

Carolina Elementary

719 W. Carolina Avenue
Hartsville, South Carolina

Grades	1-5 Elementary School	
Enrollment	244 Students	
Principal	Donna R. Barrett	843-857-3230
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Good	Below Average
2007	Good	Average
2006	Good	Below Average
2005	Good	Good

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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

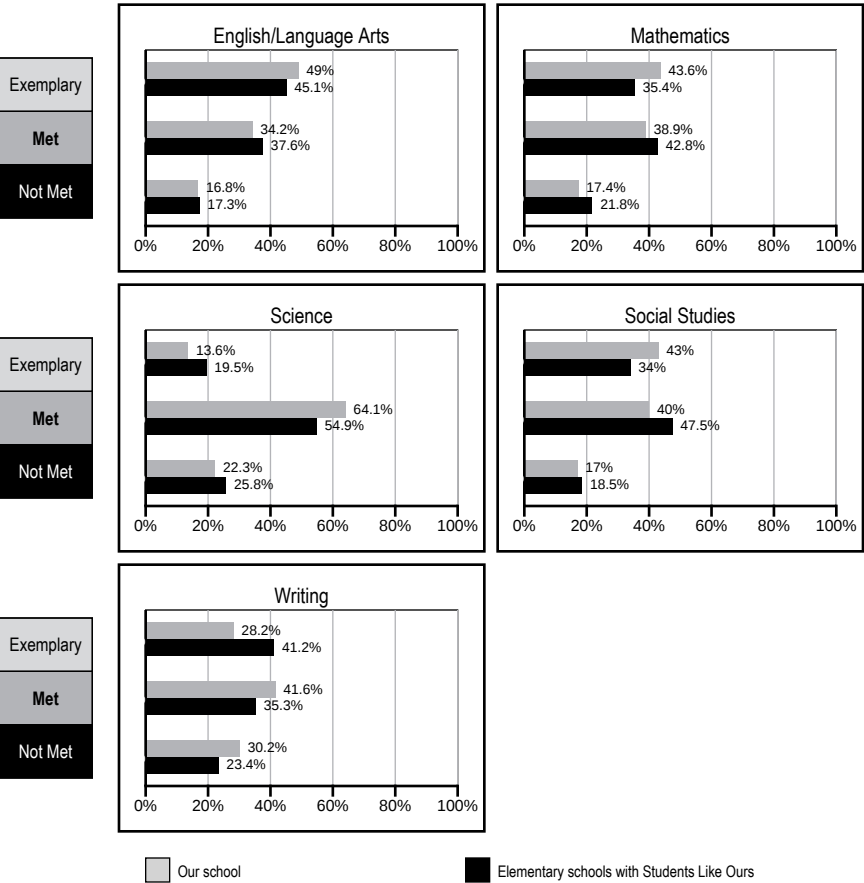
95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	34	37	0	0

* Ratings are calculated with data available by 06/01/2010.

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=244)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Up from 1.6%	1.6%	1.9%
Attendance rate	96.9%	Down from 97.1%	96.4%	96.3%
Eligible for gifted and talented	12.7%	Down from 21.8%	15.2%	10.0%
With disabilities other than speech	14.1%	Up from 11.3%	7.2%	7.7%
Older than usual for grade	1.2%	Up from 0.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	70.6%	Up from 68.8%	61.3%	59.4%
Continuing contract teachers	70.6%	Down from 87.5%	84.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.6%	Up from 74.0%	88.7%	85.9%
Teacher attendance rate	97.1%	Down from 99.2%	95.1%	95.1%
Average teacher salary*	\$48,458	Up 1.0%	\$48,386	\$47,149
Professional development days/teacher	25.0 days	Up from 23.1 days	11.3 days	11.1 days
School				
Principal's years at school	11.0	Up from 10.0	6.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 23.4 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.8%	Down from 93.7%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,191	Up 9.6%	\$6,985	\$7,458
Percent of expenditures for instruction**	61.5%	Up from 58.9%	68.9%	68.8%
Percent of expenditures for teacher salaries**	55.5%	Down from 57.9%	61.0%	63.2%

* 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

We are delighted to announce that Carolina Elementary met all the student achievement goals based on 2008 Palmetto Achievement Challenge Test (PACT) results. We also met Annual Yearly Progress (AYP) by achieving 17 out of 17 criteria. The data is posted on the district website (darlington.k12.sc.us) or the state website (scode.com).

Carolina was one of three South Carolina schools nominated for the National Blue Ribbon School Award. We also received the Darlington County District 5 Star Award for a friendly and welcoming school environment. One of our fifth grade students won the Darlington County District Art in Business Award for the students in grades 3-5. Angela Weathers, our new first grade teacher, was named as a district finalist for Outstanding First Year Teacher. In May, we received the Red Carpet Award from the South Carolina Department of Education for the second time in five years.

November was an exciting month with the book fair and readers from the community in celebrating of American Education Week with us. In February, we had our first Science Showcase. Each class prepared science activities for parents to visit. Some of the events included mixtures and solutions, magnets, and motion. Parents and friends toured the school and students explained the activities. The fourth grade and first grade presented musicals this year. In April, we had our Field Day at Byerly Park in Hartsville. We all walked to the park, participated in the Field Day Activities, and walked back to a delicious hot dog lunch in our cafeteria. Everyone had a grand time.

As part of National Network of Partnership Schools (NNPS), we provided "Drive-through Breakfast" to our parents twice during the year. We also hosted three Principal's Chats to share school topics and concerns. Parents set up the publishing center in our Parent Resource Room for our students' writing projects. Our media center hosted Dr. Sara Odom as visiting author of Gram's Switch. Dr. Odom was a teacher at Carolina and is now a published author, as well as a professor at Coker College.

Carolina is part of the Darlington County Technology Plan. This year we received three more Promethean Boards for our classrooms. These boards provide opportunities for interactive instruction for students and teachers. All regular classrooms are now equipped with a Promethean Board. Teachers have been trained and are actively using the new technology. Web pages, for each classroom, are available for the public to view.

The PTO is working on a fitness trail for our playground area. We plan to publish a cookbook in the fall to help fund this project.

Donna R. Barrett, Principal
Nique Knockemus, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	45	31
Percent satisfied with learning environment	100.0%	93.2%	90.0%
Percent satisfied with social and physical environment	100.0%	93.3%	93.5%
Percent satisfied with school-home relations	100.0%	95.5%	77.4%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	165	100	16.6	33.8	49.7	90.7	76.8	82.8	Yes	Yes
Gender										
Male	85	100	22.5	28.8	48.8	87.5	74.1	79.3	N/A	N/A
Female	80	100	9.9	39.4	50.7	94.4	79.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	107	100	7.8	33.3	58.8	98	86.7	89.5	Yes	Yes
African American	51	100	33.3	33.3	33.3	77.8	70.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	35	100	47.1	20.6	32.4	70.6	48.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	71.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	75	100	23.9	38.8	37.3	86.6	71.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	165	100	17.2	38.4	44.4	86.8	74.6	78.9	Yes	Yes
Gender										
Male	85	100	17.5	35	47.5	86.3	74	77	N/A	N/A
Female	80	100	16.9	42.3	40.8	87.3	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	107	100	9.8	32.4	57.8	92.2	84.6	87.2	Yes	Yes
African American	51	100	33.3	48.9	17.8	73.3	67.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	81	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	35	100	58.8	14.7	26.5	50	44.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	82.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	75	100	28.4	43.3	28.4	76.1	69.1	70.2	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
Science								
All Students	110	100	22.1	63.5	14.4	77.9	61.7	67.5
Gender								
Male	63	100	23.3	56.7	20	76.7	62	67
Female	47	100	20.5	72.7	6.8	79.5	61.4	68
Racial/Ethnic Group								
White	76	100	8.3	73.6	18.1	91.7	78.5	79.5
African American	30	100	50	42.9	7.1	50	50.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	44.4	48.1	7.4	55.6	36.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	59	59.6
Socio-Economic Status								
Subsided meals	47	100	35.6	51.1	13.3	64.4	53.4	55.1

Social Studies

All Students	113	98.2	16.7	41.2	42.2	83.3	67.2	72.3
Gender								
Male	59	100	18.2	36.4	45.5	81.8	67.1	71.5
Female	54	96.3	14.9	46.8	38.3	85.1	67.4	73.2
Racial/Ethnic Group								
White	71	100	11.9	40.3	47.8	88.1	78.8	80.7
African American	35	94.3	29	38.7	32.3	71	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	75.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	21	100	60	15	25	40	44.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	74.2	67.9
Socio-Economic Status								
Subsided meals	54	96.3	27.1	35.4	37.5	72.9	61.2	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	163	97.6	30.2	41.6	28.2	69.8	60	70.2	96.9	95.8
Gender										
Male	84	97.6	42.3	35.9	21.8	57.7	52.8	63.2	96.8	95.5
Female	79	97.5	16.9	47.9	35.2	83.1	67.5	77.5	97	96
Racial/Ethnic Group										
White	107	97.2	20	50	30	80	72.3	79.1	96.9	95.3
African American	50	98	48.9	24.4	26.7	51.1	51.3	57.6	96.7	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	86.2	99.9	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.3	62.6	98.1	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	90.8
Disability Status										
Disabled	34	91.2	74.2	16.1	9.7	25.8	19.1	26.1	96.4	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59.6	61.2	98.4	97.2
Socio-Economic Status										
Subsidized meals	73	97.3	43.9	36.4	19.7	56.1	52.6	58.9	96.5	95.5

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
English/Language Arts							
2009	3	56	100	16.7	20.8	62.5	83.3
	4	60	100	23.6	36.4	40	76.4
	5	49	100	8.3	43.8	47.9	91.7
	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
Mathematics							
2009	3	56	100	25	35.4	39.6	75
	4	60	100	12.7	30.9	56.4	87.3
	5	49	100	14.6	50	35.4	85.4
	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
Science							
2009	3	28	100	28	64	8	72
	4	58	100	21.8	60	18.2	78.2
	5	24	100	16.7	70.8	12.5	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
Social Studies							
2009	3	28	96.4	17.4	47.8	34.8	82.6
	4	60	100	16.4	43.6	40	83.6
	5	25	96	16.7	29.2	54.2	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
Writing							
2009	3	54	100	27.1	43.8	29.2	72.9
	4	60	93.3	39.6	47.2	13.2	60.4
	5	49	100	22.9	33.3	43.8	77.1
	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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