



## Ninety Six Elementary

810 Johnston Road  
Ninety Six, SC 29666

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	372 Students	
<b>Principal</b>	Jane T. Calhoun	864-543-4995
<b>Superintendent</b>	Dr. Dan W. Powell	864-543-3100
<b>Board Chair</b>	Mr. Sam Corley	864-543-4283



# 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>At-Risk</b>
2007	Good	Below Average
2006	Good	Average
2005	Good	Below Average
2004	Good	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**

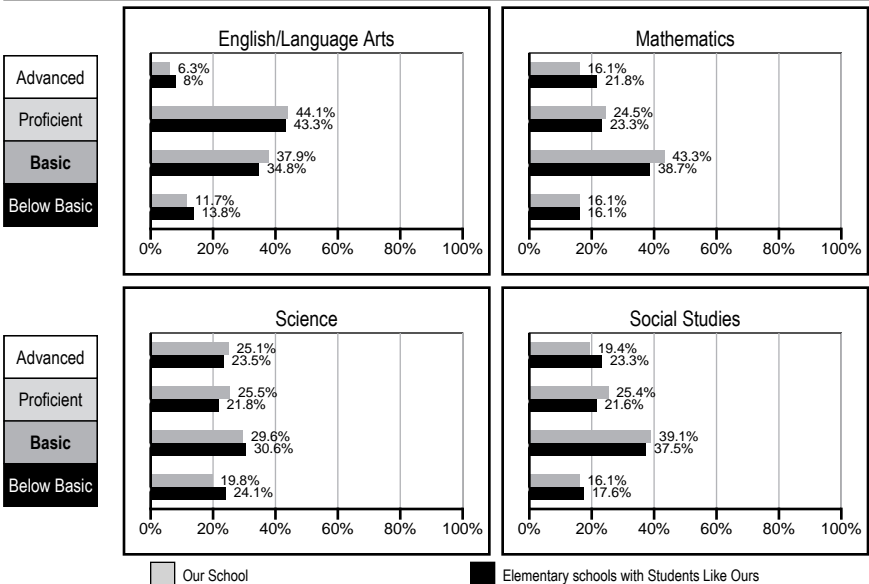
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.6%

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

Excellent	Good	Average	Below Average	At-Risk
2	34	53	3	0

\* 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
<b>Students (n=372)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	No Change	2.1%	2.3%
Attendance rate	97.3%	Up from 96.9%	96.4%	96.3%
Eligible for gifted and talented	17.0%	Up from 16.6%	14.0%	10.4%
With disabilities other than speech	5.6%	Up from 5.0%	7.0%	7.5%
Older than usual for grade	0.0%	Down from 1.6%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	69.6%	Up from 60.9%	56.1%	56.7%
Continuing contract teachers	91.3%	No Change	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 87.4%	89.0%	86.4%
Teacher attendance rate	94.9%	Up from 94.4%	94.9%	94.9%
Average teacher salary	\$45,998	Up 2.1%	\$45,891	\$45,345
Professional development days/teacher	9.7 days	Down from 15.3 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	8.0	Up from 0.1	5.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 20.8 to 1	19.3 to 1	18.5 to 1
Prime instructional time	90.9%	Up from 89.4%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,243	Down 4.6%	\$6,395	\$7,052
Percent of expenditures for instruction*	66.5%	Down from 67.5%	69.8%	69.1%
Percent of expenditures for teacher salaries*	57.9%	Up from 47.0%	65.5%	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 found the students and staff of Ninety Six Elementary School "Sailing the Seas to Success." Our voyage began with homeroom captains setting academic and behavior goals for the year with their crew. The course was charted for success, and our adventure began! In April, 2008, we were recognized by the SC Education Oversight Committee as one of 141 out of 920 elementary and middle schools in South Carolina "Closing the Achievement Gap" on PACT. The journey was indeed successful!

Our staff increased slightly with the addition of two full-time instructional assistants, one in Fitness/Spanish and another in Special Education. We continued providing additional support through our Student Support Team, nearly doubling the number served from the previous year. The certified staff focused on literacy across subject areas and continued implementing Math Out of the Box at all grade levels. Inquiry-based science and standards-based social studies instruction enhanced learning in those academic areas.

We had 100% participation in the Governor's Reading Honor Roll Program, and our students surpassed goals set in the Accelerated Reader Program. During the year, every classroom was equipped with a Promethean Board and every teacher received a laptop and ActiveSlate to enhance instructional delivery. Our Title 1 "Family Fun Night" was a huge success with activities focused on all academic areas.

Character education was promoted through classroom instruction, guidance activities, and the Chick-fil-A Core Essentials Program. The "Sailors of the Month" were recognized for exhibiting exemplary behavior and character. Students were encouraged to participate in the annual "Jump Rope for Heart" event and actually collected over \$6,000.00. The "crew" of Ninety Six Elementary School continues to provide quality instruction to each "sailor" on board. Our commitment to teach academics, citizenship, and character education is purposeful, meaningful, and intended to enable all children to "Sail the Seas to Success".

Jane T. Calhoun, Principal  
Cheryl Reynolds, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	25	116	112
Percent satisfied with learning environment	100.0%	86.1%	91.1%
Percent satisfied with social and physical environment	100.0%	90.5%	85.6%
Percent satisfied with school-home relations	100.0%	94.8%	75.5%

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

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School Adequate Yearly Progress

NO

This school met 16 out of 17 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	<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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	94.0%	Yes

\* Or greater than last year

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

All Students	377	100	11.7	37.9	44.1	6.3	63.5	55.5	48.2	Yes	Yes
<b>Gender</b>											
Male	199	100	17.9	38.3	37.2	6.6	56.1	47.2	41.7	N/A	N/A
Female	178	100	4.7	37.4	52	5.8	71.9	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	290	100	9.8	34.4	48.1	7.7	68.8	61.5	60	Yes	Yes
African American	83	100	19.2	50	29.5	1.3	44.9	34.2	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	4	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	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	30	100	62.1	31	6.9	0	13.8	9.7	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	176	100	19.4	41.2	37.1	2.4	52.9	42.9	34	Yes	Yes

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

All Students	377	100	16.1	43.3	24.5	16.1	53.7	47	45.8	Yes	Yes
<b>Gender</b>											
Male	199	100	18.4	38.8	25.5	17.3	53.6	47.2	45.6	N/A	N/A
Female	178	100	13.5	48.5	23.4	14.6	53.8	46.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	290	100	11.6	41.8	27	19.6	60.4	53.1	59	Yes	Yes
African American	83	100	33.3	46.2	16.7	3.8	30.8	26.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	4	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	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	30	100	55.2	34.5	10.3	0	10.3	8.1	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	176	100	24.7	41.8	22.4	11.2	44.7	36.6	31.4	Yes	Yes

\* 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	255	100	19.8	29.6	25.5	25.1	50.6	43.2	35.7	97.3	96.7
<b>Gender</b>											
Male	139	100	23.9	20.3	26.1	29.7	55.8	48.4	37.4	97.2	96.7
Female	116	100	14.7	41.3	24.8	19.3	44	37.6	33.8	97.3	96.8
<b>Racial/Ethnic Group</b>											
White	190	100	15.1	24.7	30.6	29.6	60.2	52.2	49.2	97.2	96.6
African American	62	100	34.5	44.8	10.3	10.3	20.7	13.6	17	97.7	97.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	98.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	97.9	97.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	92.8
<b>Disability Status</b>											
Disabled	22	100	71.4	9.5	14.3	4.8	19	11.6	14	97	96.2
<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	N/A	95.6
<b>Socio-Economic Status</b>											
Subsided meals	117	100	29.2	31.9	21.2	17.7	38.9	32.3	21.1	96.9	96.1
<b>Social Studies</b>											
All Students	253	99.6	15.8	39.3	25.5	19.4	44.9	36	34	97.3	96.7
<b>Gender</b>											
Male	136	99.3	15.9	37.9	25	21.2	46.2	37.5	36.6	97.2	96.7
Female	117	100	15.7	40.9	26.1	17.4	43.5	34.5	31.3	97.3	96.8
<b>Racial/Ethnic Group</b>											
White	196	99.5	13	37.3	26.4	23.3	49.7	40.5	44.5	97.2	96.6
African American	54	100	27.5	45.1	21.6	5.9	27.5	20.6	19.1	97.7	97.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	98.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	97.9	97.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	92.8
<b>Disability Status</b>											
Disabled	20	100	50	45	0	5	5	5	14.4	97	96.2
<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	N/A	95.6
<b>Socio-Economic Status</b>											
Subsided meals	119	100	19.8	48.3	18.1	13.8	31.9	24.3	21	96.9	96.1

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	129	100	7.1	29.4	62.7	0.8	63.5
	4	120	100	2.6	30.8	53	13.7	66.7
	5	126	100	14.8	42.6	37.7	4.9	42.6
	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	126	100	13.9	23	54.9	8.2	63.1
	4	131	100	14.1	39.8	37.5	8.6	46.1
	5	120	100	6.8	51.3	40.2	1.7	41.9
	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	129	100	10.3	46	26.2	17.5	43.7
	4	120	100	11.1	42.7	28.2	17.9	46.2
	5	126	100	13.9	48.4	21.3	16.4	37.7
	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	126	100	20.5	41.8	25.4	12.3	37.7
	4	131	100	16.4	47.7	19.5	16.4	35.9
	5	120	100	11.1	40.2	29.1	19.7	48.7
	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	64	100	17.5	39.7	23.8	19	42.9
	4	120	100	8.5	42.7	21.4	27.4	48.7
	5	63	100	21.7	33.3	21.7	23.3	45
	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	63	100	25	18.3	33.3	23.3	56.7
	4	131	100	21.1	32	21.1	25.8	46.9
	5	61	100	11.9	35.6	27.1	25.4	52.5
	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
<b>Social Studies</b>								
<b>2007</b>	3	65	100	3.2	49.2	23.8	23.8	47.6
	4	120	100	9.4	45.3	28.2	17.1	45.3
	5	63	100	33.9	33.9	12.9	19.4	32.3
	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
<b>2008</b>	3	63	98.4	9.8	49.2	24.6	16.4	41
	4	131	100	14.1	39.1	28.1	18.8	46.9
	5	59	100	25.9	29.3	20.7	24.1	44.8
	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

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