



Pocalla Springs Elementary

2060 Bethel Church Road
Sumter, SC 29154

Grades	PK-5 Elementary School	
Enrollment	964 Students	
Principal	Lucille S. McQuilla	803-481-5800
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	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

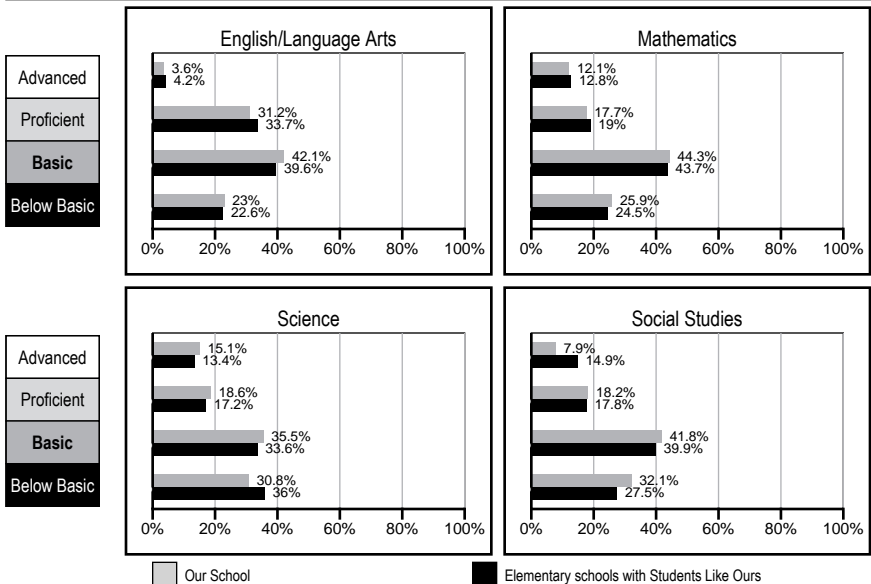
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	43	43	1

* 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
Students (n=964)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.8%	Up from 3.6%	2.9%	2.3%
Attendance rate	96.3%	Down from 96.5%	96.1%	96.3%
Eligible for gifted and talented	10.3%	Up from 9.3%	8.9%	10.4%
With disabilities other than speech	7.6%	Up from 6.2%	9.0%	7.5%
Older than usual for grade	1.9%	Down from 2.0%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	31.0%	Down from 34.9%	54.8%	56.7%
Continuing contract teachers	62.1%	Down from 68.3%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.1%	Down from 85.7%	86.6%	86.4%
Teacher attendance rate	97.0%	Up from 88.4%	94.7%	94.9%
Average teacher salary	\$38,881	Up 1.2%	\$45,116	\$45,345
Professional development days/teacher	14.3 days	Up from 9.9 days	13.0 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 16.5 to 1	18.5 to 1	18.5 to 1
Prime instructional time	92.7%	Up from 83.5%	89.1%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,614	Up 7.7%	\$7,234	\$7,052
Percent of expenditures for instruction*	64.6%	Up from 62.3%	68.4%	69.1%
Percent of expenditures for teacher salaries*	61.3%	Up from 57.3%	63.4%	64.2%

* 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

Pocalla Springs Elementary School, established in 1991, serves students in grades pre-kindergarten through fifth grade. The school is located in a rural area in the southeastern portion of Sumter County, one of the fastest growing areas in Sumter. Currently, the school is in the initial phase of renovating and adding more than twenty classrooms to the building.

Pocalla Springs prides itself with academic excellence. All teachers are highly qualified. The teachers help each student discover the strengths, skills, and talents needed to become productive citizens. Standards based unit plans, research based activities, and best practices are used as the basis of instruction. Teachers participate in a number of workshops and trainings to keep abreast of new teaching strategies and best practices for elementary education.

The School has a very active School Improvement Council. The School Improvement Council assists the administration and staff with school needs and assessment. The primary goals for the school are to increase student achievement in all academic areas, to provide research based professional development for staff, and to increase student attendance.

The school and community members work together to set goals for the school. The PTA and School Improvement Council assist the Site Based Planning Committee with setting goals. The school works with parents to eliminate barriers to communications. Many parents volunteer in the school on a daily basis, assisting with clerical work and tutoring students who need extra assistance.

Based on the Benchmark and other data, teachers develop plans to meet the needs of each student. In developing the plans, teachers keep the learning styles of students in mind. The students continue to show progress on the Palmetto Achievement Challenge Tests (PACT). Two computer labs and the integration of technology in classrooms through the use of Promethean Boards, digital cameras, laptops, etc., have been set up to ensure that students are exposed to all phases of technology at an early age.

Pocalla Springs Elementary School also has received a Law Related Education Grant from the South Carolina Bar Association. Students received educational experiences by conducting mock trials and by interacting with local attorneys.

The teachers and staff for Pocalla Springs Elementary School continue to strive for academic excellence. They work diligently to ensure that each student has the opportunity to excel--no matter what his or her background or special needs are.

Lucille McQuilla, Principal

Nigel Lee, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	104	48
Percent satisfied with learning environment	92.9%	89.2%	78.3%
Percent satisfied with social and physical environment	89.3%	90.3%	85.4%
Percent satisfied with school-home relations	75.0%	85.6%	81.3%

* 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

School Adequate Yearly Progress

NO

This school met 15 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

Continuing School Improvement

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	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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	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

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

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	431	99.5	22.6	42.3	31.4	3.6	47.7	39.4	48.2	Yes	Yes
Gender											
Male	230	99.6	28.6	40	29.1	2.3	42.3	33.3	41.7	N/A	N/A
Female	201	99.5	15.7	45	34	5.2	53.9	45.9	55	N/A	N/A
Racial/Ethnic Group											
White	260	99.6	20.9	41.4	32.4	5.3	49.2	48.5	60	Yes	Yes
African American	152	100	26.2	43	29.5	1.3	43.6	33.3	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
Disability Status											
Disabled	56	98.2	62.3	32.1	3.8	1.9	13.2	16.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	294	99.3	26.2	44.4	26.9	2.5	42.3	35.3	34	No	Yes

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

All Students	431	100	25.9	44.3	17.7	12.1	41.4	38.2	45.8	Yes	Yes
Gender											
Male	230	100	25.3	45.2	14.5	14.9	41.2	38.6	45.6	N/A	N/A
Female	201	100	26.6	43.2	21.4	8.9	41.7	37.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	260	100	22.9	41.6	20.4	15.1	45.7	51.1	59	Yes	Yes
African American	152	100	31.5	47.7	14.1	6.7	34.2	29.7	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
Disability Status											
Disabled	56	100	74.1	20.4	1.9	3.7	7.4	17.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	294	100	33.1	43.1	13.5	10.3	35.9	33	31.4	No	Yes

* 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 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
Science											
All Students	292	100	30.8	35.5	18.6	15.1	33.7	30.8	35.7	96.3	96
Gender											
Male	156	100	28	32.7	19.3	20	39.3	33.3	37.4	96.3	95.8
Female	136	100	34.1	38.8	17.8	9.3	27.1	28.3	33.8	96.4	96.2
Racial/Ethnic Group											
White	177	100	28.3	35.5	18.1	18.1	36.1	44.9	49.2	95.9	95.5
African American	102	100	38	34	17	11	28	21.4	17	97.1	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	98.6	97.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.8	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.4	93.9
Disability Status											
Disabled	41	100	72.5	20	2.5	5	7.5	13.7	14	95.7	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.5
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	97.7	96.2
Socio-Economic Status											
Subsided meals	206	100	35.2	37.8	17.3	9.7	27	24.7	21.1	96.1	95.8
Social Studies											
All Students	293	100	32.1	41.8	18.2	7.9	26.1	25.8	34	96.3	96
Gender											
Male	156	100	31.5	38.9	20.1	9.4	29.5	27	36.6	96.3	95.8
Female	137	100	32.8	45	16	6.1	22.1	24.5	31.3	96.4	96.2
Racial/Ethnic Group											
White	179	100	30.2	41.4	20.7	7.7	28.4	33.9	44.5	95.9	95.5
African American	102	100	37.4	42.4	13.1	7.1	20.2	19.8	19.1	97.1	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	98.6	97.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	36.8	27.5	96.8	95.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	93.4	93.9
Disability Status											
Disabled	37	100	58.3	27.8	11.1	2.8	13.9	12.7	14.4	95.7	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.5
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	97.7	96.2
Socio-Economic Status											
Subsided meals	191	100	38.5	39	14.3	8.2	22.5	20.5	21	96.1	95.8

* 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*	
English/Language Arts									
2007	3	155	99.4	14.3	36.1	40.8	8.8	49.7	
	4	125	98.4	27.6	46.6	22.4	3.4	25.9	
	5	146	100	27.7	46	26.3	0	26.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	154	99.4	15.6	36.1	40.8	7.5	48.3	
	4	154	99.4	22.1	44.1	31.7	2.1	33.8	
	5	123	100	31.9	47.9	19.3	0.8	20.2	
	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	
Mathematics									
2007	3	155	99.4	21.1	51	20.4	7.5	27.9	
	4	125	100	30.5	40.7	20.3	8.5	28.8	
	5	146	100	22.6	47.4	19.7	10.2	29.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	154	100	25	49.3	16.9	8.8	25.7	
	4	154	100	25.3	39	18.5	17.1	35.6	
	5	123	100	27.7	44.5	17.6	10.1	27.7	
	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	
Science									
2007	3	77	100	44	38.7	14.7	2.7	17.3	
	4	125	100	39	34.7	11.9	14.4	26.3	
	5	72	100	28.4	34.3	17.9	19.4	37.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	76	100	27.4	32.9	31.5	8.2	39.7	
	4	154	100	30.8	38.4	15.1	15.8	30.8	
	5	62	100	35	31.7	11.7	21.7	33.3	
	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	
Social Studies									
2007	3	78	98.7	19.4	66.7	9.7	4.2	13.9	
	4	125	100	44.1	43.2	7.6	5.1	12.7	
	5	74	100	42.9	35.7	11.4	10	21.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	78	100	18.7	45.3	24	12	36	
	4	154	100	34.9	41.8	17.8	5.5	23.3	
	5	61	100	42.4	37.3	11.9	8.5	20.3	
	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	

Abbreviations for Missing Data

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