



Pacolet Elementary

150 McDowell St.
Pacolet, SC 29372

Grades	PK-5 Elementary School	
Enrollment	391 Students	
Principal	Kenny Blackwood	864-279-6500
Superintendent	Dr. James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Good
2006	Average	At-Risk
2005	Good	Excellent
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

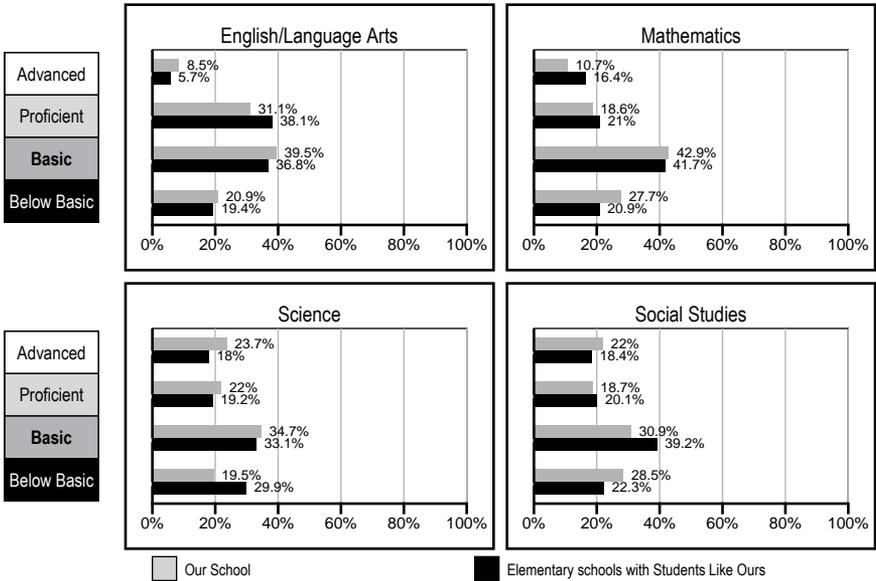
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	67	13	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=391)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.5%	Up from 4.3%	2.3%	2.3%
Attendance rate	96.3%	Up from 96.2%	96.3%	96.3%
Eligible for gifted and talented	8.3%	Down from 13.4%	10.9%	10.4%
With disabilities other than speech	13.0%	Up from 9.4%	8.4%	7.5%
Older than usual for grade	0.3%	Down from 1.0%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	63.0%	Down from 64.3%	56.5%	56.7%
Continuing contract teachers	88.9%	Up from 85.7%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.6%	Up from 90.0%	87.8%	86.4%
Teacher attendance rate	95.7%	Down from 97.4%	95.0%	94.9%
Average teacher salary	\$50,137	Up 3.4%	\$45,039	\$45,345
Professional development days/teacher	18.6 days	Up from 8.4 days	12.5 days	12.6 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 18.3 to 1	18.7 to 1	18.5 to 1
Prime instructional time	90.0%	Down from 93.0%	89.8%	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 99.2%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$9,185	Up 8.9%	\$6,733	\$7,052
Percent of expenditures for instruction*	N/A	N/A	68.9%	69.1%
Percent of expenditures for teacher salaries*	56.1%	Down from 56.7%	65.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Pacolet Elementary School is a culturally diverse, rural school located within the Town of Pacolet. As a hub in the community, our school serves students in pre-school through fifth grade and delivers challenging and meaningful instruction from highly qualified teachers. The 2007-2008 school year began with an administrative change and a collaborative effort of teachers, staff, parents, and students in developing a renewal plan which gave birth to several new initiatives.

The continued use of the Measures of Academic Progress (MAP) assessments provided a vital tool to measure student progress for students in grades one through five. The results of MAP gave teachers and parents detailed information to determine each child’s strengths and weaknesses in reading, language, and math. Analyzing these results allowed us to make instructional changes in order to benefit each individual student in an immediate and well-informed manner.

Our PTO and community volunteers continue to be integral parts of our school successes by providing additional resources to enhance our instructional and positive behavior programs throughout the year, such as reading buddies, class volunteers, PAWS (Practice Hard Work – Achieve as Much as You Can – Wear a Good Attitude – Show Respect), student incentives, yearbook, teacher/staff appreciation, and classroom supplies.

The commitment of all stakeholders in the Pacolet community has assisted in the continued increase of student achievement, a positive school climate, and several school awards – Palmetto Silver Award, Golden Achievement Award, and several individual staff awards. We are very proud of our accomplishments during the 2007-2008 school year and hope you will share in our celebrations.

Yours for a better education:

Kenny Blackwood, Principal
DeDe Quinn, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	51	32
Percent satisfied with learning environment	91.3%	88.0%	90.0%
Percent satisfied with social and physical environment	95.8%	80.4%	84.4%
Percent satisfied with school-home relations	95.7%	96.1%	78.1%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 13 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

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	N/A	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	96.3%	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	188	100	20.8	39.3	30.9	9	53.4	50.5	48.2	Yes	Yes
Gender											
Male	95	100	20.2	46.8	28.7	4.3	48.9	44.3	41.7	N/A	N/A
Female	93	100	21.4	31	33.3	14.3	58.3	57.8	55	N/A	N/A
Racial/Ethnic Group											
White	141	100	16.4	38.8	33.6	11.2	58.2	54.3	60	Yes	Yes
African American	43	100	35	42.5	20	2.5	37.5	34.7	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	35	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	37	100	42.9	45.7	8.6	2.9	20	17.9	16	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	I/S	37	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	103	100	29.5	47.4	20	3.2	34.7	40.1	34	No	Yes

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

All Students	188	100	27.5	42.7	18.5	11.2	42.7	41.8	45.8	Yes	Yes
Gender											
Male	95	100	28.7	42.6	18.1	10.6	42.6	41	45.6	N/A	N/A
Female	93	100	26.2	42.9	19	11.9	42.9	42.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	141	100	22.4	41.8	23.1	12.7	49.3	46.3	59	Yes	Yes
African American	43	100	42.5	47.5	5	5	22.5	22.1	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	30	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	37	100	51.4	31.4	11.4	5.7	25.7	15.2	17.1	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	I/S	30.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	103	100	37.9	44.2	11.6	6.3	29.5	30.3	31.4	No	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	127	100	19.3	34.5	21.8	24.4	46.2	39.3	35.7	96.3	96.2
Gender											
Male	64	100	15.9	30.2	22.2	31.7	54	40.7	37.4	96.5	96.1
Female	63	100	23.2	39.3	21.4	16.1	37.5	37.5	33.8	96.1	96.5
Racial/Ethnic Group											
White	94	100	16.9	31.5	21.3	30.3	51.7	43.7	49.2	96.2	96.1
African American	32	100	27.6	44.8	24.1	3.4	27.6	19.6	17	97	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.9	97.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37	24.9	95.4	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.9	97
Disability Status											
Disabled	28	100	34.6	46.2	15.4	3.8	19.2	16.6	14	95.7	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	1	I/S	I/S	I/S	I/S	I/S	I/S	24	24.4	98.8	97.9
Socio-Economic Status											
Subsided meals	71	100	27.7	36.9	20	15.4	35.4	28.3	21.1	95.7	95.6
Social Studies											
All Students	127	100	28.5	30.9	18.7	22	40.7	32.5	34	96.3	96.2
Gender											
Male	65	100	30.8	29.2	18.5	21.5	40	37	36.6	96.5	96.1
Female	62	100	25.9	32.8	19	22.4	41.4	27.6	31.3	96.1	96.5
Racial/Ethnic Group											
White	99	100	20	33.7	21.1	25.3	46.3	35.9	44.5	96.2	96.1
African American	24	100	58.3	25	8.3	8.3	16.7	13.8	19.1	97	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.9	97.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	95.4	97.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.9	97
Disability Status											
Disabled	22	100	47.6	38.1	9.5	4.8	14.3	13.2	14.4	95.7	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	2	I/S	I/S	I/S	I/S	I/S	I/S	30.6	27.3	98.8	97.9
Socio-Economic Status											
Subsided meals	70	100	39.4	27.3	18.2	15.2	33.3	24.1	21	95.7	95.6

* 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	67	100	20	30	31.7	18.3	50	
	4	53	100	12.8	42.6	40.4	4.3	44.7	
	5	55	100	15.4	48.1	34.6	1.9	36.5	
	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
2008	3	67	100	13.1	41	27.9	18	45.9	
	4	66	100	14.1	35.9	45.3	4.7	50	
	5	55	100	37.7	41.5	17	3.8	20.8	
	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	67	100	23.3	50	15	11.7	26.7	
	4	53	100	10.6	48.9	23.4	17	40.4	
	5	55	100	21.2	38.5	26.9	13.5	40.4	
	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
2008	3	67	100	29.5	42.6	19.7	8.2	27.9	
	4	66	100	17.2	40.6	26.6	15.6	42.2	
	5	55	100	37.7	45.3	7.5	9.4	17	
	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	34	100	29	29	22.6	19.4	41.9	
	4	53	100	14.9	36.2	23.4	25.5	48.9	
	5	27	100	12	12	32	44	76	
	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
2008	3	33	100	34.5	37.9	20.7	6.9	27.6	
	4	66	100	14.1	31.3	28.1	26.6	54.7	
	5	28	100	15.4	38.5	7.7	38.5	46.2	
	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	32	100	17.2	27.6	27.6	27.6	55.2	
	4	53	100	27.7	38.3	14.9	19.1	34	
	5	28	100	29.6	44.4	14.8	11.1	25.9	
	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
2008	3	34	100	12.5	25	21.9	40.6	62.5	
	4	66	100	23.4	40.6	17.2	18.8	35.9	
	5	27	100	59.3	14.8	18.5	7.4	25.9	
	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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