



## PATTISONS ACADEMY

2014 Bees Ferry Road  
Charleston, SC 29464

<b>Grades</b>	K-8 Middle School	
<b>Enrollment</b>	28 Students	
<b>Principal</b>	Robin Halewood-Guerard	843-556-1070
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

## 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

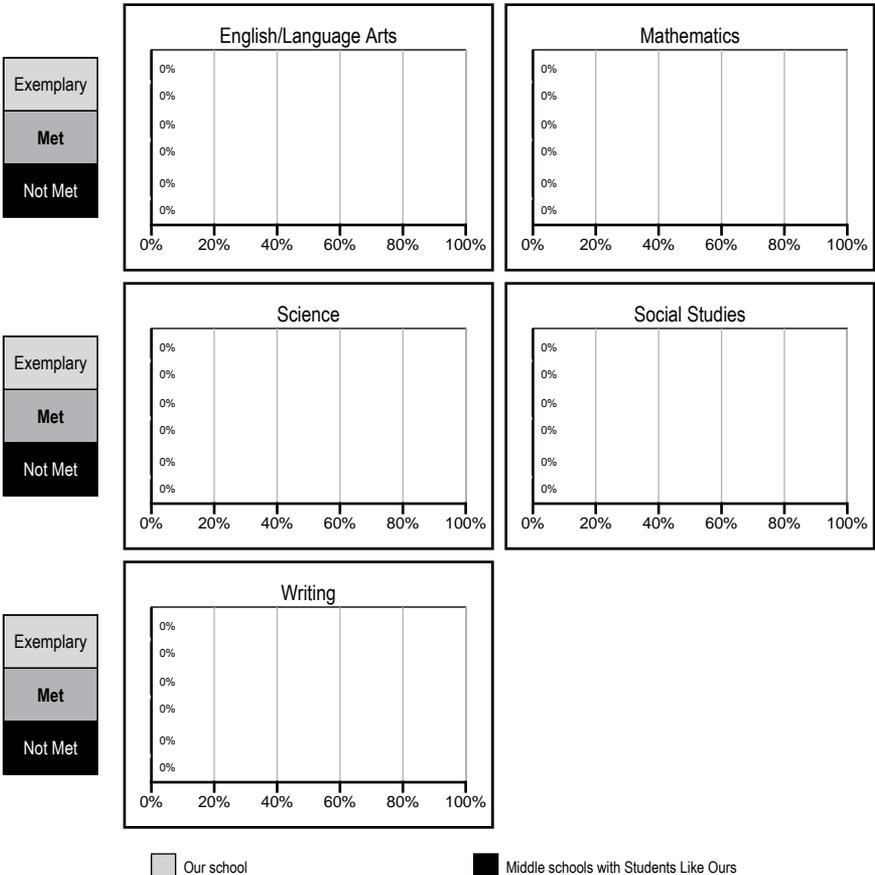
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 81.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

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

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

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	N/A
English 1	N/A	N/A
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	N/A

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=28)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	N/R	14.1%	24.5%
Retention rate	0.0%	N/A	0.8%	0.7%
Attendance rate	93.1%	N/A	95.0%	95.9%
Served by gifted and talented program	0.0%	N/A	5.5%	17.8%
With disabilities other than speech	72.2%	N/A	11.7%	9.2%
Older than usual for grade	3.6%	N/A	2.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.2%	0.4%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=4)</b>				
Teachers with advanced degrees	75.0%	N/A	59.8%	60.0%
Continuing contract teachers	25.0%	N/A	66.7%	82.6%
Teachers returning from previous year	N/A	N/A	76.2%	85.6%
Teacher attendance rate	95.7%	N/R	95.7%	95.3%
Average teacher salary*	I/S	I/S	\$43,817	\$46,300
Professional development days/teacher	7.5 days	N/R	10.1 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	7.8 to 1	N/R	17.9 to 1	21.5 to 1
Prime instructional time	88.0%	N/R	89.3%	90.1%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	99.1%	98.1%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil**	N/A	N/A	\$11,139	\$7,634
Percent of expenditures for instruction**	N/A	N/A	59.7%	64.0%
Percent of expenditures for teacher salaries**	N/A	N/A	55.6%	61.2%

\* 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

Guided by our mission to improve the quality of life for children with multiple disabilities by providing a comprehensive educational program that integrates educational curricula with functional rehabilitation instruction to maximize the potential and wellbeing of the child, and to ensure family inclusion, PACE opened on August 11, 2010. We worked to fulfill our mission by ensuring both the educational and rehabilitation needs of each child were addressed each and every day. PACE employs four highly qualified Special Education teachers, and six teaching assistants who are dedicated to their students. Every student at PACE receives PT, OT and Speech services on a weekly basis. The students participated in swimming activities and hippo therapy.

Robin Halewood-Guerard, Director of Education  
 Julia Schrecker, President, PACE Board of Directors.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	0	5
Percent satisfied with learning environment	N/R	FORMS	I/S
Percent satisfied with social and physical environment	N/R	LOST IN	I/S
Percent satisfied with school-home relations	N/R	SHIPMENT	I/S

\* Only students at the highest middle 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

NO

This school met 0 out of 5 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/A	0.0%	N/A
Student attendance rate	93.1%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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 = 79.4% (Met or Exemplary)**

All Students	18	94.4	N/AV	N/AV	N/AV	11.8	83.1	82.4	No	No
<b>Gender</b>										
Male	8	I/S	I/S	I/S	I/S	I/S	79.9	78.7	N/A	N/A
Female	10	I/S	I/S	I/S	I/S	I/S	86.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	N/AV	N/AV	N/AV	18.2	94.8	88.9	I/S	I/S
African American	7	I/S	I/S	I/S	I/S	I/S	71.9	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	18	94.4	N/AV	N/AV	N/AV	11.8	42.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	72.9	75.4	I/S	I/S

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

All Students	18	94.4	N/AV	N/AV	N/AV	11.8	82.8	81.9	No	No
<b>Gender</b>										
Male	8	I/S	I/S	I/S	I/S	I/S	81.1	79.9	N/A	N/A
Female	10	I/S	I/S	I/S	I/S	I/S	84.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	N/AV	N/AV	N/AV	18.2	94.9	88.9	I/S	I/S
African American	7	I/S	I/S	I/S	I/S	I/S	70.9	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	18	94.4	N/AV	N/AV	N/AV	11.8	40.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	72.7	74.9	I/S	I/S

\* 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
<b>Science</b>								
All Students	13	100	N/AV	N/AV	N/AV	7.7	69.2	68.6
<b>Gender</b>								
Male	5	I/S	I/S	I/S	I/S	I/S	68.4	68.3
Female	8	I/S	I/S	I/S	I/S	I/S	70	68.9
<b>Racial/Ethnic Group</b>								
White	8	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	5	I/S	I/S	I/S	I/S	I/S	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
<b>Disability Status</b>								
Disabled	13	100	N/AV	N/AV	N/AV	7.7	30.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	51.8	57.3
<b>Social Studies</b>								
All Students	11	100	N/AV	N/AV	N/AV	N/AV	75.5	72.5
<b>Gender</b>								
Male	5	I/S	I/S	I/S	I/S	I/S	74.4	72
Female	6	I/S	I/S	I/S	I/S	I/S	76.6	73.1
<b>Racial/Ethnic Group</b>								
White	7	I/S	I/S	I/S	I/S	I/S	91	81
African American	4	I/S	I/S	I/S	I/S	I/S	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
<b>Disability Status</b>								
Disabled	11	100	N/AV	N/AV	N/AV	N/AV	36.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	2	I/S	I/S	I/S	I/S	I/S	61.8	62.9

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
<b>Writing</b>										
All Students	6	I/S	N/A	N/A	N/A	N/A	75.8	73.2	93.1	96
<b>Gender</b>										
Male	3	I/S	N/A	N/A	N/A	N/A	70.7	67.2	91.6	95.9
Female	3	I/S	N/A	N/A	N/A	N/A	81.1	79.4	94.2	96.1
<b>Racial/Ethnic Group</b>										
White	3	I/S	N/A	N/A	N/A	N/A	90.8	81.5	93.3	96.1
African American	3	I/S	N/A	N/A	N/A	N/A	61.3	61.3	93	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	91.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
<b>Disability Status</b>										
Disabled	6	I/S	N/A	N/A	N/A	N/A	23.9	26	93.1	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	N/A	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	2	I/S	N/A	N/A	N/A	N/A	62.2	63.2	92.3	95.5

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
<b>English/Language Arts</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	3	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	4	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	3	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	3	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	4	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	3	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S
<b>Science</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	3	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	1	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	3	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S

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
<b>Social Studies</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	1	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	3	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	3	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	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	4	I/S	N/A	N/A	N/A	N/A
	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	2	I/S	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