



## MT. ZION ELEMENTARY

3464 River Road  
Johns Island, SC 29455

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	247 Students	
<b>Principal</b>	Deborah Fordham	843-559-3841
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Excellent</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	Average
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

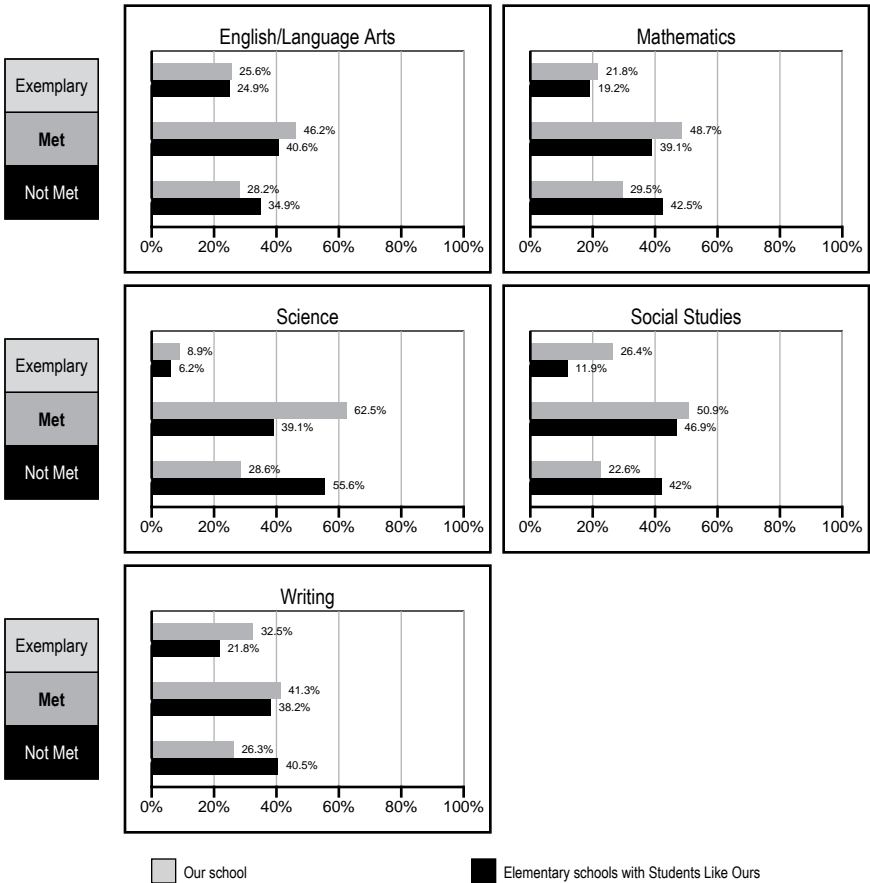
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	78	56	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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=247)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.8%	100.0%	100.0%
Retention rate	1.0%	Down from 1.1%	1.5%	1.2%
Attendance rate	95.9%	Down from 96.3%	95.9%	96.1%
Eligible for gifted and talented	4.4%	Down from 6.0%	4.3%	11.7%
With disabilities other than speech	6.6%	Up from 2.6%	8.4%	8.0%
Older than usual for grade	1.2%	Up from 0.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.5%	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	36.8%	Down from 38.9%	60.0%	60.5%
Continuing contract teachers	63.2%	Up from 55.6%	78.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.5%	Up from 73.0%	83.4%	87.0%
Teacher attendance rate	96.5%	Up from 95.1%	95.4%	95.4%
Average teacher salary*	\$42,126	Up 6.4%	\$45,509	\$47,288
Professional development days/teacher	10.2 days	Up from 6.7 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 21.3 to 1	17.2 to 1	19.2 to 1
Prime instructional time	92.1%	Up from 91.0%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,548	Down 16.7%	\$8,762	\$7,548
Percent of expenditures for instruction**	63.0%	Up from 58.3%	68.1%	68.7%
Percent of expenditures for teacher salaries**	60.0%	Up from 52.7%	62.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The mission of Mt. Zion Elementary School, working in partnership with students, staff, parents, and the community, is to ensure that all students are provided a high quality education through a curriculum that utilizes approaches based on content advancement, analysis of abstract themes or concepts, development of complex thinking processes, and transformation of learning into creative products.

This mission drives the decisions made about all facets of the programs offered at our school. We make every effort to reach students where they are, while requiring them to reach higher and dig deeper.

This year, in an effort to develop our students' minds, bodies, and spirits, our school participated in "Arts to Go" through the Gibbes Museum of Art. Students were taught by an artist hired by the Gibbes and took several trips to the museum throughout the year to view exhibits from which their lessons were planned. It was very successful, and we plan to expand the program next year.

We invite our entire school community to join us in achieving our mission. You are invited to visit, get involved, and to help us make a difference in the lives of our future leaders of America.

Deborah Fordham, Principal  
 Anthony Frasier, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	5	24	12
Percent satisfied with learning environment	80.0%	91.7%	75.0%
Percent satisfied with social and physical environment	60.0%	91.7%	91.7%
Percent satisfied with school-home relations	40.0%	91.7%	91.7%

\* 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

YES

This school met 13 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	90	100	27.5	47.5	25	88.8	85	83.5	Yes	Yes
<b>Gender</b>										
Male	43	100	34.2	47.4	18.4	81.6	81.6	80.1	N/A	N/A
Female	47	100	21.4	47.6	31	95.2	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	95.3	89.6	I/S	I/S
African American	54	100	24.5	46.9	28.6	89.8	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	26	100	34.8	39.1	26.1	87	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	35	40	25	85	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	82	100	30.6	45.8	23.6	87.5	76.4	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	90	100	30	48.8	21.3	85	81	80.4	Yes	Yes
<b>Gender</b>										
Male	43	100	39.5	39.5	21.1	84.2	78.9	78.4	N/A	N/A
Female	47	100	21.4	57.1	21.4	85.7	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	94.5	87.8	I/S	I/S
African American	54	100	30.6	53.1	16.3	85.7	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	26	100	26.1	43.5	30.4	87	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	25	40	35	85	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	82	100	30.6	48.6	20.8	84.7	70.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	64	100	28.1	63.2	8.8	71.9	67.4	67.3
<b>Gender</b>								
Male	27	100	20.8	66.7	12.5	79.2	66.2	66.9
Female	37	100	33.3	60.6	6.1	66.7	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	6	I/S	I/S	I/S	I/S	I/S	89	79.6
African American	37	100	35.3	58.8	5.9	64.7	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	21	100	22.2	72.2	5.6	77.8	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
<b>Disability Status</b>								
Disabled	3	I/S	I/S	I/S	I/S	I/S	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	16	100	25	68.8	6.3	75	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	57	100	30	62	8	70	49.3	55.4
<b>Social Studies</b>								
All Students	63	100	22.2	51.9	25.9	77.8	73.8	70.9
<b>Gender</b>								
Male	32	100	33.3	55.6	11.1	66.7	72.3	70.1
Female	31	100	11.1	48.1	40.7	88.9	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	5	I/S	I/S	I/S	I/S	I/S	90.1	79.2
African American	36	100	22.6	51.6	25.8	77.4	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	21	100	16.7	55.6	27.8	83.3	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
<b>Disability Status</b>								
Disabled	3	I/S	I/S	I/S	I/S	I/S	38.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	16	100	13.3	60	26.7	86.7	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	59	100	24	52	24	76	60.2	60.8

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	90	97.8	26.3	41.3	32.5	73.8	75	72.1	95.9	95.7
<b>Gender</b>										
Male	43	95.4	36.1	36.1	27.8	63.9	69.1	65.2	95.8	95.5
Female	47	100	18.2	45.5	36.4	81.8	81	79.2	96	95.8
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	91	80.8	93.5	95.8
African American	53	96.2	21.3	44.7	34	78.7	60.2	59.7	96.2	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	96.2	97
Hispanic	27	100	36	32	32	64	63.7	64.6	96.3	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
<b>Disability Status</b>										
Disabled	4	I/S	I/S	I/S	I/S	I/S	28.4	27.7	94.1	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	21	100	33.3	33.3	33.3	66.7	63.5	63.7	97	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	81	98.8	26	43.8	30.1	74	61.1	61.9	95.9	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	35	100	17.2	44.8	37.9	82.8
	4	26	100	37.5	54.2	8.3	62.5
	5	33	100	10.7	53.6	35.7	89.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	28	100	23.1	42.3	34.6	76.9
	4	37	100	29	41.9	29	71
	5	25	100	30.4	60.9	8.7	69.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	35	100	37.9	31	31	62.1
	4	26	100	N/AV	N/AV	N/AV	66.7
	5	33	100	17.9	57.1	25	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	28	100	42.3	42.3	15.4	57.7
	4	37	100	16.1	48.4	35.5	83.9
	5	25	100	34.8	56.5	8.7	65.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	18	100	N/AV	N/AV	N/AV	57.1
	4	26	100	N/AV	N/AV	N/AV	41.7
	5	17	100	N/AV	N/AV	N/AV	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	15	100	42.9	35.7	21.4	57.1
	4	37	100	19.4	77.4	3.2	80.6
	5	12	100	33.3	58.3	8.3	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	17	100	43.8	37.5	18.8	56.3
	4	26	100	29.2	62.5	8.3	70.8
	5	16	100	15.4	69.2	15.4	84.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	13	100	N/A	N/A	N/A	58.3
	4	37	100	12.9	45.2	41.9	87.1
	5	13	100	27.3	63.6	9.1	72.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	36	100	16.7	43.3	40	83.3
	4	28	92.9	60.9	34.8	4.3	39.1
	5	33	100	17.9	57.1	25	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	28	96.4	28	32	40	72
	4	36	100	21.9	40.6	37.5	78.1
	5	26	96.2	30.4	52.2	17.4	69.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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