



VARNVILLE ELEMENTARY

395 Pine Street East
Varnville, South Carolina

Grades	K-3 Elementary School	
Enrollment	321 Students	
Principal	Donna G. Kinard	803-943-2376
Superintendent	Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mrs. Libby Murdaugh	803-943-2814

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Excellent
2010	Average	Average
2009	Average	At-Risk
2008	Below Average	Average
2007	Below 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

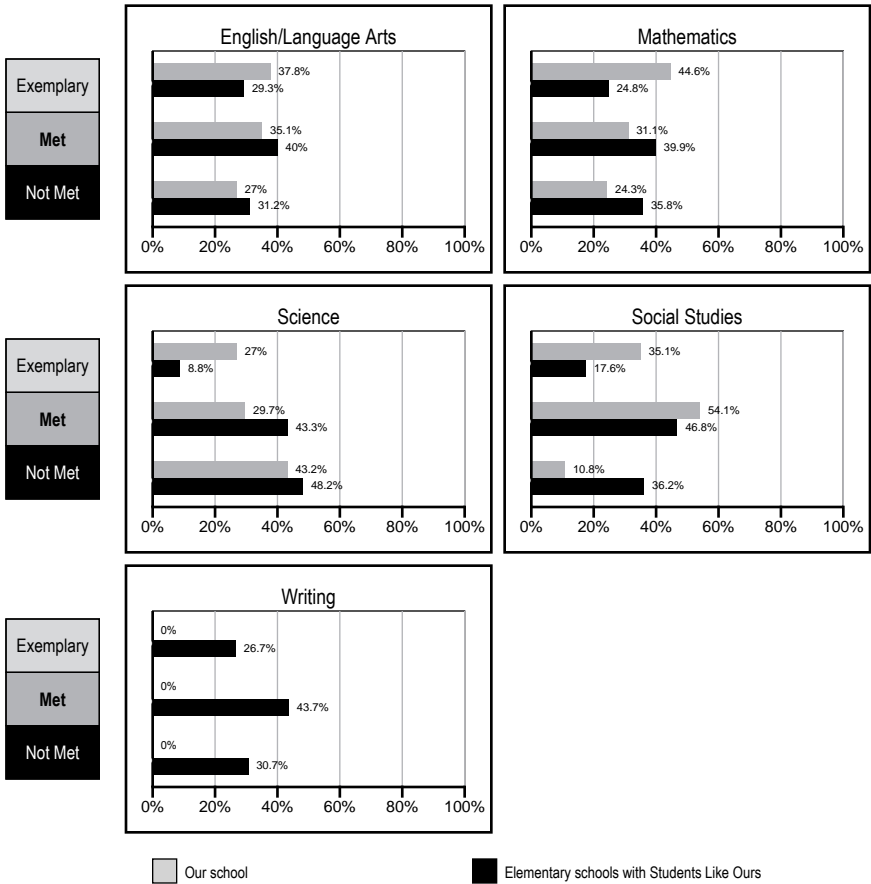
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	106	38	11

* 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=321)				
First graders who attended full-day kindergarten	100.0%	Up from 98.0%	100.0%	100.0%
Retention rate	2.1%	Down from 4.5%	1.5%	1.1%
Attendance rate	97.7%	Up from 96.2%	95.9%	96.2%
Served by gifted and talented program	2.6%	Up from 1.9%	7.1%	13.4%
With disabilities other than speech	1.0%	Down from 2.8%	4.5%	4.1%
Older than usual for grade	1.2%	Up from 0.5%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	57.7%	Down from 61.5%	60.8%	62.5%
Continuing contract teachers	100.0%	Up from 96.2%	84.0%	88.2%
Teachers returning from previous year	94.7%	Down from 94.8%	85.6%	87.8%
Teacher attendance rate	96.1%	Up from 95.4%	95.2%	95.2%
Average teacher salary*	\$45,319	Up 0.1%	\$45,470	\$46,773
Professional development days/teacher	9.5 days	Up from 9.3 days	10.4 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	3.3	4.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 15.1 to 1	18.2 to 1	19.9 to 1
Prime instructional time	92.9%	Up from 90.7%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	94.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,134	Up 7.4%	\$7,987	\$7,447
Percent of expenditures for instruction**	72.4%	Up from 71.3%	68.1%	68.4%
Percent of expenditures for teacher salaries**	68.3%	Up from 64.5%	64.9%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Varnville Elementary School (VES) had a very successful 2010-2011 school year and we are excited to share our accomplishments. Meeting Adequate Yearly Progress (AYP) was one of our proudest moments and our school report card improvement rating increased to Average. We are a three-time Red Carpet School winner for providing a family-friendly environment. VES continues to offer meaningful, educational opportunities for all students beginning with the four Child Development Educational Pilot Program (CDEPP) district classes.

In only our second year of Positive Behavior Interventions and Support (PBIS) we were recognized as a PBIS "Ribbon" school. Our school's culture promotes positive reinforcement of the VES school-wide expectations. We consistently teach proper procedures and students are praised and rewarded with bear paws for their positive behavior. We had to add a 125 and 150 Cub Club due to super behavior!

Varnville Elementary students participated in many service and community projects throughout the year. The "VES Wee Deliver" school postal system gave students the opportunity to write letters to friends and teachers. The "Energy Patrol" helped our school continue to conserve energy and save money. On Arbor Day our 3rd grade students presented a program and decorated the Varnville Gazebo Christmas tree. "Jump Rope for Heart" was a huge success. The VES Relay for Life team also did a great job and helped raise over \$2,000.

Our PreK and Kindergarten students got to visit with "Cocky", USC mascot and received books from the USC Cocky Reading Express program. The Ronald McDonald traveling dental van visited VES for two weeks and students had winning smiles after learning about dental care and receiving a check-up. Second grade VES students had Mr. Karl Singletary provide dance classes throughout the year. Third grade students learned about the writing process from published author, Dr. Crystal Ball O'Connor. Toni Bruzzone, published author, shared her books with VES students. Our students presented "Cinderella" under the direction of Dottie Martin and The Baillie Players.

This year we put a focus on student and faculty learning. We implemented a Response to Intervention (RTI) team to look at the reading and math progress of every single student. Using data we provided intervention for any student needing additional help. VES participated in the LeadS2MART SC Innovation Pilot this year. Our faculty and staff worked towards creating effective professional learning communities by participating and presenting information in after school hour workshops on reading comprehension and math strategies.

Our faculty includes nine (9) national Board Certified teachers. The dedication of this staff helped our first annual "Winter Fest" be a wonderful success helping to supply additional materials for the classrooms. We also received grants from Palmetto Electric Bright Ideas, "Seek-N-Grow" after school, a PEARLS "Healthy Outreach" grant, and an Improving Literacy through School Libraries grant. Our media center now has a Promethean Board for student interaction.

VES benefits from the strong commitment of our community, faculty/staff, SIC, PTO, parents, and students. We strive each day to help every child reach their potential.

Sally V. Williams – SIC Chair

Donna G. Kinard - Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	76	58
Percent satisfied with learning environment	92.3%	75.7%	78.9%
Percent satisfied with social and physical environment	96.0%	78.7%	83.9%
Percent satisfied with school-home relations	92.3%	84.2%	81.1%

* 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 11 out of 11 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.7%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	80	100	27	35.1	37.8	83.8	76.5	82.4	Yes	Yes
Gender										
Male	42	100	30.8	30.8	38.5	84.6	71.7	78.7	N/A	N/A
Female	38	100	22.9	40	37.1	82.9	81.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	41	100	28.2	30.8	41	79.5	81	88.9	I/S	Yes
African American	37	100	24.2	42.4	33.3	87.9	72.1	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	33.6	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	1	I/S	I/S	I/S	I/S	I/S	90.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	62	100	26.8	37.5	35.7	82.1	72.1	75.4	Yes	Yes

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

All Students	80	100	24.3	31.1	44.6	83.8	75.3	81.9	Yes	Yes
Gender										
Male	42	100	23.1	23.1	53.8	82.1	72.2	79.9	N/A	N/A
Female	38	100	25.7	40	34.3	85.7	78.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	41	100	30.8	28.2	41	82.1	79.5	88.9	I/S	Yes
African American	37	100	18.2	33.3	48.5	84.8	71.2	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	31.9	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	1	I/S	I/S	I/S	I/S	I/S	90.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	62	100	26.8	30.4	42.9	80.4	70.1	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	40	100	43.2	29.7	27	56.8	59.8	68.6
Gender								
Male	18	100	35.3	41.2	23.5	64.7	57.2	68.3
Female	22	100	50	20	30	50	62.4	68.9
Racial/Ethnic Group								
White	23	100	45.5	18.2	36.4	54.5	69.3	80.7
African American	16	100	42.9	50	7.1	57.1	50.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	20	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	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	31	100	46.4	35.7	17.9	53.6	54.2	57.3
Social Studies								
All Students	40	100	10.8	54.1	35.1	89.2	61.6	72.5
Gender								
Male	24	100	13.6	45.5	40.9	86.4	60	72
Female	16	100	6.7	66.7	26.7	93.3	63.4	73.1
Racial/Ethnic Group								
White	18	100	11.8	64.7	23.5	88.2	67.7	81
African American	21	100	10.5	42.1	47.4	89.5	56.5	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	27.1	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	I/S	69.7
Socio-Economic Status								
Subsidized meals	31	100	10.7	53.6	35.7	89.3	58.6	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	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	73.2	97.7	96.4
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	60.5	67.2	97.7	96.2
Female	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	79.4	97.7	96.6
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.2	81.5	97.1	95.5
African American	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.3	98.1	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.3	97
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.7	98.1	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97.8	97.8
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	25.7	26	97.5	95.5
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	98.8	96.3
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	63.2	97.5	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							
2010	3	77	100	21.3	25.3	53.3	78.7
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	80	100	27	35.1	37.8	73
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	77	100	44	44	12	56
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	80	100	24.3	31.1	44.6	75.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	39	100	50	26.3	23.7	50
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	40	100	43.2	29.7	27	56.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	38	100	29.7	64.9	5.4	70.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	40	100	10.8	54.1	35.1	89.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	77	100	37.3	38.7	24	62.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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/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

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