



South Elementary

900 Patriot Street
Dillon, SC 29536

Grades	PK-3 Elementary School	
Enrollment	296 Students	
Principal	Carla Angus	843-774-1210
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

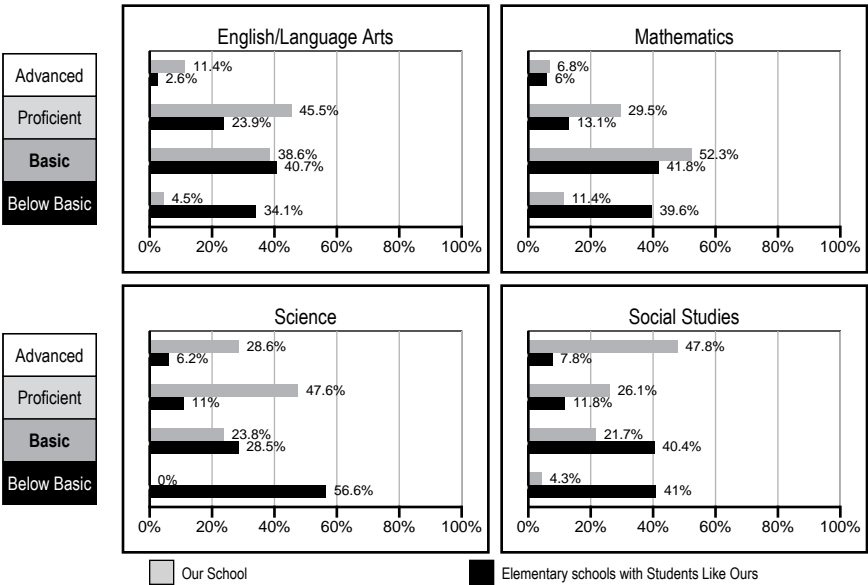
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	37	56

* 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=296)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.3%	Up from 6.2%	3.1%	2.3%
Attendance rate	96.8%	Down from 96.9%	96.0%	96.3%
Eligible for gifted and talented	2.0%	Down from 3.5%	2.9%	10.4%
With disabilities other than speech	4.1%	Up from 3.0%	7.8%	7.5%
Older than usual for grade	2.3%	Up from 0.6%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	52.0%	Down from 52.2%	54.4%	56.7%
Continuing contract teachers	72.0%	Down from 82.6%	69.0%	77.3%
Teachers with emergency or provisional certificates	4.5%	Down from 4.8%	0.0%	0.0%
Teachers returning from previous year	90.0%	Up from 86.1%	82.6%	86.4%
Teacher attendance rate	95.4%	Down from 95.9%	95.0%	94.9%
Average teacher salary	\$43,557	Up 2.2%	\$43,838	\$45,345
Professional development days/teacher	17.5 days	Down from 19.2 days	13.9 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 18.0 to 1	16.6 to 1	18.5 to 1
Prime instructional time	89.1%	Down from 89.5%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.4%	Down from 99.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,469	Up 16.0%	\$8,189	\$7,052
Percent of expenditures for instruction*	71.8%	Up from 63.6%	68.5%	69.1%
Percent of expenditures for teacher salaries*	55.8%	Down from 57.5%	60.9%	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

At South Elementary, we strongly believe children come first. South Elementary strives to ensure that all students become productive, caring, life-long learners by providing challenging, innovative and successful learning experiences. South Elementary is a Reading First school that emphasizes the importance of reading and the role it plays in all subject areas. The curriculum is rigorous and driven by the South Carolina state standards. South serves approximately 307 students in pre-kindergarten through third grade. South Elementary is 94% free and reduced lunch and recognized as a Title I school. The student population averages 77% African-American, 20% white and 3% Hispanic.

The teachers at South Elementary work hard to continuously learn and improve their teaching practices. The faculty and staff at South participate in a variety of learning experiences, such as weekly grade-level meetings, site visits to other schools, staff development, professional development, study groups and on-line activities.

At South, we feel that parental involvement is essential in the overall success of students. South provides several opportunities for parent/community participation. One example of parental involvement is Magical Moments. Magical Moments is an opportunity for parents to join their child in the school’s library where they listen to stories, learn important reading strategies, and check out books. South also has a First Steps facilitator who visits the homes of children under the age of four twice a week. The facilitator demonstrates how parents can assist children in developing age-appropriate readiness skills. In addition to having a First Steps facilitator, South has a Parent Liaison that works to assist parents in parenting skills, academic assistance, and developing parent/community programs. Other opportunities for school-wide involvement include Grandparents’ Day, the Spring Fling/Field Day, National Education Week, grade-level performances/assemblies, Reading Counts, Reading is Fundamental (RIF), School Improvement Council (SIC), the Parent Teacher Organization (PTO), and much more! Individual classrooms also offer opportunities, such as an Author’s Tea, Book-in-a-Bag, and interdisciplinary units for parents to visit classrooms and celebrate student successes.

With a strong commitment to enhancing each individual student’s education through research-based programs and innovative teaching techniques, it is evident that at South Elementary “Children come first!”

Carla S. Angus, Principal
 April Grainger, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	36	32
Percent satisfied with learning environment	100.0%	91.7%	87.1%
Percent satisfied with social and physical environment	100.0%	91.4%	96.8%
Percent satisfied with school-home relations	87.0%	94.1%	93.5%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 11 out of 11 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

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 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	49	100	4.5	38.6	45.5	11.4	65.9	34.8	48.2	Yes	Yes
Gender											
Male	24	100	10	50	35	5	55	29.1	41.7	N/A	N/A
Female	25	100	0	29.2	54.2	16.7	75	40.9	55	N/A	N/A
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	49.6	60	I/S	I/S
African American	40	100	2.8	41.7	47.2	8.3	66.7	30.1	31.7	I/S	Yes
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	38.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.9	47	I/S	I/S
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	14.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	45	100	5	42.5	45	7.5	62.5	32.2	34	Yes	Yes

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

All Students	49	100	11.4	52.3	29.5	6.8	61.4	34.3	45.8	Yes	Yes
Gender											
Male	24	100	15	50	20	15	60	32.1	45.6	N/A	N/A
Female	25	100	8.3	54.2	37.5	0	62.5	36.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	52.7	59	I/S	I/S
African American	40	100	11.1	52.8	30.6	5.6	55.6	28.2	26.9	I/S	Yes
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	42.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.1	46.2	I/S	I/S
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	14.9	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	45	100	12.5	57.5	27.5	2.5	57.5	31.7	31.4	Yes	Yes

* 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 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
Science											
All Students	24	100	0	23.8	47.6	28.6	76.2	19.7	35.7	96.8	94.1
Gender											
Male	12	100	0	33.3	33.3	33.3	66.7	18.7	37.4	96.8	93.4
Female	12	100	0	16.7	58.3	25	83.3	20.7	33.8	96.8	94.9
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	34.1	49.2	95.2	93.6
African American	19	100	0	23.5	47.1	29.4	76.5	14.4	17	97.1	94.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	96.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.3	24.9	98.3	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.6	37.4	96.9	88.4
Disability Status											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	5.1	14	97.1	93.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.4	98.8	95.1
Socio-Economic Status											
Subsided meals	21	100	0	27.8	44.4	27.8	72.2	17.5	21.1	96.7	94.2
Social Studies											
All Students	25	100	4.3	21.7	26.1	47.8	73.9	17.7	34	96.8	94.1
Gender											
Male	12	100	9.1	18.2	27.3	45.5	72.7	17.9	36.6	96.8	93.4
Female	13	100	0	25	25	50	75	17.6	31.3	96.8	94.9
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	27.4	44.5	95.2	93.6
African American	21	100	0	21.1	26.3	52.6	78.9	14.7	19.1	97.1	94.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.9	27.5	98.3	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	12.1	32.7	96.9	88.4
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	7.3	14.4	97.1	93.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	27.3	98.8	95.1
Socio-Economic Status											
Subsided meals	24	100	4.5	22.7	27.3	45.5	72.7	15.7	21	96.7	94.2

* 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*
English/Language Arts								
2007	3	58	98.3	5.7	39.6	50.9	3.8	54.7
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	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
2008	3	49	100	4.5	38.6	45.5	11.4	56.8
	4	N/A	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	
Mathematics								
2007	3	58	98.3	11.3	58.5	24.5	5.7	30.2
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	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
2008	3	49	100	11.4	52.3	29.5	6.8	36.4
	4	N/A	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	
Science								
2007	3	30	96.7	29.6	37	25.9	7.4	33.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	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
2008	3	24	100	0	23.8	47.6	28.6	76.2
	4	N/A	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	
Social Studies								
2007	3	28	100	3.8	34.6	42.3	19.2	61.5
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	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
2008	3	25	100	4.3	21.7	26.1	47.8	73.9
	4	N/A	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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