



Okatie Elementary

53 Cherry Point Road
Okatie, SC 29909

Grades	PK-5 Elementary School	
Enrollment	800 Students	
Principal	Jamie Pinckney	843-322-7700
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Average
2005	Average	At-Risk
2004	Average	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

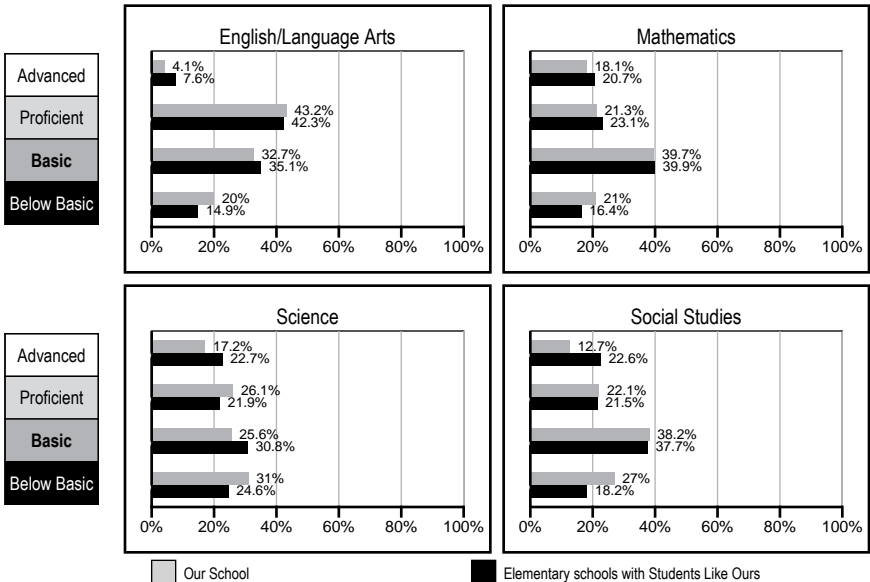
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 88.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	30	55	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=800)				
First graders who attended full-day kindergarten	95.7%	Down from 98.6%	100.0%	100.0%
Retention rate	0.4%	Down from 1.1%	2.1%	2.3%
Attendance rate	96.5%	Up from 96.0%	96.4%	96.3%
Eligible for gifted and talented	16.0%	Down from 19.8%	14.7%	10.4%
With disabilities other than speech	4.6%	Up from 3.7%	7.0%	7.5%
Older than usual for grade	0.3%	Down from 0.5%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	65.1%	Up from 63.3%	58.5%	56.7%
Continuing contract teachers	60.3%	Down from 68.3%	79.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.3%	Up from 86.0%	89.2%	86.4%
Teacher attendance rate	92.8%	Down from 94.7%	94.9%	94.9%
Average teacher salary	\$45,653	Up 3.8%	\$46,279	\$45,345
Professional development days/teacher	15.8 days	Up from 8.8 days	12.9 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 20.4 to 1	19.4 to 1	18.5 to 1
Prime instructional time	87.6%	Down from 89.4%	90.2%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,147	Down 0.8%	\$6,448	\$7,052
Percent of expenditures for instruction*	74.9%	Down from 75.0%	69.3%	69.1%
Percent of expenditures for teacher salaries*	72.2%	Down from 73.2%	65.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

In our fifth year we enjoyed active participation from parents, students, staff, and community members. We hosted a multitude of family/community functions, including Family Science, Technology Portfolio, Literacy and Math nights, Authors' Tea, Dr. Seuss Read-in, and performances, including Jungle Book and School House Rocks. We sponsored events, including Grandparents Luncheon, Community Breakfast, Donuts with Dad, and Muffins with Mom. Students participated in the talent show, Running Club, Young Astronauts, cheerleading, strings, chorus, garden club, and band.

We continue to seek ways to close the gap in Math and meet the needs of our non-English speaking population. This year we offered before- and after-school remediation, extended learning and response to intervention with volunteers, paraprofessionals, and teachers. The spring '08 MAP results reflected positive increases of 46.4% proficient and advanced in fourth grade and 44.1% proficient and advanced in fifth for math. Overall, we were pleased with the academic growth of our students this year.

Teachers at Okatie applied for and were awarded numerous grants. Ms. Sweet and Mr. Hunt received a Palmetto Electric Bright Ideas grant used to kick off our school-wide walking/running club. Mrs. Goodman was awarded the Calhoun Station grant for a greenhouse. Mrs. Young was awarded the Sun City Solheim Cup grant for reading books. Our PTO was awarded a grant from Lowe's to build the Nature Fitness Trail. The trail was the site of our first "Okie Foot Flight." The fitness trail will be an invaluable asset as we build our health and wellness program.

Ms. Edwards' EXCELS students really showed their academic prowess. An Okatie student won the SCCEE Economic Poster Contest. Our fourth grade students participated in the Continental Math League. The students competed against 260+ schools in the southeastern region. The fourth and fifth grade GT classes worked with "The South Carolina Stock Market Game." This is a simulation that teaches the children stock terms, money management, and economics in a game format. This was a fun and challenging method to meet the standards of economics, math, and technology, and to learn the benefits of wisely spending and saving money.

While important learning takes place at school, students get many opportunities to apply what they have learned to the real world. All students participated in science based field trips that supported standards and our school mission. The students helped with "Okie Acres" as well as Monet's Garden with volunteers from The Sun City Garden Club. Our Callawassie volunteers built picnic tables and benches to extend learning outdoors. We owe our continued successes to staff, students, parents and community members who volunteered their time at school functions and in the classroom.

Jamie Pinckney, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	105	79
Percent satisfied with learning environment	100.0%	91.4%	88.3%
Percent satisfied with social and physical environment	98.3%	86.7%	88.6%
Percent satisfied with school-home relations	96.6%	98.1%	89.7%

* 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 21 out of 25 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. Sanction: Implement the restructuring plan.
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	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	341	99.7	19.7	32.8	43.3	4.1	56.7	47.3	48.2	Yes	Yes
Gender											
Male	169	99.4	26.4	30.8	40.9	1.9	48.4	40.8	41.7	N/A	N/A
Female	172	100	12.9	34.8	45.8	6.5	65.2	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	162	99.4	6	25.2	60.9	7.9	76.8	65.1	60	Yes	Yes
African American	61	100	31.5	33.3	35.2	0	42.6	30.2	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	113	100	33.3	41.9	23.8	1	35.2	34.3	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	24	95.8	78.3	8.7	13	0	13	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	92	100	42.2	42.2	14.5	1.2	26.5	30.2	36.9	No	Yes
Socio-Economic Status											
Subsided meals	155	100	34.3	44.8	21	0	33.6	32.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	341	100	21	39.7	21.3	18.1	53.3	41.7	45.8	Yes	Yes
Gender											
Male	169	100	22.5	39.4	19.4	18.8	52.5	42.3	45.6	N/A	N/A
Female	172	100	19.4	40	23.2	17.4	54.2	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	162	100	6.6	36.8	27	29.6	73.7	60.6	59	Yes	Yes
African American	61	100	40.7	35.2	14.8	9.3	27.8	22.7	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	113	100	32.4	44.8	16.2	6.7	37.1	30	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	24	100	70.8	25	0	4.2	12.5	14.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	92	100	39.8	38.6	15.7	6	32.5	26.2	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	155	100	36.4	41.3	16.8	5.6	33.6	26.1	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	219	100	31	25.6	26.1	17.2	43.3	30.8	35.7	96.5	96.3
Gender											
Male	113	100	32.1	24.5	22.6	20.8	43.4	32.8	37.4	96.3	96.2
Female	106	100	29.9	26.8	29.9	13.4	43.3	28.7	33.8	96.7	96.4
Racial/Ethnic Group											
White	105	100	9.1	25.3	37.4	28.3	65.7	49.4	49.2	96.4	96.2
African American	38	100	58.8	17.6	11.8	11.8	23.5	12.7	17	96.8	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	95.6	96.7
Hispanic	74	100	49.3	30.4	15.9	4.3	20.3	17.4	24.9	96.5	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	N/A	96.1
Disability Status											
Disabled	15	100	80	6.7	13.3	0	13.3	11.7	14	95.4	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
English Proficiency											
Limited English Proficient	66	100	51.7	30	15	3.3	18.3	14.5	24.4	96.4	96.7
Socio-Economic Status											
Subsided meals	101	100	49	30.2	16.7	4.2	20.8	15.9	21.1	96.2	96.1
Social Studies											
All Students	221	100	27	38.2	22.1	12.7	34.8	28	34	96.5	96.3
Gender											
Male	105	100	28.4	36.3	20.6	14.7	35.3	30	36.6	96.3	96.2
Female	116	100	25.5	40.2	23.5	10.8	34.3	25.8	31.3	96.7	96.4
Racial/Ethnic Group											
White	108	100	12.9	35.6	30.7	20.8	51.5	42.3	44.5	96.4	96.2
African American	40	100	40	40	17.1	2.9	20	13.4	19.1	96.8	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	95.6	96.7
Hispanic	69	100	41.5	41.5	10.8	6.2	16.9	19.4	27.5	96.5	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.1
Disability Status											
Disabled	16	100	68.8	12.5	18.8	0	18.8	10	14.4	95.4	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
English Proficiency											
Limited English Proficient	57	100	51	35.3	7.8	5.9	13.7	16.6	27.3	96.4	96.7
Socio-Economic Status											
Subsided meals	94	100	43.5	42.4	11.8	2.4	14.1	14.9	21	96.2	96.1

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	122	100	20	24.5	51.8	3.6	55.5	
	4	127	100	16.1	33.9	49.1	0.9	50	
	5	116	99.1	22.3	47.6	29.1	1	30.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	129	99.2	18.6	26.3	50	5.1	55.1	
	4	99	100	20.7	23.9	48.9	6.5	55.4	
	5	113	100	20.2	48.1	30.8	1	31.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	122	100	22.7	45.5	19.1	12.7	31.8	
	4	127	100	23.2	32.1	22.3	22.3	44.6	
	5	116	99.1	26.2	46.6	13.6	13.6	27.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	129	100	17.6	51.3	23.5	7.6	31.1	
	4	99	100	23.9	30.4	12	33.7	45.7	
	5	113	100	22.1	34.6	26.9	16.3	43.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	63	100	41.1	21.4	17.9	19.6	37.5	
	4	127	100	29.5	39.3	18.8	12.5	31.3	
	5	59	100	44.2	30.8	17.3	7.7	25	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	64	100	22	28.8	32.2	16.9	49.2	
	4	99	100	29.3	26.1	27.2	17.4	44.6	
	5	56	100	44.2	21.2	17.3	17.3	34.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	59	100	5.6	48.1	27.8	18.5	46.3	
	4	127	100	20.5	48.2	22.3	8.9	31.3	
	5	57	98.3	36.5	42.3	7.7	13.5	21.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	23.3	40	28.3	8.3	36.7	
	4	99	100	22.8	39.1	19.6	18.5	38	
	5	57	100	38.5	34.6	19.2	7.7	26.9	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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