



Powdersville Elementary

139 Hood Road
Greenville, SC 29611

Grades	3-5 Elementary School	
Enrollment	511 Students	
Principal	Debra T. Gill	864-269-4431
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

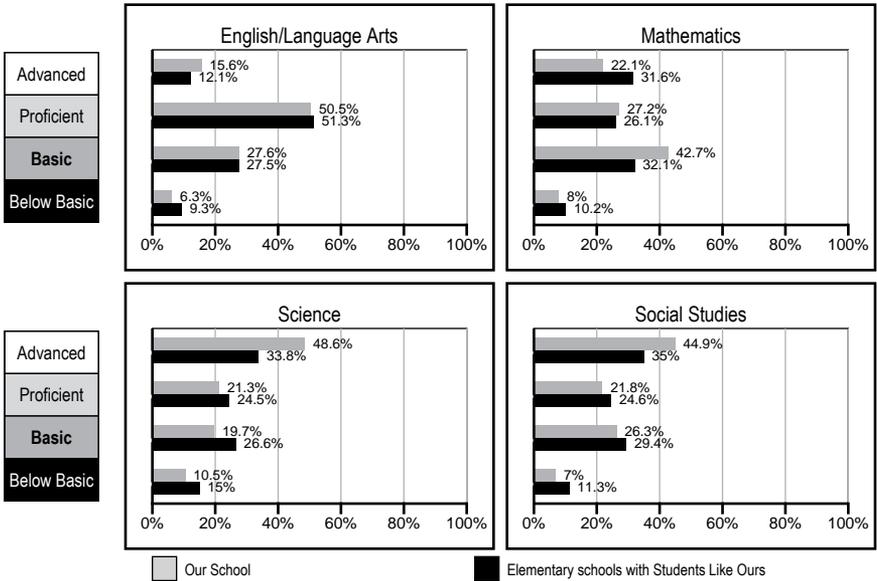
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	20	4	0	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=511)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.8%	Up from 0.3%	1.5%	2.3%
Attendance rate	96.7%	Down from 96.9%	96.8%	96.3%
Eligible for gifted and talented	16.3%	Down from 18.7%	23.2%	10.4%
With disabilities other than speech	6.3%	Down from 6.8%	5.4%	7.5%
Older than usual for grade	0.2%	Down from 0.5%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	43.8%	Down from 60.0%	62.5%	56.7%
Continuing contract teachers	56.3%	Down from 76.0%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.0%	Up from 91.2%	88.2%	86.4%
Teacher attendance rate	96.0%	Up from 94.7%	94.8%	94.9%
Average teacher salary	\$40,583	Down 6.2%	\$47,734	\$45,345
Professional development days/teacher	12.6 days	Down from 12.8 days	11.0 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 21.4 to 1	20.0 to 1	18.5 to 1
Prime instructional time	91.4%	Up from 90.9%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,078	Up 3.4%	\$6,498	\$7,052
Percent of expenditures for instruction*	62.6%	Down from 63.7%	70.5%	69.1%
Percent of expenditures for teacher salaries*	58.4%	Down from 61.5%	65.1%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission of Powdersville Elementary in cooperation with parents, teachers, staff, students, and the community is to acknowledge the uniqueness of the individual, provide challenging and diverse educational experiences in a safe environment, and nurture a desire for learning as each individual becomes a contributing member of society. This mission is exemplified in our school motto, "Powdersville Elementary P R I D E: Producing Responsible Individuals while Developing Excellence." Character Education is essential in developing responsible students. Each day a new character word is introduced by our news anchors on our student-operated daily news program, WTLP (We're The Lion Pride network) and our teachers integrate those character words into their classroom instruction.

Our theme for the 2007-2008 school year was "Powdersville Dream Team: Go for the Goal". The entire building was decorated in a sports theme with footballs, baseballs, basketballs, soccer balls, and lots of pennants adorning the halls and classrooms. Students and parents were encouraged to join the game for learning and become part of the Powdersville Dream Team. Each teacher's classroom became "their own stadium," and students were greeted with their team assignments! The Powdersville Dream Team worked together and achieved great things this year! We were very proud to receive the Palmetto Silver Award for high achievement!

Our students excelled in the following other areas also: District Writing Contest winners and Lt. Governor's Writing Contest winner; eight students attended the AOP Regional Science Fair, and all received a Gold or Silver medal or Honorable Mention; over \$5800 was contributed to Jump Rope for Heart; students/teachers/staff contributed to Pennies for Patients, BEAR Drive sponsored by SC Highway Patrol, Toys for Tots, and our own Lion's Share Christmas Project; Student Council contributed to March of Dimes through their Reading Champions Program and organized "care packages" and Valentines for local nursing homes; 4th and 5th grade Chorus performed for our school and area malls and nursing homes; Eighteen 5th grade strings students participated in the S.C. Solo Ensemble and received 21 superior ratings; third graders went Mining for Treasures, fourth graders enjoyed an Explorer Day and a Thanksgiving Feast, and fifth graders participated in a Wild West Day and a Hooverville Reenactment; Talent Show; Family Homework Help Night and Family PACT Night; Take-home Family Science Bags; and Basic Skills Enrichment Program, PACT Push Program, and YMCA After-School Program

The support of our incredible PTSO and SIC is invaluable to our school. Their volunteer and fundraising efforts are tireless and a wonderful model for our students. Our school could not be as successful without their support.

Debra T. Gill, Principal
Patricia Tutterow, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	149	84
Percent satisfied with learning environment	96.0%	85.7%	83.5%
Percent satisfied with social and physical environment	100.0%	85.9%	91.7%
Percent satisfied with school-home relations	100.0%	86.6%	70.4%

* 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

YES

This school met 19 out of 19 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	0.2%	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	512	100	6.5	27.8	50.2	15.5	77.2	63.1	48.2	Yes	Yes
Gender											
Male	276	100	9.4	30.1	50.4	10.2	73.4	57.1	41.7	N/A	N/A
Female	236	100	3.2	25.2	50	21.6	81.5	69.7	55	N/A	N/A
Racial/Ethnic Group											
White	443	100	6.3	25.8	51.6	16.4	79.5	64.9	60	Yes	Yes
African American	41	100	8.6	54.3	31.4	5.7	48.6	47.2	31.7	I/S	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	81.6	70.4	I/S	I/S
Hispanic	18	100	11.1	27.8	44.4	16.7	77.8	47.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	50	100	26.7	42.2	26.7	4.4	46.7	24.8	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	18.8	18.8	62.5	0	68.8	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	127	100	13.3	41.6	40.7	4.4	52.2	46.5	34	Yes	Yes

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

All Students	512	100	8.2	42.9	27	22	63.6	59.8	45.8	Yes	Yes
Gender											
Male	276	100	7.4	42.2	27.3	23	63.3	60	45.6	N/A	N/A
Female	236	100	9	43.7	26.6	20.7	64	59.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	443	100	7	41.9	27.5	23.6	65.5	62	59	Yes	Yes
African American	41	100	22.9	57.1	14.3	5.7	37.1	37.1	26.9	I/S	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	86.8	71.3	I/S	I/S
Hispanic	18	100	11.1	38.9	27.8	22.2	55.6	45.3	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	46.2	I/S	I/S
Disability Status											
Disabled	50	100	15.6	55.6	20	8.9	37.8	24.5	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	6.3	37.5	37.5	18.8	62.5	39.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	127	100	18.6	56.6	19.5	5.3	38.9	44.2	31.4	Yes	Yes

* Adj - 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

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	342	100	10.4	19.9	21.2	48.4	69.6	57.2	35.7	96.7	96.1
Gender											
Male	180	100	10.8	18.1	18.7	52.4	71.1	60.1	37.4	96.5	96.1
Female	162	100	10	22	24	44	68	53.9	33.8	96.8	96.1
Racial/Ethnic Group											
White	296	100	8	19.6	21.5	50.9	72.4	59.8	49.2	96.7	96
African American	28	100	34.8	34.8	13	17.4	30.4	31.9	17	96.8	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.8	58	96.8	97.5
Hispanic	12	100	16.7	0	25	58.3	83.3	46	24.9	96.5	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.7	94.9
Disability Status											
Disabled	34	100	10	33.3	16.7	40	56.7	23.7	14	96	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	38	24.4	97.6	96.6
Socio-Economic Status											
Subsided meals	89	100	17.5	33.8	15	33.8	48.8	38.2	21.1	95.4	95.2
Social Studies											
All Students	342	100	7.2	26.4	21.7	44.7	66.4	50.7	34	96.7	96.1
Gender											
Male	186	100	8.2	24.1	21.8	45.9	67.6	53.7	36.6	96.5	96.1
Female	156	100	6.1	29.1	21.6	43.2	64.9	47.3	31.3	96.8	96.1
Racial/Ethnic Group											
White	296	100	7.2	26	21.3	45.5	66.8	51.8	44.5	96.7	96
African American	29	100	8.3	33.3	25	33.3	58.3	39.5	19.1	96.8	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	80	58.9	96.8	97.5
Hispanic	11	100	9.1	36.4	0	54.5	54.5	39.3	27.5	96.5	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.7	94.9
Disability Status											
Disabled	37	100	18.2	42.4	15.2	24.2	39.4	24.9	14.4	96	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	97.6	96.6
Socio-Economic Status											
Subsided meals	86	100	18.2	39	19.5	23.4	42.9	37.5	21	95.4	95.2

* Adj - 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

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	118	99.2	4.5	15.2	59.8	20.5	80.4
	4	137	100	4.6	35.4	50	10	60
	5	139	100	9.7	39.6	46.3	4.5	50.7
	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	188	100	1.7	22.4	54	21.8	75.9
	4	173	100	3.2	19.7	61.1	15.9	77.1
	5	151	100	15.6	42.9	34	7.5	41.5
	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	118	99.2	6.3	46.4	30.4	17	47.3
	4	137	100	6.2	26.9	38.5	28.5	66.9
	5	139	100	8.2	47.8	27.6	16.4	44
	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	188	100	6.9	53.4	24.7	14.9	39.7
	4	173	100	5.7	33.8	29.9	30.6	60.5
	5	151	100	12.2	40.1	26.5	21.1	47.6
	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
Science								
2007	3	59	100	7	21.1	42.1	29.8	71.9
	4	137	100	9.3	26.4	23.3	41.1	64.3
	5	69	100	20.3	34.8	14.5	30.4	44.9
	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	94	100	2.3	24.4	38.4	34.9	73.3
	4	172	100	7.1	20.5	13.5	59	72.4
	5	76	100	27	13.5	17.6	41.9	59.5
	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	58	100	1.8	29.1	41.8	27.3	69.1
	4	137	100	3.1	26.4	35.7	34.9	70.5
	5	70	100	16.9	30.8	21.5	30.8	52.3
	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	94	100	1.1	20.5	23.9	54.5	78.4
	4	173	100	3.8	28	23.6	44.6	68.2
	5	75	100	21.9	30.1	15.1	32.9	47.9
	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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