



## Ellore Elementary

200 Warrior Drive  
Ellore, South Carolina

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	468 Students	
<b>Principal</b>	Mamie B. DuPree	803-897-2233
<b>Superintendent</b>	David Longshore, Jr.	803-496-3288
<b>Board Chair</b>	Robert Williams	803-496-3288

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	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**

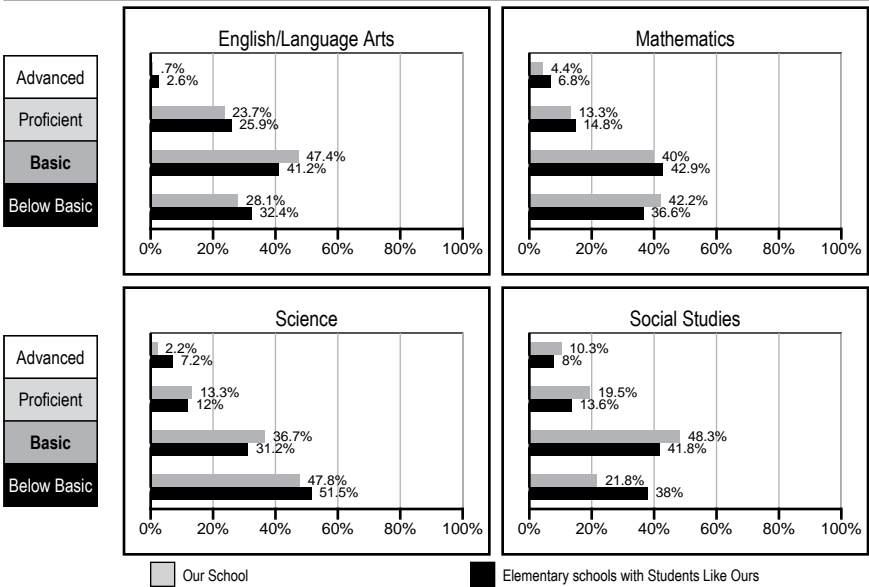
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.9%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	12	58	45

\* 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=468)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.6%	3.1%	2.3%
Attendance rate	95.0%	Down from 95.3%	96.0%	96.3%
Eligible for gifted and talented	2.7%	Down from 4.3%	3.3%	10.4%
With disabilities other than speech	9.3%	Up from 9.1%	7.8%	7.5%
Older than usual for grade	1.6%	No Change	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.4%	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	66.7%	Up from 64.1%	54.2%	56.7%
Continuing contract teachers	74.4%	Down from 84.6%	69.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.9%	Down from 95.3%	82.9%	86.4%
Teacher attendance rate	92.1%	Down from 94.0%	95.0%	94.9%
Average teacher salary	\$46,934	Up 2.0%	\$43,799	\$45,345
Professional development days/teacher	13.9 days	Up from 11.4 days	13.5 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	3.0	4.0
Student-teacher ratio in core subjects	13.6 to 1	Up from 12.5 to 1	16.6 to 1	18.5 to 1
Prime instructional time	85.3%	Down from 87.9%	89.3%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$9,499	Up 0.1%	\$8,147	\$7,052
Percent of expenditures for instruction*	64.7%	Down from 67.8%	68.5%	69.1%
Percent of expenditures for teacher salaries*	60.6%	Up from 59.3%	61.2%	64.2%

\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

Ellore Elementary School serves students of child development age through 8th grade. Eighty-seven percent (87%) of our students receive free or reduced meals. The 2007-2008 goals that were implemented are those reflected in our most recent School Improvement Plan or Innovation Plan. During the 2007-2008 school year, teachers participated in rigorous and ongoing professional development, district-sponsored courses, workshops, conferences, in-services, and other state or local training opportunities.

New materials and resources were purchased to support increased student achievement on the subtests of PACT in ELA, math, science, and social studies in grades K-8. Resources included: four (4) Purple COWs (Curriculum on Wheels for Science and Social Studies), SuccessMaker in two (2) computer labs, the installation of promethean boards in some classrooms, a Star Student program for fourth and fifth grade students, the implementation of a monitored home-school reading connection in all grades, the integration of Brain POP, Waterford, and Great Source into the curriculum, and individual data collection sheets as stated in the school's innovation plan. Measures of Academic Progress (MAP), coupled with Compass Learning-Odyssey and Evans Newton Benchmarks, were used to study strengths and weaknesses of each child in grades 2-8.

An After-School Remediation Program, Saturday Academy, Computer Assisted Instruction, Flexible Grouping, and Summer School were activities conducted at EES to prepare students for PACT 2008. A math coach, instructional facilitator, and specialty area consultants were available to assist teachers with collaborative coaching and implementation of best practices and differentiated instruction.

Members of the Lake Marion Kiwanis Club partnered with EES to recognize students in grades CD-6 at PTA meetings and awards programs for displaying exemplary behavior, academic improvement, and the demonstration of random acts of kindness throughout the year. For the second year, our eighth graders participated in the Gear-Up Program sponsored by SC State University.

Mamie B. DuPree, Ed.D., Interim Principal  
 Felicia Davis, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	26	43	62
Percent satisfied with learning environment	73.1%	90.7%	74.2%
Percent satisfied with social and physical environment	76.0%	86.0%	77.0%
Percent satisfied with school-home relations	42.3%	95.2%	71.7%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 11 out of 19 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

Corrective Action

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.9%	0.0%	No
Student attendance rate	95.0%	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	297	98	33.8	46.4	17.9	1.9	31.9	29.5	48.2	No	Yes
<b>Gender</b>											
Male	151	96.7	43.8	40.8	15.4	0	25.4	22.8	41.7	N/A	N/A
Female	146	99.3	24.1	51.9	20.3	3.8	38.3	36.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	42	97.6	16.2	56.8	16.2	10.8	43.2	38.5	60	I/S	Yes
African American	251	98	36.8	44.8	17.9	0.4	30	28.6	31.7	No	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	52	100	87.8	10.2	2	0	6.1	7.7	16	No	Yes
<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	3	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	251	98	35.1	46.2	17.8	0.9	30.2	26.6	34	No	Yes

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

All Students	297	98.3	40.5	44.7	12.1	2.7	22.7	25	45.8	No	Yes
<b>Gender</b>											
Male	151	97.4	41.2	44.3	11.5	3.1	22.9	24.3	45.6	N/A	N/A
Female	146	99.3	39.8	45.1	12.8	2.3	22.6	25.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	42	100	13.2	60.5	23.7	2.6	36.8	35	59	I/S	Yes
African American	251	98	45.3	42.2	9.9	2.7	20.2	23.9	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	52	100	79.6	18.4	2	0	4.1	10.4	17.1	No	Yes
<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	3	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	251	98.4	42.5	44.2	10.6	2.7	20.8	22.5	31.4	No	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	196	98	55.2	30.8	10.5	3.5	14	17.6	35.7	95	95.8
<b>Gender</b>											
Male	99	98	52.3	32.6	11.6	3.5	15.1	18.2	37.4	94.5	95.5
Female	97	97.9	58.1	29.1	9.3	3.5	12.8	16.8	33.8	95.4	96
<b>Racial/Ethnic Group</b>											
White	29	100	40	40	8	12	20	32.1	49.2	94.8	93.1
African American	164	97.6	57.2	29.7	11	2.1	13.1	16.1	17	94.9	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	98	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.5
<b>Disability Status</b>											
Disabled	36	100	84.8	15.2	0	0	0	5.8	14	93.7	94.9
<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	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	98	98
<b>Socio-Economic Status</b>											
Subsided meals	168	98.2	56	30.7	10.7	2.7	13.3	16.9	21.1	94.9	95.8
<b>Social Studies</b>											
All Students	193	98.5	35.3	45.9	12.9	5.9	18.8	22	34	95	95.8
<b>Gender</b>											
Male	106	98.1	37	42.4	13	7.6	20.7	21	36.6	94.5	95.5
Female	87	98.9	33.3	50	12.8	3.8	16.7	23.2	31.3	95.4	96
<b>Racial/Ethnic Group</b>											
White	22	100	26.3	57.9	10.5	5.3	15.8	33.8	44.5	94.8	93.1
African American	170	98.2	36.7	44.7	13.3	5.3	18.7	20.7	19.1	94.9	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	98	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.5
<b>Disability Status</b>											
Disabled	33	100	54.8	35.5	6.5	3.2	9.7	8.2	14.4	93.7	94.9
<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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	98	98
<b>Socio-Economic Status</b>											
Subsided meals	163	98.8	33.6	47.3	13	6.2	19.2	20.7	21	94.9	95.8

\* 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	45	100	18.6	39.5	41.9	0	41.9
	4	51	98	31.1	53.3	13.3	2.2	15.6
	5	39	100	37.8	48.6	13.5	0	13.5
	6	41	95.1	28.6	31.4	37.1	2.9	40
	7	51	92.2	45.5	45.5	6.8	2.3	9.1
	8	60	98.3	35.1	50.9	14	0	14
<b>2008</b>	3	51	100	21.3	40.4	36.2	2.1	38.3
	4	48	100	33.3	40.5	26.2	0	26.2
	5	52	98.1	28.9	62.2	8.9	0	8.9
	6	43	95.4	46.2	35.9	17.9	0	17.9
	7	45	97.8	26.3	60.5	13.2	0	13.2
	8	58	96.6	46.2	40.4	5.8	7.7	13.5
<b>Mathematics</b>								
<b>2007</b>	3	45	100	30.2	55.8	11.6	2.3	14
	4	51	100	39.1	41.3	15.2	4.3	19.6
	5	39	100	27	54.1	16.2	2.7	18.9
	6	41	95.1	28.6	45.7	20	5.7	25.7
	7	51	92.2	27.3	61.4	9.1	2.3	11.4
	8	60	98.3	22.8	71.9	5.3	0	5.3
<b>2008</b>	3	51	100	46.8	38.3	8.5	6.4	14.9
	4	48	100	38.1	35.7	19	7.1	26.2
	5	52	100	41.3	45.7	13	0	13
	6	43	95.4	35.9	43.6	17.9	2.6	20.5
	7	45	97.8	36.8	55.3	7.9	0	7.9
	8	58	96.6	42.3	50	7.7	0	7.7
<b>Science</b>								
<b>2007</b>	3	23	100	61.9	28.6	9.5	0	9.5
	4	51	100	56.5	21.7	21.7	0	21.7
	5	19	100	55.6	27.8	11.1	5.6	16.7
	6	21	95.2	35.3	35.3	23.5	5.9	29.4
	7	51	92.2	59.1	25	13.6	2.3	15.9
	8	30	100	55.2	37.9	6.9	0	6.9
<b>2008</b>	3	26	100	41.7	33.3	25	0	25
	4	48	100	33.3	47.6	14.3	4.8	19
	5	26	100	79.2	20.8	0	0	0
	6	22	95.5	60	15	15	10	25
	7	45	97.8	57.9	36.8	5.3	0	5.3
	8	29	93.1	75	12.5	4.2	8.3	12.5
<b>Social Studies</b>								
<b>2007</b>	3	22	100	9.1	45.5	22.7	22.7	45.5
	4	51	100	45.7	43.5	10.9	0	10.9
	5	20	100	47.4	47.4	5.3	0	5.3
	6	20	95	27.8	50	22.2	0	22.2
	7	51	92.2	61.4	27.3	9.1	2.3	11.4
	8	29	100	57.1	39.3	3.6	0	3.6
<b>2008</b>	3	25	96	22.7	45.5	22.7	9.1	31.8
	4	48	100	9.5	57.1	19	14.3	33.3
	5	26	100	40.9	36.4	18.2	4.5	22.7
	6	21	95.2	31.6	42.1	21.1	5.3	26.3
	7	45	97.8	52.6	47.4	0	0	0
	8	28	100	59.3	37	3.7	0	3.7

Abbreviations for Missing Data

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