



PLANTERSVILLE ELEMENTARY

1668 Exodus Drive
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	108 Students	
Principal	Ms. Beverly Gardner-Grate	843-546-8454
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Good
2008	Below Average	At-Risk
2007	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 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://eoc.sc.gov>

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

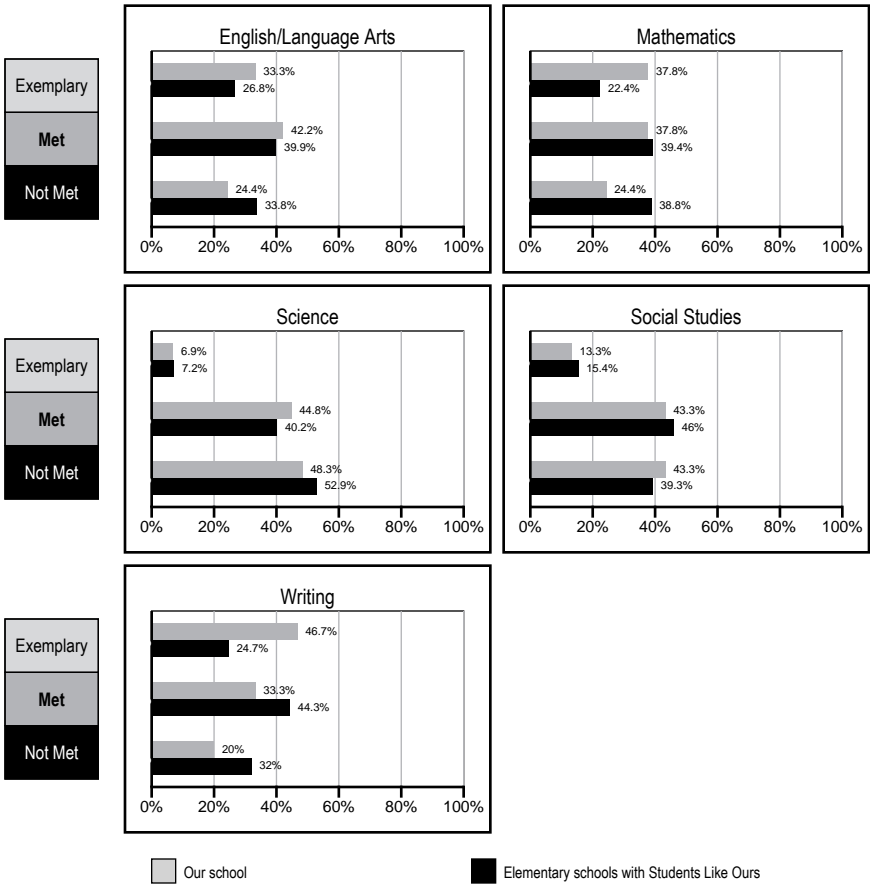
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	92	52	23

* Ratings are calculated with data available by 11/09/2011.

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=108)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.8%	1.5%	1.1%
Attendance rate	96.6%	Down from 97.2%	96.1%	96.2%
Served by gifted and talented program	8.7%	Up from 3.8%	5.4%	13.4%
With disabilities other than speech	2.9%	Down from 4.1%	4.3%	4.1%
Older than usual for grade	0.0%	No Change	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	55.6%	No Change	61.7%	62.5%
Continuing contract teachers	77.8%	Up from 66.7%	82.4%	88.2%
Teachers returning from previous year	78.4%	Down from 79.6%	84.7%	87.8%
Teacher attendance rate	96.8%	Up from 94.6%	95.2%	95.2%
Average teacher salary*	\$45,377	Down 6.9%	\$45,139	\$46,773
Professional development days/teacher	7.9 days	Up from 6.4 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	13.9 to 1	Down from 15.4 to 1	17.6 to 1	19.9 to 1
Prime instructional time	92.1%	Up from 89.5%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$11,938	Down 10.6%	\$8,435	\$7,447
Percent of expenditures for instruction**	53.1%	Up from 49.8%	67.8%	68.4%
Percent of expenditures for teacher salaries**	51.7%	Up from 46.7%	64.2%	65.8%

* 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 2010-2011 school year at Plantersville Elementary School was a partnership between students, parents, staff, and the community. We focused on unity, which allowed staff members as well as stakeholders to bridge the education gap. Staff members worked together to set and meet goals for the year, which were shared with all stake holders. We continued to focus on the needs of our students by providing interventions daily. Our students were given additional learning opportunities through our Plantersville Saturday Academy, Plantersville Summer Academy, Blue Print Leadership Academy, computer lab time, and parenting as well as family programs. The resources assisted in bridging the gaps in learning. We were very proud to be recipients of the Palmetto Silver Award and Closing the Achievement Gap for students' performance on the 2010 PASS Test. In our efforts to continue to move our students forward academically, data became our focus. We collected, analyzed, and used data to identify and plan for needed changes in the instructional program. All of our students in kindergarten through fifth grade took the MAP tests in the Fall, Winter, and Spring of the 2010-2011 school year. Data was monitored and used to make informed instructional decisions. Small group instruction and SuccessMaker were incorporated to address deficiencies and mastery of skills. A part-time Learning Specialist and Curriculum Coach sustained the Response to Intervention (RtI) program. Professional development opportunities were provided to train staff members in meeting the needs of all learners. Literacy Days were held each nine weeks to monitor the progress of the students and to plan and execute intervention strategies tailored to the needs of each individual student. Professional Learning Teams were developed as the Learning Specialist and Curriculum Coach assisted teachers in teaching with fidelity. The focus of our Professional Learning Teams was literacy; teachers collaborated to employ Balanced Literacy in all of the classrooms. Instructional conferences were held where teachers, parents, and administration met to share and discuss student data.

Parent and community involvement has also been a central part of our successful school year. We worked together as a unified team to meet the needs of all learners. Many of our stakeholders along with The Village Group played an active part by providing funds and incentives for our students as well as seeking to secure grants for our school.

Beverly Gardner Grate Ed.S Principal
 Queen Funnye SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	16	16
Percent satisfied with learning environment	63.6%	100.0%	87.5%
Percent satisfied with social and physical environment	72.7%	81.3%	93.8%
Percent satisfied with school-home relations	54.5%	100.0%	93.8%

* 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

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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 = 79.4% (Met or Exemplary)

All Students	46	100	24.4	42.2	33.3	86.7	80.1	82.4	Yes	Yes
Gender										
Male	25	100	29.2	45.8	25	83.3	76.6	78.7	N/A	N/A
Female	21	100	19	38.1	42.9	90.5	84	86.2	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	88.8	88.9	I/S	I/S
African American	46	100	24.4	42.2	33.3	86.7	70.4	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	35.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	41	100	26.8	43.9	29.3	85.4	73.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	46	100	24.4	37.8	37.8	86.7	82.3	81.9	Yes	Yes
Gender										
Male	25	100	20.8	41.7	37.5	87.5	79.6	79.9	N/A	N/A
Female	21	100	28.6	33.3	38.1	85.7	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	88.9	I/S	I/S
African American	46	100	24.4	37.8	37.8	86.7	73.2	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	37.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	41	100	26.8	39	34.1	85.4	76.9	74.9	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	30	100	48.3	44.8	6.9	51.7	63.4	68.6
Gender								
Male	17	100	56.3	37.5	6.3	43.8	64.1	68.3
Female	13	100	38.5	53.8	7.7	61.5	62.7	68.9
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	78.3	80.7
African American	30	100	48.3	44.8	6.9	51.7	46.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	25.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.7	60.7
Socio-Economic Status								
Subsidized meals	26	100	50	46.2	3.8	50	53.6	57.3
Social Studies								
All Students	30	100	43.3	43.3	13.3	56.7	70.3	72.5
Gender								
Male	18	100	50	33.3	16.7	50	69.1	72
Female	12	100	33.3	58.3	8.3	66.7	71.7	73.1
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	81
African American	30	100	43.3	43.3	13.3	56.7	57.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	32.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.9	69.7
Socio-Economic Status								
Subsidized meals	28	100	46.4	42.9	10.7	53.6	61.9	62.9

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	16	100	20	33.3	46.7	80	68.5	73.2	96.6	97.2
Gender										
Male	9	I/S	I/S	I/S	I/S	I/S	61	67.2	96.7	97.2
Female	7	I/S	I/S	I/S	I/S	I/S	76.3	79.4	96.5	97.2
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	81.5	N/A	96.9
African American	16	100	20	33.3	46.7	80	54.9	61.3	96.6	97.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	66.7	N/A	97.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97
Disability Status										
Disabled	1	I/S	I/S	I/S	I/S	I/S	13.9	26	97	96.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.1	65.7	N/A	97.9
Socio-Economic Status										
Subsidized meals	14	100	21.4	28.6	50	78.6	59.1	63.2	96.6	97

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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							
2010	3	19	100	11.8	41.2	47.1	88.2
	4	21	100	22.2	66.7	11.1	77.8
	5	20	100	16.7	50	33.3	83.3
	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
2011	3	16	100	12.5	31.3	56.3	87.5
	4	14	100	35.7	42.9	21.4	64.3
	5	16	100	26.7	53.3	20	73.3
	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
Mathematics							
2010	3	19	100	23.5	29.4	47.1	76.5
	4	21	100	5.6	66.7	27.8	94.4
	5	20	100	16.7	55.6	27.8	83.3
	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
2011	3	16	100	37.5	18.8	43.8	62.5
	4	14	100	28.6	42.9	28.6	71.4
	5	16	100	6.7	53.3	40	93.3
	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
Science							
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	21	100	N/A	N/A	N/A	38.9
	5	10	I/S	I/S	I/S	I/S	I/S
	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
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	14	100	N/AV	N/AV	N/AV	50
	5	8	I/S	I/S	I/S	I/S	I/S
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	21	100	N/A	N/A	N/A	50
	5	10	I/S	I/S	I/S	I/S	I/S
	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
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	14	100	N/AV	N/AV	N/AV	42.9
	5	8	I/S	I/S	I/S	I/S	I/S
	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
Writing							
2010	3	19	100	35.3	52.9	11.8	64.7
	4	20	100	22.2	50	27.8	77.8
	5	20	100	16.7	38.9	44.4	83.3
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	16	100	20	33.3	46.7	80
	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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