



ELLOREE ELEMENTARY

200 Warrior Drive
Elloree, South Carolina

Grades	PK-8 Middle School	
Enrollment	453 Students	
Principal	Trina M. Gordon	803-897-2233
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	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 | 94.2%

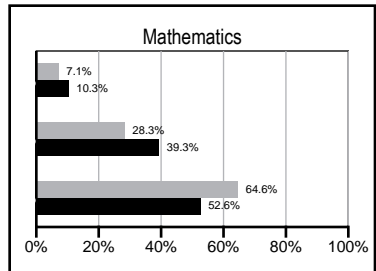
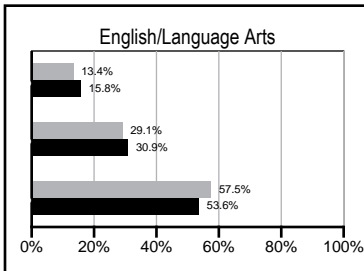
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	22	25

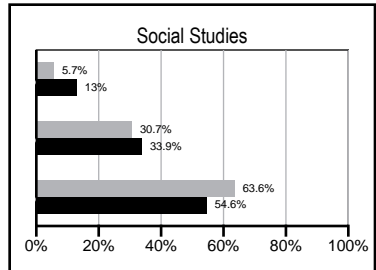
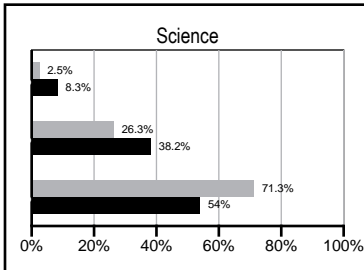
* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

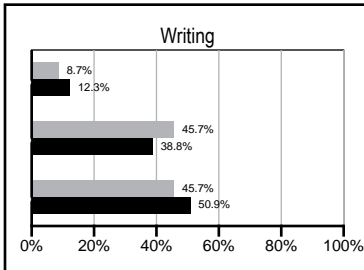
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Legend: Our school Middle schools with Students Like Ours

* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	56.3%	88.3%
English 1	62.5%	86.2%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	59.4%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=453)				
Students enrolled in high school credit courses (grades 7 & 8)	17.4%	Down from 18.0%	13.3%	24.5%
Retention rate	0.5%	Down from 1.2%	1.0%	0.7%
Attendance rate	96.8%	Up from 94.7%	95.4%	95.9%
Served by gifted and talented program	1.0%	Down from 1.9%	5.4%	17.8%
With disabilities other than speech	1.7%	Down from 13.1%	11.2%	9.2%
Older than usual for grade	1.3%	Down from 1.6%	3.6%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.2%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	68.6%	Down from 73.0%	59.5%	60.0%
Continuing contract teachers	82.9%	Down from 89.2%	69.0%	82.6%
Teachers returning from previous year	89.7%	Down from 93.5%	76.4%	85.6%
Teacher attendance rate	94.6%	Up from 91.2%	95.4%	95.3%
Average teacher salary*	\$47,348	Down 2.3%	\$44,040	\$46,300
Professional development days/teacher	16.5 days	Up from 12.9 days	10.1 days	9.9 days
School				
Principal's years at school	3.5	Up from 2.5	3.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 13.4 to 1	17.7 to 1	21.5 to 1
Prime instructional time	89.0%	Up from 84.9%	89.3%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.9%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$10,043	Up 0.9%	\$10,441	\$7,634
Percent of expenditures for instruction**	63.6%	Down from 65.4%	59.9%	64.0%
Percent of expenditures for teacher salaries**	61.8%	Up from 60.3%	55.8%	61.2%

* 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

Ellore Elementary School serves students of child development age through 8th grade. Ninety-five percent (95%) of our students receive free or reduced meals. The 2010-2011 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, workshops, and other state or local training opportunities. Additionally, our four (4) International Baccalaureate (IB) Magnet School coordinators attended an out-of-state training session. 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 continuing to utilize the district-wide literacy program, SIPPS (Systematic Instruction in Phoneme Awareness, Phonics and Sight Words Program and Making Meaning Reading Comprehension). This literacy initiative aims to ensure that every student becomes a fluent and proficient reader. This school year, elementary grades began using Math Out of the Box during math instruction as one of the initiatives to incorporate differentiated learning. 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 2011, our school participated in the district-wide initiative of the Summer Reading and Math Program. All students in grades child development through 8th received a back pack containing books with accompanying reading logs. A Math Problem of the Day Calendar for the months of June and July were also placed in the back packs. These calendars provide a math problem based on a grade level state math standard. The school district will provide incentives when school reopens for all students who successfully complete activities.

Through the collaborative efforts among 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.

The school is now officially a candidate to become an IB Magnet School. With this initiative, students will be able to incorporate the latest in technology, will be exposed to and participate in the arts, will be exposed to two (2) foreign languages, and will develop tangible and marketable skills such as career awareness.

Mamie B. DuPree, Ed.D., Principal
 Barbara Butler, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	36	34
Percent satisfied with learning environment	64.1%	86.1%	68.8%
Percent satisfied with social and physical environment	71.8%	77.8%	69.7%
Percent satisfied with school-home relations	38.5%	83.3%	77.4%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 7 out of 16 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

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.8%	0.0%	No
Student attendance rate	96.8%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	285	94.7	47.3	33.5	19.2	69.4	71.8	82.4	No	Yes
Gender										
Male	146	93.8	53.3	30.3	16.4	63.1	69.3	78.7	N/A	N/A
Female	139	95.7	41.5	36.6	22	75.6	74.1	86.2	N/A	N/A
Racial/Ethnic Group										
White	23	100	23.8	38.1	38.1	85.7	82.2	88.9	I/S	I/S
African American	251	94.4	49.8	33.5	16.7	67.4	70.4	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	11	90.9	I/S	I/S	I/S	I/S	86.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	52	71.2	85.7	8.6	5.7	31.4	35.8	48.1	I/S	No
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	10	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	267	94.4	48.1	33.8	18.2	68.8	70.9	75.4	No	Yes

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

All Students	285	98.3	62.4	31	6.7	51.4	59.6	81.9	No	Yes
Gender										
Male	146	98	64.8	28.9	6.3	49.2	56.7	79.9	N/A	N/A
Female	139	98.6	59.8	33.1	7.1	53.5	62.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	23	100	47.6	33.3	19	76.2	74.2	88.9	I/S	I/S
African American	251	98	65.2	30.4	4.5	48.2	57.8	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	65.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	52	90.4	N/AV	N/AV	N/AV	6.7	15.3	47.3	No	No
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	10	I/S	I/S	I/S	I/S	I/S	66.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	267	98.1	62.7	30.3	7.1	50.6	57.8	74.9	No	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	182	96.2	69.1	27.8	3.1	30.9	45.3	68.6
Gender								
Male	90	96.7	68.8	28.8	2.5	31.3	47.8	68.3
Female	92	95.7	69.5	26.8	3.7	30.5	42.9	68.9
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	69.4	80.7
African American	165	96.4	70.7	27.9	1.4	29.3	42.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	30	90	N/AV	N/AV	N/AV	3.7	14.2	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	7	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	167	96.4	70	27.3	2.7	30	43.9	57.3
Social Studies								
All Students	192	92.7	53.9	40.6	5.5	46.1	52.4	72.5
Gender								
Male	99	90.9	53.1	40.7	6.2	46.9	49.9	72
Female	93	94.6	54.8	40.5	4.8	45.2	54.7	73.1
Racial/Ethnic Group								
White	17	94.1	35.7	50	14.3	64.3	62	81
African American	168	92.9	56.8	38.4	4.8	43.2	51.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	50	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	37	75.7	N/AV	N/AV	N/AV	21.4	19.8	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	6	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	180	92.2	54.5	40.4	5.1	45.5	51.3	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	95	93.7	37.8	42.7	19.5	62.2	60.9	73.2	96.8	95.6
Gender										
Male	48	93.8	41.5	39	19.5	58.5	55.7	67.2	96.5	95.4
Female	47	93.6	34.1	46.3	19.5	65.9	65.9	79.4	97.3	95.9
Racial/Ethnic Group										
White	11	81.8	I/S	I/S	I/S	I/S	80.4	81.5	93.8	92.9
African American	80	95	42.9	42.9	14.3	57.1	58.2	61.3	97.1	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	94.8	97.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	66.7	97.9	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	94.4
Disability Status										
Disabled	12	100	I/S	I/S	I/S	I/S	9.3	26	96.2	94.7
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	4	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97.9	97.8
Socio-Economic Status										
Subsidized meals	87	94.3	39.7	41	19.2	60.3	59.3	63.2	97	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
English/Language Arts							
2010	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
2011	3	54	87	31.8	29.5	38.6	68.2
	4	46	91.3	37.1	51.4	11.4	62.9
	5	48	100	42.5	35	22.5	57.5
	6	44	100	53.7	31.7	14.6	46.3
	7	45	97.8	57.1	26.2	16.7	42.9
	8	48	93.8	60.5	30.2	9.3	39.5
Mathematics							
2010	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
2011	3	54	98.2	66	28	6	34
	4	46	100	N/AV	N/AV	N/AV	33.3
	5	48	100	47.5	40	12.5	52.5
	6	44	100	65.9	24.4	9.8	34.1
	7	45	97.8	57.1	38.1	4.8	42.9
	8	48	93.8	69.8	23.3	7	30.2
Science							
2010	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
2011	3	25	100	80	16	4	20
	4	46	100	66.7	30.8	2.6	33.3
	5	24	95.8	55	40	5	45
	6	22	86.4	61.1	33.3	5.6	38.9
	7	44	97.7	68.3	29.3	2.4	31.7
	8	21	90.5	N/AV	N/AV	N/AV	15.8

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
Social Studies							
2010	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
2011	3	28	92.9	44	52	4	56
	4	46	100	N/AV	N/AV	N/AV	46.2
	5	24	95.8	40	45	15	60
	6	22	90.9	N/AV	N/AV	N/AV	70
	7	45	97.8	76.2	19	4.8	23.8
	8	27	70.4	57.9	26.3	15.8	42.1
Writing							
2010	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
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	47	97.9	35	35	30	65
	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	48	89.6	40.5	50	9.5	59.5

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