



POCALLA SPRINGS ELEMENTARY

2060 Bethel Church Road
Sumter, SC 29154

Grades	PK-5 Elementary School	
Enrollment	931 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Average	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

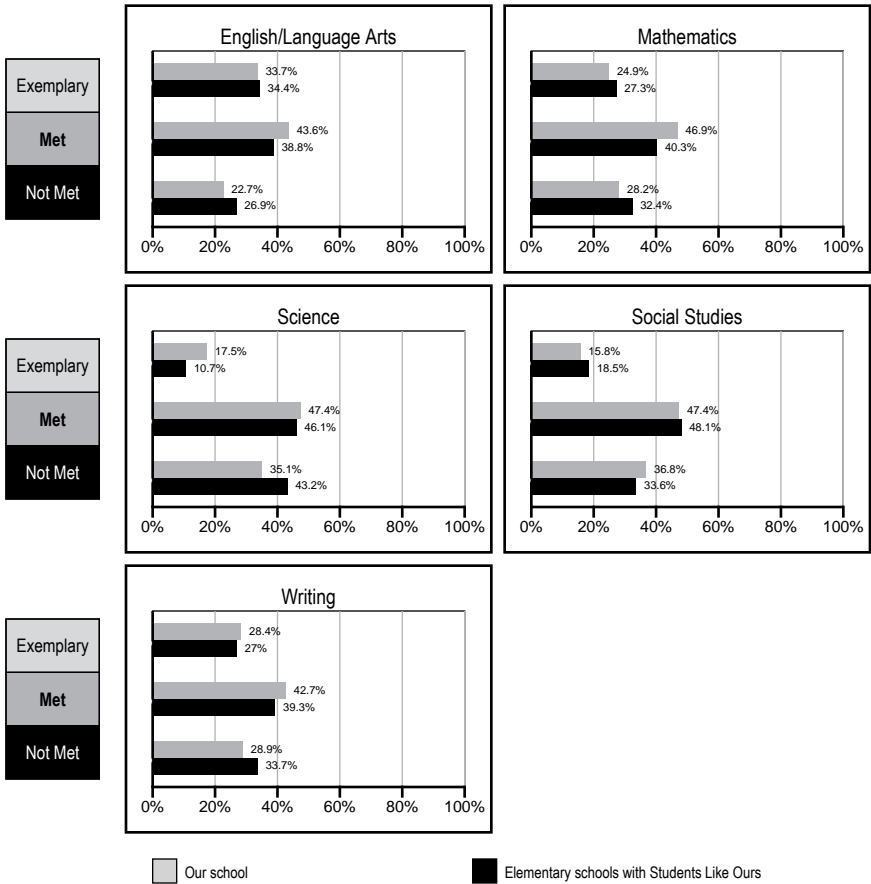
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	94	14	1

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=931)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	Up from 3.9%	1.6%	1.2%
Attendance rate	96.2%	Up from 96.1%	95.7%	96.1%
Eligible for gifted and talented	10.3%	Down from 11.0%	9.5%	11.7%
With disabilities other than speech	7.9%	No Change	9.1%	8.0%
Older than usual for grade	1.6%	Up from 1.5%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.2%	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	40.7%	Up from 35.6%	58.7%	60.5%
Continuing contract teachers	79.7%	Up from 57.6%	84.4%	84.6%
Teachers with emergency or provisional certificates	2.0%	Down from 2.1%	0.0%	0.0%
Teachers returning from previous year	77.6%	Up from 76.7%	86.3%	87.0%
Teacher attendance rate	96.6%	Down from 96.9%	94.9%	95.4%
Average teacher salary*	\$42,301	Up 3.1%	\$46,509	\$47,288
Professional development days/teacher	11.0 days	Up from 8.5 days	11.1 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.6 to 1	19.2 to 1	19.2 to 1
Prime instructional time	92.3%	Down from 92.4%	89.9%	90.8%
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**	\$6,257	Up 9.9%	\$7,502	\$7,548
Percent of expenditures for instruction**	65.2%	Up from 64.4%	67.6%	68.7%
Percent of expenditures for teacher salaries**	59.8%	Up from 46.2%	64.5%	65.1%

* 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

Pocalla Springs has always and will continue to strive for excellence to improve student achievement. The school is located in a rural area in the southeastern portion of Sumter County. Pocalla Springs is the largest elementary school in Sumter County. The student population is over 900.

Major renovations were recently completed at the school. More than 20 classrooms, a new cafeteria, and administrative offices were added. We continue to see an increase in our test scores. The parents, teachers, community members, and students take pride in our school. Many of the local businesses support the school as business partners. Parents continue to volunteer in the school, providing assistance whenever they are needed. Our highly-qualified staff works hard each day to create a safe learning environment and daily rigorous instruction. The staff uses standards-based unit plans, research-based activities, and best practices as a basis for quality instruction. They attend workshops to keep abreast of effective strategies in meeting the students' educational needs. Teachers analyze tests, Benchmark, and MAP data in order to improve instruction. In developing the lesson plans, teachers keep the learning styles of students in mind. The students continue to show gains on the Palmetto Assessment of State Standards (PASS). Our primary goal is to increase student achievement. Technology is infused in every lesson with the use of Promethean boards, digital cameras, etc.

The School Improvement Council works with the administration and teachers to ensure the best for all students. The Council assists the school with a number system for students. This system allows students to enter and exit their vehicles in a safe and efficient manner. Pocalla will continue to have a proud tradition of excellence and will strive to make improvements in student achievement.

Lucille McQuilla, Principal

Kelly Jordan, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	136	90
Percent satisfied with learning environment	96.4%	94.9%	91.8%
Percent satisfied with social and physical environment	96.4%	92.6%	86.4%
Percent satisfied with school-home relations	89.1%	94.1%	84.7%

* 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

YES

This school met 17 out of 17 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

CA-DELAY

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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 = 58.8% (Met or Exemplary)

All Students	426	100	22.5	43.8	33.8	87.8	82.1	83.5	Yes	Yes
Gender										
Male	223	100	28.4	40.8	30.8	84.4	77.7	80.1	N/A	N/A
Female	203	100	15.9	47.1	37	91.5	86.8	87	N/A	N/A
Racial/Ethnic Group										
White	265	100	21.6	40	38.4	88.6	86.9	89.6	Yes	Yes
African American	145	100	25.4	50.8	23.8	85.4	78.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.4	92.7	I/S	I/S
Hispanic	14	100	15.4	53.8	30.8	92.3	88.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78.6	85.1	I/S	I/S
Disability Status										
Disabled	37	100	66.7	22.2	11.1	52.8	51.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	83.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	328	100	26	45.7	28.3	85.2	79.9	76.9	Yes	Yes

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

All Students	426	100	28	47	25	84.3	77.8	80.4	Yes	Yes
Gender										
Male	223	100	30.8	46.4	22.7	82.5	75.4	78.4	N/A	N/A
Female	203	100	24.9	47.6	27.5	86.2	80.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	265	100	25.9	45.1	29	82.7	83.5	87.8	Yes	Yes
African American	145	100	33.8	50	16.2	85.4	73.4	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	93.5	I/S	I/S
Hispanic	14	100	15.4	46.2	38.5	100	87.8	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	83.2	I/S	I/S
Disability Status										
Disabled	37	100	66.7	22.2	11.1	44.4	42.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	86.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	328	100	31.6	48	20.4	82.9	75	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	288	99.3	35	47.4	17.7	65	63.2	67.3
Gender								
Male	157	98.7	37	43.8	19.2	63	63.1	66.9
Female	131	100	32.5	51.7	15.8	67.5	63.3	67.7
Racial/Ethnic Group								
White	173	99.4	32.7	46.7	20.6	67.3	74.2	79.6
African American	101	99	39.8	46.6	13.6	60.2	54.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.5	84.4
Hispanic	12	100	36.4	54.5	9.1	63.6	76.6	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	58.3	69.5
Disability Status								
Disabled	28	96.4	80.8	15.4	3.8	19.2	28.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	55.6	58.6
Socio-Economic Status								
Subsidized meals	218	99.1	39.4	48.5	12.1	60.6	58.4	55.4
Social Studies								
All Students	284	100	37	47.2	15.8	63	67.7	70.9
Gender								
Male	142	100	38.5	45.2	16.3	61.5	67.4	70.1
Female	142	100	35.4	49.2	15.4	64.6	68	71.7
Racial/Ethnic Group								
White	184	100	33	48.9	18.2	67	71.8	79.2
African American	91	100	48.8	42.5	8.8	51.3	63.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.2	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	30	100	75.9	20.7	3.4	24.1	34.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	62.5	68
Socio-Economic Status								
Subsidized meals	221	100	41.2	46.6	12.3	58.8	64	60.8

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	437	99.1	28.4	43	28.6	71.6	67.7	72.1	96.2	96.3
Gender										
Male	227	99.6	35.8	42.3	21.9	64.2	60.3	65.2	96.2	96.1
Female	210	98.6	20.1	43.8	36.1	79.9	75.6	79.2	96.2	96.4
Racial/Ethnic Group										
White	276	98.6	27.9	40.1	32.1	72.1	73.1	80.8	95.8	95.8
African American	145	100	31.8	47	21.2	68.2	62.8	59.7	96.7	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.6	87	98.3	97.2
Hispanic	14	100	7.7	53.8	38.5	92.3	85.4	64.6	97.1	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	66.7	73.4	92.2	94.9
Disability Status										
Disabled	41	97.6	78.9	18.4	2.6	21.1	24	27.7	95.6	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	73	63.7	97.1	97.1
Socio-Economic Status										
Subsidized meals	334	99.1	31.1	45.3	23.6	68.9	64.5	61.9	96	96.1

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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	160	100	22.1	32.5	45.5	77.9
	4	152	100	28.1	38.8	33.1	71.9
	5	156	100	18.8	54.2	27.1	81.3
	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
2010	3	127	100	21.7	38.3	40	78.3
	4	146	100	25	38.6	36.4	75
	5	153	100	20.9	52.7	26.4	79.1
	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
Mathematics							
2009	3	160	100	34.4	44.2	21.4	65.6
	4	152	100	24.5	46	29.5	75.5
	5	156	100	25.7	50	24.3	74.3
	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
2010	3	127	100	30	49.2	20.8	70
	4	146	100	26.5	47.7	25.8	73.5
	5	153	100	27.7	44.6	27.7	72.3
	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
Science							
2009	3	79	98.7	39	48.1	13	61
	4	152	100	24.5	53.2	22.3	75.5
	5	80	98.8	25.7	60.8	13.5	74.3
	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
2010	3	65	96.9	50	31.7	18.3	50
	4	146	100	28	55.3	16.7	72
	5	77	100	35.1	45.9	18.9	64.9
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	81	97.5	46.8	41.6	11.7	53.2
	4	152	100	11.5	71.9	16.5	88.5
	5	76	97.4	30	50	20	70
	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
2010	3	62	100	52.5	39	8.5	47.5
	4	146	100	30.3	51.5	18.2	69.7
	5	76	100	36.5	45.9	17.6	63.5
	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
Writing							
2009	3	161	99.4	33.8	31.2	35.1	66.2
	4	151	98.7	31.4	35.7	32.9	68.6
	5	157	99.4	29.9	38.1	32	70.1
	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
2010	3	130	98.5	32.8	41.8	25.4	67.2
	4	149	99.3	26.7	42.2	31.1	73.3
	5	158	99.4	26.3	44.7	28.9	73.7
	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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