

Fennell Elementary

P. O. Box 427

Yemassee, SC 29945

Grades	PK-6 Elementary School	
Enrollment	257 Students	
Principal	Willie Coker	843-589-2032
Superintendent	Dr. Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mr. Eugene Jenkins, Jr.	803-943-0547

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	Below Average	Excellent
2005	Below Average	Average
2004	Below 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

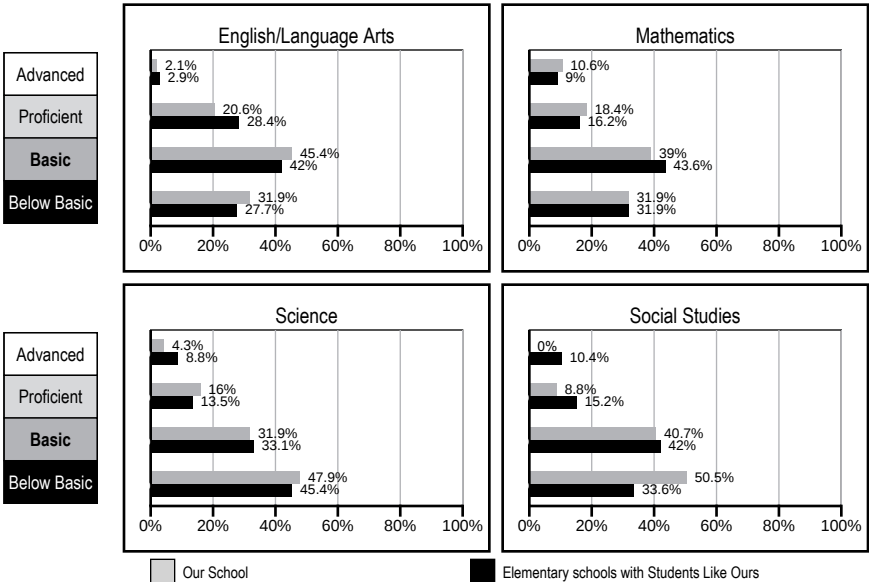
Percent of students tested in 2007-08 whose 2006-07 test scores were located 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	62	13

* 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=257)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.1%	Up from 1.5%	3.0%	2.3%
Attendance rate	96.8%	Up from 96.3%	96.0%	96.3%
Eligible for gifted and talented	3.2%	Down from 3.4%	6.2%	10.4%
With disabilities other than speech	3.4%	Up from 3.1%	8.2%	7.5%
Older than usual for grade	3.4%	Up from 2.1%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	52.2%	Up from 45.8%	54.2%	56.7%
Continuing contract teachers	87.0%	Down from 92.3%	71.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.1%	Up from 90.7%	84.9%	86.4%
Teacher attendance rate	93.5%	Down from 95.6%	94.9%	94.9%
Average teacher salary	\$44,510	Up 3.9%	\$44,314	\$45,345
Professional development days/teacher	13.0 days	Down from 17.7 days	13.1 days	12.6 days
School				
Principal's years at school	12.0	Up from 11.0	3.8	4.0
Student-teacher ratio in core subjects	12.8 to 1	Down from 14.1 to 1	17.2 to 1	18.5 to 1
Prime instructional time	88.7%	Down from 90.5%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	36.7%	Up from 22.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,068	Up 4.5%	\$7,684	\$7,052
Percent of expenditures for instruction*	64.4%	Down from 65.6%	69.1%	69.1%
Percent of expenditures for teacher salaries*	58.3%	Down from 60.2%	62.9%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Fennell Elementary is a family and community school working and growing together with the community. We are impressed with the growing level of parental engagement and community involvement. We continue to have a strong volunteer program. It is our goal to continue partnering with parents, volunteers, and the community to provide educational programs, within a learning environment, which fosters the growth of the whole child to ensure quality learning.

We are implementing scientifically research-based practices in our total academic program. These strategies have provided us with the skills necessary to become better readers and writers. As a result of reading recovery and reading intervention, we are now closing the achievement gap on learning.

Our technology program was the beneficiary of grants that allowed us to purchase 7 iMac G-5 computers. We are providing Academy of Math and Reading to all students in need. We are providing tutorial service to our students. The 21st Century program augments academic and culture programs for our students. We are providing after-school care for families.

We are committed to quality education for all students. Therefore, we ask your support as we put children first.

Willie Coker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	37	18
Percent satisfied with learning environment	85.7%	77.8%	83.3%
Percent satisfied with social and physical environment	85.7%	89.2%	83.3%
Percent satisfied with school-home relations	61.9%	86.5%	72.2%

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

School Adequate Yearly Progress

NO

This school met 7 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

Newly Identified

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	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	96.8%	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	159	100	31.9	45.4	20.6	2.1	39	36.9	48.2	No	Yes
Gender											
Male	78	100	38.6	38.6	18.6	4.3	35.7	30.8	41.7	N/A	N/A
Female	81	100	25.4	52.1	22.5	0	42.3	44.1	55	N/A	N/A
Racial/Ethnic Group											
White	34	100	28	52	16	4	48	43.8	60	I/S	I/S
African American	125	100	32.8	44	21.6	1.7	37.1	30.6	31.7	No	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	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
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	5	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	61.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	126	100	36.8	43	19.3	0.9	36	28	34	No	Yes

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

All Students	159	100	31.9	39	18.4	10.6	37.6	34.6	45.8	No	Yes
Gender											
Male	78	100	35.7	35.7	15.7	12.9	38.6	34.7	45.6	N/A	N/A
Female	81	100	28.2	42.3	21.1	8.5	36.6	34.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	34	100	32	32	24	12	48	45.4	59	I/S	I/S
African American	125	100	31.9	40.5	17.2	10.3	35.3	24.6	26.9	No	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	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
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	8.4	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	92.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	126	100	35.1	40.4	14.9	9.6	33.3	25.7	31.4	No	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	103	100	47.9	31.9	16	4.3	20.2	26.2	35.7	96.8	95.3
Gender											
Male	46	100	45.2	33.3	16.7	4.8	21.4	28.5	37.4	96.5	95
Female	57	100	50	30.8	15.4	3.8	19.2	23.4	33.8	97.1	95.7
Racial/Ethnic Group											
White	22	100	47.1	17.6	17.6	17.6	35.3	36.8	49.2	93.3	94.7
African American	81	100	48.1	35.1	15.6	1.3	16.9	17	17	97.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.9	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	93.9	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.2
Disability Status											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	4.9	14	96.3	93.7
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	I/S	24.4	99.9	96.9
Socio-Economic Status											
Subsided meals	84	100	50.6	31.2	14.3	3.9	18.2	17.8	21.1	96.7	94.9

Social Studies

All Students	102	100	50.5	40.7	8.8	0	8.8	21.4	34	96.8	95.3
Gender											
Male	55	100	56	36	8	0	8	23.5	36.6	96.5	95
Female	47	100	43.9	46.3	9.8	0	9.8	18.9	31.3	97.1	95.7
Racial/Ethnic Group											
White	21	100	50	31.3	18.8	0	18.8	28.9	44.5	93.3	94.7
African American	81	100	50.7	42.7	6.7	0	6.7	13.4	19.1	97.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.9	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	93.9	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.2
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	5.5	14.4	96.3	93.7
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	I/S	27.3	99.9	96.9
Socio-Economic Status											
Subsided meals	81	100	55.4	36.5	8.1	0	8.1	13.1	21	96.7	94.9

* 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	48	100	22.7	38.6	38.6	0	38.6
	4	44	100	30	47.5	22.5	0	22.5
	5	39	100	32.4	52.9	14.7	0	14.7
	6	40	100	65.8	26.3	7.9	0	7.9
	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	30	100	12	36	44	8	52
	4	46	100	40.9	47.7	11.4	0	11.4
	5	45	100	35.1	56.8	8.1	0	8.1
	6	38	100	31.4	37.1	28.6	2.9	31.4
	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	48	100	18.2	70.5	11.4	0	11.4
	4	44	100	45	45	7.5	2.5	10
	5	39	100	11.8	47.1	20.6	20.6	41.2
	6	40	100	50	36.8	7.9	5.3	13.2
	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	30	100	4	52	24	20	44
	4	46	100	54.5	43.2	2.3	0	2.3
	5	45	100	21.6	40.5	24.3	13.5	37.8
	6	38	100	34.3	22.9	28.6	14.3	42.9
	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	24	100	38.1	57.1	4.8	0	4.8
	4	44	100	40	22.5	30	7.5	37.5
	5	19	100	16.7	38.9	16.7	27.8	44.4
	6	21	100	70	25	5	0	5
	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	15	100	25	33.3	41.7	0	41.7
	4	46	100	52.3	40.9	6.8	0	6.8
	5	23	100	50	25	15	10	25
	6	19	100	50	16.7	22.2	11.1	33.3
	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	24	100	39.1	47.8	13	0	13
	4	44	100	22.5	62.5	12.5	2.5	15
	5	18	100	56.3	31.3	6.3	6.3	12.5
	6	19	100	33.3	55.6	5.6	5.6	11.1
	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	15	100	23.1	61.5	15.4	0	15.4
	4	46	100	47.7	47.7	4.5	0	4.5
	5	22	100	76.5	17.6	5.9	0	5.9
	6	19	100	52.9	29.4	17.6	0	17.6
	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