

H B Rhame Elementary

1300 Arrowwood Rd.

Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	404 Students	
Principal	Mikell G. Owens	803-731-8900
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Good
2006	Below Average	Below Average
2005	Average	Below Average
2004	Average	Good

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

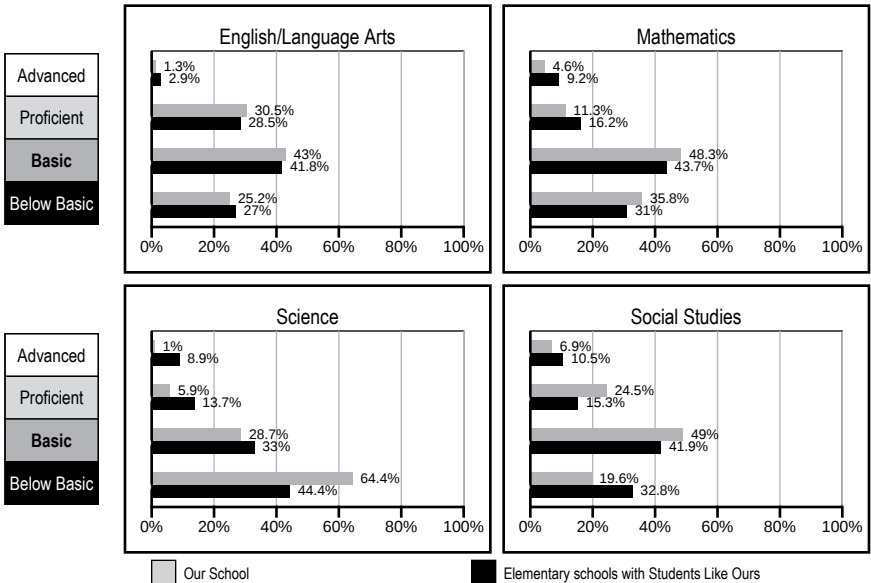
Percent of students tested in 2007-08 whose 2006-07 test scores were located 95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	61	11

* 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=404)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Down from 3.9%	3.0%	2.3%
Attendance rate	96.1%	Down from 96.4%	96.0%	96.3%
Eligible for gifted and talented	8.6%	Up from 6.3%	6.2%	10.4%
With disabilities other than speech	3.3%	Up from 3.1%	8.0%	7.5%
Older than usual for grade	0.3%	Down from 1.3%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	57.1%	Up from 53.6%	54.2%	56.7%
Continuing contract teachers	71.4%	No Change	71.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.1%	Up from 82.8%	84.9%	86.4%
Teacher attendance rate	96.5%	Up from 94.6%	94.9%	94.9%
Average teacher salary	\$49,219	Up 5.1%	\$44,280	\$45,345
Professional development days/teacher	7.1 days	Down from 13.4 days	13.0 days	12.6 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.3 to 1	17.2 to 1	18.5 to 1
Prime instructional time	91.6%	Up from 89.1%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,858	Up 3.0%	\$7,650	\$7,052
Percent of expenditures for instruction*	79.6%	Up from 78.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	76.9%	Up from 75.6%	62.8%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

H. B. Rhame, Jr. Elementary School made significant progress during the 2007-2008 school year and was a recipient of the State's Palmetto Silver Award.

The teachers at H. B. Rhame, Jr. Elementary received 12 hours of staff development in using technology as an instructional tool. One hundred percent of our teachers have achieved a technology level of proficient or higher. The school purchased several portable SMART Boards and projectors used for hands-on instruction with students.

Test results indicated a need to continue additional efforts to improve language arts and math skills. We have a 30-week Skill Development Program and a SuccessMaker Lab to reinforce skills taught in both language arts and math. These skills also are emphasized in our After-School Academic Support Program along with science and social studies. We also have tutors from Saint Andrews Baptist Church who work with our students one-on-one to develop their reading skills. Maintaining a competent certified staff will continue to move larger percentages of students to scores of basic or above on PACT.

We continued Breakthrough to Literacy in kindergarten and first grade to develop the skills and knowledge our young learners need to become competent readers. Accelerated Reader was used in grades 1-5. Reading Buddies from Saint Andrews Baptist Church, Virginia Wingard Methodist Church and Saint Andrews Middle school read to students weekly.

We continued a Behavior Intervention Program for students who need help in improving social skills. We have also strengthened our Character Education program by developing a school-wide focus on a different character trait each month.

Community involvement is a great asset to our school. Our volunteers enjoy programs such as Books for Breakfast, Donuts for Dads and Chick-fil-A's All-Pro Dad's Club. In addition to our strong volunteer program, we have three Lunch Buddy programs and two Kids' Café' Programs, and three after-school programs sponsored by two community churches. The PTO raised \$7,000 to provide additional support to our school.

The most challenging issue facing our school continues to be the high mobility rate of our students and their lack of social development skills. Limited parental reinforcement of skills at home prevents sustained progress in student achievement. Parent participation in some school activities has increased this year.

Mikell G. Owens, Principal
 Felicia Dixon, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	49	39
Percent satisfied with learning environment	87.5%	68.1%	70.3%
Percent satisfied with social and physical environment	87.5%	71.4%	73.7%
Percent satisfied with school-home relations	37.5%	85.4%	69.4%

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

School Adequate Yearly Progress

NO

This school met 10 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. 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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

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	167	99.4	24.7	43.3	30.7	1.3	44	41.2	48.2	Yes	Yes
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Gender

Male	87	98.9	31.6	48.7	18.4	1.3	32.9	35	41.7	N/A	N/A
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Female	80	100	17.6	37.8	43.2	1.4	55.4	47.5	55	N/A	N/A
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Racial/Ethnic Group

White	8	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
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African American	156	99.4	25.5	43.3	29.8	1.4	42.6	33.3	31.7	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	14.1	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	128	99.2	27	45.2	27	0.9	40.9	31.2	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	167	99.4	35.8	48.3	11.3	4.6	27.8	34.9	45.8	No	Yes
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Gender

Male	87	100	45.5	42.9	10.4	1.3	19.5	33.8	45.6	N/A	N/A
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Female	80	98.8	25.7	54.1	12.2	8.1	36.5	35.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	8	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
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African American	156	99.4	35.9	50	9.9	4.2	26.1	25.8	26.9	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	12.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	128	100	39.7	48.3	8.6	3.4	22.4	24.6	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

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
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Science

All Students	111	100	64.4	28.7	5.9	1	6.9	25.3	35.7	96.1	96.1
Gender											
Male	61	100	70.9	23.6	5.5	0	5.5	26	37.4	96.2	95.8
Female	50	100	56.5	34.8	6.5	2.2	8.7	24.6	33.8	96.1	96.3
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	94	96.3
African American	106	100	65.6	28.1	6.3	0	6.3	16.4	17	96.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	91.3	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	98.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	88.2	94.6
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	8.9	14	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	93.5	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	99.9	96.7
Socio-Economic Status											
Subsided meals	86	100	68.8	27.3	2.6	1.3	3.9	15.1	21.1	96.1	95.8

Social Studies

All Students	113	99.1	19.6	49	24.5	6.9	31.4	27.2	34	96.1	96.1
Gender											
Male	56	100	18.8	47.9	29.2	4.2	33.3	28.1	36.6	96.2	95.8
Female	57	98.3	20.4	50	20.4	9.3	29.6	26.2	31.3	96.1	96.3
Racial/Ethnic Group											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	94	96.3
African American	105	99.1	20.8	52.1	20.8	6.3	27.1	18.2	19.1	96.2	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	91.3	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	98.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	88.2	94.6
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	9.7	14.4	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	93.5	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	99.9	96.7
Socio-Economic Status											
Subsided meals	87	100	22.5	51.3	21.3	5	26.3	16.8	21	96.1	95.8

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

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	71	100	14.5	54.8	30.6	0	30.6
	4	51	98	12.2	51.2	36.6	0	36.6
	5	46	100	38.1	50	11.9	0	11.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	18	32	46	4	50
	4	57	98.3	33.3	45.1	21.6	0	21.6
	5	51	100	22.4	53.1	24.5	0	24.5
	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	71	100	46.8	46.8	6.5	0	6.5
	4	51	100	11.9	47.6	31	9.5	40.5
	5	46	100	31	54.8	11.9	2.4	14.3
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	28	62	10	0	10
	4	57	100	53.8	30.8	7.7	7.7	15.4
	5	51	98	24.5	53.1	16.3	6.1	22.4
	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	36	97.2	63.3	33.3	3.3	0	3.3
	4	51	98	36.6	43.9	14.6	4.9	19.5
	5	23	100	63.6	31.8	4.5	0	4.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	29	100	56	32	12	0	12
	4	57	100	76.9	21.2	1.9	0	1.9
	5	25	100	45.8	41.7	8.3	4.2	12.5
	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	35	100	45.2	51.6	3.2	0	3.2
	4	51	98	29.3	36.6	29.3	4.9	34.1
	5	23	100	30	50	20	0	20
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	12	60	24	4	28
	4	57	100	25	44.2	25	5.8	30.8
	5	26	96.2	16	48	24	12	36
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample