development of complex thinking processes, and transformation of learning into creative products.

A review of the data shows that our school-based Gifted and Talented Program has helped us maintain and grow the number of students scoring in the proficient and advanced categories on PACT. Our Discovery Program has also been effective in helping to meet the needs of our high-ability learners.

We continue to support our struggling learners through activities that are designed to challenge them and support them at the same time. We are determined to make every student reach higher.

We invite you to join us as we work towards fulfilling our mission.

Deborah Fordham, Principal
Peter Trees, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	28	18
Percent satisfied with learning environment	76.9%	92.9%	83.3%
Percent satisfied with social and physical environment	92.3%	82.1%	83.3%
Percent satisfied with school-home relations	46.2%	89.3%	83.3%

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

School Adequate Yearly Progress

NO

This school met 12 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	
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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.0%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	84	100	14.7	46.7	38.7	0	53.3	53.5	48.2	Yes	Yes
Gender											
Male	56	100	14.6	54.2	31.3	0	43.8	47.3	41.7	N/A	N/A
Female	28	100	14.8	33.3	51.9	0	70.4	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	13	100	10	30	60	0	60	77.6	60	I/S	I/S
African American	50	100	13.3	53.3	33.3	0	53.3	32.1	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	21	100	20	40	40	0	50	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	21.1	36.8	42.1	0	52.6	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	71	100	14.3	54	31.7	0	49.2	33	34	Yes	Yes

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

All Students	84	100	21.3	56	14.7	8	34.7	49.7	45.8	Yes	Yes
Gender											
Male	56	100	18.8	60.4	14.6	6.3	31.3	49.5	45.6	N/A	N/A
Female	28	100	25.9	48.1	14.8	11.1	40.7	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	13	100	0	50	20	30	70	75.6	59	I/S	I/S
African American	50	100	26.7	60	8.9	4.4	24.4	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	21	100	20	50	25	5	40	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	21.1	47.4	26.3	5.3	42.1	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	71	100	20.6	58.7	14.3	6.3	33.3	28.3	31.4	Yes	Yes

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

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
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Science

All Students	56	100	34.7	40.8	18.4	6.1	24.5	39.2	35.7	95.9	96
Gender											
Male	41	100	40	40	14.3	5.7	20	40.8	37.4	95.8	95.8
Female	15	100	21.4	42.9	28.6	7.1	35.7	37.6	33.8	96.1	96.1
Racial/Ethnic Group											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	94.4	96.1
African American	34	100	41.4	34.5	20.7	3.4	24.1	15.3	17	96.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	96.9	97.3
Hispanic	15	100	35.7	57.1	7.1	0	7.1	26	24.9	95.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	95.5	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	14	100	30.8	61.5	7.7	0	7.7	26.5	24.4	96.5	96.3
Socio-Economic Status											
Subsided meals	48	100	35.7	40.5	19	4.8	23.8	17.1	21.1	96	95.5

Social Studies

All Students	56	100	10.2	55.1	18.4	16.3	34.7	40.2	34	95.9	96
Gender											
Male	33	100	18.5	48.1	11.1	22.2	33.3	42	36.6	95.8	95.8
Female	23	100	0	63.6	27.3	9.1	36.4	38.3	31.3	96.1	96.1
Racial/Ethnic Group											
White	11	100	0	22.2	33.3	44.4	77.8	63.3	44.5	94.4	96.1
African American	33	100	13.8	65.5	10.3	10.3	20.7	19.1	19.1	96.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	96.9	97.3
Hispanic	12	100	9.1	54.5	27.3	9.1	36.4	29.3	27.5	95.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	95.5	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	12	100	9.1	54.5	27.3	9.1	36.4	31.9	27.3	96.5	96.3
Socio-Economic Status											
Subsided meals	45	100	7.9	57.9	18.4	15.8	34.2	20.1	21	96	95.5

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	29	100	4.2	37.5	50	8.3	58.3
	4	32	100	15.4	61.5	23.1	0	23.1
	5	23	100	33.3	52.4	14.3	0	14.3
	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
2008	3	28	100	16	56	28	0	28
	4	28	100	0	26.1	73.9	0	73.9
	5	28	100	25.9	55.6	18.5	0	18.5
	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
Mathematics								
2007	3	29	100	4.2	54.2	29.2	12.5	41.7
	4	32	100	26.9	42.3	15.4	15.4	30.8
	5	23	100	47.6	42.9	4.8	4.8	9.5
	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
2008	3	28	100	36	60	4	0	4
	4	28	100	4.3	60.9	13	21.7	34.8
	5	28	100	22.2	48.1	25.9	3.7	29.6
	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
Science								
2007	3	15	100	38.5	46.2	7.7	7.7	15.4
	4	32	100	46.2	34.6	11.5	7.7	19.2
	5	12	100	63.6	27.3	0	9.1	9.1
	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
2008	3	14	100	41.7	41.7	16.7	0	16.7
	4	28	100	17.4	39.1	30.4	13	43.5
	5	14	100	57.1	42.9	0	0	0
	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
Social Studies								
2007	3	14	100	0	27.3	36.4	36.4	72.7
	4	32	100	26.9	50	19.2	3.8	23.1
	5	11	100	40	60	0	0	0
	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
2008	3	14	100	7.7	53.8	38.5	0	38.5
	4	28	100	0	65.2	4.3	30.4	34.8
	5	14	100	30.8	38.5	23.1	7.7	30.8
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample