

SOUTH ELEMENTARY

900 Patriot Street
Dillon, SC 29536

Grades	PK-3 Elementary School	
Enrollment	304 Students	
Principal	Jayne Lee	843-774-1210
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**Average**
2009	Average	At-Risk
2008	Good	Good
2007	Good	Below Average
2006	Good	Excellent

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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

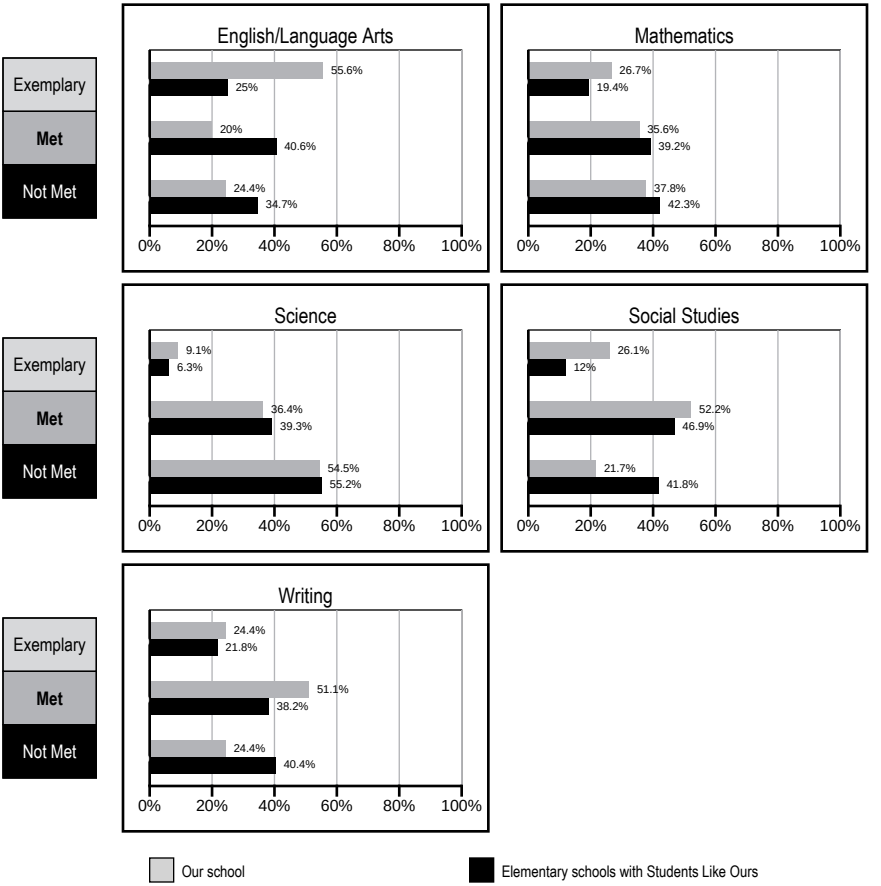
Percent of students tested in 2009-10 whose 2008-09 test scores were located	.%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	82	58	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
Students (n=304)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	11.8%	Up from 4.7%	1.5%	1.2%
Attendance rate	96.5%	Up from 96.4%	95.9%	96.1%
Eligible for gifted and talented	5.8%	Up from 0.0%	4.5%	11.7%
With disabilities other than speech	7.1%	Up from 6.6%	8.4%	8.0%
Older than usual for grade	4.3%	Up from 2.6%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	60.0%	Up from 59.3%	60.0%	60.5%
Continuing contract teachers	88.0%	Up from 81.5%	78.9%	84.6%
Teachers with emergency or provisional certificates	4.2%	Up from 4.0%	0.0%	0.0%
Teachers returning from previous year	93.7%	Up from 91.6%	83.4%	87.0%
Teacher attendance rate	95.1%	Down from 96.2%	95.4%	95.4%
Average teacher salary*	$43,518	Down 6.1%	$45,499	$47,288
Professional development days/teacher	12.3 days	Up from 9.9 days	10.6 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.6 to 1	17.2 to 1	19.2 to 1
Prime instructional time	90.9%	Up from 90.8%	90.4%	90.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$8,409	Up 8.1%	$8,719	$7,548
Percent of expenditures for instruction**	69.1%	Up from 68.7%	68.0%	68.7%
Percent of expenditures for teacher salaries**	61.5%	Down from 62.9%	62.4%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At South Elementary, we strongly believe children come first. Our motto this year has been “South Elementary: A School Where Dreams Come True.” South Elementary strives to ensure that all students become productive, caring, life-long learners by providing challenging, innovative, and successful learning experiences. We continued as a Reading First school and emphasized the importance of reading and the role it plays in all subject areas. The curriculum is rigorous and driven by the South Carolina state standards. South served 318 students in pre-kindergarten through third grade. South Elementary is 96.6% free and reduced lunch and recognized as a Title 1 School. The student population averages 82% African-American, 7% white and 1% Hispanic.

The teachers at South Elementary work hard to continuously learn and improve their teaching practices. The faculty and staff at South participate in a variety of learning experiences, such as weekly grade-level meetings, site visits to other schools, staff development, professional development, study groups, and on-line activities.

At South, we feel that parental involvement is essential in the overall success of students. South Elementary is a member of the NNPS (National Network of Partnership Schools) and works hard to provide opportunities for parent/community participation throughout the school year. One example of a parental involvement is Magical Moments. Magical Moments is an opportunity for parents to join their children in the school’s library, where they listen to stories, learn important reading strategies, and check out books. Other opportunities for school-wide involvement include Grandparents’ Day, the Spring Fling/Field Day, National Education Week, grade-level performances/assemblies, Reading Counts, Reading is Fundamental (RIF), School Improvement Council (SIC), the Parent Teacher Organization (PTO), and much more! Individual classrooms also offer opportunities, such as an Author’s Tea, Book-in-a-Bag, and interdisciplinary units for parents to visit classrooms and celebrate student successes.

With a strong commitment to enhancing each individual student’s education through research-based programs and innovative teaching techniques, it is evident that at South Elementary “Great Things Happen!”

Carla S. Angus, Principal
Valarie Graves, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	49	37
Percent satisfied with learning environment	96.2%	100.0%	91.9%
Percent satisfied with social and physical environment	100.0%	100.0%	89.2%
Percent satisfied with school-home relations	84.6%	100.0%	86.5%

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

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School Adequate Yearly Progress

YES

This school met 9 out of 9 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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SOUTH ELEMENTARY										03/09/11-1702008
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	49	100	24.4	20	55.6	86.7	71.7	83.5	Yes	Yes
Gender										
Male	29	100	25.9	29.6	44.4	81.5	68.7	80.1	N/A	N/A
Female	20	100	22.2	5.6	72.2	94.4	74.8	87	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	81.7	89.6	I/S	I/S
African American	37	100	22.9	25.7	51.4	88.6	69	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	90.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	72.9	85.1	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	38.4	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	64.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	44	100	26.8	22	51.2	85.4	69.9	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	49	100	37.8	35.6	26.7	75.6	70.8	80.4	Yes	Yes
Gender										
Male	29	100	37	37	25.9	74.1	69.6	78.4	N/A	N/A
Female	20	100	38.9	33.3	27.8	77.8	72.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	82.6	87.8	I/S	I/S
African American	37	100	40	40	20	77.1	67.8	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	86.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.8	83.2	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	37.7	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	60	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	44	100	41.5	36.6	22	73.2	69.1	72.8	Yes	Yes

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

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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
Science								
All Students	24	100	54.5	36.4	9.1	45.5	45.2	67.3
Gender								
Male	12	100	54.5	36.4	9.1	45.5	46.9	66.9
Female	12	100	54.5	36.4	9.1	45.5	43.5	67.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	68.7	79.6
African American	17	100	64.7	29.4	5.9	35.3	38.1	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	56.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	48.4	69.5
Disability Status								
Disabled	1	I/S	I/S	I/S	I/S	I/S	14.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	41.1	58.6
Socio-Economic Status								
Subsidized meals	22	100	57.1	33.3	9.5	42.9	42.5	55.4
Social Studies								
All Students	25	100	21.7	52.2	26.1	78.3	50.9	70.9
Gender								
Male	17	100	18.8	56.3	25	81.3	50.3	70.1
Female	8	I/S	I/S	I/S	I/S	I/S	51.4	71.7
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	61.5	79.2
African American	20	100	22.2	55.6	22.2	77.8	47.3	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	71	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	62.1	71.2
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	21.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	48.1	68
Socio-Economic Status								
Subsidized meals	22	100	25	60	15	75	48.2	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
Writing										
All Students	49	100	24.4	51.1	24.4	75.6	60.6	72.1	96.5	95.9
Gender										
Male	29	100	33.3	48.1	18.5	66.7	52.9	65.2	96.6	95.7
Female	20	100	11.1	55.6	33.3	88.9	68.7	79.2	96.2	96
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	74.9	80.8	94.9	95
African American	38	100	25.7	51.4	22.9	74.3	55.6	59.7	96.7	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	81.1	64.6	96.4	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.4	96.3	93.6
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	19.1	27.7	95.7	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	54.2	63.7	98.3	97.7
Socio-Economic Status										
Subsidized meals	44	100	26.8	48.8	24.4	73.2	58	61.9	96.5	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	67	100	32.8	39.3	27.9	67.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	49	100	24.4	20	55.6	75.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
Mathematics							
2009	3	67	100	42.6	44.3	13.1	57.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	49	100	37.8	35.6	26.7	62.2
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
Science							
2009	3	34	100	61.3	35.5	3.2	38.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	24	100	54.5	36.4	9.1	45.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	33	100	16.7	60	23.3	83.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	25	100	21.7	52.2	26.1	78.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
Writing							
2009	3	66	97	31.7	41.7	26.7	68.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	49	100	24.4	51.1	24.4	75.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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