



## Varenes Academy of Communications and Technology

1820 South Highway 29

Anderson, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	387 Students	
<b>Principal</b>	Dr. Mary C. Paul	864-260-5215
<b>Superintendent</b>	Betty T. Bagley	864-260-5000
<b>Board Chair</b>	Dr. William Mack Burriss	864-224-6384

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Good
2004	Average	At-Risk

## 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**

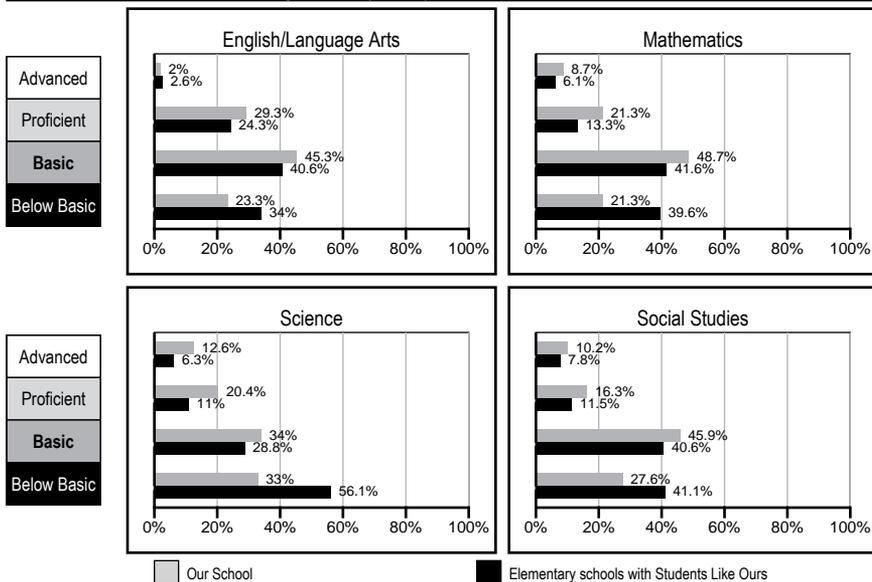
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	4	4	44	61

\* 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
<b>Students (n=387)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 82.0%	100.0%	100.0%
Retention rate	1.9%	Down from 4.1%	3.1%	2.3%
Attendance rate	96.0%	Down from 96.5%	96.0%	96.3%
Eligible for gifted and talented	2.7%	Up from 1.5%	2.9%	10.4%
With disabilities other than speech	12.6%	Down from 13.5%	7.8%	7.5%
Older than usual for grade	1.6%	Down from 1.7%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	51.4%	Down from 53.8%	54.5%	56.7%
Continuing contract teachers	59.5%	Down from 71.8%	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.9%	Down from 82.4%	82.6%	86.4%
Teacher attendance rate	94.7%	No Change	95.0%	94.9%
Average teacher salary	\$42,764	Up 4.3%	\$43,876	\$45,345
Professional development days/teacher	16.4 days	Up from 15.9 days	13.8 days	12.6 days
<b>School</b>				
Principal's years at school	24.0	Up from 23.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 15.8 to 1	16.6 to 1	18.5 to 1
Prime instructional time	86.7%	Down from 88.8%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,488	Down 36.9%	\$8,172	\$7,052
Percent of expenditures for instruction*	66.6%	Up from 62.3%	68.5%	69.1%
Percent of expenditures for teacher salaries*	65.3%	Up from 53.7%	61.0%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Varenes Elementary, located in Anderson, SC, is a Title I school that served approximately 350 students in 2007-2008. The school serves students in grades K-5. The school's faculty consists of twenty-four regular education teachers, five co-curricular teachers, two special education teachers, and seventeen support personnel. All students attend Physical Education, Art, Music, and Computer classes as well as visit the media center on a weekly basis. Two Reading Recovery teachers serve first grade students who have been identified as at-risk readers. In addition, our two resource teachers work diligently alongside the regular classroom teacher to help Special Education students master grade-level standards.

The learning community at Varenes is committed to student success. Operating on a modified calendar allows every student the opportunity to be successful. Academic enrichment weeks are offered three times a year to students who are experiencing problems or require acceleration. In addition to enrichment weeks, we offer a comprehensive afterschool program. This program is open to any student in grades 3-5 who require or would like afterschool help.

Technology has been used to enhance instruction at Varenes for the last three years. SMART boards and LCD projectors are in every classroom. With the assistance of our computer facilitator and videographer, students engage in technology-rich lessons that encourage them to become innovative thinkers and prepare them to compete in the future job market. Fourth and fifth grade students showcase their speaking skills through the production of our "Tiger 21Live" morning television show.

We believe that building a strong school-home network is vital to the success of our students. For that reason, we actively seek parental and community involvement in all school activities. Parents, students, and faculty/staff members have participated in various afterschool events such as our annual school talent show, Math, Literacy, and Fitness nights as well as an Opening of School Celebration. As more parents and community members become involved, we are seeing ourselves grow as a learning community.

Through the tireless efforts of our students, teachers, parents, and community, Varenes is making great progress. However, we realize that our present progress is only a fraction of what our students are capable of achieving. We look forward to the 2008-2009 school year as we continue to pave the way for our leaders of tomorrow.

Dr. Mary C. Paul, Principal  
Stacey Young, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	59	22
Percent satisfied with learning environment	100.0%	86.4%	86.4%
Percent satisfied with social and physical environment	96.9%	83.1%	72.7%
Percent satisfied with school-home relations	34.4%	82.8%	68.2%

\* 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 15 out of 15 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

NI-DELAY

## 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	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	172	99.4	23.3	45.3	29.3	2	45.3	55	48.2	Yes	Yes
<b>Gender</b>											
Male	93	98.9	28.4	45.7	24.7	1.2	38.3	48.5	41.7	N/A	N/A
Female	79	100	17.4	44.9	34.8	2.9	53.6	61.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	41	97.6	13.3	50	33.3	3.3	56.7	66.4	60	I/S	Yes
African American	126	100	26.1	43.5	28.7	1.7	43.5	36.8	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.4	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	35	100	60	40	0	0	3.3	13.3	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	43.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	154	100	24.3	45.7	29.3	0.7	44.3	39.3	34	Yes	Yes

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

All Students	172	99.4	21.3	48.7	21.3	8.7	40.7	54	45.8	Yes	Yes
<b>Gender</b>											
Male	93	98.9	24.7	42	22.2	11.1	40.7	53.2	45.6	N/A	N/A
Female	79	100	17.4	56.5	20.3	5.8	40.6	54.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	41	97.6	6.7	53.3	30	10	56.7	66.3	59	I/S	Yes
African American	126	100	24.3	47.8	19.1	8.7	37.4	33.4	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.5	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	46.2	I/S	I/S						
<b>Disability Status</b>											
Disabled	35	100	43.3	50	3.3	3.3	13.3	16.1	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	54.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	154	100	22.1	47.9	20.7	9.3	40	37.6	31.4	Yes	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
<b>Science</b>											
All Students	117	99.2	33	34	20.4	12.6	33	51.9	35.7	96	95.6
<b>Gender</b>											
Male	67	98.5	33.3	36.8	12.3	17.5	29.8	53.7	37.4	96	95.5
Female	50	100	32.6	30.4	30.4	6.5	37	50.1	33.8	95.9	95.8
<b>Racial/Ethnic Group</b>											
White	26	96.2	21.1	21.1	31.6	26.3	57.9	65.4	49.2	94.7	95.5
African American	87	100	33.8	38.8	17.5	10	27.5	30.6	17	96.3	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	58	N/A	96.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	53.1	24.9	97	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	98.5
<b>Disability Status</b>											
Disabled	24	100	66.7	23.8	0	9.5	9.5	15.8	14	95.8	94.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	98.3
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	55.9	24.4	97.4	96.5
<b>Socio-Economic Status</b>											
Subsided meals	108	100	33.7	34.7	19.4	12.2	31.6	35.9	21.1	95.9	94.9
<b>Social Studies</b>											
All Students	112	99.1	27.6	45.9	16.3	10.2	26.5	46.8	34	96	95.6
<b>Gender</b>											
Male	56	98.2	24	46	20	10	30	48.6	36.6	96	95.5
Female	56	100	31.3	45.8	12.5	10.4	22.9	44.8	31.3	95.9	95.8
<b>Racial/Ethnic Group</b>											
White	28	96.4	27.3	45.5	9.1	18.2	27.3	56.8	44.5	94.7	95.5
African American	83	100	28	45.3	18.7	8	26.7	28.7	19.1	96.3	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.1	58.9	N/A	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	50	27.5	97	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	98.5
<b>Disability Status</b>											
Disabled	22	100	55.6	33.3	11.1	0	11.1	15.4	14.4	95.8	94.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	98.3
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	54.5	27.3	97.4	96.5
<b>Socio-Economic Status</b>											
Subsided meals	100	100	29.7	45.1	15.4	9.9	25.3	31.4	21	95.9	94.9

\* 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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	75	100	21.5	43.1	32.3	3.1	35.4	
	4	57	100	28	54	18	0	18	
	5	58	98.3	37	50	13	0	13	
	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
<b>2008</b>	3	55	100	10.4	39.6	45.8	4.2	50	
	4	57	98.3	37.3	37.3	23.5	2	25.5	
	5	60	100	21.6	58.8	19.6	0	19.6	
	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	
<b>Mathematics</b>									
<b>2007</b>	3	75	100	40	49.2	9.2	1.5	10.8	
	4	57	100	28	48	20	4	24	
	5	58	98.3	34.8	54.3	4.3	6.5	10.9	
	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
<b>2008</b>	3	55	100	25	43.8	18.8	12.5	31.3	
	4	57	98.3	23.5	51	19.6	5.9	25.5	
	5	60	100	15.7	51	25.5	7.8	33.3	
	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	
<b>Science</b>									
<b>2007</b>	3	38	100	51.5	36.4	12.1	0	12.1	
	4	57	100	32	48	18	2	20	
	5	29	100	41.7	41.7	8.3	8.3	16.7	
	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
<b>2008</b>	3	27	100	30.4	26.1	30.4	13	43.5	
	4	57	98.3	33.3	41.2	19.6	5.9	25.5	
	5	33	100	34.5	27.6	13.8	24.1	37.9	
	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	
<b>Social Studies</b>									
<b>2007</b>	3	37	100	12.5	56.3	18.8	12.5	31.3	
	4	57	100	18	58	20	4	24	
	5	29	96.6	36.4	50	0	13.6	13.6	
	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
<b>2008</b>	3	28	100	8	20	40	32	72	
	4	57	98.3	29.4	56.9	9.8	3.9	13.7	
	5	27	100	45.5	50	4.5	0	4.5	
	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	

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