



Varenes Academy of Communications and Technology

1820 South Highway 29

Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	319 Students	
Principal	Dr. Mary C. Paul	864-260-5215
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

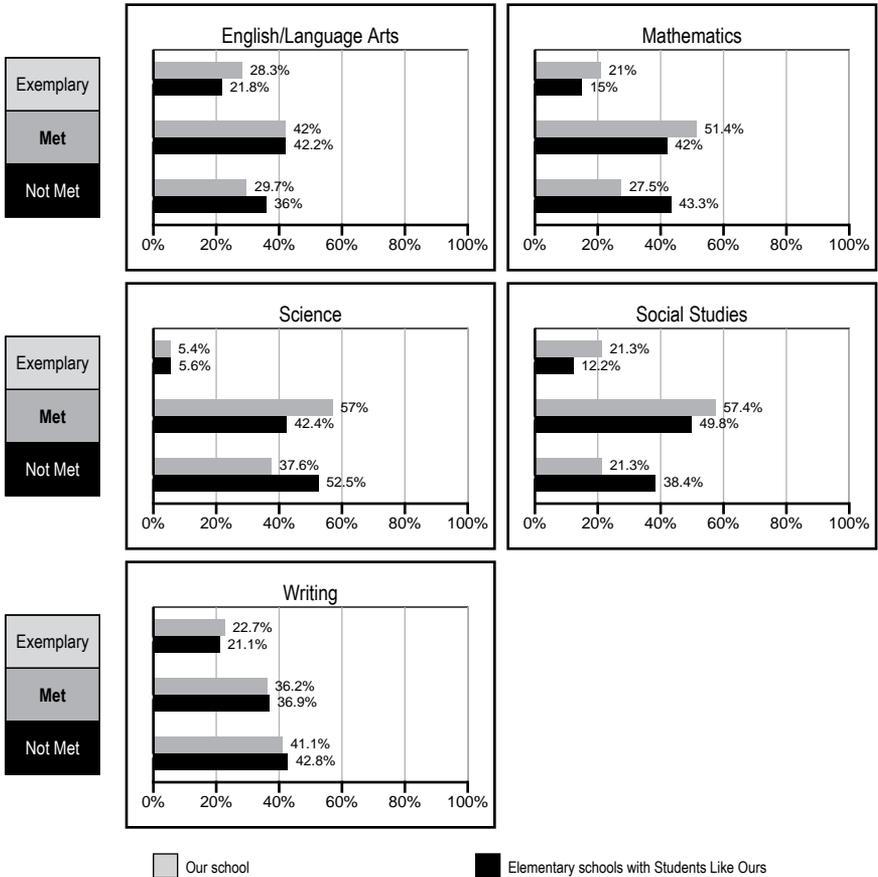
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	63	60	32

* 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=319)				
First graders who attended full-day kindergarten	95.7%	Down from 100.0%	100.0%	100.0%
Retention rate	3.0%	Up from 1.9%	2.4%	1.9%
Attendance rate	96.5%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	5.8%	Up from 2.7%	2.9%	10.0%
With disabilities other than speech	8.7%	Down from 12.6%	7.4%	7.7%
Older than usual for grade	0.7%	Down from 1.6%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	51.5%	Up from 51.4%	57.1%	59.4%
Continuing contract teachers	75.8%	Up from 59.5%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.8%	Down from 80.9%	81.6%	85.9%
Teacher attendance rate	93.9%	Down from 94.7%	95.2%	95.1%
Average teacher salary*	\$45,590	Up 6.6%	\$45,790	\$47,149
Professional development days/teacher	11.8 days	Down from 16.4 days	10.7 days	11.1 days
School				
Principal's years at school	26.0	Up from 24.0	3.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Down from 16.1 to 1	16.7 to 1	18.8 to 1
Prime instructional time	89.2%	Up from 86.7%	90.1%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,420	Up 11.0%	\$8,670	\$7,458
Percent of expenditures for instruction**	66.3%	Down from 66.6%	68.3%	68.8%
Percent of expenditures for teacher salaries**	64.6%	Down from 65.3%	61.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Varenes Academy of Communications and Technology served approximately 330 students in 2008-2009 in grades K-5. 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. Varenes applied for and received the literacy spot award. This award is part of the reading recovery initiative in South Carolina. The award, first announced at the May school district board meeting, was received with gratitude by the principal on behalf of the students, faculty, staff, and parents in our area.

Technology has been used to enhance instruction at Varenes for many years. 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.

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 after-school events such as our academic and family fitness nights.

Through the tireless efforts of our students, teachers, parents, and community, Varenes is making great progress. However, we believe that the future holds unlimited possibilities.

Dr. Mary C. Paul, Principal

Mrs. Tiffany Smith, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	51	46
Percent satisfied with learning environment	100.0%	78.0%	75.6%
Percent satisfied with social and physical environment	100.0%	74.5%	80.4%
Percent satisfied with school-home relations	53.6%	82.4%	81.8%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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. 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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	165	100	29.7	42	28.3	84.1	88.1	82.8	Yes	Yes
Gender										
Male	86	100	35.1	40.5	24.3	77	84.9	79.3	N/A	N/A
Female	79	100	23.4	43.8	32.8	92.2	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	29	100	25	37.5	37.5	83.3	92.9	89.5	I/S	I/S
African American	130	100	29.6	44.4	25.9	84.3	80.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.4	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	30	100	57.7	34.6	7.7	69.2	57	52	I/S	I/S
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	5	I/S	I/S	I/S	I/S	I/S	83.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	142	100	30.1	41.5	28.5	85.4	81.6	75.5	Yes	Yes

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

All Students	165	100	27.5	51.4	21	80.4	84.4	78.9	Yes	Yes
Gender										
Male	86	100	33.8	43.2	23	77	82.7	77	N/A	N/A
Female	79	100	20.3	60.9	18.8	84.4	86.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	29	100	25	33.3	41.7	83.3	90.7	87.2	I/S	I/S
African American	130	100	27.8	55.6	16.7	80.6	73.2	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	98.8	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	91.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	30	100	42.3	53.8	3.8	65.4	50.6	45.5	I/S	I/S
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	5	I/S	I/S	I/S	I/S	I/S	87.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	142	100	26	53.7	20.3	80.5	76.2	70.2	Yes	Yes

* 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

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	113	100	37.6	57	5.4	62.4	80.8	67.5
Gender								
Male	58	100	45.1	49	5.9	54.9	79.8	67
Female	55	100	28.6	66.7	4.8	71.4	81.8	68
Racial/Ethnic Group								
White	18	100	21.4	71.4	7.1	78.6	89.3	79.5
African American	89	100	41.1	53.4	5.5	58.9	66.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.7	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	84.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	43.8	44.6	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	5	I/S	I/S	I/S	I/S	I/S	82	59.6
Socio-Economic Status								
Subsided meals	95	100	39.2	55.7	5.1	60.8	71.3	55.1
Social Studies								
All Students	114	100	21.3	57.4	21.3	78.7	84.5	72.3
Gender								
Male	60	100	21.2	55.8	23.1	78.8	83.1	71.5
Female	54	100	21.4	59.5	19	78.6	86	73.2
Racial/Ethnic Group								
White	20	100	6.7	66.7	26.7	93.3	89.9	80.7
African American	88	100	24.7	56.2	19.2	75.3	75.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	88.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	21	100	33.3	61.1	5.6	66.7	56.4	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	5	I/S	I/S	I/S	I/S	I/S	85.7	67.9
Socio-Economic Status								
Subsided meals	98	100	22.1	60.5	17.4	77.9	76.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	165	98.2	39.9	37	23.2	60.1	75.7	70.2	96.5	96
Gender										
Male	86	96.5	52.8	27.8	19.4	47.2	68.6	63.2	96.7	95.8
Female	79	100	25.8	47	27.3	74.2	83	77.5	96.3	96.1
Racial/Ethnic Group										
White	28	92.9	36.4	31.8	31.8	63.6	82.8	79.1	95.5	95.8
African American	131	99.2	40	40	20	60	64.3	57.6	96.7	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.6	86.2	N/A	97.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.1	62.6	97.7	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	99.1
Disability Status										
Disabled	27	96.3	75	20.8	4.2	25	30.6	26.1	96.3	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	68.5	61.2	97.7	96.7
Socio-Economic Status										
Subsided meals	141	98.6	40.3	37.9	21.8	59.7	63.7	58.9	96.6	95.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	51	100	20	50	30	80
	4	62	100	40.8	34.7	24.5	59.2
	5	52	100	26.5	42.9	30.6	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	51	100	42.5	35	22.5	57.5
	4	62	100	24.5	59.2	16.3	75.5
	5	52	100	18.4	57.1	24.5	81.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	25	100	47.4	47.4	5.3	52.6
	4	62	100	32.7	63.3	4.1	67.3
	5	26	100	40	52	8	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	26	100	28.6	61.9	9.5	71.4
	4	62	100	16.3	57.1	26.5	83.7
	5	26	100	25	54.2	20.8	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	52	98.1	30	40	30	70
	4	61	98.4	56	26	18	44
	5	52	98.1	31.3	45.8	22.9	68.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample