



Plantersville Elementary

1668 Exodus drive
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	135 Students	
Principal	Mr. Shawn Johnson	843-546-8454
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

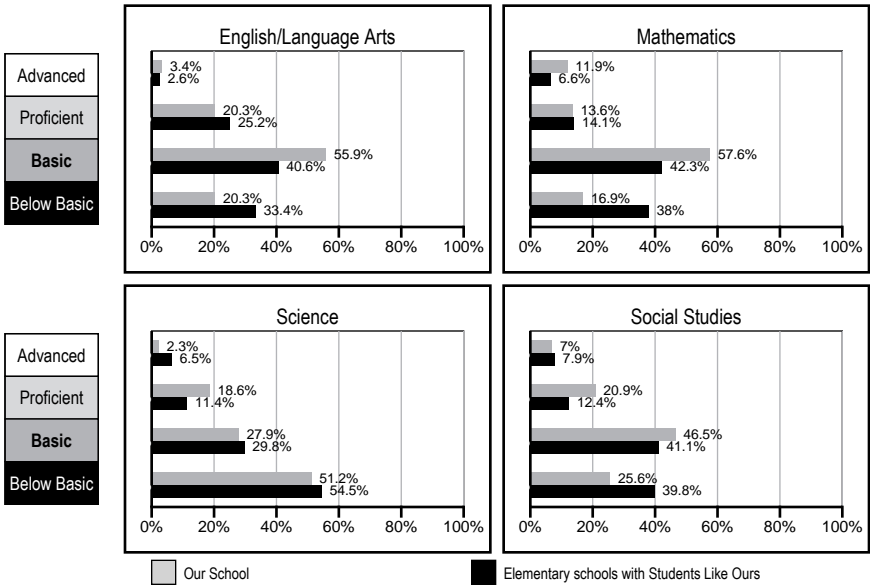
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	10	56	62

* 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=135)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Up from 0.0%	3.1%	2.3%
Attendance rate	99.0%	Up from 98.4%	96.0%	96.3%
Eligible for gifted and talented	5.0%	Down from 5.4%	3.5%	10.4%
With disabilities other than speech	2.2%	Up from 1.5%	7.9%	7.5%
Older than usual for grade	0.0%	No Change	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	66.7%	Up from 58.3%	54.3%	56.7%
Continuing contract teachers	66.7%	Down from 83.3%	70.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.1%	Up from 86.0%	83.2%	86.4%
Teacher attendance rate	91.8%	Down from 92.8%	95.0%	94.9%
Average teacher salary	\$47,354	Up 7.1%	\$43,955	\$45,345
Professional development days/teacher	17.5 days	Up from 8.7 days	13.3 days	12.6 days
School				
Principal's years at school	1.0	Down from 14.0	3.0	4.0
Student-teacher ratio in core subjects	13.7 to 1	Up from 12.3 to 1	16.6 to 1	18.5 to 1
Prime instructional time	88.7%	Down from 90.3%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$14,497	Down 6.4%	\$8,058	\$7,052
Percent of expenditures for instruction*	54.5%	Up from 50.9%	69.0%	69.1%
Percent of expenditures for teacher salaries*	48.6%	Up from 46.2%	62.5%	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

The 2007-2008 school year at Plantersville Elementary has been a year of setting higher expectations and of everyone working together to meet goals to ensure that our students received the best education possible. Plantersville Elementary again met AYP in 2007 and was recognized by the SC Department of Education for closing the achievement gap for historically underachieving students. As a Title I school, we continue to focus on early detection and assistance for children by providing all-day Pre-K classes, Extended Day opportunities, daily computer lab time, parenting and family programs, regular parent conferences, and staff development opportunities for our teachers.

One of our major goals for this year was to increase the number of students doing proficient and advanced level work, both in their classrooms and on test performance. We collected, analyzed, and used data to identify and plan for needed changes in the instructional program. All of our students in kindergarten through fifth grade took the MAP tests in the Fall, Winter, and Spring of the year. One of our initiatives was to hold individual student data conferences. Another initiative started this year was to hold Saturday School as a PACT preparation for students in grades 3-5. Students used Success Maker and Study Island computer programs to work on the academic skill areas they needed to improve.

We also emphasized writing this year by implementing W.O.W (Writing on Wednesdays), where the entire school focused on a predetermined writing prompt. Everyday Math was implemented in Pre-K through third grades. Weekly reward incentives were provided for students who demonstrated they were working at the proficient or advanced level in their classrooms. Another school-wide incentive to prepare for PACT testing was provided for our students with a field trip to the beach at Huntington State Park. Incentives were also provided for the high achievers on Study Island and Accelerated Reader. Parent and community involvement has also been a vital part of our successful school year. We saw increased attendance and participation at each PTO and SIC meeting.

Coretta Saadu, SIC President
Shawn Johnson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	16	16
Percent satisfied with learning environment	91.7%	93.8%	93.8%
Percent satisfied with social and physical environment	83.3%	75.0%	93.8%
Percent satisfied with school-home relations	83.3%	93.8%	93.8%

* 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 /S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 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	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.0%	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
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	60	100	20.3	55.9	20.3	3.4	30.5	46	48.2	No	Yes
Gender											
Male	33	100	21.2	51.5	27.3	0	36.4	39.5	41.7	N/A	N/A
Female	27	100	19.2	61.5	11.5	7.7	23.1	53.1	55	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.9	60	I/S	I/S
African American	60	100	20.3	55.9	20.3	3.4	30.5	32.5	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	13.2	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	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	56	100	20	58.2	18.2	3.6	29.1	35.1	34	No	Yes

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

All Students	60	100	16.9	57.6	13.6	11.9	35.6	46.1	45.8	Yes	Yes
Gender											
Male	33	100	18.2	51.5	15.2	15.2	39.4	45.4	45.6	N/A	N/A
Female	27	100	15.4	65.4	11.5	7.7	30.8	47	45.9	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.3	59	I/S	I/S
African American	60	100	16.9	57.6	13.6	11.9	35.6	30.9	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	15.3	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	43	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	56	100	18.2	58.2	14.5	9.1	32.7	35.8	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	44	100	51.2	27.9	18.6	2.3	20.9	35.1	35.7	99	95.9
Gender											
Male	24	100	50	25	20.8	4.2	25	36.6	37.4	98.9	95.7
Female	20	100	52.6	31.6	15.8	0	15.8	33.6	33.8	99	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.6	49.2	N/A	95.2
African American	44	100	51.2	27.9	18.6	2.3	20.9	17.3	17	99	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	N/A	97.1
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.6	24.9	N/A	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.8
Disability Status											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	12.3	14	98.5	94.4
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	26.9	24.4	N/A	97.1
Socio-Economic Status											
Subsided meals	40	100	53.8	25.6	20.5	0	20.5	22.9	21.1	98.9	95.7
Social Studies											
All Students	44	100	25.6	46.5	20.9	7	27.9	32.9	34	99	95.9
Gender											
Male	25	100	20	52	20	8	28	34.7	36.6	98.9	95.7
Female	19	100	33.3	38.9	22.2	5.6	27.8	30.8	31.3	99	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.4	44.5	N/A	95.2
African American	44	100	25.6	46.5	20.9	7	27.9	19.5	19.1	99	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	N/A	97.1
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	N/A	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.8
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	12.8	14.4	98.5	94.4
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	36.5	27.3	N/A	97.1
Socio-Economic Status											
Subsided meals	42	100	26.8	46.3	19.5	7.3	26.8	22.1	21	98.9	95.7

* 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	26	100	4.2	58.3	33.3	4.2	37.5
	4	14	100	14.3	64.3	14.3	7.1	21.4
	5	16	100	18.8	62.5	18.8	0	18.8
	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	16	100	12.5	37.5	43.8	6.3	50
	4	28	100	14.8	66.7	14.8	3.7	18.5
	5	16	100	37.5	56.3	6.3	0	6.3
	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	26	100	16.7	54.2	25	4.2	29.2
	4	14	100	35.7	50	7.1	7.1	14.3
	5	16	100	12.5	56.3	18.8	12.5	31.3
	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	16	100	6.3	62.5	12.5	18.8	31.3
	4	28	100	18.5	55.6	14.8	11.1	25.9
	5	16	100	25	56.3	12.5	6.3	18.8
	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
Science								
2007	3	13	100	18.2	63.6	9.1	9.1	18.2
	4	14	100	57.1	35.7	0	7.1	7.1
	5	8	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
2008	3	8	I/S	I/S	I/S	I/S	I/S	I/S
	4	28	100	55.6	25.9	18.5	0	18.5
	5	8	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	13	100	7.7	76.9	15.4	0	15.4
	4	14	100	57.1	35.7	0	7.1	7.1
	5	8	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
2008	3	8	I/S	I/S	I/S	I/S	I/S	I/S
	4	28	100	14.8	51.9	25.9	7.4	33.3
	5	8	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

Abbreviations for Missing Data

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