



Fennell Elementary School

131 Yemassee Hwy.
Yemassee, SC 29945

Grades	PK-6 Elementary School	
Enrollment	192 Students	
Principal	Willie Coker	803-398-5591
Superintendent	Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Elizabeth Murdaugh	803-943-2814

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Good
2009	Below Average	Average
2008	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://www.eoc.sc.gov>

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

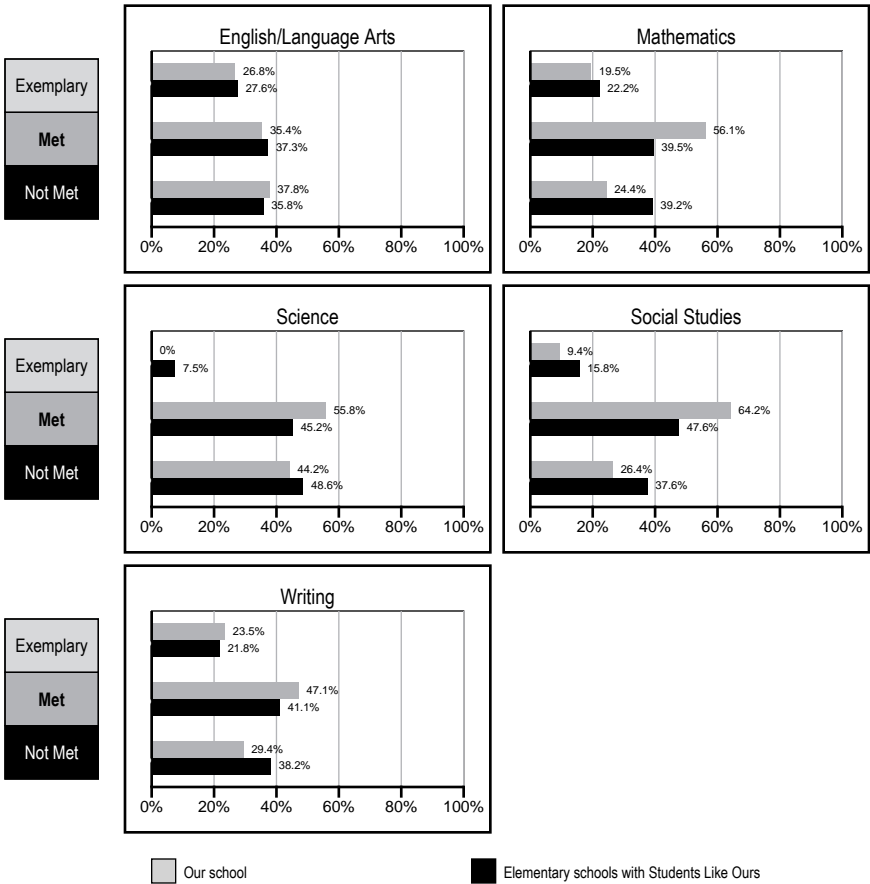
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	95	49	20

* Ratings are calculated with data available by 11/07/2012.

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=192)				
First graders who attended full-day kindergarten	66.7%	Down from 100.0%	100.0%	100.0%
Retention rate	0.0%	Down from 2.3%	1.3%	1.0%
Attendance rate	96.9%	Up from 96.3%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
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	76.9%	Up from 73.3%	62.8%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.3%	Down from 90.5%	85.4%	88.7%
Teacher attendance rate	93.6%	Down from 94.4%	95.3%	95.1%
Average teacher salary*	\$47,330	Up 0.6%	\$45,127	\$47,210
Professional development days/teacher	1.8 days	Down from 6.0 days	9.8 days	10.5 days
School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	18.1 to 1	20.0 to 1
Prime instructional time	89.1%	Down from 89.8%	90.6%	90.5%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 44.8%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$10,840	Up 3.2%	\$8,317	\$7,247
Percent of expenditures for instruction**	63.4%	Down from 67.0%	66.6%	68.2%
Percent of expenditures for teacher salaries**	62.4%	Down from 65.3%	63.3%	65.7%

* 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

Fennell Elementary School collaborative meetings are held weekly to discuss the progress of students and implement strategies for improved student learning. The continued implementation of Scientifically Research Based practices in ELA classrooms has enabled our students to become more strategic readers, writers and thinkers. Small group reading intervention and Reading Recovery are closing the achievement gap in learning. Increased small group math intervention for grades three through six supports improved student learning. We continue to provide extensive staff development in core curriculum for our teachers.

Some of the achievements and accomplishments for the 2011-2012 school year are:

- An after-school tutorial assistance and academic program
- A high level technology program
- School wide incentive program for teachers and students
- A licensed daycare facility
- A reputable school climate and a beautiful school environment
- A productive garden and greenhouse
- A Red Carpet School
- Palmetto Silver Award
- A 21st Century Program
- A growth rating of good
- Sub scheduling for small group math intervention
- An AYP School
- Increased parental engagement
- A phenomenal reading and math volunteer program

We are committed to a quality student learning program. It is our focus to continue to give each child the opportunity to excel and grow in a caring, loving and positive environment.

Willie Coker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	20	16
Percent satisfied with learning environment	100.0%	90.0%	92.9%
Percent satisfied with social and physical environment	100.0%	80.0%	93.3%
Percent satisfied with school-home relations	88.2%	85.0%	87.5%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	93.1
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Fennell Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	640.3	636.0	606.1	619.2	100.0	100.0
Male	634.2	633.9	603.2	616.8	100.0	100.0
Female	645.8	638.0	608.8	621.0	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	635.6	632.5	603.4	615.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	638.3	635.1	605.1	620.6	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	633.6	661.4	601.4	624.9	100.0	100.0
Male	606.6	627.0	615.3	608.5	100.0	100.0
Female	647.1	678.6	595.4	634.3	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	632.0	659.6	599.6	624.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	636.2	663.4	599.6	624.1	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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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							
2011	3	29	100	18.5	37	44.4	81.5
	4	21	100	26.3	42.1	31.6	73.7
	5	23	100	21.1	68.4	10.5	78.9
	6	21	100	26.3	42.1	31.6	73.7
	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
2012	3	21	100	28.6	38.1	33.3	71.4
	4	25	100	30.4	34.8	34.8	69.6
	5	19	100	52.9	35.3	11.8	47.1
	6	23	100	42.9	33.3	23.8	57.1
	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							
2011	3	29	100	18.5	55.6	25.9	81.5
	4	21	100	10.5	57.9	31.6	89.5
	5	23	100	15.8	52.6	31.6	84.2
	6	21	100	21.1	47.4	31.6	78.9
	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
2012	3	21	100	47.6	42.9	9.5	52.4
	4	25	100	21.7	56.5	21.7	78.3
	5	19	100	11.8	76.5	11.8	88.2
	6	23	100	14.3	52.4	33.3	85.7
	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							
2011	3	14	100	53.8	30.8	15.4	46.2
	4	21	100	N/AV	N/AV	N/AV	52.6
	5	11	100	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	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
2012	3	11	100	N/AV	N/AV	N/AV	36.4
	4	25	100	N/AV	N/AV	N/AV	65.2
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	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							
2011	3	15	100	14.3	64.3	21.4	85.7
	4	21	100	42.1	52.6	5.3	57.9
	5	12	100	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	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
2012	3	10	I/S	I/S	I/S	I/S	I/S
	4	25	100	13	65.2	21.7	87
	5	10	I/S	I/S	I/S	I/S	I/S
	6	12	100	N/AV	N/AV	N/AV	90.9
	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							
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	24	100	30	40	30	70
	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
2012	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	20	100	29.4	47.1	23.5	70.6
	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

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