



## ELLOREE ELEMENTARY

200 Warrior Drive  
Elloree, South Carolina

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	439 Students	
<b>Principal</b>	Mamie B. DuPree	803-897-2233
<b>Superintendent</b>	Dr. Cynthia Cash-Greene	803-496-3288
<b>Board Chair</b>	Robert Williams	803-496-3288

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

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

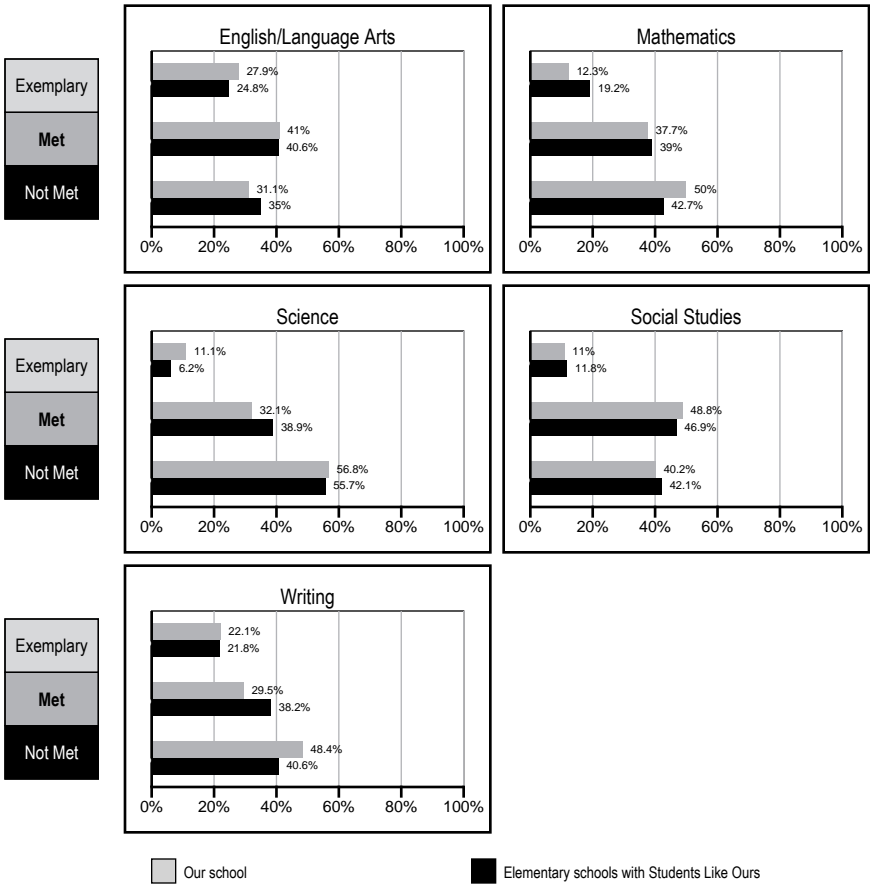
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	75	55	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=439)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Up from 0.9%	1.5%	1.2%
Attendance rate	94.7%	Down from 95.2%	95.9%	96.1%
Eligible for gifted and talented	1.9%	Up from 1.3%	4.3%	11.7%
With disabilities other than speech	13.1%	Up from 9.3%	8.3%	8.0%
Older than usual for grade	1.6%	Down from 2.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	73.0%	Up from 65.9%	60.0%	60.5%
Continuing contract teachers	89.2%	Up from 70.7%	79.3%	84.6%
Teachers with emergency or provisional certificates	2.8%	Up from 2.6%	0.0%	0.0%
Teachers returning from previous year	93.5%	Up from 91.5%	83.7%	87.0%
Teacher attendance rate	91.2%	Down from 92.7%	95.4%	95.4%
Average teacher salary*	\$48,485	Down 1.6%	\$45,499	\$47,288
Professional development days/teacher	12.9 days	Up from 11.0 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.5	Up from 1.5	3.0	4.0
Student-teacher ratio in core subjects	13.4 to 1	Down from 14.8 to 1	17.2 to 1	19.2 to 1
Prime instructional time	84.9%	Down from 87.3%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 64.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,952	Down 5.4%	\$8,762	\$7,548
Percent of expenditures for instruction**	65.4%	Down from 66.8%	68.2%	68.7%
Percent of expenditures for teacher salaries**	60.3%	Up from 56.8%	62.6%	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

Ellore Elementary/Middle School serves students of child development age through 8th grade. Ninety-five percent (95%) of our students receive free or reduced meals. The 2009-2010 goals that were implemented are those reflected in our most recent School Renewal Plan. During the school year, teachers participated in meaningful and ongoing professional development, district-sponsored courses, workshops, and other state or local training opportunities. All professional development activities are geared toward instructional improvement and enhancement.

We continued the use of innovative materials and resources to support increased student achievement on the subtests of PASS in ELA, math, science, and social studies. We also enhanced instruction by utilizing the district-wide literacy program, SIPPS (Systematic Instruction in Phoneme Awareness Phonics and Sight Words Program). This literacy initiative aims to ensure that every student becomes a fluent and proficient reader. Measures of Academic Progress (MAP) and benchmark testing were used to study strengths and weaknesses of students in grades 3-8 and to inform instruction.

In order for learning to be sustained during the summer months of 2010, Ellore Elementary/Middle participated in the district-wide initiative of the Summer Reading and Math Program. All students in grades 5K-8th received a backpack containing books with accompanying skill sheets. A Math Problem of the Day Calendar for the months of June and July were also placed in the backpacks. These calendars provided a math problem based on a grade-level state math standard. Teachers provided incentives when school reopened for all students who successfully completed activities.

Through the collaborative efforts between school, home, and community, we will continue to create a positive, nurturing learning environment that fosters high expectations for all of our students. Our school's motto, "Excellence without Excuse" means we strive for a high level of academic success for all of our students.

Mamie B. DuPree, Ed.D, Principal  
 Edie Shelton, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	36	27
Percent satisfied with learning environment	72.7%	83.3%	77.8%
Percent satisfied with social and physical environment	77.3%	74.3%	84.6%
Percent satisfied with school-home relations	50.0%	86.1%	74.1%

\* 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 15 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

R

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No
Student attendance rate	94.7%	94.0%*	Yes

\* Or greater than last year

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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	277	97.1	41.5	37.1	21.4	73.4	73.1	83.5	Yes	Yes
<b>Gender</b>										
Male	139	98.6	44.3	39.3	16.4	71.3	71.3	80.1	N/A	N/A
Female	138	95.7	38.9	34.9	26.2	75.4	74.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	28	100	24	24	52	88	82.9	89.6	I/S	I/S
African American	239	96.7	44.2	38.6	17.2	71.2	72	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	88.2	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	53	94.3	73.9	21.7	4.3	45.7	41.7	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	256	96.9	42	37.7	20.3	73.2	72.7	76.9	Yes	Yes

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

All Students	277	97.1	52.8	38.7	8.5	63.3	63.3	80.4	Yes	Yes
<b>Gender</b>										
Male	139	98.6	52.5	39.3	8.2	64.8	63.3	78.4	N/A	N/A
Female	138	95.7	53.2	38.1	8.7	61.9	63.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	28	100	36	44	20	76	76.9	87.8	I/S	I/S
African American	239	96.7	55.3	38.6	6	61.4	61.7	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.5	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	53	94.3	N/A	N/A	N/A	19.6	22.7	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	90.9	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	256	96.9	53.7	39	7.4	63.2	62.4	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	176	99.4	60.9	31.1	8.1	39.1	49.9	67.3
<b>Gender</b>								
Male	89	100	55.1	37.2	7.7	44.9	55.3	66.9
Female	87	98.9	66.3	25.3	8.4	33.7	44.3	67.7
<b>Racial/Ethnic Group</b>								
White	24	95.8	23.8	42.9	33.3	76.2	73.3	79.6
African American	143	100	67.7	29.3	3	32.3	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.7	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>								
Disabled	35	100	N/A	N/A	N/A	6.1	15.6	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	164	99.4	63.2	28.9	7.9	36.8	48	55.4
<b>Social Studies</b>								
All Students	183	96.2	51.9	38.3	9.9	48.1	57.6	70.9
<b>Gender</b>								
Male	92	96.7	53.8	37.5	8.8	46.3	57.4	70.1
Female	91	95.6	50	39	11	50	57.9	71.7
<b>Racial/Ethnic Group</b>								
White	17	100	42.9	28.6	28.6	57.1	71.6	79.2
African American	161	95.7	52.4	39.9	7.7	47.6	56.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	28	75	N/A	N/A	N/A	5.6	24.4	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	68
<b>Socio-Economic Status</b>								
Subsidized meals	168	95.8	52.7	38	9.3	47.3	56.4	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	273	95.6	45.9	37.3	16.8	54.1	54.6	72.1	94.7	94.7
<b>Gender</b>										
Male	138	94.9	47.9	38.7	13.4	52.1	50.9	65.2	94.4	94.2
Female	135	96.3	44	36	20	56	58.2	79.2	95.1	95.2
<b>Racial/Ethnic Group</b>										
White	27	96.3	16.7	50	33.3	83.3	66.7	80.8	90.9	91.4
African American	236	95.3	49.1	36.8	14.2	50.9	53	59.7	95.1	95.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	94.7	97.2
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70.6	64.6	96.9	95.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.4	91	87.7
<b>Disability Status</b>										
Disabled	54	83.3	81.4	16.3	2.3	18.6	16.2	27.7	93.4	93.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	63.7	96.8	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	252	95.6	46.7	37.9	15.4	53.3	53.3	61.9	94.8	94.7

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	53	100	53.1	18.4	28.6	46.9
	4	50	100	32.6	41.9	25.6	67.4
	5	48	100	28.3	45.7	26.1	71.7
	6	54	100	45.1	45.1	9.8	54.9
	7	49	95.9	52.4	33.3	14.3	47.6
	8	47	100	37.2	53.5	9.3	62.8
<b>2010</b>	3	40	100	21.1	34.2	44.7	78.9
	4	46	100	48.8	39	12.2	51.2
	5	47	100	25	47.7	27.3	75
	6	47	97.9	41.5	41.5	17.1	58.5
	7	49	89.8	52.4	33.3	14.3	47.6
	8	48	95.8	59.5	26.2	14.3	40.5
<b>Mathematics</b>							
<b>2009</b>	3	53	100	55.1	34.7	10.2	44.9
	4	50	100	41.9	30.2	27.9	58.1
	5	48	100	39.1	47.8	13	60.9
	6	54	100	51	47.1	2	49
	7	49	95.9	50	47.6	2.4	50
	8	47	100	65.1	32.6	2.3	34.9
<b>2010</b>	3	40	100	55.3	36.8	7.9	44.7
	4	46	100	48.8	39	12.2	51.2
	5	47	100	47.7	36.4	15.9	52.3
	6	47	97.9	46.3	43.9	9.8	53.7
	7	49	89.8	61.9	35.7	2.4	38.1
	8	48	95.8	57.1	40.5	2.4	42.9
<b>Science</b>							
<b>2009</b>	3	27	100	61.5	30.8	7.7	38.5
	4	50	98	44.2	51.2	4.7	55.8
	5	24	100	30.4	65.2	4.3	69.6
	6	27	96.3	73.1	19.2	7.7	26.9
	7	48	95.8	50	45.2	4.8	50
	8	24	100	N/AV	N/AV	N/AV	19
<b>2010</b>	3	20	100	52.6	36.8	10.5	47.4
	4	46	100	58.5	34.1	7.3	41.5
	5	22	100	57.1	23.8	19	42.9
	6	22	100	N/A	N/A	N/A	47.4
	7	44	100	71.4	23.8	4.8	28.6
	8	22	95.5	63.2	26.3	10.5	36.8

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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	26	100	47.8	39.1	13	52.2
	4	50	100	20.9	60.5	18.6	79.1
	5	24	100	43.5	47.8	8.7	56.5
	6	27	100	N/AV	N/AV	N/AV	76
	7	49	93.9	70.7	24.4	4.9	29.3
	8	25	96	47.6	42.9	9.5	52.4
<b>2010</b>	3	20	100	47.4	42.1	10.5	52.6
	4	46	100	36.6	53.7	9.8	63.4
	5	25	100	43.5	43.5	13	56.5
	6	25	84	36.8	47.4	15.8	63.2
	7	43	100	82.9	9.8	7.3	17.1
	8	24	87.5	47.4	47.4	5.3	52.6
<b>Writing</b>							
<b>2009</b>	3	53	96.2	42.6	38.3	19.1	57.4
	4	50	98	38.6	40.9	20.5	61.4
	5	48	97.9	39.1	34.8	26.1	60.9
	6	55	94.6	43.1	47.1	9.8	56.9
	7	47	100	37.2	46.5	16.3	62.8
	8	46	93.5	52.4	42.9	4.8	47.6
<b>2010</b>	3	40	100	47.4	31.6	21.1	52.6
	4	46	100	61	24.4	14.6	39
	5	45	95.6	35.7	33.3	31	64.3
	6	48	93.8	32.5	52.5	15	67.5
	7	47	89.4	51.2	43.9	4.9	48.8
	8	47	95.7	47.6	38.1	14.3	52.4

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