



PRITCHARDVILLE ELEMENTARY

9447 Evan Way
Bluffton, SC 29910

Grades	PK-5 Elementary School	
Enrollment	515 Students	
Principal	Charles R. Johnson	843-707-0500
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
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

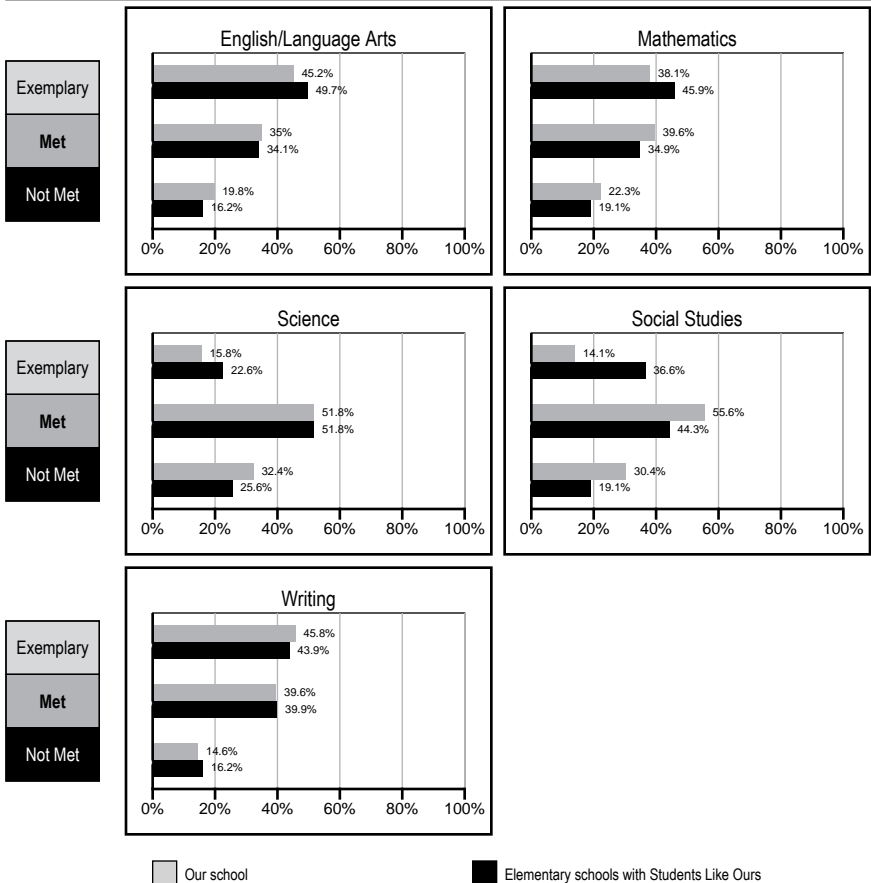
90.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	35	12	0	0

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

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=515)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	0.9%	1.1%
Attendance rate	96.2%	N/A	96.3%	96.2%
Served by gifted and talented program	18.7%	N/A	20.0%	13.4%
With disabilities other than speech	1.9%	N/A	3.6%	4.1%
Older than usual for grade	0.4%	N/A	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	66.7%	N/A	65.9%	62.5%
Continuing contract teachers	69.4%	N/A	90.8%	88.2%
Teachers returning from previous year	N/A	N/A	90.2%	87.8%
Teacher attendance rate	91.8%	N/R	95.0%	95.2%
Average teacher salary*	\$47,755	I/S	\$48,080	\$46,773
Professional development days/teacher	14.2 days	N/R	11.0 days	10.5 days
School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	N/R	20.8 to 1	19.9 to 1
Prime instructional time	85.7%	N/R	90.2%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	85.8%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$7,186	\$7,447
Percent of expenditures for instruction**	N/A	N/A	68.8%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	66.6%	65.8%

* 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

Our inaugural year as an elementary school was a great experience for our staff, parents, students and community. We had a lot of "firsts". We organized our PTO and SIC. Our norms and vision were established. Many procedures and committees were put in place by the dedicated teachers that serve our students.

Various people played a key role in our success this year. The district office personnel were very supportive in our effort to establish ourselves among the great schools within our district. We were appreciative of the financial contribution of Okatie Elementary's PTO. Our PTO executive board worked very hard to ensure that our students benefited from their involvement throughout the whole year.

PVES students are expected to contribute to our school environment in a positive way. We subscribe to the contents of the Positive Behavior Intervention Support approach. We display REACH behaviors in all parts of our day and in every area of our school. Our students have exemplified REACH – They show Respect to others and themselves, give a great Effort every time, display a positive Attitude, Cooperate with others, and show Honesty.

We are looking forward to another signature year. New programs like our Advanced Mathematics Engineering and Science Academy will be added during our 2nd year. At Pritchardville we are extremely proud of our students. They have assimilated to our motto – "Academic Excellence and Positive Behavior goes Hand in Hand. Our students have also shown that they believe in our mantra – "We are Great and Getting Greater"!

Next year will be a very promising year.

Charles R. Johnson – Principal
 Mary Beth Roulston – Assistant Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	51	44
Percent satisfied with learning environment	100.0%	94.1%	88.4%
Percent satisfied with social and physical environment	100.0%	92.2%	95.5%
Percent satisfied with school-home relations	100.0%	88.0%	83.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 24 out of 25 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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.6%	0.0%	No
Student attendance rate	96.2%	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

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 = 79.4% (Met or Exemplary)

All Students	210	100	19.8	35	45.2	91.9	83.3	82.4	Yes	Yes
Gender										
Male	112	100	24	35.6	40.4	91.3	80.1	78.7	N/A	N/A
Female	98	100	15.1	34.4	50.5	92.5	86.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	101	100	8.5	25.5	66	97.9	93.3	88.9	Yes	Yes
African American	47	100	32.6	44.2	23.3	83.7	72.2	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	59	100	29.8	40.4	29.8	87.7	78.4	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.2	83	I/S	I/S
Disability Status										
Disabled	26	100	50	20.8	29.2	75	44.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	33.3	44.4	22.2	86.7	76.2	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	98	100	31.2	39.8	29	83.9	75.6	75.4	Yes	Yes

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

All Students	210	100	22.3	39.6	38.1	88.8	83.2	81.9	Yes	Yes
Gender										
Male	112	100	29.8	31.7	38.5	84.6	81.6	79.9	N/A	N/A
Female	98	100	14	48.4	37.6	93.5	84.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	101	100	9.6	36.2	54.3	95.7	93.2	88.9	Yes	Yes
African American	47	100	44.2	32.6	23.3	74.4	70.6	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	59	100	24.6	52.6	22.8	87.7	81.2	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.5	84.4	I/S	I/S
Disability Status										
Disabled	26	100	33.3	50	16.7	70.8	46.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	28.9	57.8	13.3	86.7	80	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	98	100	33.3	51.6	15.1	81.7	75.6	74.9	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	149	100	32.4	51.8	15.8	67.6	67.8	68.6
Gender								
Male	73	100	27.3	53	19.7	72.7	68.4	68.3
Female	76	100	37	50.7	12.3	63	67.3	68.9
Racial/Ethnic Group								
White	73	100	18.8	56.5	24.6	81.2	85.5	80.7
African American	33	100	62.1	27.6	10.3	37.9	49.5	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	41	100	33.3	61.5	5.1	66.7	56.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
Disability Status								
Disabled	15	100	42.9	50	7.1	57.1	31.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	32	100	40.6	53.1	6.3	59.4	53.8	60.7
Socio-Economic Status								
Subsidized meals	65	100	50.8	45.9	3.3	49.2	55.2	57.3
Social Studies								
All Students	144	100	30.4	55.6	14.1	69.6	71.9	72.5
Gender								
Male	78	100	28.8	54.8	16.4	71.2	72	72
Female	66	100	32.3	56.5	11.3	67.7	71.8	73.1
Racial/Ethnic Group								
White	64	100	17.2	62.1	20.7	82.8	85	81
African American	31	100	48.3	44.8	6.9	51.7	57.1	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	46	100	35.6	53.3	11.1	64.4	65.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	73.5
Disability Status								
Disabled	17	100	37.5	56.3	6.3	62.5	37.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
English Proficiency								
Limited English Proficient	35	100	40	54.3	5.7	60	62.4	69.7
Socio-Economic Status								
Subsidized meals	74	100	44.3	50	5.7	55.7	61.7	62.9

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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	51	100	14.6	39.6	45.8	85.4	73.8	73.2	96.2	96.5
Gender										
Male	27	100	12	48	40	88	67.9	67.2	96.3	96.5
Female	24	100	17.4	30.4	52.2	82.6	79.9	79.4	96.1	96.6
Racial/Ethnic Group										
White	25	100	4.2	37.5	58.3	95.8	87.4	81.5	96.2	96.3
African American	13	100	33.3	25	41.7	66.7	59.1	61.3	96.1	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	87	96.5	96.9
Hispanic	13	100	16.7	58.3	25	83.3	65	66.7	96.3	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	94.8	95.6
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	23.5	26	96	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	63.1	65.7	96.6	96.7
Socio-Economic Status										
Subsidized meals	22	100	25	45	30	75	62.7	63.2	95.9	96.4

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							
2010	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
2011	3	76	100	22.2	13.9	63.9	77.8
	4	83	100	20.8	50.6	28.6	79.2
	5	51	100	14.6	41.7	43.8	85.4
	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
Mathematics							
2010	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
2011	3	76	100	38.9	30.6	30.6	61.1
	4	83	100	13	42.9	44.2	87
	5	51	100	12.5	47.9	39.6	87.5
	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							
2010	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
2011	3	39	100	32.4	32.4	35.1	67.6
	4	83	100	32.5	59.7	7.8	67.5
	5	27	100	32	56	12	68
	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

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
Social Studies							
2010	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
2011	3	37	100	31.4	51.4	17.1	68.6
	4	83	100	31.2	58.4	10.4	68.8
	5	24	100	26.1	52.2	21.7	73.9
	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							
2010	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
2011	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	51	100	14.6	39.6	45.8	85.4
	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

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