



## ABNER CREEK ACADEMY

2050 Abner Creek Road  
Duncan, South Carolina

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	406 Students	
<b>Principal</b>	Patricia Paul	864-949-2334
<b>Superintendent</b>	Dr. Scott Turner	864-949-2350
<b>Board Chair</b>	Mr. Steve Brockman	864-949-2350

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Good</b>
2010	Excellent	Good
2009	Good	Average
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

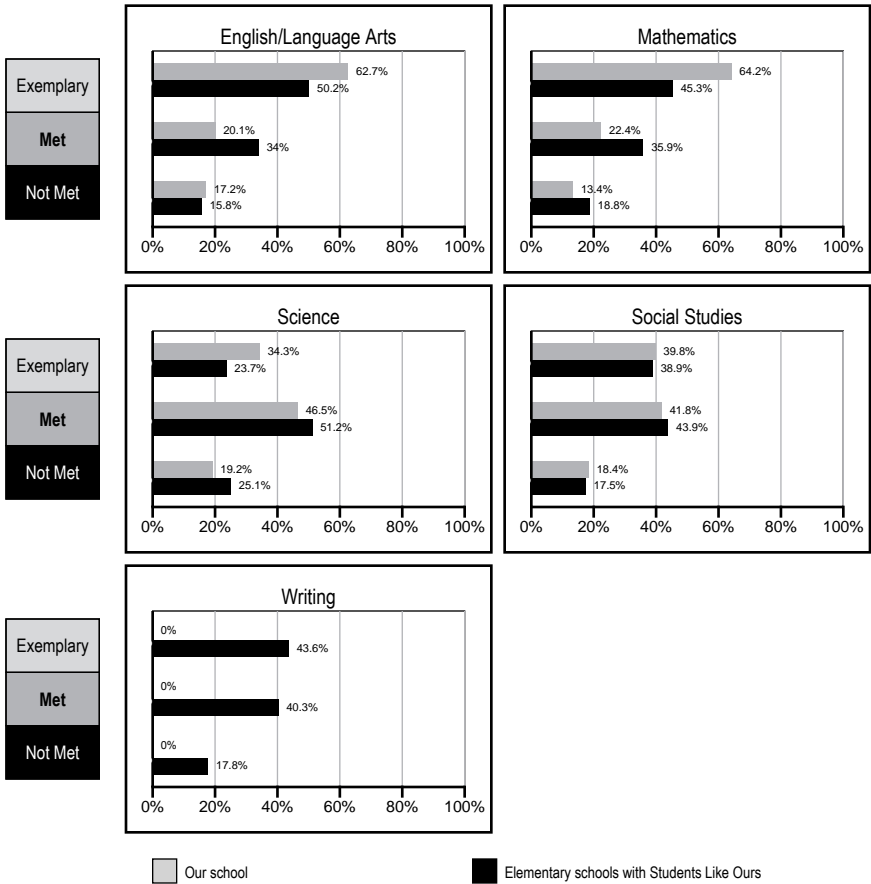
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
30	30	5	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
<b>Students (n=406)</b>				
First graders who attended full-day kindergarten	98.6%	Up from 97.3%	100.0%	100.0%
Retention rate	1.0%	Down from 1.2%	0.8%	1.1%
Attendance rate	95.8%	Down from 97.4%	96.4%	96.2%
Served by gifted and talented program	35.2%	Up from 19.7%	20.1%	13.4%
With disabilities other than speech	2.6%	Down from 2.8%	3.7%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	80.6%	Up from 77.8%	62.9%	62.5%
Continuing contract teachers	90.3%	Up from 88.9%	90.6%	88.2%
Teachers returning from previous year	N/A	N/A	89.4%	87.8%
Teacher attendance rate	96.8%	Up from 96.6%	95.2%	95.2%
Average teacher salary*	\$48,370	Up 1.3%	\$48,370	\$46,773
Professional development days/teacher	6.8 days	Down from 13.4 days	9.6 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.8	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 19.1 to 1	20.5 to 1	19.9 to 1
Prime instructional time	91.6%	Down from 93.3%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,759	Down 11.9%	\$6,869	\$7,447
Percent of expenditures for instruction**	68.4%	No Change	70.3%	68.4%
Percent of expenditures for teacher salaries**	66.9%	Up from 65.7%	69.0%	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**

Abner Creek Academy, located 2.1 miles off of Interstate 85 in Spartanburg County, opened its doors on August 19 of 2008 and presently serves 433 students in pre-kindergarten through fourth grade. The faculty and staff of 62 serve our students in a state-of-the-art facility.

This year, one of our biggest projects was to develop a school renewal plan. To do this, a comprehensive needs assessment was done by the school to address the following areas: (1) Student Achievement, (2) Teacher Quality, (3) School Climate, and (4) School Infrastructure. For each of these areas, a plan of action has been determined for improvement. Information gained from the school/district report cards, test results, surveys, SIC meetings, our district strategic plan, and school personnel meetings was utilized to develop this strategic plan. Strengths, weaknesses, and challenges were identified from this information. Strategies and action steps were then developed.

Our school has many assets to celebrate. We have consecutively met Annual Yearly Progress as outlined in the No Child Left Behind legislation for two years. The Schools overall rating has increased from Good to Excellent. The school's improvement rating has increased from Average to Good.

The Palmetto Gold and Palmetto Silver awards program was created for schools attaining high levels of absolute performance, high rates of growth, or substantial progress in closing achievement gaps between groups of students. Abner Creek received the Palmetto Silver Award in 2009 for "Closing the Achievement Gap." In 2010, we were awarded the Palmetto Gold Award for "General Performance", as well as the Palmetto Silver award for "Closing the Achievement Gap". We attribute this increase in our ratings to our knowledge of using data to inform instruction as well as our district's Learning Focused Instructional practices.

All teachers at Abner Creek Academy are highly qualified. There are 77.8% of our teachers who have advanced degrees. The teacher attendance rate for our teachers was 96.6% which was up from 91.2% the previous year.

Communication and leadership opportunities for our students have been enhanced through the use of the arts as part of our magnet program. Our three-year magnet implementation plan includes infusing advanced speaking, writing, multimedia, and arts experiences into the curriculum while teaching leadership skills.

Students at all grade levels have been immersed in academics, but many other opportunities have been explored as students became involved in the additional programs in the magnet school. Literary Arts and Multimedia classes were added. Students had numerous opportunities to participate in lessons which integrate the arts each day. Creative movement, drama, music, and communication have been incorporated into classrooms throughout the school. Abner Creek hosted three magnet showcases that celebrated special projects, lessons, and events.

Our Parent Teacher Organization (PTO), a School Improvement Council (SIC), and partnerships with businesses such as Twin Palmetto Fine Foods, Pizza Inn, Abner Creek Baptist Church, Fulton Presbyterian Church, Zaxby's, Bruster's Ice Cream, Publix, Ingles, and Food Lion have been instrumental in the success of our school year. We also enjoyed our partnership with the Spartanburg Writing Project for the third consecutive year.

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	32	65	56
Percent satisfied with learning environment	96.9%	93.8%	94.6%
Percent satisfied with social and physical environment	100.0%	92.3%	96.4%
Percent satisfied with school-home relations	96.9%	92.3%	90.9%

\* 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

YES

This school met 13 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	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	95.8%	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
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	146	100	17.6	19.9	62.5	87.5	86.9	82.4	Yes	Yes
<b>Gender</b>										
Male	73	100	22.9	21.4	55.7	84.3	83.1	78.7	N/A	N/A
Female	73	100	12.1	18.2	69.7	90.9	90.9	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	109	100	17.3	18.3	64.4	87.5	89.7	88.9	Yes	Yes
African American	18	100	29.4	41.2	29.4	82.4	78.6	72.9	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.6	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	15	100	78.6	14.3	7.1	35.7	46.5	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	79.1	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	53	100	28.6	28.6	42.9	77.6	80.9	75.4	Yes	Yes

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

All Students	146	100	14.7	22.1	63.2	88.2	87.3	81.9	Yes	Yes
<b>Gender</b>										
Male	73	100	18.6	18.6	62.9	82.9	85	79.9	N/A	N/A
Female	73	100	10.6	25.8	63.6	93.9	89.8	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	109	100	15.4	23.1	61.5	86.5	90.3	88.9	Yes	Yes
African American	18	100	17.6	23.5	58.8	88.2	78.5	71.4	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.9	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	15	100	N/AV	N/AV	N/AV	57.1	46.5	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	81.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	53	100	32.7	18.4	49	73.5	81.4	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	107	99.1	18.8	47.5	33.7	81.2	75.4	68.6
<b>Gender</b>								
Male	51	100	20.8	41.7	37.5	79.2	74.4	68.3
Female	56	98.2	17	52.8	30.2	83	76.4	68.9
<b>Racial/Ethnic Group</b>								
White	77	100	21.6	41.9	36.5	78.4	81.2	80.7
African American	17	100	12.5	81.3	6.3	87.5	58.4	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.5	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.4	61.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	11	90.9	I/S	I/S	I/S	I/S	33.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	62.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	38	97.4	38.9	44.4	16.7	61.1	65.9	57.3
<b>Social Studies</b>								
All Students	105	100	18.4	41.8	39.8	81.6	80.3	72.5
<b>Gender</b>								
Male	52	100	23.5	35.3	41.2	76.5	80	72
Female	53	100	12.8	48.9	38.3	87.2	80.7	73.1
<b>Racial/Ethnic Group</b>								
White	80	100	21.1	40.8	38.2	78.9	82.9	81
African American	12	100	16.7	50	33.3	83.3	71.9	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.1	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.9	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	11	100	N/AV	N/AV	N/AV	27.3	36.4	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	75.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	33	100	35.5	45.2	19.4	64.5	71.6	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
<b>Writing</b>										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	73.2	95.8	96.5
<b>Gender</b>										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	72.5	67.2	95.7	96.4
Female	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	79.4	96	96.6
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.5	81.5	95.6	96.2
African American	N/A	N/AV	N/A	N/A	N/A	N/A	67.8	61.3	96.4	97.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76	87	97.1	97.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	66.7	96.1	96.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	86.7	95.8
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	26.1	26	92.2	95.6
<b>Migrant Status</b>										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	65.7	96.5	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	68	63.2	94.9	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
<b>English/Language Arts</b>							
<b>2010</b>	3	65	100	13.6	15.3	71.2	86.4
	4	70	100	9	44.8	46.3	91
	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
<b>2011</b>	3	80	100	13.7	13.7	72.6	86.3
	4	66	100	22.2	27	50.8	77.8
	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
<b>Mathematics</b>							
<b>2010</b>	3	65	100	6.8	33.9	59.3	93.2
	4	70	100	3	37.3	59.7	97
	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
<b>2011</b>	3	80	100	19.2	17.8	63	80.8
	4	66	100	9.5	27	63.5	90.5
	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
<b>Science</b>							
<b>2010</b>	3	32	100	7.1	35.7	57.1	92.9
	4	70	100	13.4	76.1	10.4	86.6
	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
<b>2011</b>	3	41	97.6	21.1	34.2	44.7	78.9
	4	66	100	17.5	55.6	27	82.5
	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

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
<b>Social Studies</b>							
<b>2010</b>	3	33	97	6.7	40	53.3	93.3
	4	70	100	13.4	76.1	10.4	86.6
	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
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	39	100	11.4	31.4	57.1	88.6
	4	66	100	22.2	47.6	30.2	77.8
	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
<b>2011</b>	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
<b>Writing</b>							
<b>2010</b>	3	65	96.9	19.3	24.6	56.1	80.7
	4	70	98.6	25.8	37.9	36.4	74.2
	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
<b>2011</b>	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2011</b>	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

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample