



PONTIAC ELEMENTARY

500 Spears Creek Church
Elgin, SC 29045

Grades	PK-5 Elementary School	
Enrollment	937 Students	
Principal	Beth Elliott	803-699-2700
Superintendent	Katie Brochu, Ed.D.	803-787-1910
Board Chair	Stephanie Burgess, Ph.D.	803-530-9899

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Good	Average
2009	Average	Average
2008	Good	Below Average
2007	Good	Below Average

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

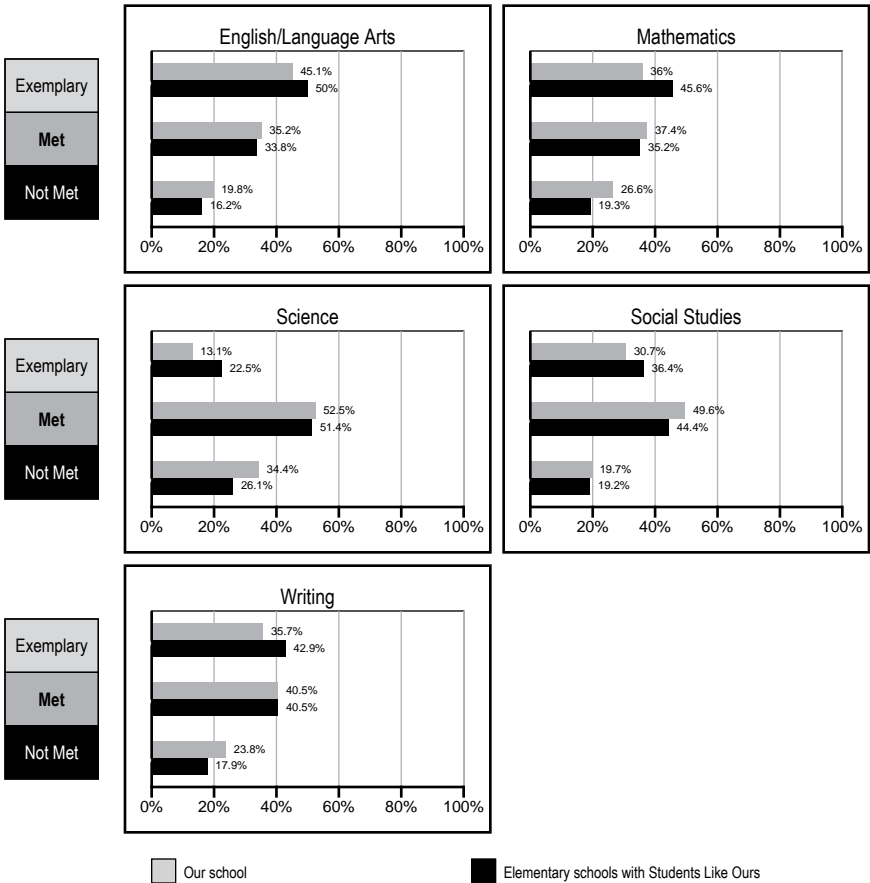
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 90.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	32	8	1	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=937)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Up from 0.8%	0.9%	1.1%
Attendance rate	96.3%	Up from 96.0%	96.3%	96.2%
Served by gifted and talented program	14.4%	Up from 10.2%	20.1%	13.4%
With disabilities other than speech	2.2%	Down from 6.1%	3.3%	4.1%
Older than usual for grade	0.5%	Down from 0.8%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	60.6%	Down from 68.3%	65.3%	62.5%
Continuing contract teachers	71.2%	Down from 76.7%	90.2%	88.2%
Teachers returning from previous year	91.9%	Down from 92.5%	90.2%	87.8%
Teacher attendance rate	95.1%	Down from 96.1%	95.0%	95.2%
Average teacher salary*	\$49,079	Down 6.1%	\$48,001	\$46,773
Professional development days/teacher	7.7 days	Down from 8.9 days	10.9 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	4.5	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 19.9 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.0%	Down from 91.5%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Down from 97.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,715	Down 10.5%	\$6,875	\$7,447
Percent of expenditures for instruction**	73.4%	Up from 70.1%	69.3%	68.4%
Percent of expenditures for teacher salaries**	70.8%	Up from 67.0%	67.0%	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

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, 6 District Honor Roll Teachers, District Teachers of the Year (2009, 2010), 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, Smart Boards in every classroom, 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 and on-site professional development. Our University partnership allows us to observe and interact with beginning teachers. Richland School District Two and Pontiac Elementary continue to hire the best of the best.

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. Our Intervention Team continues to review student progress to give support in needed areas. Our strong SAIL program (Successful Alternatives In Learning) continues to provide RTI (Response To Intervention) in the areas of reading and math. Using research based curriculum materials to provide alternative strategies has enhanced student performance. Addressing new students and the transient population continues to be a challenge of helping these students progress even in the midst of many school moves. As a team, we will continue to work on stretching each individual student. Our magnet Montessori program has been a very successful academic option for our early childhood program. With the success of this program, we are adding an additional Montessori classroom for the 2011-2012 school year.

We continue to work 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. As we continue to "work on the work" our school level design team is focusing on student engagement. As we study and collaborate with all groups, we will continue to reflect and evaluate best practices for student success. We will continue to strive to be the very best educational setting for all students.

Beth T. Elliott, Principal
Bill Collins, Site Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	119	49
Percent satisfied with learning environment	100.0%	97.5%	89.1%
Percent satisfied with social and physical environment	100.0%	90.8%	93.5%
Percent satisfied with school-home relations	96.8%	93.3%	89.4%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 24 out of 28 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	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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 = 79.4% (Met or Exemplary)

All Students	396	98.7	18.4	35.3	46.3	88.5	83.8	82.4	Yes	Yes
Gender										
Male	199	98.5	22.2	35.6	42.2	83.9	79.2	78.7	N/A	N/A
Female	197	99	14.6	35.1	50.3	93	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	109	100	10.7	27.2	62.1	91.3	93.4	88.9	Yes	Yes
African American	206	100	22.8	40.4	36.8	86.5	79.1	72.9	Yes	Yes
Asian/Pacific Islander	22	95.5	N/AV	N/AV	N/AV	100	95.6	93	I/S	I/S
Hispanic	59	93.2	24.5	38.8	36.7	85.7	78.8	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	83	I/S	I/S
Disability Status										
Disabled	49	100	56.1	24.4	19.5	51.2	47.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	50	90	23.1	35.9	41	82.1	81.6	78.3	I/S	No
Socio-Economic Status										
Subsidized meals	214	97.7	24.1	41.7	34.2	83.9	75.6	75.4	Yes	Yes

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

All Students	396	99.8	26.3	37.7	36	80.5	81.7	81.9	Yes	Yes
Gender										
Male	199	99.5	25.8	39.6	34.6	80.2	79.1	79.9	N/A	N/A
Female	197	100	26.7	35.8	37.4	80.7	84.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	109	100	15.5	32	52.4	91.3	93.5	88.9	Yes	Yes
African American	206	99.5	33.9	38.5	27.6	74	75.7	71.4	Yes	Yes
Asian/Pacific Islander	22	100	4.8	38.1	57.1	95.2	95.3	94.6	I/S	I/S
Hispanic	59	100	28.3	45.3	26.4	77.4	78	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	84.4	I/S	I/S
Disability Status										
Disabled	49	100	56.1	36.6	7.3	51.2	45.8	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	50	100	29.5	40.9	29.5	77.3	82.8	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	214	99.5	34.5	38.9	26.6	72.9	72.7	74.9	No	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	264	99.6	33.6	51.8	14.6	66.4	71	68.6
Gender								
Male	142	99.3	32.6	51.2	16.3	67.4	69.9	68.3
Female	122	100	34.7	52.5	12.7	65.3	72.2	68.9
Racial/Ethnic Group								
White	74	100	15.7	60	24.3	84.3	90	80.7
African American	135	99.3	43.3	49.6	7.1	56.7	61.9	51.4
Asian/Pacific Islander	15	100	7.1	50	42.9	92.9	89.2	85.3
Hispanic	40	100	44.4	44.4	11.1	55.6	65	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	32	100	69.2	15.4	15.4	30.8	36.4	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	33	100	44.8	44.8	10.3	55.2	73.2	60.7
Socio-Economic Status								
Subsidized meals	148	99.3	41.1	48.9	9.9	58.9	57.5	57.3
Social Studies								
All Students	260	99.6	19.8	49.6	30.6	80.2	76.5	72.5
Gender								
Male	119	100	17.4	54.1	28.4	82.6	74.4	72
Female	141	99.3	21.8	45.9	32.3	78.2	78.6	73.1
Racial/Ethnic Group								
White	71	100	12.3	41.5	46.2	87.7	89.3	81
African American	141	99.3	24.8	57.1	18	75.2	69.9	60
Asian/Pacific Islander	15	100	7.1	14.3	78.6	92.9	92.7	89
Hispanic	33	100	20	50	30	80	71.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	37	100	45.2	41.9	12.9	54.8	42.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	29	100	20	52	28	80	76	69.7
Socio-Economic Status								
Subsidized meals	130	100	23	59.8	17.2	77	65.7	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	135	99.3	23.8	40.5	35.7	76.2	75.5	73.2	96.3	97.2
Gender										
Male	70	100	29.2	38.5	32.3	70.8	68.9	67.2	96.5	97.2
Female	65	98.5	18	42.6	39.3	82	82.2	79.4	96	97.3
Racial/Ethnic Group										
White	38	100	21.1	26.3	52.6	78.9	88.7	81.5	95.7	97
African American	69	98.6	25.8	50	24.2	74.2	69.1	61.3	96.6	97.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.8	87	96.3	97.7
Hispanic	21	100	21.1	47.4	31.6	78.9	69.2	66.7	96.4	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	91.9	96.8
Disability Status										
Disabled	14	92.9	I/S	I/S	I/S	I/S	27	26	95.4	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
English Proficiency										
Limited English Proficient	17	100	37.5	43.8	18.8	62.5	72.5	65.7	96.6	97.2
Socio-Economic Status										
Subsidized meals	78	98.7	33.8	40.5	25.7	66.2	64.6	63.2	95.8	96.8

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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	119	100	14.7	27.5	57.8	85.3
	4	134	100	19.7	38.5	41.8	80.3
	5	128	100	25.4	29.4	45.2	74.6
	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	133	100	26	20.3	53.7	74
	4	127	100	11.8	39.5	48.7	88.2
	5	135	96.3	17.2	46.7	36.1	82.8
	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
Mathematics							
2010	3	119	100	27.5	27.5	45	72.5
	4	134	100	16.4	47.5	36.1	83.6
	5	128	100	20.6	50	29.4	79.4
	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	133	100	36.6	28.5	35	63.4
	4	127	100	15.1	39.5	45.4	84.9
	5	135	99.3	27	44.4	28.6	73
	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	60	100	35.1	24.6	40.4	64.9
	4	133	99.3	28.9	53.7	17.4	71.1
	5	65	100	25.4	57.1	17.5	74.6
	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	69	100	53.1	32.8	14.1	46.9
	4	127	100	25.2	60.5	14.3	74.8
	5	68	98.5	29.7	54.7	15.6	70.3
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	59	98.3	9.8	49	41.2	90.2
	4	133	100	17.2	50.8	32	82.8
	5	63	98.4	35.5	43.5	21	64.5
	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
2011	3	65	100	16.7	35	48.3	83.3
	4	127	100	13.4	59.7	26.9	86.6
	5	67	98.5	35.5	43.5	21	64.5
	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
Writing							
2010	3	119	97.5	22	33	45	78
	4	131	97	26.4	40.5	33.1	73.6
	5	133	95.5	31.2	35.2	33.6	68.8
	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
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	135	99.3	23.8	40.5	35.7	76.2
	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

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