



Draytonville Elementary

2373 Wilkinsville Hwy.
Gaffney, SC 29340

Grades	PK-5 Elementary School	
Enrollment	304 Students	
Principal	Janice G. Ford	864-487-1240
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

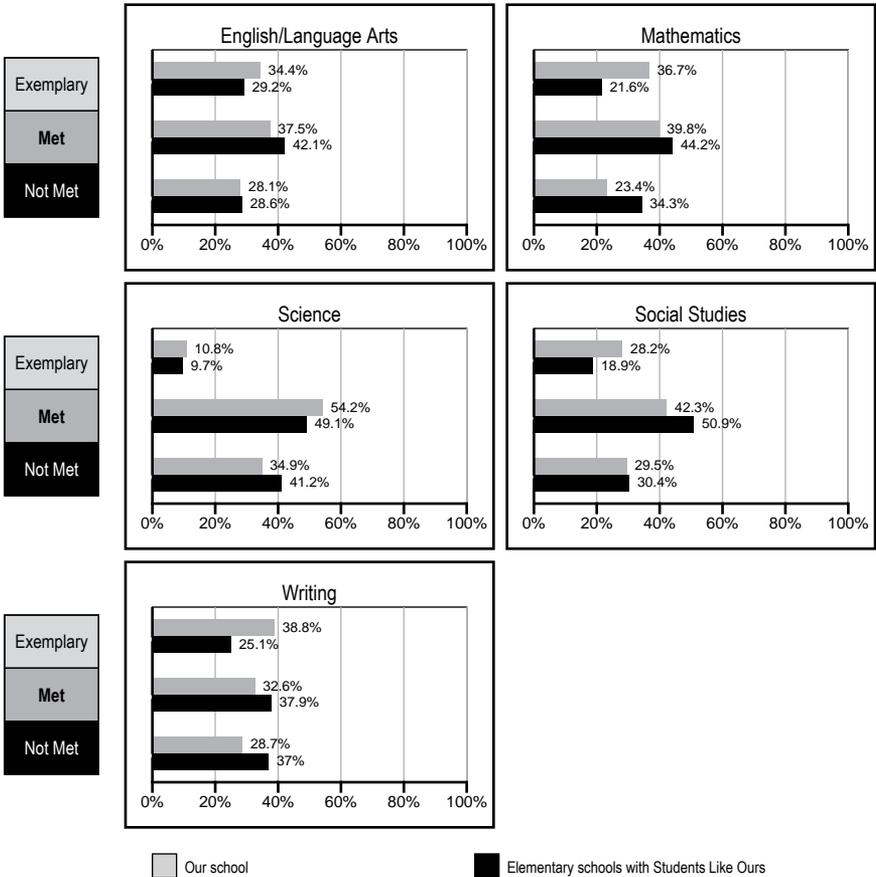
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	89	20	1

* 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=304)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 1.7%	2.5%	1.9%
Attendance rate	96.5%	No Change	96.0%	96.3%
Eligible for gifted and talented	8.2%	Up from 8.0%	7.1%	10.0%
With disabilities other than speech	6.1%	Down from 6.5%	9.3%	7.7%
Older than usual for grade	0.0%	No Change	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	72.7%	Up from 69.6%	57.1%	59.4%
Continuing contract teachers	95.5%	Down from 95.7%	80.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.1%	Down from 93.9%	85.5%	85.9%
Teacher attendance rate	93.2%	Up from 92.8%	94.9%	95.1%
Average teacher salary*	\$49,575	Up 4.1%	\$46,457	\$47,149
Professional development days/teacher	6.5 days	Down from 10.0 days	12.0 days	11.1 days
School				
Principal's years at school	14.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 17.8 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.0%	Up from 88.2%	89.9%	90.4%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,571	Down 4.0%	\$7,663	\$7,458
Percent of expenditures for instruction**	71.8%	Up from 68.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	66.1%	Up from 66.0%	62.0%	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

Draytonville Elementary School's mission, in partnership with family and community, is to provide first-class educational programs that ensure that all students acquire the skills needed to reach their maximum potential in an ever-changing world. The mission provides focus for all that we do. Draytonville Elementary is a Title I school-wide program and is proud to have continuing accreditation through the Southern Association of Colleges and Schools.

Dedicated teachers and support personnel are the backbone of our school. Mrs. Holly Davidson was selected Teacher of the Year, and Mrs. Kimberly McDowell was selected Reading Teacher of the Year. Mrs. Sharon Thompson was selected to participate in the Yale Symposium on Music in Schools, and Mr. Eric Smalley received a Picturing America award grant.

Our students excelled in many areas. We had a Regional Science Fair winner, district winners in poster and essay contests, and three district winners at the Young Writers' Gala. Students participated in the Bill Drake Christmas show and had artwork displayed in the Arts Expo.

Literacy was emphasized again this year through the support of our literacy coach and three part-time reading interventionists. Students made significant gains in reading. Our science curriculum received a boost with a focused curriculum and hands-on science lessons. We anticipate that students will score well on the PASS Science test.

We are proud of our school and community. We invite you to become a part of our school family.

Janice G. Ford, Principal
 Vicki Patterson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	45	24
Percent satisfied with learning environment	100.0%	100.0%	91.7%
Percent satisfied with social and physical environment	100.0%	93.2%	95.8%
Percent satisfied with school-home relations	100.0%	90.9%	91.7%

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

Abbreviations for Missing Data

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	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	135	100	28.1	37.5	34.4	83.6	78.1	82.8	Yes	Yes
Gender										
Male	75	100	35.2	32.4	32.4	78.9	74.5	79.3	N/A	N/A
Female	60	100	19.3	43.9	36.8	89.5	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	105	100	25.5	35.7	38.8	84.7	83.3	89.5	Yes	Yes
African American	27	100	33.3	44.4	22.2	81.5	68.8	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	53	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	16	100	N/AV	N/AV	N/AV	64.3	47.6	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	3	I/S	I/S	I/S	I/S	I/S	54.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	101	100	30.9	41.2	27.8	81.4	71.5	75.5	Yes	Yes

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

All Students	135	100	23.4	39.8	36.7	84.4	77.5	78.9	Yes	Yes
Gender										
Male	75	100	23.9	39.4	36.6	83.1	76	77	N/A	N/A
Female	60	100	22.8	40.4	36.8	86	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	105	100	20.4	39.8	39.8	85.7	83.3	87.2	Yes	Yes
African American	27	100	25.9	44.4	29.6	81.5	64.9	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	62.7	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	16	100	57.1	35.7	7.1	50	40.5	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	3	I/S	I/S	I/S	I/S	I/S	63.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	101	100	28.9	39.2	32	80.4	71	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	86	100	34.9	54.2	10.8	65.1	56.6	67.5
Gender								
Male	50	100	33.3	56.3	10.4	66.7	56.7	67
Female	36	100	37.1	51.4	11.4	62.9	56.4	68
Racial/Ethnic Group								
White	66	100	31.7	55.6	12.7	68.3	65.2	79.5
African American	17	100	35.3	58.8	5.9	64.7	37.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	40.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	23.8	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	3	I/S	I/S	I/S	I/S	I/S	38.2	59.6
Socio-Economic Status								
Subsided meals	62	100	43.3	50	6.7	56.7	47	55.1

Social Studies

All Students	85	100	29.5	42.3	28.2	70.5	58.5	72.3
Gender								
Male	45	100	39	31.7	29.3	61	58.2	71.5
Female	40	100	18.9	54.1	27	81.1	58.8	73.2
Racial/Ethnic Group								
White	66	100	27.1	40.7	32.2	72.9	65.8	80.7
African American	17	100	29.4	52.9	17.6	70.6	42.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	33.7	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	2	I/S	I/S	I/S	I/S	I/S	42.6	67.9
Socio-Economic Status								
Subsided meals	62	100	34.5	43.1	22.4	65.5	49.1	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	133	100	28.7	32.6	38.8	71.3	64.3	70.2	96.5	96.4
Gender										
Male	73	100	31.9	34.7	33.3	68.1	57.9	63.2	96.3	96.4
Female	60	100	24.6	29.8	45.6	75.4	70.9	77.5	96.6	96.5
Racial/Ethnic Group										
White	103	100	25.3	35.4	39.4	74.7	70.4	79.1	96.6	96.2
African American	27	100	37	22.2	40.7	63	51.6	57.6	95.9	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	86.2	95.8	98.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	43.9	62.6	98.3	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.8
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	30.8	18.7	26.1	96	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	45.7	61.2	97.9	98
Socio-Economic Status										
Subsided meals	101	100	32	33	35.1	68	55.1	58.9	96.2	96.2

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	53	100	36	24	40	64
	4	36	100	24.2	51.5	24.2	75.8
	5	46	100	22.2	42.2	35.6	77.8
	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
Mathematics							
2009	3	53	100	36	34	30	64
	4	36	100	15.2	42.4	42.4	84.8
	5	46	100	15.6	44.4	40	84.4
	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	27	100	48.1	37	14.8	51.9
	4	36	100	24.2	66.7	9.1	75.8
	5	23	100	34.8	56.5	8.7	65.2
	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	43.5	34.8	21.7	56.5
	4	36	100	18.2	45.5	36.4	81.8
	5	23	100	31.8	45.5	22.7	68.2
	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	100	32	28	40	68
	4	35	100	27.3	30.3	42.4	72.7
	5	46	100	26.1	39.1	34.8	73.9
	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