



## POWDERSVILLE ELEMENTARY

139 Hood Road  
Greenville, SC 29611

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	532 Students	
<b>Principal</b>	Debra T. Gill	864-269-4431
<b>Superintendent</b>	Dr. Wayne Fowler	864-847-7344
<b>Board Chair</b>	Mr. Fred Alexander	864-947-9346

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

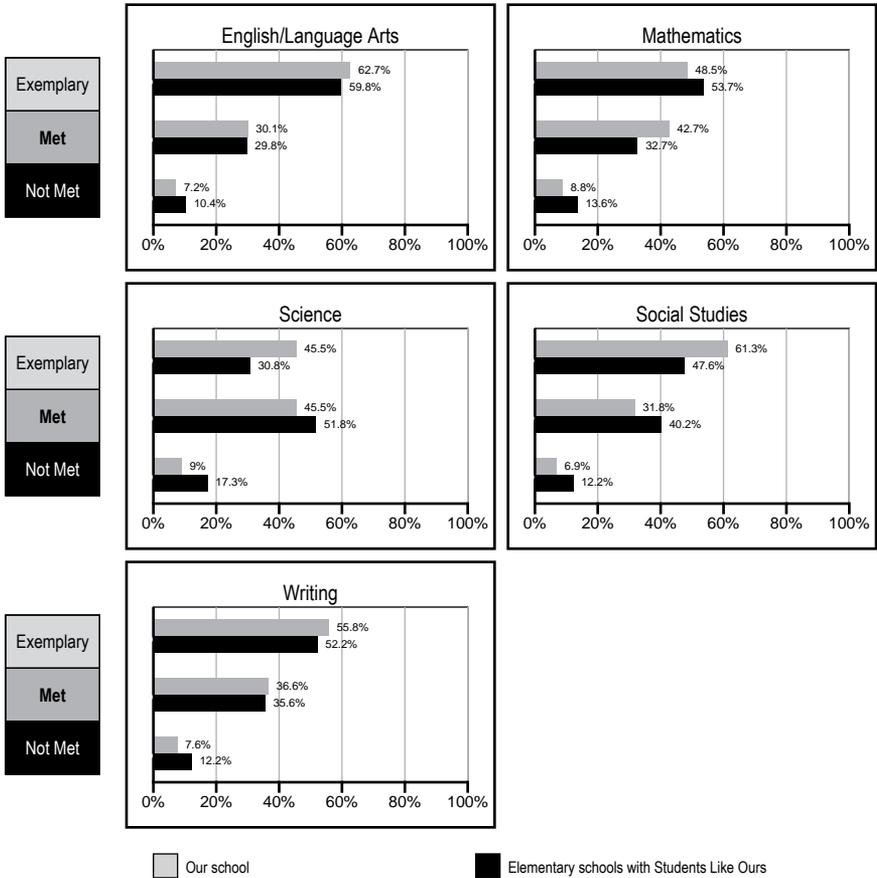
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
23	2	0	0	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=532)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	0.7%	1.1%
Attendance rate	96.4%	No Change	96.6%	96.2%
Served by gifted and talented program	21.7%	Up from 17.8%	27.3%	13.4%
With disabilities other than speech	3.6%	Down from 6.6%	2.9%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	52.9%	Up from 44.1%	65.6%	62.5%
Continuing contract teachers	97.1%	Up from 94.1%	91.3%	88.2%
Teachers returning from previous year	93.0%	Up from 92.9%	90.8%	87.8%
Teacher attendance rate	95.4%	Down from 95.7%	95.4%	95.2%
Average teacher salary*	\$41,004	Down 1.5%	\$48,067	\$46,773
Professional development days/teacher	9.8 days	Down from 13.3 days	9.5 days	10.5 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	3.5	4.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 23.0 to 1	21.4 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 91.9%	91.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,377	Down 4.5%	\$6,801	\$7,447
Percent of expenditures for instruction**	65.2%	Up from 63.0%	68.8%	68.4%
Percent of expenditures for teacher salaries**	62.5%	Up from 59.9%	67.8%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The mission of the Powdersville Elementary community is to strive to promote life-long learning in every student and to ensure a positive, challenging, and safe learning environment. This mission is exemplified in our school motto, "Powdersville Elementary, P R I D E: Producing Responsible Individuals while Developing Excellence." Character Education is essential in developing responsible students. Each day a new character word is introduced by our news anchors on our student operated daily news program, WTLP. We're The Lion Pride network, and our teachers integrate those character words into their classroom instruction.

Our theme for the 2010 -2011 school year was "Camp Powdersville: Hiking to Success". The school was decorated in a camp theme, complete with a tent, kayak, and hiking trails. Each teacher's classroom became their own camp site and students were greeted with their camp assignments! Our "Wall of Pride" with examples of students exemplifying good character, our "Camper of the Month" display and our grade level displays of student work were favorites throughout the year.

Camp Powdersville worked together and achieved great things this year!

We were very proud to be named as a 2010 National Blue Ribbon School, one of only five in the state! We also received the Palmetto Gold Award for both general performance and for closing the achievement gap.

Our students excelled in other areas also:

Lt. Governor's Writing Contest 2nd place winner

Lysol Healthy Schools Writing Contest winner

Over \$8000 was contributed to Jump Rope for Heart

Students/parents/staff contributed to Toys for Tots and our own Lion's Share Christmas Project which assists needy families with Christmas, Relay for Life

Student Council sponsored Pasta for Pennies, benefiting leukemia and lymphoma research, contributing over \$5000, sent cards to soldiers, contributed to Ronald McDonald House, and supported Relay for Life

4th and 5th grade Chorus performed for our school and area malls and nursing homes

5th grade strings program

Third graders went Mining for Treasures, Fourth graders enjoyed an Explorer Day, and Fifth graders experienced the Great Depression with a Hooverville Reenactment

Powdersville Postal Pride, our school postal system which delivers mail written by students, staff, and parents with in the school

Talent Show

Student Running Club and Student Fun Run

Participation in the 100 Library Books Club

YMCA After-School Program

The support of our incredible PTSO and SIC is invaluable to our school. Their volunteer and fundraising efforts are tireless and a wonderful model for our students. Our school could not be as successful without their support.

Debra T. Gill, Principal      Pat Tutterow, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	165	93
Percent satisfied with learning environment	100.0%	89.0%	95.7%
Percent satisfied with social and physical environment	100.0%	90.3%	92.5%
Percent satisfied with school-home relations	100.0%	90.2%	86.7%

\* 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

NO

This school met 19 out of 21 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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

\* Or greater than last year

## Abbreviations for Missing Data

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## 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
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	535	100	7.7	30	62.3	95.8	90.7	82.4	Yes	Yes
<b>Gender</b>										
Male	278	100	6.9	30.3	62.8	96.6	88.7	78.7	N/A	N/A
Female	257	100	8.6	29.6	61.7	95.1	92.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	434	100	6.3	28.6	65	95.9	91.8	88.9	Yes	Yes
African American	56	100	17.3	30.8	51.9	94.2	80.9	72.9	Yes	Yes
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	26	100	11.5	34.6	53.8	96.2	87	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	82.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	34.1	24.4	41.5	75.6	63.2	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	8.7	47.8	43.5	100	86.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	167	100	10.5	44.1	45.4	94.1	85.6	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	535	100	9.7	42.3	48	95.2	90.8	81.9	Yes	Yes
<b>Gender</b>										
Male	278	100	9.6	37.2	53.3	95.4	90.3	79.9	N/A	N/A
Female	257	100	9.9	47.7	42.4	95.1	91.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	434	100	9.7	39.8	50.5	95.4	91.6	88.9	Yes	Yes
African American	56	100	13.5	55.8	30.8	94.2	84.2	71.4	Yes	Yes
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	26	100	3.8	53.8	42.3	96.2	88.9	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	86.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	41.5	29.3	29.3	75.6	60.5	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	4.3	52.2	43.5	95.7	87.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	167	100	13.8	57.9	28.3	92.8	85.3	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## 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
<b>Science</b>								
All Students	355	100	9.5	45.4	45.1	90.5	85.1	68.6
<b>Gender</b>								
Male	188	100	6.7	46.9	46.4	93.3	84.9	68.3
Female	167	100	12.7	43.7	43.7	87.3	85.3	68.9
<b>Racial/Ethnic Group</b>								
White	286	100	8.4	42.7	48.9	91.6	86.5	80.7
African American	42	100	17.9	53.8	28.2	82.1	73.9	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	92.3	85.3
Hispanic	15	100	6.7	66.7	26.7	93.3	77.9	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.4	70.8
<b>Disability Status</b>								
Disabled	33	100	20.7	48.3	31	79.3	53.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	11	100	7.1	64.3	28.6	92.9	75.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	113	100	15.2	59	25.7	84.8	76.7	57.3
<b>Social Studies</b>								
All Students	357	100	7.4	32	60.5	92.6	84.9	72.5
<b>Gender</b>								
Male	185	100	6.4	28.9	64.7	93.6	85.4	72
Female	172	100	8.5	35.4	56.1	91.5	84.3	73.1
<b>Racial/Ethnic Group</b>								
White	293	100	5.8	30	64.3	94.2	86.2	81
African American	34	100	12.5	43.8	43.8	87.5	75.2	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	17	100	11.8	35.3	52.9	88.2	79.9	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.4	73.5
<b>Disability Status</b>								
Disabled	29	100	32	48	20	68	55.2	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	17	100	22.2	38.9	38.9	77.8	80.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	109	100	12	51	37	88	77.8	62.9

Abbreviations for Missing Data

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## 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
<b>Writing</b>										
All Students	179	99.4	7.6	36.6	55.8	92.4	82.5	73.2	96.4	96.1
<b>Gender</b>										
Male	82	98.8	11.3	37.5	51.3	88.8	77.2	67.2	96.6	96.2
Female	97	100	4.3	35.9	59.8	95.7	88.2	79.4	96.3	96
<b>Racial/Ethnic Group</b>										
White	141	99.3	5.1	36	58.8	94.9	84.2	81.5	96.2	96
African American	21	100	20	40	40	80	71.4	61.3	97.5	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	87	97.8	98.1
Hispanic	11	100	18.2	45.5	36.4	81.8	76.1	66.7	97.5	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60	72.2	98.1	95.3
<b>Disability Status</b>										
Disabled	13	92.3	33.3	41.7	25	66.7	36.2	26	93.9	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	80.4	65.7	97.7	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	56	100	9.1	52.7	38.2	90.9	73	63.2	95.6	95.4

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	182	99.5	6.1	15.6	78.2	93.9
	4	182	100	7.4	31.4	61.1	92.6
	5	196	100	5.5	35.2	59.3	94.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	174	100	5.6	17.9	76.5	94.4
	4	178	100	7.1	27.2	65.7	92.9
	5	183	100	10.4	43.9	45.7	89.6
	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
<b>Mathematics</b>							
<b>2010</b>	3	182	99.5	11.2	30.2	58.7	88.8
	4	182	100	14.3	48.6	37.1	85.7
	5	196	100	11	44	45.1	89
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	174	100	10.5	27.2	62.3	89.5
	4	178	100	10.7	49.1	40.2	89.3
	5	183	100	8.1	49.7	42.2	91.9
	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
<b>Science</b>							
<b>2010</b>	3	92	98.9	13.5	34.8	51.7	86.5
	4	182	100	9.7	48.6	41.7	90.3
	5	96	100	12.2	44.4	43.3	87.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	85	100	16.3	40	43.8	83.8
	4	178	100	7.1	48.8	44.1	92.9
	5	92	100	8	43.7	48.3	92
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	89	100	6.7	23.6	69.7	93.3
	4	182	100	6.9	41.7	51.4	93.1
	5	100	100	9.8	48.9	41.3	90.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	89	100	7.3	20.7	72	92.7
	4	177	100	7.7	33.1	59.2	92.3
	5	91	100	7	40.7	52.3	93
	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
<b>Writing</b>							
<b>2010</b>	3	184	97.8	15.2	32	52.8	84.8
	4	184	99.5	11.9	35.2	52.8	88.1
	5	195	99.5	8.7	39.1	52.2	91.3
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	179	99.4	7.6	36.6	55.8	92.4
	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

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