



## Ebenezer Avenue Elementary

242 Ebenezer Avenue  
Rock Hill, SC 29730

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	334 Students	
<b>Principal</b>	Tanya Campbell	803-981-1435
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# 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	Average	Below Average
2006	Average	At-Risk
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**

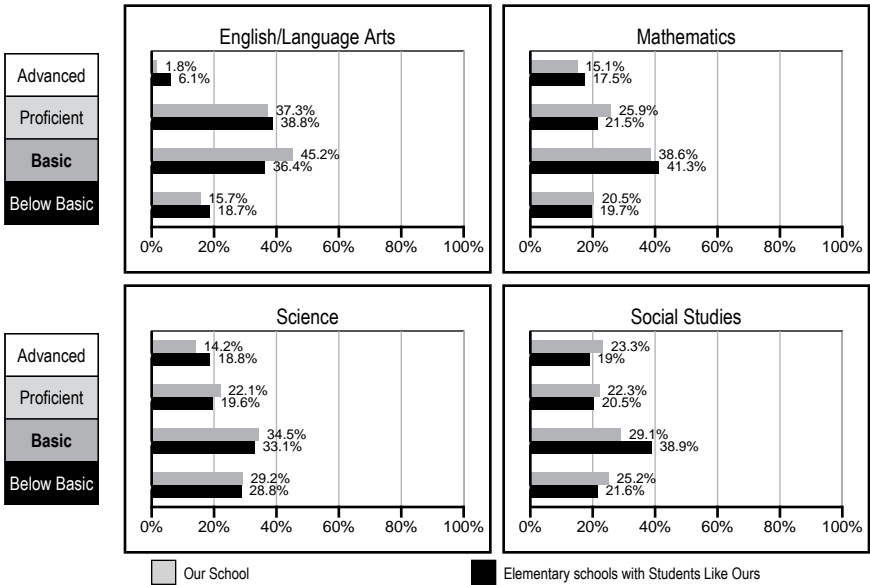
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.6%

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

Excellent	Good	Average	Below Average	At-Risk
0	13	62	11	1

\* 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 | /S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=334)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 0.3%	2.3%	2.3%
Attendance rate	96.9%	Up from 96.4%	96.3%	96.3%
Eligible for gifted and talented	10.5%	Down from 16.1%	12.5%	10.4%
With disabilities other than speech	14.6%	Up from 9.9%	8.2%	7.5%
Older than usual for grade	0.7%	Up from 0.0%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	59.3%	Up from 53.8%	55.8%	56.7%
Continuing contract teachers	66.7%	Down from 69.2%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.1%	Up from 94.9%	87.9%	86.4%
Teacher attendance rate	96.9%	No Change	95.2%	94.9%
Average teacher salary	\$47,172	Up 3.7%	\$45,138	\$45,345
Professional development days/teacher	7.7 days	Down from 8.9 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 20.1 to 1	19.0 to 1	18.5 to 1
Prime instructional time	92.6%	Up from 91.7%	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.3%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,826	Up 5.9%	\$6,479	\$7,052
Percent of expenditures for instruction*	71.7%	Down from 72.4%	69.7%	69.1%
Percent of expenditures for teacher salaries*	67.2%	Down from 67.7%	65.1%	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 Ebenezer Avenue Elementary was one filled with lots of excitement and success. The Ebenezer Avenue family continues to grow as a community of learners. We work diligently to improve instruction, student academic performance, involve parents, and increase community support. For the second year, our fifth grade students traveled to Washington DC and our third grade students traveled to Charleston. For the first time, our fourth grade students traveled to Huntsville Alabama for Space Camp. All of these trips enhanced the instruction that had occurred in the class. In addition to these exciting trips the students were exposed to many local and in-school guest speakers, field trips, and performances.

This year, students were given the opportunity to participate in two new after school clubs. The Claymation club met after school to learn more about the art of clay animation. Clay animation is one of many forms of stop motion animation. Each animated piece, either character or background, is "deformable"—made usually of clay. These students worked to produce video clips. Students in grades 3-5 were given the opportunity to participate in a drama club. They worked diligently on reading skills and strategies while learning the lines to Willie Wonka and the Chocolate Factory. The production was completely student-run from the director to the props. This endeavor was a huge success. Through the support of a business partner, the students were able to put on two night performances for their parents and the community. We look forward to this year's production.

SIC and PTO continued to support Ebenezer in every way. Both groups worked to make sure that Ebenezer remains one of the best elementary schools in the state. Through SIC, Ebenezer has been represented at school board meetings and local/state SIC events. Their advocacy efforts are greatly appreciated. Our PTO had a year of firsts. In addition to the countless PTO initiatives, for the first time ever, PTO planned and hosted Ebenezer's inaugural Bingo Night. The focus of this event was not just on fundraising but also on bringing Ebenezer families together for an evening of fun and fellowship. Thanks for a concerned PTO officer, the Ebenezer clothes closet opened this year. Many families benefited from items in the closet.

Teachers in our building have completed curriculum maps to guide instruction in all of the core subjects. The work on these maps was mostly completed on our district late-start days. These maps along with the new district Literacy Guide will be in place for 2008-2009 school year. Math will also be a focus for the upcoming year.

Ebenezer Avenue Elementary looks forward to the 2008-2009 school year. We will continue to keep our expectations high and challenge each student to work hard to achieve success. It is our school's desire to enhance our strong partnerships between students, parents, teachers, and the community to make Ebenezer Avenue Elementary a place where all students "Soar Into Learning."

Tanya Campbell-Principal  
Lisa Knight - SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	56	39
Percent satisfied with learning environment	95.5%	94.5%	97.4%
Percent satisfied with social and physical environment	100.0%	91.1%	94.7%
Percent satisfied with school-home relations	100.0%	91.1%	89.5%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 16 out of 21 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	2.4%	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	96.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

All Students	188	100	15.7	45.2	37.3	1.8	54.2	51.1	48.2	Yes	Yes
<b>Gender</b>											
Male	105	100	17	47.9	34	1.1	50	44.3	41.7	N/A	N/A
Female	83	100	13.9	41.7	41.7	2.8	59.7	58.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	115	100	9.6	39.4	48.1	2.9	67.3	63.9	60	Yes	Yes
African American	55	100	32	48	20	0	34	31.8	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	13	100	0	75	25	0	37.5	40.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
<b>Disability Status</b>											
Disabled	42	100	50	37.5	12.5	0	27.5	17.9	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	10	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	100	100	24.1	48.3	26.4	1.1	43.7	33.6	34	Yes	Yes

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

All Students	188	100	20.5	38.6	25.9	15.1	51.2	51.1	45.8	Yes	Yes
<b>Gender</b>											
Male	105	100	20.2	36.2	27.7	16	52.1	50.3	45.6	N/A	N/A
Female	83	100	20.8	41.7	23.6	13.9	50	52.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	115	100	12.5	36.5	29.8	21.2	58.7	64.6	59	Yes	Yes
African American	55	100	36	38	22	4	38	30	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	13	100	25	50	12.5	12.5	50	42.7	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	42	100	65	20	12.5	2.5	15	19	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	10	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	100	100	29.9	35.6	24.1	10.3	46	35	31.4	No	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
<b>Science</b>											
All Students	126	100	29.2	34.5	22.1	14.2	36.3	37.8	35.7	96.9	96.6
<b>Gender</b>											
Male	66	100	24.1	37.9	20.7	17.2	37.9	38.2	37.4	96.8	96.5
Female	60	100	34.5	30.9	23.6	10.9	34.5	37.4	33.8	97	96.7
<b>Racial/Ethnic Group</b>											
White	76	100	20.3	36.2	23.2	20.3	43.5	51.3	49.2	96.8	96.6
African American	38	100	40	34.3	20	5.7	25.7	17	17	97.1	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	97.7	97.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	96.7	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	97.1	94.8
<b>Disability Status</b>											
Disabled	29	100	75	14.3	10.7	0	10.7	16.1	14	96.7	95.6
<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	7	I/S	I/S	I/S	I/S	I/S	I/S	24.7	24.4	97.4	96.6
<b>Socio-Economic Status</b>											
Subsided meals	69	100	40.6	31.3	20.3	7.8	28.1	19.5	21.1	96.9	95.9
<b>Social Studies</b>											
All Students	122	100	25.2	29.1	22.3	23.3	45.6	38.8	34	96.9	96.6
<b>Gender</b>											
Male	71	100	24.2	30.6	21	24.2	45.2	40.3	36.6	96.8	96.5
Female	51	100	26.8	26.8	24.4	22	46.3	37.3	31.3	97	96.7
<b>Racial/Ethnic Group</b>											
White	73	100	22.2	28.6	22.2	27	49.2	49.4	44.5	96.8	96.6
African American	36	100	34.4	31.3	15.6	18.8	34.4	22.6	19.1	97.1	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	97.7	97.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	30.9	27.5	96.7	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	97.1	94.8
<b>Disability Status</b>											
Disabled	29	100	63	18.5	18.5	0	18.5	18	14.4	96.7	95.6
<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	7	I/S	I/S	I/S	I/S	I/S	I/S	25.3	27.3	97.4	96.6
<b>Socio-Economic Status</b>											
Subsided meals	62	100	39.2	25.5	13.7	21.6	35.3	24	21	96.9	95.9

\* 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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	49	100	7.3	29.3	61	2.4	63.4	
	4	52	98.1	8.9	42.2	44.4	4.4	48.9	
	5	67	100	25.8	43.5	29	1.6	30.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	62	100	8.9	39.3	48.2	3.6	51.8	
	4	60	100	14	52	32	2	34	
	5	66	100	23.3	45	31.7	0	31.7	
	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>Mathematics</b>									
<b>2007</b>	3	49	100	12.2	51.2	29.3	7.3	36.6	
	4	52	98.1	17.8	35.6	26.7	20	46.7	
	5	67	100	29	29	29	12.9	41.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	62	100	12.5	50	25	12.5	37.5	
	4	60	100	16	34	22	28	50	
	5	66	100	31.7	31.7	30	6.7	36.7	
	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	24	100	42.1	21.1	31.6	5.3	36.8	
	4	52	98.1	37.8	24.4	22.2	15.6	37.8	
	5	34	100	30	50	6.7	13.3	20	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	32	100	16.1	35.5	32.3	16.1	48.4	
	4	60	100	26	32	24	18	42	
	5	34	100	46.9	37.5	9.4	6.3	15.6	
	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	
<b>Social Studies</b>									
<b>2007</b>	3	25	100	4.5	40.9	27.3	27.3	54.5	
	4	52	98.1	22.2	33.3	15.6	28.9	44.4	
	5	33	100	37.5	25	28.1	9.4	37.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	30	100	16	32	24	28	52	
	4	60	100	22	32	24	22	46	
	5	32	100	39.3	21.4	17.9	21.4	39.3	
	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	

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