



## Pickens Elementary

567 Hampton Avenue  
Pickens, SC 29671

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	530 Students	
<b>Principal</b>	Del H. Freitag	864-878-8724
<b>Superintendent</b>	Lee D'Andrea, Ph.D.	864-855-8150
<b>Board Chair</b>	Dr. B. J. Skelton	864-868-9691



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	Below Average
2006	Good	Good
2005	Good	Average
2004	Good	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**

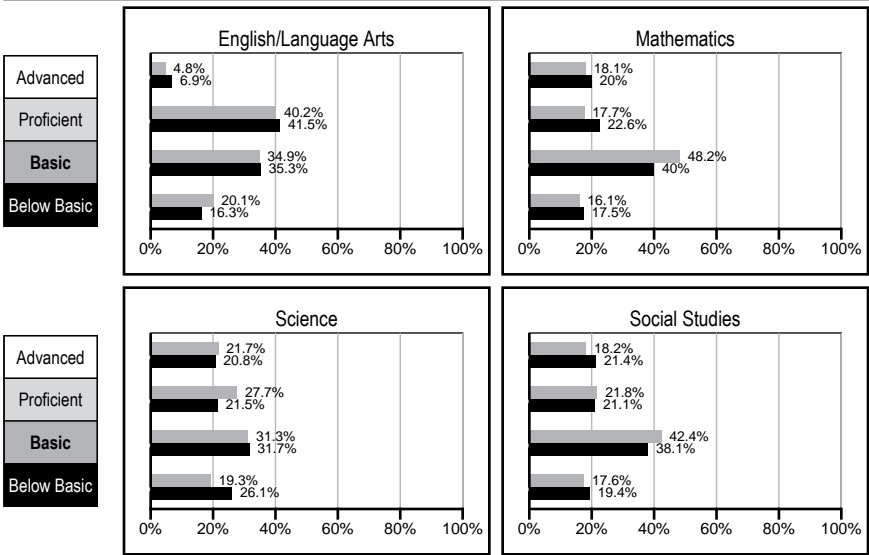
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.4%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	22	54	5	0

\* 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
<b>Students (n=530)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 1.8%	2.2%	2.3%
Attendance rate	96.3%	No Change	96.4%	96.3%
Eligible for gifted and talented	17.6%	Down from 19.8%	14.2%	10.4%
With disabilities other than speech	7.6%	Down from 10.1%	7.0%	7.5%
Older than usual for grade	0.9%	Down from 1.9%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	65.7%	Down from 66.7%	56.2%	56.7%
Continuing contract teachers	91.4%	Down from 94.4%	79.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.6%	Down from 89.9%	88.8%	86.4%
Teacher attendance rate	94.2%	Up from 94.0%	94.9%	94.9%
Average teacher salary	\$47,302	Up 0.6%	\$45,945	\$45,345
Professional development days/teacher	9.5 days	Up from 9.0 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 20.5 to 1	19.3 to 1	18.5 to 1
Prime instructional time	89.9%	Up from 89.0%	90.3%	89.8%
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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,612	Down 2.9%	\$6,371	\$7,052
Percent of expenditures for instruction*	66.1%	Down from 66.3%	69.9%	69.1%
Percent of expenditures for teacher salaries*	61.7%	Down from 66.0%	65.6%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Pickens Elementary School is a Palmetto Silver Award and now a two-time, back-to-back Red Carpet Award-winning community school that has been at the heart of the Pickens County School District since its inception over 100 years ago. The present building has served elementary school children for more than 45 years. Today our "Community of Learners" has a population of over 554 students served by 76 teachers and staff members. Classes range from four-year-old kindergarten through fifth grade. The majority of these students spend all of their elementary years at Pickens Elementary. This school is also home to two of the school district's self-contained special education classrooms. "Smart Start" is a program designed to serve three, four, and five-year old students with special needs. There is one Educable Mentally Disabled classroom for students in kindergarten through fifth grade. Teachers and students at all levels work closely together in this community of learners. Pickens Elementary has six teachers with National Board Certification. At our school students participate in student council, Hope garden club, Good News Club, and school safety patrols. All members of our school family realize and value the worth of each individual and work together to make our school an outstanding place to learn. Many awards and activities reflect the high level of commitment embraced by all shareholders in our school. Our significant increase in MAP test scores is an example of the commitment of both students and teachers alike. There is school-wide participation in the care and use of our Hope Habitat Garden as an outdoor classroom/laboratory for hands-on discovery learning. Our school has a balanced literacy program, with reading and writing as popular ways to spend special time. Character education is a part of every student's day. Key character words are explained and discussed daily as part of the morning announcements. Character education themes are emphasized as the guidance counselor teaches classes. Encouragement, recognition, and rewards are given to students who exhibit good character traits. Students present musical performances at each PTO meeting. After school, many students elect to garden in our HOPE club, sing in honors chorus, or participate in "Good News Club," a positive self-esteem program. Teachers, staff and parents log many hours at our school because they are dedicated to care for our students and believe in what we do for children. Pickens Elementary maintains a focused vision, can-do attitude, and a strong commitment to making a difference in the lives of our students. It takes all of us, teachers, staff, parents, students, and community, working together to make Pickens Elementary a wonderful award-winning place to learn and grow and to "create success beyond the classroom."

Dr. Del H. Freitag, Ed.D., Principal  
 Scott Kelley, Chairperson SIC

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	78	64
Percent satisfied with learning environment	93.9%	96.2%	81.3%
Percent satisfied with social and physical environment	88.2%	93.6%	87.5%
Percent satisfied with school-home relations	97.0%	92.3%	84.1%

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

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## School Adequate Yearly Progress

NO

This school met 11 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. Sanction: Implement the restructuring plan.
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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	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

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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	275	100	20.1	34.9	40.2	4.8	57	55.9	48.2	Yes	Yes
<b>Gender</b>											
Male	140	100	24.2	35.9	35.2	4.7	52.3	49.1	41.7	N/A	N/A
Female	135	100	15.7	33.9	45.5	5	62	63	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	248	100	19.1	34.7	40.9	5.3	59.1	58.4	60	Yes	Yes
African American	22	100	23.8	42.9	33.3	0	38.1	36.2	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	41.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	32	100	75.9	24.1	0	0	3.4	17.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	46	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	137	100	28.2	47.9	22.2	1.7	36.8	41	34	No	Yes

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

All Students	275	100	16.1	48.2	17.7	18.1	51.8	52.3	45.8	Yes	Yes
<b>Gender</b>											
Male	140	100	14.8	48.4	19.5	17.2	53.1	52.2	45.6	N/A	N/A
Female	135	100	17.4	47.9	15.7	19	50.4	52.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	248	100	14.2	48.9	17.3	19.6	54.7	55	59	Yes	Yes
African American	22	100	33.3	42.9	19	4.8	23.8	28.8	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	42.8	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	32	100	55.2	41.4	3.4	0	13.8	18.4	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	51.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	137	100	23.9	53	16.2	6.8	38.5	37.2	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	183	100	19.3	31.3	27.7	21.7	49.4	43.9	35.7	96.3	96.2
<b>Gender</b>											
Male	92	100	19.8	22.1	29.1	29.1	58.1	46.3	37.4	96.3	96.2
Female	91	100	18.8	41.3	26.3	13.8	40	41.4	33.8	96.2	96.3
<b>Racial/Ethnic Group</b>											
White	163	100	17	30.6	29.9	22.4	52.4	46.9	49.2	96.3	96.2
African American	17	100	35.3	41.2	11.8	11.8	23.5	19.4	17	95.9	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	95.7	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	27.9	24.9	96.1	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94	94.9
<b>Disability Status</b>											
Disabled	27	100	52	36	12	0	12	15.7	14	94.9	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	97.8	97.8
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	39	24.4	96.4	97.3
<b>Socio-Economic Status</b>											
Subsided meals	91	100	27.3	36.4	23.4	13	36.4	30.4	21.1	95.6	95.3
<b>Social Studies</b>											
All Students	184	100	17.6	42.4	21.8	18.2	40	43.8	34	96.3	96.2
<b>Gender</b>											
Male	93	100	16.7	39.3	23.8	20.2	44	46.1	36.6	96.3	96.2
Female	91	100	18.5	45.7	19.8	16	35.8	41.3	31.3	96.2	96.3
<b>Racial/Ethnic Group</b>											
White	168	100	15.1	43.4	22.4	19.1	41.4	45.8	44.5	96.3	96.2
African American	13	100	41.7	33.3	16.7	8.3	25	24.6	19.1	95.9	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	95.7	98
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	96.1	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94	94.9
<b>Disability Status</b>											
Disabled	11	100	50	20	30	0	30	16.3	14.4	94.9	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	97.8	97.8
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	43.8	27.3	96.4	97.3
<b>Socio-Economic Status</b>											
Subsided meals	91	100	27.6	46.1	21.1	5.3	26.3	29.6	21	95.6	95.3

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	93	100	15.1	33.7	45.3	5.8	51.2
	4	86	100	23.8	35	38.8	2.5	41.3
	5	81	100	21.3	50	27.5	1.3	28.8
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	97	100	19.5	20.7	51.7	8	59.8
	4	92	100	20.7	31.7	41.5	6.1	47.6
	5	86	100	20	53.8	26.3	0	26.3
	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
<b>Mathematics</b>								
<b>2007</b>	3	93	100	24.4	50	16.3	9.3	25.6
	4	86	100	18.8	28.8	23.8	28.8	52.5
	5	81	100	15	52.5	17.5	15	32.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	97	100	25.3	52.9	10.3	11.5	21.8
	4	92	100	11	40.2	20.7	28	48.8
	5	86	100	11.3	51.3	22.5	15	37.5
	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
<b>Science</b>								
<b>2007</b>	3	45	100	19.5	46.3	26.8	7.3	34.1
	4	86	100	25	23.8	21.3	30	51.3
	5	40	100	41	33.3	10.3	15.4	25.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	48	100	27.9	32.6	32.6	7	39.5
	4	92	100	11	32.9	31.7	24.4	56.1
	5	43	100	26.8	26.8	14.6	31.7	46.3
	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
<b>Social Studies</b>								
<b>2007</b>	3	48	100	15.6	53.3	20	11.1	31.1
	4	86	100	22.5	42.5	20	15	35
	5	41	100	24.4	39	24.4	12.2	36.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	49	100	22.7	54.5	15.9	6.8	22.7
	4	92	100	14.6	36.6	25.6	23.2	48.8
	5	43	100	17.9	41	20.5	20.5	41
	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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