DRAYTONVILLE ELEMENTARY

2373 Wilkinsville Hwy.
Gaffney, SC 29340

Grades	PK-5 Elementary School	
Enrollment	301 Students	
Principal	Isaac Wallace	864-487-1240
Superintendent	Dr. Edgar C. Taylor	864-902-3542
Board Chair	Mr. Donnie Smith	(864) 839-3499

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Average**	**Good**
2010	Average	Good
2009	Average	Good
2008	Average	Below Average
2007	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 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
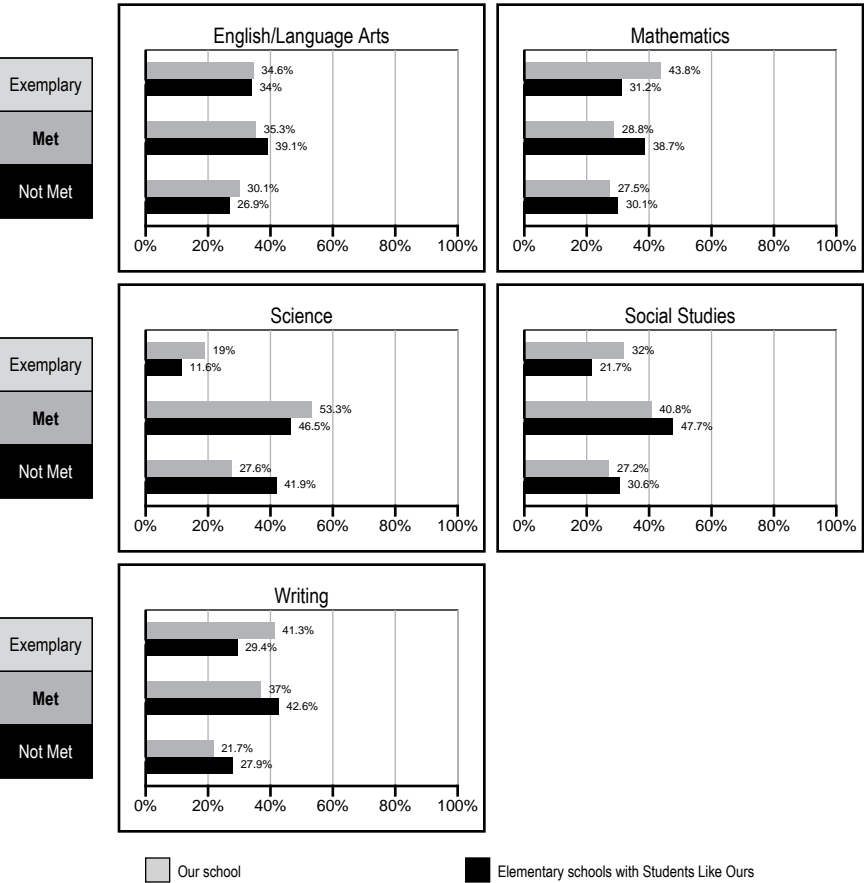
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	15	95	13	0

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

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	34.6%	34%
Met	35.3%	39.1%
Not Met	30.1%	26.9%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	43.8%	31.2%
Met	28.8%	38.7%
Not Met	27.5%	30.1%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	19%	11.6%
Met	53.3%	46.5%
Not Met	27.6%	41.9%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	32%	21.7%
Met	40.8%	47.7%
Not Met	27.2%	30.6%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	41.3%	29.4%
Met	37%	42.6%
Not Met	21.7%	27.9%

Our school

Elementary schools with Students Like Ours

* 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=301)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 2.7%	1.4%	1.1%
Attendance rate	95.8%	Up from 95.6%	95.9%	96.2%
Served by gifted and talented program	17.9%	Up from 10.7%	9.7%	13.4%
With disabilities other than speech	5.9%	Down from 9.2%	4.7%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	44.4%	Down from 70.0%	60.0%	62.5%
Continuing contract teachers	83.3%	Down from 95.0%	88.4%	88.2%
Teachers returning from previous year	86.5%	Down from 93.8%	87.4%	87.8%
Teacher attendance rate	95.5%	Down from 95.8%	95.0%	95.2%
Average teacher salary*	$42,388	Down 13.7%	$46,409	$46,773
Professional development days/teacher	5.2 days	Down from 6.7 days	11.3 days	10.5 days
School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.4 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.0%	No Change	89.7%	90.4%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,729	Down 8.4%	$7,484	$7,447
Percent of expenditures for instruction**	66.8%	Up from 65.2%	67.7%	68.4%
Percent of expenditures for teacher salaries**	66.5%	Up from 63.9%	64.7%	65.8%

*　Includes current year teachers contracted for 185 or more days.

**　Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Draytonville Elementary School's mission, in partnership with family and community, is to provide first-class educational programs that ensure that all students acquire the skills needed to reach their maximum potential in an ever-changing world. The mission provides focus for all that we do. Draytonville Elementary is a Title I school-wide program and is proud to have continuing accreditation through the Southern Association of Colleges and Schools.

Draytonville Elementary received the 2010-11 General Performance Palmetto Silver Award and the 2010-11 Closing Achievement Gap Palmetto Silver Award. Strong, dedicated teachers and support personnel are the backbone of our school. Mrs. Julie Reeves was selected Teacher of the Year, and Mrs. Tammy Goins was selected Reading Teacher of the Year.

Our students excelled in many areas. We had district winners in poster and essay contests and in sports related contests. Students participated in the district Honors Choir, and all students' art work was displayed in the district Arts Expo.

Literacy was emphasized this year with the support of our literacy coach and two reading interventionists. We were pleased with students' gains in reading, but need to continue focusing on addressing weaknesses. We will also work to meet the math needs of our students. We anticipate that students will continue to make gains in achievement.

We are proud of our school and community, and invite you to become a part of our school family.

Janice G. Ford, Principal
Diane Bridges, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	47	28
Percent satisfied with learning environment	100.0%	87.0%	100.0%
Percent satisfied with social and physical environment	100.0%	80.9%	92.9%
Percent satisfied with school-home relations	81.8%	87.2%	85.7%

* 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   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. 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	159	99.4	30.1	35.3	34.6	78.4	74.4	82.4	Yes	Yes
Gender										
Male	80	98.8	35.5	34.2	30.3	76.3	69.9	78.7	N/A	N/A
Female	79	100	24.7	36.4	39	80.5	79	86.2	N/A	N/A
Racial/Ethnic Group										
White	130	99.2	25.4	36.5	38.1	81	79.7	88.9	Yes	Yes
African American	25	100	56.5	30.4	13	65.2	63.1	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.5	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	59.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	27	100	48	32	20	56	33.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	120	99.2	35.1	33.3	31.6	72.8	67.3	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	159	99.4	27.5	28.8	43.8	78.4	76.7	81.9	Yes	Yes
Gender										
Male	80	98.8	27.6	30.3	42.1	80.3	75.2	79.9	N/A	N/A
Female	79	100	27.3	27.3	45.5	76.6	78.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	130	99.2	23.8	29.4	46.8	81.7	82	88.9	Yes	Yes
African American	25	100	47.8	26.1	26.1	60.9	64.1	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	27	100	40	40	20	64	39.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	120	99.2	31.6	28.1	40.4	74.6	70.1	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	109	100	27.6	53.3	19	72.4	59.3	68.6
Gender								
Male	52	100	32	50	18	68	59.7	68.3
Female	57	100	23.6	56.4	20	76.4	58.8	68.9
Racial/Ethnic Group								
White	91	100	22.5	56.2	21.3	77.5	68.3	80.7
African American	15	100	N/AV	N/AV	N/AV	46.2	39.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.9	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	38.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	18	100	47.1	47.1	5.9	52.9	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	42.4	60.7
Socio-Economic Status								
Subsidized meals	79	100	36	49.3	14.7	64	50.4	57.3
Social Studies								
All Students	108	100	27.2	40.8	32	72.8	57.9	72.5
Gender								
Male	51	100	35.4	35.4	29.2	64.6	58.2	72
Female	57	100	20	45.5	34.5	80	57.7	73.1
Racial/Ethnic Group								
White	89	100	24.4	40.7	34.9	75.6	63.7	81
African American	17	100	46.7	46.7	6.7	53.3	45.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	74.2	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	17	100	33.3	53.3	13.3	66.7	23.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	46.4	69.7
Socio-Economic Status								
Subsidized meals	84	100	34.2	34.2	31.6	65.8	49.9	62.9

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	47	100	21.7	37	41.3	78.3	65.3	73.2	95.8	96.3
Gender										
Male	30	100	27.6	34.5	37.9	72.4	58.2	67.2	95.2	96.2
Female	17	100	11.8	41.2	47.1	88.2	72.8	79.4	96.2	96.3
Racial/Ethnic Group										
White	38	100	21.6	35.1	43.2	78.4	72.2	81.5	96	96
African American	8	I/S	I/S	I/S	I/S	I/S	50.6	61.3	94.5	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	87	97.4	97.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	45.3	66.7	96	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.4
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	16.9	26	94	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	46.4	65.7	95.7	97.6
Socio-Economic Status										
Subsidized meals	38	100	18.9	40.5	40.5	81.1	56.2	63.2	95.2	96

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	62	100	25	28.6	46.4	75
	4	52	98.1	19.6	41.3	39.1	80.4
	5	43	100	25.6	51.3	23.1	74.4
	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
2011	3	54	98.2	48.1	19.2	32.7	51.9
	4	59	100	18.2	41.8	40	81.8
	5	46	100	23.9	45.7	30.4	76.1
	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
			Mathematics				
2010	3	62	100	37.5	41.1	21.4	62.5
	4	52	98.1	21.7	32.6	45.7	78.3
	5	43	100	15.4	53.8	30.8	84.6
	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
2011	3	54	98.2	46.2	23.1	30.8	53.8
	4	59	100	20	20	60	80
	5	46	100	15.2	45.7	39.1	84.8
	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	30	100	59.3	33.3	7.4	40.7
	4	51	100	17.4	58.7	23.9	82.6
	5	21	100	N/A	N/A	N/A	60
	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
2011	3	27	100	40.7	44.4	14.8	59.3
	4	59	100	18.2	60	21.8	81.8
	5	23	100	34.8	47.8	17.4	65.2
	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	32	100	27.6	48.3	24.1	72.4
	4	51	100	21.7	34.8	43.5	78.3
	5	22	100	42.1	47.4	10.5	57.9
	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
2011	3	26	100	44	36	20	56
	4	59	100	14.5	41.8	43.6	85.5
	5	23	100	39.1	43.5	17.4	60.9
	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	62	100	29.8	28.1	42.1	70.2
	4	51	100	29.8	36.2	34	70.2
	5	43	97.7	23.7	39.5	36.8	76.3
	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
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	47	100	21.7	37	41.3	78.3
	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

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