



## NINETY SIX ELEMENTARY

810 Johnston Road  
Ninety Six, SC 29666

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	363 Students	
<b>Principal</b>	Jane T. Calhoun	864-543-4995
<b>Superintendent</b>	Dr. Mark Petersen	864-543-3100
<b>Board Chair</b>	Mr. Sam Corley	864-223-2082

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Good
2009	Good	Good
2008	Average	At-Risk
2007	Good	Below Average

## 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

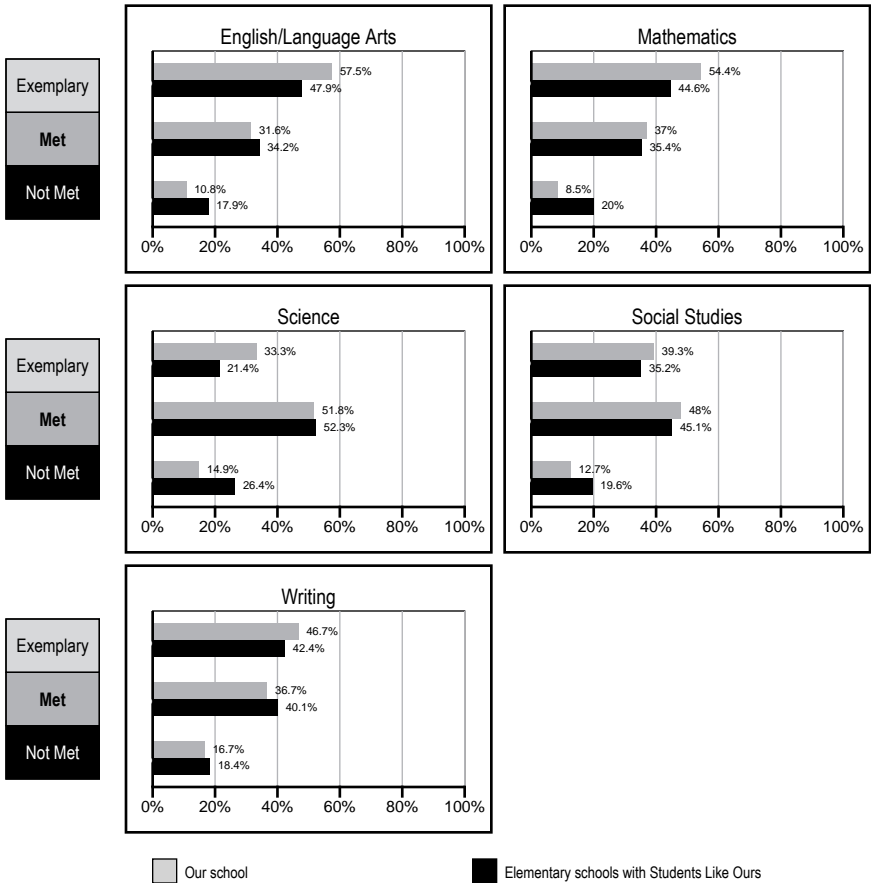
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
31	41	22	0	0

\* 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
<b>Students (n=363)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Down from 1.9%	1.0%	1.1%
Attendance rate	96.8%	Up from 96.5%	96.2%	96.2%
Served by gifted and talented program	26.9%	Down from 27.8%	18.9%	13.4%
With disabilities other than speech	5.3%	Down from 8.1%	3.9%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	71.4%	No Change	64.2%	62.5%
Continuing contract teachers	100.0%	No Change	90.3%	88.2%
Teachers returning from previous year	96.8%	No Change	89.5%	87.8%
Teacher attendance rate	96.4%	Up from 93.0%	95.4%	95.2%
Average teacher salary*	\$47,763	Down 0.5%	\$48,010	\$46,773
Professional development days/teacher	5.9 days	Down from 10.9 days	11.4 days	10.5 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	No Change	20.7 to 1	19.9 to 1
Prime instructional time	92.5%	Up from 88.7%	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%	Up from 96.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,469	Down 3.4%	\$7,127	\$7,447
Percent of expenditures for instruction**	64.5%	Down from 64.8%	68.8%	68.4%
Percent of expenditures for teacher salaries**	59.0%	Down from 59.6%	66.2%	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

During the 2010-2011 school year, Ninety Six Elementary School adopted for its school-wide theme, "Lions That ROAR", as we implemented the Positive Behavior Interventions and Supports (PBIS) program. School-wide expectations were agreed upon, lessons were developed and taught, and students practiced expectations for behavior throughout the school. Daily incentives and monthly celebrations encouraged compliance as our students became Lions That are Respectful, On Task, Always Prepared, and Responsible. The success of our school team efforts was evident when NSES was acknowledged as a PBIS Ribbon School.

Academically, NSES continued to exemplify excellence as we received a Gold Award for general performance and a Silver Award for making substantial progress in closing achievement gaps in the 2010-2011 Palmetto Gold and Silver Awards Program. These awards were won through the efforts of administrators, teachers, students, staff, parents, and the community. Our commitment to excellence in teaching is supported through standards based instruction, use of technology – Compass Learning, Study Island, and web based programs, and instruction through innovative grants. Our Student Support Team Program (Response to Intervention), After School Program, and Summer School Program provide support to students beyond the regular classroom. All students participate in inquiry-based instruction during Science Lab times, and the Accelerated Reader Program provides incentives for students to read. Family Science and Math Nights provided through the Title 1 Project encourage parents to become involved in learning.

As always, our Character Education Program was implemented in classrooms and school-wide to promote character values. Community Service projects led by students included providing a Thanksgiving Meal to 25 families in our community, Jump Rope for Heart and Hoops for Heart raising over \$8000 for the American Heart Association, a 5th grade Recycling Program, and a very successful Cure JM Walk – in honor of one of our students.

Our students and staff have certainly lived up to the reputation of being "Lions That ROAR" as demonstrated by noteworthy accomplishments. The faculty and staff are committed to academic excellence, professional dedication, and quality instruction for all students. NSES is a great place of learning, opportunities, and achievement!

Jane T. Calhoun, Principal  
 Shameka Brown, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	118	113
Percent satisfied with learning environment	100.0%	83.9%	95.4%
Percent satisfied with social and physical environment	100.0%	88.1%	93.7%
Percent satisfied with school-home relations	100.0%	88.0%	89.2%

\* 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 17 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

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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	368	100	10.8	31.6	57.5	93.7	87.8	82.4	Yes	Yes
<b>Gender</b>										
Male	182	100	12.6	28.2	59.2	93.1	85	78.7	N/A	N/A
Female	186	100	9	35	55.9	94.4	90.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	280	100	7.8	29.6	62.6	95.6	90.3	88.9	Yes	Yes
African American	79	100	23.3	41.1	35.6	86.3	78.1	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	65.6	25	9.4	59.4	49.3	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	191	100	15.1	37.4	47.5	89.9	82.5	75.4	Yes	Yes

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

All Students	368	100	8.5	37	54.4	94.9	90.2	81.9	Yes	Yes
<b>Gender</b>										
Male	182	100	7.5	36.8	55.7	96	89.8	79.9	N/A	N/A
Female	186	100	9.6	37.3	53.1	93.8	90.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	280	100	5.9	35.9	58.1	96.3	93	88.9	Yes	Yes
African American	79	100	19.2	43.8	37	89	80	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	50	37.5	12.5	62.5	49.3	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	191	100	12.8	43	44.1	92.2	87.1	74.9	Yes	Yes

\* 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

## 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	241	100	14.9	51.8	33.3	85.1	77	68.6
<b>Gender</b>								
Male	122	100	14.5	45.3	40.2	85.5	76.6	68.3
Female	119	100	15.3	58.6	26.1	84.7	77.4	68.9
<b>Racial/Ethnic Group</b>								
White	180	100	8.7	51.7	39.5	91.3	84.4	80.7
African American	56	100	36.5	50	13.5	63.5	53.8	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	20	100	38.9	50	11.1	61.1	31.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	131	100	22.8	49.6	27.6	77.2	67.9	57.3
<b>Social Studies</b>								
All Students	241	100	12.7	48	39.3	87.3	77.8	72.5
<b>Gender</b>								
Male	117	100	11.6	40.2	48.2	88.4	78	72
Female	124	100	13.7	55.6	30.8	86.3	77.5	73.1
<b>Racial/Ethnic Group</b>								
White	185	100	10.7	44.4	44.9	89.3	80.6	81
African American	50	100	22.2	57.8	20	77.8	65	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	26	100	66.7	29.2	4.2	33.3	28.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	127	100	17.8	55.1	27.1	82.2	69.1	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
<b>Writing</b>										
All Students	125	100	16.7	36.7	46.7	83.3	79.8	73.2	96.8	96.3
<b>Gender</b>										
Male	57	100	20.8	39.6	39.6	79.2	72.5	67.2	96.8	96.4
Female	68	100	13.4	34.3	52.2	86.6	86.7	79.4	96.7	96.3
<b>Racial/Ethnic Group</b>										
White	93	100	14.4	38.9	46.7	85.6	82.3	81.5	96.5	96.1
African American	29	100	25.9	29.6	44.4	74.1	71.9	61.3	97.7	97.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	95.9	95.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	96.7	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	94.8	94.8
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	12.5	26	96.8	96.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	96.7	95.6
<b>Socio-Economic Status</b>										
Subsidized meals	66	100	27.9	39.3	32.8	72.1	67.8	63.2	96.1	95.7

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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>2010</b>	3	111	100	3.7	25.2	71	96.3
	4	132	100	17.1	31	51.9	82.9
	5	120	100	17.2	37.9	44.8	82.8
	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>2011</b>	3	130	100	11.1	14.3	74.6	88.9
	4	114	100	7.5	34	58.5	92.5
	5	124	100	13.4	47.9	38.7	86.6
	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>Mathematics</b>							
<b>2010</b>	3	111	100	8.4	37.4	54.2	91.6
	4	132	100	11.6	51.2	37.2	88.4
	5	120	100	20.7	45.7	33.6	79.3
	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
<b>2011</b>	3	130	100	11.9	24.6	63.5	88.1
	4	114	100	3.8	35.8	60.4	96.2
	5	124	100	9.2	51.3	39.5	90.8
	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>Science</b>							
<b>2010</b>	3	54	100	17.3	30.8	51.9	82.7
	4	132	100	18.6	62	19.4	81.4
	5	60	100	23.2	53.6	23.2	76.8
	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>2011</b>	3	65	100	24.2	46.8	29	75.8
	4	114	100	8.5	49.1	42.5	91.5
	5	62	100	16.7	61.7	21.7	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

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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>2010</b>	3	57	100	10.9	65.5	23.6	89.1
	4	132	100	13.2	54.3	32.6	86.8
	5	60	100	23.3	56.7	20	76.7
	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>2011</b>	3	65	100	17.2	45.3	37.5	82.8
	4	114	100	5.7	53.8	40.6	94.3
	5	62	100	20.3	40.7	39	79.7
	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>Writing</b>							
<b>2010</b>	3	112	100	16.7	36.1	47.2	83.3
	4	133	99.3	14.7	38	47.3	85.3
	5	120	99.2	26.1	31.3	42.6	73.9
	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>2011</b>	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	125	100	16.7	36.7	46.7	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

Abbreviations for Missing Data

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