



Elloree Elementary

200 Warrior Drive
Elloree, South Carolina

Grades	PK-8 Elementary School	
Enrollment	477 Students	
Principal	Mamie B. DuPree	803-897-2233
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average

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

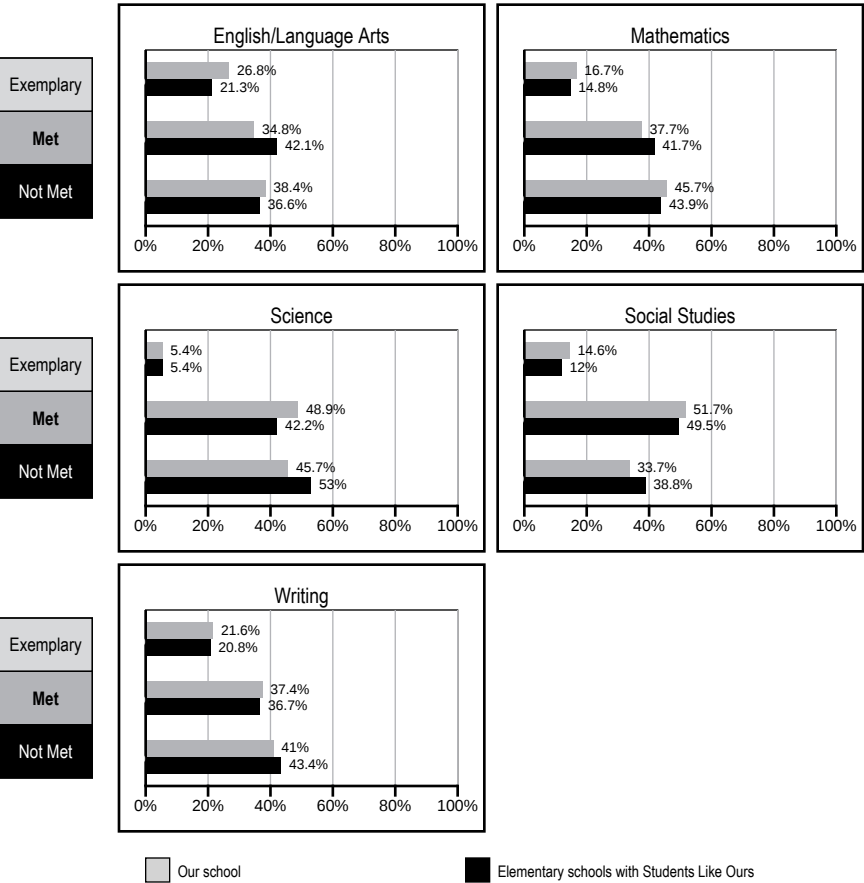
99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	55	53	31

* 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=477)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.3%	2.5%	1.9%
Attendance rate	95.2%	Up from 95.0%	96.0%	96.3%
Eligible for gifted and talented	1.3%	Down from 2.7%	2.8%	10.0%
With disabilities other than speech	9.3%	No Change	7.4%	7.7%
Older than usual for grade	2.0%	Up from 1.6%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.1%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	65.9%	Down from 66.7%	57.1%	59.4%
Continuing contract teachers	70.7%	Down from 74.4%	70.7%	80.0%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	91.5%	Down from 92.9%	81.4%	85.9%
Teacher attendance rate	92.7%	Up from 92.1%	95.2%	95.1%
Average teacher salary*	\$49,265	Up 5.0%	\$45,718	\$47,149
Professional development days/teacher	11.0 days	Down from 13.9 days	10.7 days	11.1 days
School				
Principal's years at school	1.5	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Up from 13.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	87.3%	Up from 85.3%	90.1%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	64.8%	Down from 97.1%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$10,518	Up 10.7%	\$8,672	\$7,458
Percent of expenditures for instruction**	66.8%	Up from 64.7%	68.5%	68.8%
Percent of expenditures for teacher salaries**	56.8%	Down from 60.6%	61.9%	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

Elloree Elementary School serves students of child development age through 8th grade. Ninety-five percent (95%) of our students receive free or reduced meals. The 2008-2009 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, district-sponsored courses, workshops, conferences, and other state or local training opportunities.

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 in the primary grades through the use of additional resources. Resources for the various grade levels included Purple COWs (Curriculum on Wheels for science and social studies), SuccessMaker Computer Program in the After School Program, Promethean Boards in some classrooms, the Accelerated Reading Program, Brain PoP, Waterford Computer Program, increased use of hands-on science materials, and Saxon math and phonics. Measures of Academic Progress (MAP), coupled with Compass Learning-Odyssey, and Benchmark testing were used to study strengths and weaknesses of students in grades 2-8.

An After School Remediation and Enrichment Program, Super Saturday Academy, Computer Assisted Instruction, flexible grouping, and Summer School Program were additional activities conducted at EES to prepare students for PASS 2009. A math coach, instructional facilitator, and specialty area consultants were available to assist teachers with collaborative coaching and implementation of best practices and differentiated instruction.

At Elloree Elementary, we continue to provide instructional services using innovative methods to the best of our ability. Our school's motto, "Excellence Without Excuse," means we strive for a high level of academic achievement for all of our students. This can and will be done with the shared assistance of our parents and community.

Mamie B. DuPree, Ed.D., Principal
Edie Shelton, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	37	24
Percent satisfied with learning environment	78.4%	72.2%	66.7%
Percent satisfied with social and physical environment	89.2%	67.6%	75.0%
Percent satisfied with school-home relations	51.4%	75.7%	62.5%

* 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
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This school met 15 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	RP
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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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.8%	0.0%	No
Student attendance rate	95.2%	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 = 58.8% (Met or Exemplary)

All Students	301	99.3	41.6	39.4	19	73	69.9	82.8	Yes	Yes
Gender										
Male	153	99.4	47.1	36.8	16.2	68.4	66.6	79.3	N/A	N/A
Female	148	99.3	36.2	42	21.7	77.5	73.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	36	94.4	26.7	53.3	20	86.7	82.3	89.5	I/S	I/S
African American	256	100	42.8	38.6	18.6	71.6	68.5	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	70.6	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	52	100	62.8	25.6	11.6	51.2	40.7	52	No	Yes
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	8	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	284	99.3	41.7	40.2	18.1	72.2	69.2	75.5	Yes	Yes

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

All Students	301	99.3	50.4	40.1	9.5	60.9	60.9	78.9	Yes	Yes
Gender										
Male	153	99.4	56.6	39	4.4	56.6	57.1	77	N/A	N/A
Female	148	99.3	44.2	41.3	14.5	65.2	64.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	36	94.4	33.3	43.3	23.3	73.3	77	87.2	I/S	I/S
African American	256	100	52.1	40.7	7.2	59.7	59.2	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.8	76	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	52	100	86	11.6	2.3	25.6	23.1	45.5	No	Yes
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	8	I/S	I/S	I/S	I/S	I/S	58.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	284	99.3	51.7	39.8	8.5	59.8	59.5	70.2	Yes	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	200	98	54.7	40.3	5	45.3	49.3	67.5
Gender								
Male	98	96.9	53.5	41.9	4.7	46.5	51.1	67
Female	102	99	55.8	38.9	5.3	44.2	47.6	68
Racial/Ethnic Group								
White	27	92.6	36.4	45.5	18.2	63.6	70.1	79.5
African American	167	98.8	56.2	41.2	2.6	43.8	47.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	33.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	33	93.9	N/AV	N/AV	N/AV	25.9	20	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	6	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	189	97.9	56.4	38.4	5.2	43.6	47.6	55.1

Social Studies

All Students	201	98	42.6	47.7	9.7	57.4	58.1	72.3
Gender								
Male	104	98.1	47.8	45.6	6.7	52.2	55	71.5
Female	97	97.9	37.2	50	12.8	62.8	61.3	73.2
Racial/Ethnic Group								
White	23	91.3	23.5	52.9	23.5	76.5	67.1	80.7
African American	173	98.8	44.5	48.4	7.1	55.5	57	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	35	94.3	65.4	30.8	3.8	34.6	32.9	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	4	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	188	97.9	43.3	47.6	9.1	56.7	56.8	62.1

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	299	96.7	42.1	41.8	16.1	57.9	55	70.2	95.2	95.4
Gender										
Male	153	94.1	48.9	39.3	11.9	51.1	48.9	63.2	94.8	94.9
Female	146	99.3	35.5	44.2	20.3	64.5	61	77.5	95.6	95.9
Racial/Ethnic Group										
White	36	100	33.3	46.7	20	66.7	69.3	79.1	92.5	92.8
African American	255	96.1	43.4	41.3	15.3	56.6	53.4	57.6	95.4	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	98.5	98.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.8	62.6	98	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	89.5	95.5
Disability Status										
Disabled	49	91.8	83.3	14.3	2.4	16.7	16	26.1	94.6	94.4
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	8	I/S	I/S	I/S	I/S	I/S	66.7	61.2	98.2	97.1
Socio-Economic Status										
Subsidized meals	287	96.5	42	42.4	15.6	58	53.9	58.9	95.2	95.4

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	53	100	53.1	18.4	28.6	46.9
	4	50	100	32.6	41.9	25.6	67.4
	5	48	100	28.3	45.7	26.1	71.7
	6	54	100	45.1	45.1	9.8	54.9
	7	49	95.9	52.4	33.3	14.3	47.6
	8	47	100	37.2	53.5	9.3	62.8
Mathematics							
2009	3	53	100	55.1	34.7	10.2	44.9
	4	50	100	41.9	30.2	27.9	58.1
	5	48	100	39.1	47.8	13	60.9
	6	54	100	51	47.1	2	49
	7	49	95.9	50	47.6	2.4	50
	8	47	100	65.1	32.6	2.3	34.9
Science							
2009	3	27	100	61.5	30.8	7.7	38.5
	4	50	98	44.2	51.2	4.7	55.8
	5	24	100	30.4	65.2	4.3	69.6
	6	27	96.3	73.1	19.2	7.7	26.9
	7	48	95.8	50	45.2	4.8	50
	8	24	100	N/AV	N/AV	N/AV	19
Social Studies							
2009	3	26	100	47.8	39.1	13	52.2
	4	50	100	20.9	60.5	18.6	79.1
	5	24	100	43.5	47.8	8.7	56.5
	6	27	100	N/AV	N/AV	N/AV	76
	7	49	93.9	70.7	24.4	4.9	29.3
	8	25	96	47.6	42.9	9.5	52.4
Writing							
2009	3	53	96.2	42.6	38.3	19.1	57.4
	4	50	98	38.6	40.9	20.5	61.4
	5	48	97.9	39.1	34.8	26.1	60.9
	6	55	94.6	43.1	47.1	9.8	56.9
	7	47	100	37.2	46.5	16.3	62.8
	8	46	93.5	52.4	42.9	4.8	47.6

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