

PACOLET ELEMENTARY

150 McDowell St.
Pacolet, SC 29372

Grades	PK-5 Elementary School	
Enrollment	376 Students	
Principal	Kenny Blackwood	864-279-6500
Superintendent	Dr. James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

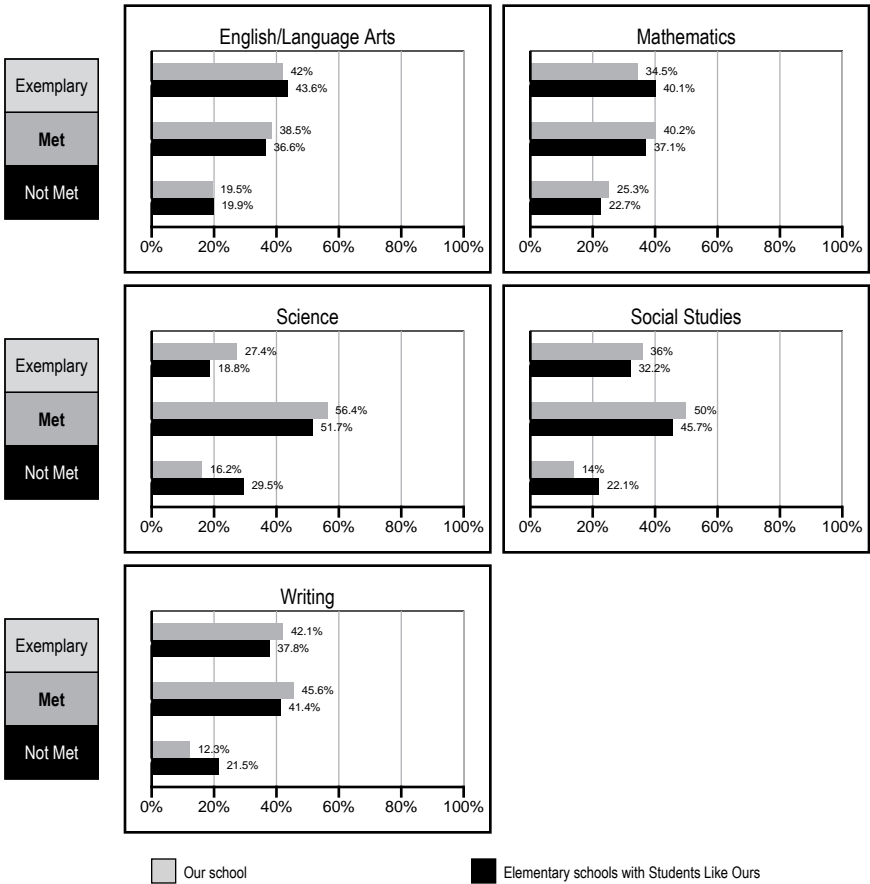
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
27	39	45	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=376)				
First graders who attended full-day kindergarten	98.3%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Up from 0.9%	1.1%	1.1%
Attendance rate	95.9%	Down from 96.3%	96.1%	96.2%
Served by gifted and talented program	19.2%	Up from 18.9%	14.8%	13.4%
With disabilities other than speech	8.6%	Down from 13.1%	4.4%	4.1%
Older than usual for grade	0.0%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	66.7%	No Change	60.7%	62.5%
Continuing contract teachers	85.7%	Up from 81.5%	90.0%	88.2%
Teachers returning from previous year	88.7%	Down from 91.2%	88.4%	87.8%
Teacher attendance rate	95.3%	Down from 96.4%	95.2%	95.2%
Average teacher salary*	\$46,510	Down 9.5%	\$46,648	\$46,773
Professional development days/teacher	12.5 days	Up from 9.5 days	10.2 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 19.6 to 1	20.3 to 1	19.9 to 1
Prime instructional time	89.8%	Down from 91.3%	90.4%	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	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,197	Up 3.7%	\$6,922	\$7,447
Percent of expenditures for instruction**	60.6%	Down from 61.3%	68.3%	68.4%
Percent of expenditures for teacher salaries**	56.8%	Down from 57.6%	65.9%	65.8%

* 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

Pacolet Elementary School is a diverse rural school located within the town of Pacolet. The school serves over four hundred students: pre-kindergarten through fifth grade. Pacolet Elementary School offers a three-year old child development center coupled with a 1/2 day four-year old kindergarten program to serve the needs of our community.

During the 2010-2011 school year, our school motto, "Traveling the Road to Success", was created through the collaboration of teachers, staff, parents, and students at Pacolet Elementary School and proved to be a driving force in our new initiatives.

One of our major initiatives for 2010-2011 was the implementation of a K-8 instructional model. Located on two campuses, two miles apart, students will progress from K4-8th grade with a sense of family and educational continuity that is created over the ten-year span. We are confident that our K-8 model will create an educational atmosphere that will allow our students to experience success both academically and socially. The K-8 instructional model brought teachers, staff and students together to improve curriculum, improve transitions, share curriculum, align field trip experiences, align school calendars, create student mentor programs and create a sense of family between the two campuses.

Our School Improvement Council (SIC) and Parent Teacher Organization (PTO) were very involved in the decision making at our schools. The members of these organizations included the principals, teachers, parents, and community leaders. The SIC and PTO members met quarterly to share concerns and ideas to improve our schools. As a result of the planning of these committees, our instructional, volunteer and positive behavior programs throughout the year were enhanced and improved.

The continued use of the Measures of Academic Progress (MAP) assessments provided a vital tool to measure student progress for students in grades one through five. The results of MAP gave teachers and parents detailed information to determine each child's strengths and weaknesses in reading, language, and math. Analyzing these results allowed us to make instructional changes in order to benefit each individual student in an immediate and well-informed manner.

The commitment of all stakeholders in the Pacolet community has assisted in the continued increase of student achievement, a positive school climate, and several school awards – Palmetto Silver Award, Palmetto Gold Achievement Award, Red Carpet Award and several publication awards. It is with great PANTHER PRIDE that we share these accomplishments with you.

Kenny Blackwood, Principal
 Cindy Anderson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	57	40
Percent satisfied with learning environment	100.0%	77.2%	92.3%
Percent satisfied with social and physical environment	95.8%	80.7%	94.9%
Percent satisfied with school-home relations	100.0%	82.5%	84.2%

* 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 15 out of 15 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	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	95.9%	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	182	100	19.5	38.5	42	88.5	83.4	82.4	Yes	Yes
Gender										
Male	100	100	21.1	36.8	42.1	85.3	79.5	78.7	N/A	N/A
Female	82	100	17.7	40.5	41.8	92.4	87.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	146	100	18.7	36.7	44.6	91.4	86.2	88.9	Yes	Yes
African American	25	100	25	54.2	20.8	75	66.7	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	90.5	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.5	83	I/S	I/S
Disability Status										
Disabled	43	100	53.8	28.2	17.9	61.5	48.6	48.1	I/S	Yes
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	87.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	108	100	25	42.3	32.7	84.6	78.2	75.4	Yes	Yes

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

All Students	182	100	25.3	40.2	34.5	85.6	85.2	81.9	Yes	Yes
Gender										
Male	100	100	23.2	38.9	37.9	87.4	83.2	79.9	N/A	N/A
Female	82	100	27.8	41.8	30.4	83.5	87.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	146	100	23.7	38.8	37.4	87.8	87.2	88.9	Yes	Yes
African American	25	100	33.3	50	16.7	75	71.6	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	91.9	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.5	84.4	I/S	I/S
Disability Status										
Disabled	43	100	59	30.8	10.3	61.5	56.6	47.3	I/S	Yes
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	91.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	108	100	30.8	44.2	25	81.7	79.8	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	121	100	16.2	56.4	27.4	83.8	78.6	68.6
Gender								
Male	68	100	13.6	51.5	34.8	86.4	79.1	68.3
Female	53	100	19.6	62.7	17.6	80.4	78.1	68.9
Racial/Ethnic Group								
White	94	100	15.4	57.1	27.5	84.6	82.2	80.7
African American	19	100	16.7	61.1	22.2	83.3	59.6	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	69.2	70.8
Disability Status								
Disabled	25	100	52.2	39.1	8.7	47.8	45.5	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	85.1	60.7
Socio-Economic Status								
Subsidized meals	69	100	22.7	59.1	18.2	77.3	72.4	57.3
Social Studies								
All Students	119	100	14	50	36	86	79.2	72.5
Gender								
Male	65	100	8.2	47.5	44.3	91.8	82.1	72
Female	54	100	20.8	52.8	26.4	79.2	76	73.1
Racial/Ethnic Group								
White	93	100	14.8	46.6	38.6	85.2	81.7	81
African American	20	100	15	60	25	85	65.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	83.7	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	30	100	25	60.7	14.3	75	51.4	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	1	I/S	I/S	I/S	I/S	I/S	80.4	69.7
Socio-Economic Status								
Subsidized meals	71	100	14.5	55.1	30.4	85.5	74.1	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	58	100	12.3	45.6	42.1	87.7	75.7	73.2	95.9	95.5
Gender										
Male	29	100	17.2	48.3	34.5	82.8	67.8	67.2	95.7	95.3
Female	29	100	7.1	42.9	50	92.9	83.6	79.4	96.1	95.7
Racial/Ethnic Group										
White	48	100	10.6	44.7	44.7	89.4	80.4	81.5	95.7	95.2
African American	6	I/S	I/S	I/S	I/S	I/S	57.1	61.3	97.3	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.3	95.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	81	66.7	95.4	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	94	93.8
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	23.1	26	95.1	94.6
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	N/A	N/AV	N/A	N/A	N/A	N/A	73.9	65.7	97	97
Socio-Economic Status										
Subsidized meals	34	100	17.6	52.9	29.4	82.4	67.3	63.2	95.4	94.9

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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	61	100	26.3	22.8	50.9	73.7
	4	57	100	19.6	37.5	42.9	80.4
	5	64	100	23	32.8	44.3	77
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	66	100	21.7	25	53.3	78.3
	4	58	100	22.8	40.4	36.8	77.2
	5	58	100	14	50.9	35.1	86
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	61	100	28.1	29.8	42.1	71.9
	4	57	100	12.5	50	37.5	87.5
	5	64	100	27.9	42.6	29.5	72.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	66	100	36.7	30	33.3	63.3
	4	58	100	22.8	38.6	38.6	77.2
	5	58	100	15.8	52.6	31.6	84.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	31	100	26.7	36.7	36.7	73.3
	4	57	100	10.7	55.4	33.9	89.3
	5	33	100	16.7	50	33.3	83.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	34	100	12.9	51.6	35.5	87.1
	4	58	100	17.5	57.9	24.6	82.5
	5	29	100	17.2	58.6	24.1	82.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	30	100	18.5	40.7	40.7	81.5
	4	57	100	8.9	37.5	53.6	91.1
	5	31	100	22.6	64.5	12.9	77.4
	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	32	100	6.9	58.6	34.5	93.1
	4	58	100	17.5	43.9	38.6	82.5
	5	29	100	14.3	53.6	32.1	85.7
	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
Writing							
2010	3	61	100	19.3	38.6	42.1	80.7
	4	57	100	12.5	44.6	42.9	87.5
	5	65	100	21	33.9	45.2	79
	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	58	100	12.3	45.6	42.1	87.7
	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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