



Pontiac Elementary

500 Spears Creek Church
Elgin, SC 29045

Grades	PK-5 Elementary School	
Enrollment	710 Students	
Principal	Beth Elliott	803-699-2700
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Stephen Shellenberg	803-736-5530

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	Below Average
2006	Good	At-Risk
2005	Good	At-Risk
2004	Good	Below Average

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

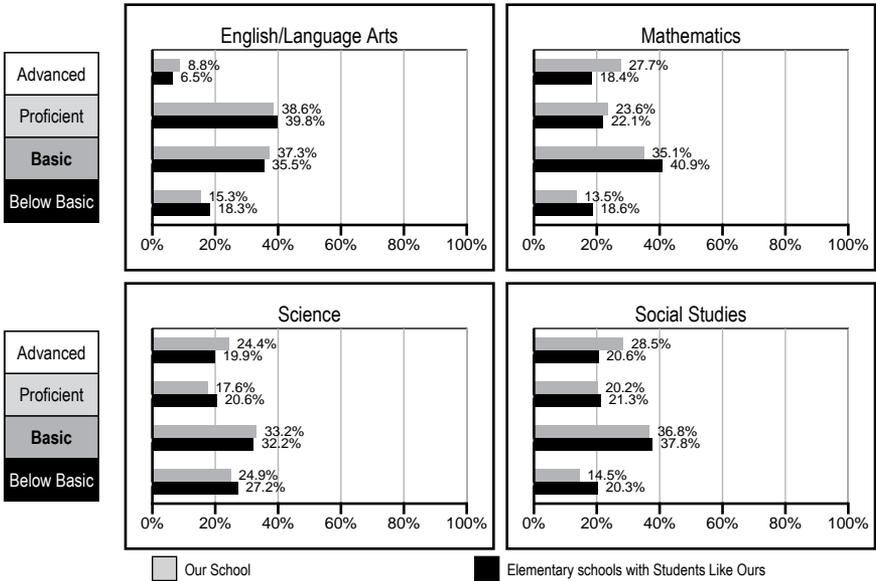
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	15	60	5	1

* 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=710)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Down from 3.1%	2.1%	2.3%
Attendance rate	96.6%	Up from 96.4%	96.4%	96.3%
Eligible for gifted and talented	20.6%	Down from 20.9%	13.5%	10.4%
With disabilities other than speech	7.8%	Up from 7.0%	7.2%	7.5%
Older than usual for grade	0.2%	Down from 0.8%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	71.4%	Down from 74.1%	55.8%	56.7%
Continuing contract teachers	85.7%	Down from 90.7%	78.5%	77.3%
Teachers with emergency or provisional certificates	3.9%	Up from 2.0%	0.0%	0.0%
Teachers returning from previous year	91.3%	Up from 86.4%	88.6%	86.4%
Teacher attendance rate	95.2%	Down from 97.1%	94.9%	94.9%
Average teacher salary	\$50,770	Up 5.5%	\$45,945	\$45,345
Professional development days/teacher	9.4 days	Down from 9.6 days	12.2 days	12.6 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 17.8 to 1	19.2 to 1	18.5 to 1
Prime instructional time	90.9%	Down from 92.6%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,616	Up 10.0%	\$6,399	\$7,052
Percent of expenditures for instruction*	73.5%	Up from 72.8%	69.7%	69.1%
Percent of expenditures for teacher salaries*	70.2%	Up from 69.1%	65.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Pontiac Elementary focuses on meeting the needs of individual students, which in turn creates group success. As a Red Carpet School, we continue to enhance our learning environment by creating a positive, safe climate. Our National Blue Ribbon status, School of Promise, District Teamwork Award, and Exemplary Writing Award confirm our drive to continue to stretch our academic expectations for all students. We feel our community-building climate is what contributes to our ongoing successes. We continue as a faculty, staff, parent, and student team to constantly change and restructure. We pride ourselves on our philosophy of meeting the needs of all students. Making a difference with each individual student is our focus. With such a qualified staff including 22 National Board Certified Teachers, State Math and Literacy Coaches, 2 finalists for the State of South Carolina Excellence of Teaching in Math and Science, 6 District Honor Roll Teachers, a Fulbright Scholarship Winner, Past Support Person of the Year and many grant recipients, we are ready to challenge each and every student to reach his/her potential. We are proud of our technology labs, as well as computers and other multimedia technologies in the classroom to enhance instruction.

Our developmentally appropriate space for kindergarten, elementary, and intermediate grades has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratios continues to be a strength of our program. Our partnership with the University of South Carolina continues to offer many experiences for our students. Being a Professional Development School enables us to continue to grow in all areas of the curriculum. Our partnership has enabled us to be a part of many University grants and projects. Richland School District Two and Pontiac Elementary continue to hire the best of the best. Our University partnership allows us to observe and interact with beginning teachers.

As part of our school planning process, we will continue to review test scores, assessment data to make good decisions for groups of students, as well as focusing on individual student learning. Our assessments continue to show growth. We will continue to use MAP (Measures of Academic Progress) data to differentiate instruction for all students. The use of this data has enabled us to make instructional changes to meet the needs of the individual learner. As a team, we will continue to work on stretching each individual student. We have worked on safety issues and meeting the needs of a growing, active community. Many variables are included in providing the very best learning environment for all students. We will continue to strive to be the very best educational setting for all students.

Beth T. Elliott, Principal
Donna Neal, Site Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	96	71
Percent satisfied with learning environment	100.0%	87.1%	95.8%
Percent satisfied with social and physical environment	100.0%	91.1%	95.8%
Percent satisfied with school-home relations	97.2%	94.4%	93.0%

* 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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.6%	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	332	100	14.9	37.1	38.4	9.6	60.9	54.9	48.2	Yes	Yes
Gender											
Male	153	100	14.2	41.8	37.6	6.4	56.7	47.6	41.7	N/A	N/A
Female	179	100	15.5	32.9	39.1	12.4	64.6	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	135	100	10.1	27.1	48.8	14	73.6	75.1	60	Yes	Yes
African American	164	100	19.3	46.2	29	5.5	49.7	44.1	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	74.4	70.4	I/S	I/S
Hispanic	26	100	19	33.3	38.1	9.5	57.1	45.4	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
Disability Status											
Disabled	42	100	44.7	28.9	15.8	10.5	36.8	20.4	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	27	100	17.4	26.1	43.5	13	69.6	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	176	100	23.9	40.6	32.3	3.2	49.7	37.4	34	Yes	Yes

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

All Students	332	100	12.9	35.4	24.2	27.5	64.2	50	45.8	Yes	Yes
Gender											
Male	153	100	11.3	34	26.2	28.4	65.2	48.2	45.6	N/A	N/A
Female	179	100	14.3	36.6	22.4	26.7	63.4	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	135	100	6.2	20.2	25.6	48.1	80.6	73.9	59	Yes	Yes
African American	164	100	17.9	49	24.8	8.3	50.3	37	26.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	79.1	71.3	I/S	I/S
Hispanic	26	100	23.8	38.1	14.3	23.8	57.1	40.6	38.1	I/S	I/S
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
Disability Status											
Disabled	42	100	34.2	28.9	21.1	15.8	44.7	20.9	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	27	100	17.4	21.7	21.7	39.1	73.9	51.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	176	100	20	45.8	20.6	13.5	48.4	32.2	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
Science											
All Students	220	100	24.1	32.7	18.1	25.1	43.2	43	35.7	96.6	97.3
Gender											
Male	99	100	24.4	26.7	18.9	30	48.9	44.2	37.4	96.6	97.2
Female	121	100	23.9	37.6	17.4	21.1	38.5	41.8	33.8	96.5	97.5
Racial/Ethnic Group											
White	83	100	11.4	22.8	20.3	45.6	65.8	68.8	49.2	96.6	97.2
African American	114	100	33	42	15	10	25	29.1	17	96.8	97.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	97.7	98
Hispanic	19	100	37.5	18.8	31.3	12.5	43.8	37.1	24.9	95.3	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.5
Disability Status											
Disabled	32	100	46.4	17.9	17.9	17.9	35.7	18.6	14	95.6	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	15	100	41.7	8.3	25	25	50	43.8	24.4	96	97.2
Socio-Economic Status											
Subsided meals	116	100	33.7	36.6	22.8	6.9	29.7	24.7	21.1	96	96.8
Social Studies											
All Students	217	99.5	13.3	36.9	21.5	28.2	49.7	42.9	34	96.6	97.3
Gender											
Male	100	100	10.6	33	23.4	33	56.4	44.7	36.6	96.6	97.2
Female	117	99.2	15.8	40.6	19.8	23.8	43.6	40.9	31.3	96.5	97.5
Racial/Ethnic Group											
White	93	98.9	6.9	25.3	24.1	43.7	67.8	62.5	44.5	96.6	97.2
African American	105	100	19.6	48.9	17.4	14.1	31.5	31.9	19.1	96.8	97.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	97.7	98
Hispanic	15	100	16.7	33.3	16.7	33.3	50	37.4	27.5	95.3	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.5
Disability Status											
Disabled	31	96.8	22.2	44.4	22.2	11.1	33.3	21.3	14.4	95.6	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	19	100	11.8	29.4	35.3	23.5	58.8	45.9	27.3	96	97.2
Socio-Economic Status											
Subsided meals	117	100	18.4	50.5	14.6	16.5	31.1	25.3	21	96	96.8

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

Abbreviations for Missing Data

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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	97	100	10.3	31	46	12.6	58.6
	4	108	100	14.3	34.7	45.9	5.1	51
	5	116	100	18.3	49	30.8	1.9	32.7
	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	118	100	7.3	32.1	43.1	17.4	60.6
	4	102	100	17.6	30.8	45.1	6.6	51.6
	5	112	100	20.6	48	27.5	3.9	31.4
	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
Mathematics								
2007	3	97	100	19.5	46	19.5	14.9	34.5
	4	108	100	13.3	25.5	20.4	40.8	61.2
	5	116	100	16.3	46.2	21.2	16.3	37.5
	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	118	100	16.5	40.4	16.5	26.6	43.1
	4	102	100	9.9	33	27.5	29.7	57.1
	5	112	100	11.8	32.4	29.4	26.5	55.9
	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
Science								
2007	3	51	100	22.7	34.1	20.5	22.7	43.2
	4	108	100	18.9	28.4	23.2	29.5	52.6
	5	58	100	30	34	16	20	36
	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	62	100	19.6	46.4	14.3	19.6	33.9
	4	102	100	25.3	25.3	22	27.5	49.5
	5	56	100	26.9	30.8	15.4	26.9	42.3
	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
Social Studies								
2007	3	48	100	9.8	36.6	31.7	22	53.7
	4	108	100	22.1	43.2	17.9	16.8	34.7
	5	59	100	26.4	43.4	17	13.2	30.2
	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	1.8	40	20	38.2	58.2
	4	102	99	16.7	37.8	16.7	28.9	45.6
	5	56	100	20	32	32	16	48
	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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