

Code Elementary

315 Holland Avenue
Seneca, SC 29678

Grades	PK-5 Elementary School	
Enrollment	388 Students	
Principal	Kathleen M. Eichler	864-886-4435
Superintendent	Dr. Michael Lucas	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

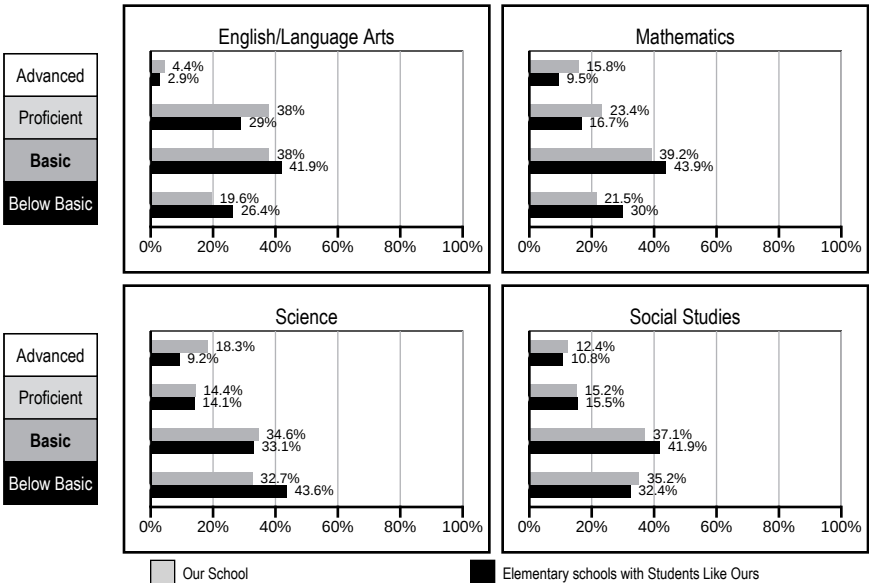
99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	63	10

* 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=388)				
First graders who attended full-day kindergarten	100.0%	Up from 92.2%	100.0%	100.0%
Retention rate	2.9%	Down from 3.5%	2.9%	2.3%
Attendance rate	96.7%	No Change	96.0%	96.3%
Eligible for gifted and talented	11.9%	Down from 12.0%	6.3%	10.4%
With disabilities other than speech	12.5%	Up from 8.0%	8.9%	7.5%
Older than usual for grade	0.3%	Down from 0.6%	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=40)				
Teachers with advanced degrees	67.5%	Up from 65.0%	54.7%	56.7%
Continuing contract teachers	92.5%	Up from 87.5%	73.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.3%	Up from 89.9%	85.4%	86.4%
Teacher attendance rate	94.4%	Down from 94.5%	94.9%	94.9%
Average teacher salary	\$49,421	Up 5.5%	\$44,280	\$45,345
Professional development days/teacher	19.9 days	Up from 15.7 days	13.0 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Up from 12.5 to 1	17.9 to 1	18.5 to 1
Prime instructional time	89.1%	Up from 89.0%	89.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$10,526	Up 20.1%	\$7,517	\$7,052
Percent of expenditures for instruction*	64.2%	Down from 66.6%	69.1%	69.1%
Percent of expenditures for teacher salaries*	59.0%	Down from 62.9%	63.4%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Code Elementary is a Title I school and serves approximately 395 students. The faculty and staff strive for academic excellence and continuous improvement for all of Code's children. Our school motto is Believe and Achieve. Our motto is very appropriate for our teachers' and students' efforts to keep learning as our focus. The past year we received the Silver Palmetto Award for academic improvement. This spring we were the recipients for Red Carpet Award for our outstanding customer service.

Two faculty members have earned National Board Certification, and four other staff members are hoping to earn this status this year. We are fortunate to have two coaches, math and literacy. This year Kathleen Mang, a first grade teacher, was selected as the SDOC Teacher of the Year. For 2007-08 one of our special education teachers, Amy Snyder, was a District Teacher of the Year Finalist! We are also very proud that two of our valued staff members were named as the District's Volunteer and Support Persons of the Year: Bob Steenburg and Elaine Swingle.

Code is very fortunate to have classrooms equipped with 21st Century technology to prepare 21st Century learners. SmartBoards, airliners, CPS units, and computerized microscopes are tools to integrate technology across the curriculum. In addition to the technology that is used during the school day, we received a 21st Century Community Learning Center grant for our afterschool program, Club 2:45, which is a technology enhanced afterschool program. We had approximately 125 students attend the program from 2:45 to 5:45 and engage in technology enhanced activities such as learning to use digital cameras, how to edit digital movies, and Lego™ robotics. The program has a web presence at itcenter.clemson.edu/club245.

Our school belongs to the community. Churches, Rotary Clubs, Boy Scouts, Schneider-Electric/Square D, and Blue Ridge High School Alumni are involved in making Allen L. Code a source of pride for the community. Club 2:45 had 166 community volunteer hours and 1024 CU student volunteer hours. (An estimated dollar value of \$23,218 for volunteer time.) Our business partner Schneider-Electric donated \$3000 to pay for our Junior Achievement program. Ten of their employees were trained and taught the Dollars and Sense curriculum to our students in Club 2:45.

One of our goals for this year was to increase parent involvement. We are fortunate to have Mrs. Nina Hanks, Parent Coordinator, working with us to help with parent involvement. Over the course of the year, many parent events have been planned to encourage our parents' involvement at Code. Our afterschool program, Club 2:45, has as one of its objectives to increase parent involvement. The program sponsored monthly Parent Nights that included programs such as Computer Skills, Internet Safety, Digital Camera Usage, Digital Image Editing, Creating Valentine Greeting Cards for St. Jude's Children's Hospital, and Parent – Child Communication class just to name a few.

Allen L. Code Elementary School is a great place to work and a wonderful place for children to learn!

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	54	26
Percent satisfied with learning environment	100.0%	90.7%	92.3%
Percent satisfied with social and physical environment	93.1%	77.8%	73.1%
Percent satisfied with school-home relations	79.3%	87.0%	88.0%

* 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 I/S–Insufficient Sample

School Adequate Yearly Progress	YES
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This school met 17 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	
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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		
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	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	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	174	100	19.1	37	38.9	4.9	54.9	50.9	48.2	Yes	Yes
Gender											
Male	92	100	21.2	41.2	35.3	2.4	48.2	43	41.7	N/A	N/A
Female	82	100	16.9	32.5	42.9	7.8	62.3	59.3	55	N/A	N/A
Racial/Ethnic Group											
White	97	100	18.2	30.7	44.3	6.8	60.2	54.1	60	Yes	Yes
African American	66	100	20.3	40.6	35.9	3.1	51.6	35.4	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
Hispanic	11	100	20	70	10	0	30	39.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	37	100	50	25	21.9	3.1	28.1	16.1	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	9	I/S	I/S	I/S	I/S	I/S	I/S	38	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	135	100	21.8	40.3	33.9	4	49.2	38.8	34	Yes	Yes

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

All Students	174	100	21	38.3	24.1	16.7	51.9	50.9	45.8	Yes	Yes
Gender											
Male	92	100	21.2	35.3	23.5	20	52.9	51	45.6	N/A	N/A
Female	82	100	20.8	41.6	24.7	13	50.6	50.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	97	100	18.2	33	27.3	21.6	60.2	54.9	59	Yes	Yes
African American	66	100	23.4	45.3	20.3	10.9	42.2	28.4	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
Hispanic	11	100	30	40	20	10	40	41.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
Disability Status											
Disabled	37	100	56.3	18.8	15.6	9.4	31.3	21.6	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	9	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	135	100	25.8	38.7	21.8	13.7	45.2	38.3	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
Science											
All Students	116	100	31.5	33.3	15.7	19.4	35.2	35.1	35.7	96.7	96.3
Gender											
Male	67	100	30.6	32.3	17.7	19.4	37.1	37	37.4	96.5	96.3
Female	49	100	32.6	34.8	13	19.6	32.6	33.1	33.8	96.8	96.2
Racial/Ethnic Group											
White	59	100	18.5	40.7	16.7	24.1	40.7	38.8	49.2	96.1	96
African American	50	100	41.7	27.1	16.7	14.6	31.3	15.8	17	97.6	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58	93	96.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	96.6	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.4
Disability Status											
Disabled	29	100	57.7	19.2	11.5	11.5	23.1	11.9	14	95.7	95.2
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	7	I/S	I/S	I/S	I/S	I/S	I/S	21.3	24.4	96.6	97.3
Socio-Economic Status											
Subsidized meals	92	100	36.9	28.6	16.7	17.9	34.5	24.2	21.1	96.6	95.7
Social Studies											
All Students	116	100	34.3	37	15.7	13	28.7	33.5	34	96.7	96.3
Gender											
Male	55	100	29.4	37.3	23.5	9.8	33.3	37.6	36.6	96.5	96.3
Female	61	100	38.6	36.8	8.8	15.8	24.6	29.1	31.3	96.8	96.2
Racial/Ethnic Group											
White	67	100	28.3	36.7	18.3	16.7	35	35.9	44.5	96.1	96
African American	39	100	41	35.9	12.8	10.3	23.1	20.9	19.1	97.6	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	93	96.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	23.5	27.5	96.6	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.4
Disability Status											
Disabled	24	100	57.1	23.8	14.3	4.8	19	15.8	14.4	95.7	95.2
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	8	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	96.6	97.3
Socio-Economic Status											
Subsidized meals	94	100	39.1	36.8	12.6	11.5	24.1	22.6	21	96.6	95.7

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

Abbreviations for Missing Data

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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	54	100	18.4	44.9	32.7	4.1	36.7
	4	59	100	12.1	48.3	37.9	1.7	39.7
	5	75	100	31	33.8	33.8	1.4	35.2
	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	60	100	10.9	38.2	43.6	7.3	50.9
	4	57	100	24.5	30.2	43.4	1.9	45.3
	5	57	100	22.2	42.6	29.6	5.6	35.2
	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	54	100	24.5	63.3	8.2	4.1	12.2
	4	59	100	13.8	37.9	29.3	19	48.3
	5	75	100	25.4	40.8	19.7	14.1	33.8
	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	60	100	21.8	41.8	14.5	21.8	36.4
	4	57	100	18.9	37.7	28.3	15.1	43.4
	5	57	100	22.2	35.2	29.6	13	42.6
	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	27	100	40	32	24	4	28
	4	59	98.3	37.5	28.6	19.6	14.3	33.9
	5	37	100	54.5	33.3	3	9.1	12.1
	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	29	100	37	33.3	14.8	14.8	29.6
	4	57	100	30.2	32.1	17	20.8	37.7
	5	30	100	28.6	35.7	14.3	21.4	35.7
	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
Social Studies								
2007	3	28	100	16.7	75	4.2	4.2	8.3
	4	59	98.3	23.2	41.1	16.1	19.6	35.7
	5	39	100	29.7	48.6	13.5	8.1	21.6
	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
2008	3	31	100	17.9	57.1	10.7	14.3	25
	4	57	100	34	28.3	22.6	15.1	37.7
	5	28	100	51.9	33.3	7.4	7.4	14.8
	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

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