

Pontiac Elementary

500 Spears Creek Church
Elgin, SC 29045

Grades	PK-5 Elementary School	
Enrollment	755 Students	
Principal	Beth Elliott	803-699-2700
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Melinda Anderson	803-736-5530

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

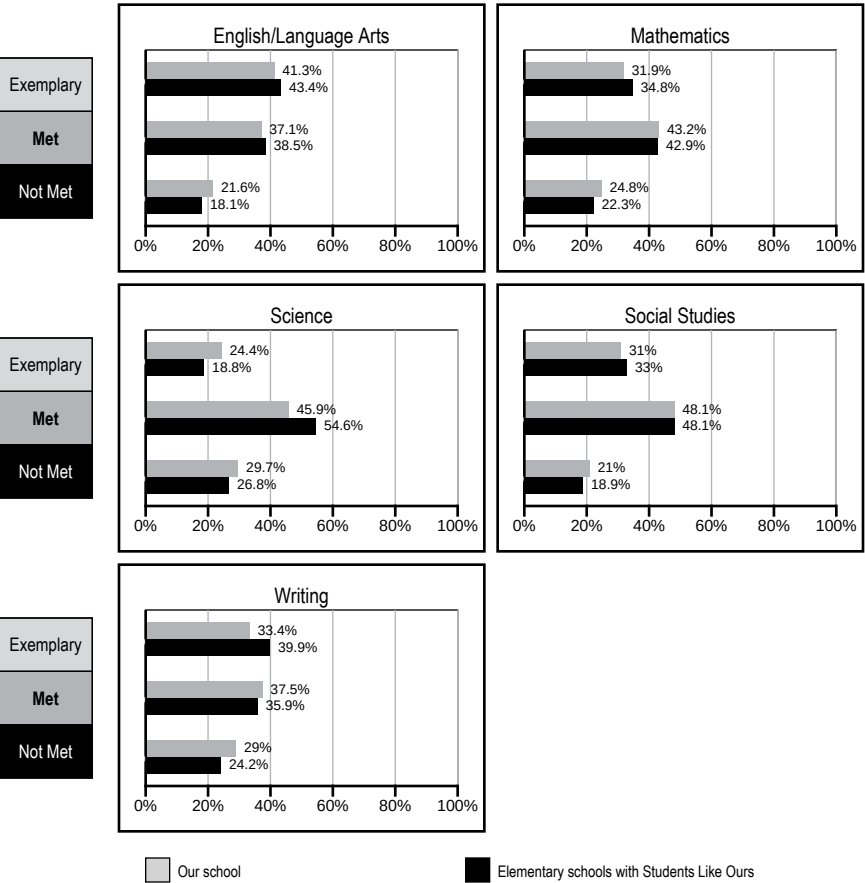
92.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	29	43	0	0

* 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=755)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 2.9%	1.9%	1.9%
Attendance rate	96.2%	Down from 96.6%	96.3%	96.3%
Eligible for gifted and talented	14.9%	Down from 20.6%	14.2%	10.0%
With disabilities other than speech	9.0%	Up from 7.8%	7.4%	7.7%
Older than usual for grade	0.7%	Up from 0.2%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	70.6%	Down from 71.4%	61.3%	59.4%
Continuing contract teachers	80.4%	Down from 85.7%	82.5%	80.0%
Teachers with emergency or provisional certificates	2.2%	Down from 3.9%	0.0%	0.0%
Teachers returning from previous year	90.3%	Down from 91.3%	88.5%	85.9%
Teacher attendance rate	95.3%	Up from 95.2%	95.2%	95.1%
Average teacher salary*	\$51,686	Up 1.8%	\$47,755	\$47,149
Professional development days/teacher	9.6 days	Up from 9.4 days	11.2 days	11.1 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 17.7 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.6%	Down from 90.9%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,946	Up 3.8%	\$6,975	\$7,458
Percent of expenditures for instruction**	70.6%	Down from 73.5%	69.1%	68.8%
Percent of expenditures for teacher salaries**	66.8%	Down from 70.2%	63.1%	63.2%

* 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

Pontiac Elementary focuses on meeting the needs of individual students, which, in turn, creates group success. As a Red Carpet School, we continue to enhance our learning environment by creating a positive, safe climate. Our National Blue Ribbon status, School of Promise, District Teamwork Award, and Exemplary Writing Award confirm our drive to continue to stretch our academic expectations for all students. We feel our community-building climate is what contributes to our ongoing successes. We continue as a faculty, staff, parent, and student team to constantly change and restructure. We pride ourselves on our philosophy of meeting the needs of all students. Making a difference with each individual student is our focus. With such a qualified staff, including 22 National Board Certified Teachers, State Math and Literacy Coaches, 2 finalists for the State of South Carolina Excellence of Teaching in Math and Science, 7 District Honor Roll Teachers, a Fulbright Scholarship Winner, Past Support Person of the Year, and many grant recipients, we are ready to challenge each and every student to reach his/her potential. We are proud of our technology labs, as well as computers and other multimedia technologies in the classroom to enhance instruction.

Our developmentally appropriate space for kindergarten, elementary, and intermediate grades has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratios continues to be a strength of our program. Our partnership with the University of South Carolina continues to offer many experiences for our students. Being a Professional Development School enables us to continue to grow in all areas of the curriculum. Our partnership has enabled us to be a part of many University grants and projects. Richland School District Two and Pontiac Elementary continue to hire the best of the best. Our University partnership allows us to observe and interact with beginning teachers.

As part of our school planning process, we will continue to review test scores and assessment data to make good decisions for groups of students, as well as focusing on individual student learning. Our assessments continue to show growth. We will continue to use MAP (Measures of Academic Progress) data to differentiate instruction for all students. The use of this data has enabled us to make instructional changes to meet the needs of the individual learner. As a team, we will continue to work on stretching each individual student. We have worked on safety issues and meeting the needs of a growing, active community. Many variables are included in providing the very best learning environment for all students. We will continue to strive to be the very best educational setting for all students.

Beth T. Elliott, Principal
Franklin Davis, Site Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	102	56
Percent satisfied with learning environment	100.0%	83.2%	94.3%
Percent satisfied with social and physical environment	100.0%	85.3%	96.4%
Percent satisfied with school-home relations	100.0%	90.1%	96.4%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 21 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	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	358	99.2	20.8	37.2	42	89	86	82.8	Yes	Yes
Gender										
Male	176	99.4	25.5	33.8	40.8	86.6	82.8	79.3	N/A	N/A
Female	182	98.9	16.3	40.6	43.1	91.3	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	128	99.2	8.7	30.4	60.9	94.8	94.5	89.5	Yes	Yes
African American	175	100	28.3	41.5	30.2	84.9	81.9	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	92.2	92.3	I/S	I/S
Hispanic	47	95.7	27.8	41.7	30.6	88.9	78.3	76.5	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	82.5	I/S	I/S
Disability Status										
Disabled	42	97.6	44.7	34.2	21.1	63.2	51.6	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	38	92.1	34.6	46.2	19.2	80.8	80.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	198	99	30.1	41.5	28.4	83.5	77.8	75.5	Yes	Yes

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

All Students	358	99.4	23.9	43.7	32.4	84.3	80.9	78.9	Yes	Yes
Gender										
Male	176	99.4	24.2	40.1	35.7	81.5	78.4	77	N/A	N/A
Female	182	99.5	23.6	47.2	29.2	87	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	128	100	10.3	36.2	53.4	96.6	93.2	87.2	Yes	Yes
African American	175	100	33.3	46.5	20.1	76.1	74.4	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	47	95.7	22.2	58.3	19.4	83.3	74.9	76	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	79.5	I/S	I/S
Disability Status										
Disabled	42	97.6	47.4	42.1	10.5	55.3	46.8	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	38	94.7	22.2	55.6	22.2	81.5	80.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	198	99	34.1	48.3	17.6	76.7	70.6	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	243	99.2	28.2	46.5	25.4	71.8	73.4	67.5
Gender								
Male	117	100	28.6	46.7	24.8	71.4	72.4	67
Female	126	98.4	27.8	46.3	25.9	72.2	74.5	68
Racial/Ethnic Group								
White	87	100	9.1	48.1	42.9	90.9	91.1	79.5
African American	122	99.2	40	44.5	15.5	60	64.1	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.2	84.3
Hispanic	29	96.6	36.4	50	13.6	63.6	67.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	71.2
Disability Status								
Disabled	34	97.1	43.3	43.3	13.3	56.7	41.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	26	96.2	35.3	52.9	11.8	64.7	69.4	59.6
Socio-Economic Status								
Subsided meals	128	98.4	37.2	52.2	10.6	62.8	59	55.1

Social Studies

All Students	239	99.6	20.1	49.1	30.8	79.9	79.1	72.3
Gender								
Male	117	100	22.9	42.9	34.3	77.1	77.8	71.5
Female	122	99.2	17.4	55	27.5	82.6	80.3	73.2
Racial/Ethnic Group								
White	91	100	11.9	42.9	45.2	88.1	90.6	80.7
African American	111	100	27	53	20	73	72.9	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.4	88.5
Hispanic	30	96.7	20.8	54.2	25	79.2	74.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	20	100	27.8	55.6	16.7	72.2	50.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	25	96	26.3	52.6	21.1	73.7	77.9	67.9
Socio-Economic Status								
Subsided meals	135	99.3	26.1	54.6	19.3	73.9	68.6	62.1

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
Writing										
All Students	355	96.9	28.3	37.9	33.8	71.7	75.5	70.2	96.2	97.4
Gender										
Male	175	98.3	36.9	38.9	24.2	63.1	69	63.2	96.3	97.3
Female	180	95.6	19.7	36.9	43.3	80.3	82.3	77.5	96.1	97.5
Racial/Ethnic Group										
White	129	97.7	15.8	35.1	49.1	84.2	88.1	79.1	95.9	97.3
African American	173	96	36.1	40	23.9	63.9	68.9	57.6	96.3	97.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.6	86.2	97.7	98
Hispanic	46	97.8	36.8	36.8	26.3	63.2	67.1	62.6	96	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	68.7	N/A	97.1
Disability Status										
Disabled	41	82.9	78.8	15.2	6.1	21.2	29.4	26.1	94.8	96.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	35	94.3	44.4	37	18.5	55.6	70.4	61.2	96.7	97.4
Socio-Economic Status										
Subsidized meals	202	98	42.1	36	21.9	57.9	62.3	58.9	95.6	96.8

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
English/Language Arts							
2009	3	125	98.4	23.4	32.7	43.9	76.6
	4	127	99.2	19.6	38.4	42	80.4
	5	106	100	19.4	40.8	39.8	80.6
	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
Mathematics							
2009	3	125	99.2	32.4	34.3	33.3	67.6
	4	127	99.2	16.1	45.5	38.4	83.9
	5	106	100	23.5	52	24.5	76.5
	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	65	98.5	35.1	35.1	29.8	64.9
	4	125	99.2	23.6	53.6	22.7	76.4
	5	53	100	30.4	43.5	26.1	69.6
	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
Social Studies							
2009	3	60	100	21.6	39.2	39.2	78.4
	4	126	99.2	12.6	54.1	33.3	87.4
	5	53	100	34.6	48.1	17.3	65.4
	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
Writing							
2009	3	123	97.6	33.6	37.4	29	66.4
	4	124	95.2	24.1	39.8	36.1	75.9
	5	108	98.2	27.3	36.4	36.4	72.7
	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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