



POCALLA SPRINGS ELEMENTARY

2060 Bethel Church Road
Sumter, SC 29154

Grades	PK-5 Elementary School	
Enrollment	915 Students	
Principal	Dr. Laura Brown	803-481-5800
Superintendent	Randolph D. Bynum, Sr.	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

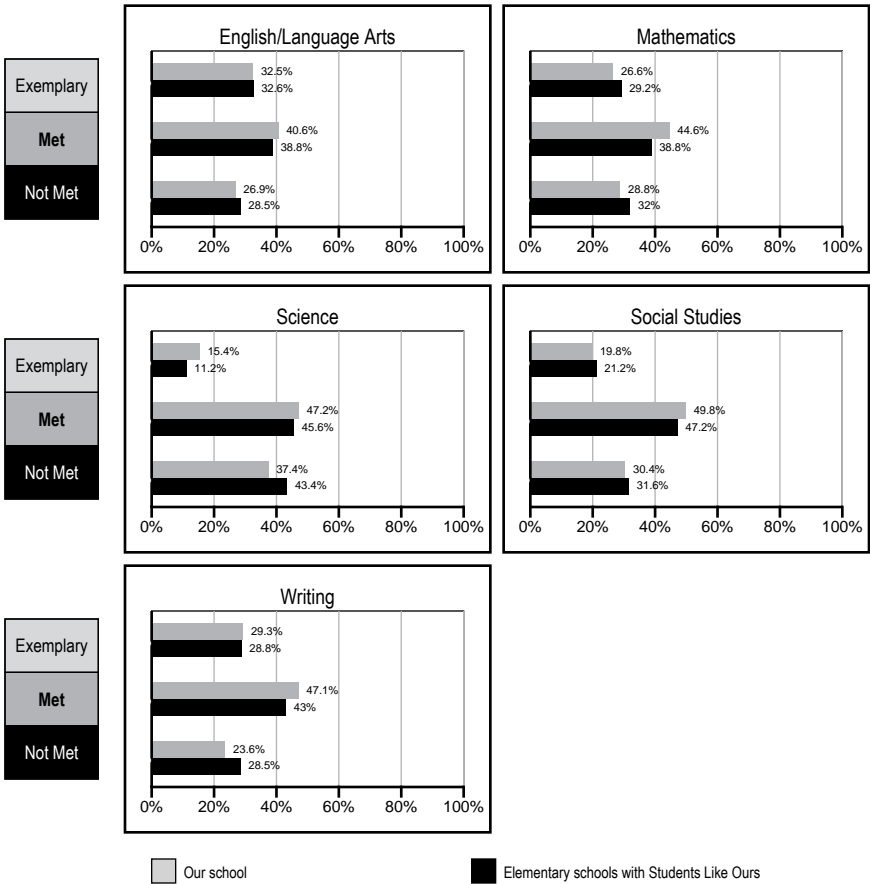
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	96	18	4

* 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=915)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	No Change	1.5%	1.1%
Attendance rate	95.6%	Down from 96.2%	95.9%	96.2%
Served by gifted and talented program	12.5%	Up from 10.3%	8.6%	13.4%
With disabilities other than speech	2.1%	Down from 7.9%	4.5%	4.1%
Older than usual for grade	0.6%	Down from 1.6%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.1%	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	44.2%	Up from 40.7%	60.8%	62.5%
Continuing contract teachers	92.3%	Up from 79.7%	86.7%	88.2%
Teachers returning from previous year	81.9%	Up from 77.6%	86.5%	87.8%
Teacher attendance rate	97.0%	Up from 96.6%	95.1%	95.2%
Average teacher salary*	\$41,897	Down 1.0%	\$45,792	\$46,773
Professional development days/teacher	13.2 days	Up from 11.0 days	10.5 days	10.5 days
School				
Principal's years at school	5.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 19.5 to 1	18.9 to 1	19.9 to 1
Prime instructional time	92.4%	Up from 92.3%	90.0%	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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,506	Up 4.0%	\$7,626	\$7,447
Percent of expenditures for instruction**	63.6%	Down from 65.2%	67.0%	68.4%
Percent of expenditures for teacher salaries**	60.9%	Up from 59.8%	64.1%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Pocalla Springs is the largest elementary school in Sumter County, located in a rural area in the southeastern portion of the county. With a population of more than 900 students coming from varying backgrounds, and low socio-economic status families, the academic level of the students continue to grow. As a result of the commitment of the administration, teachers, parents, community, and students, PSES met AYP last year.

The staff at PSES is committed to providing a challenging, safe, and positive learning environment for everyone. To ensure safety, surveillance cameras were installed throughout the school. Instruction is centered around the strengths and weaknesses of each student. There is no one size fits all model for instruction. At PSES, we continue to see an increase in our test scores. It is our primary goal to constantly evaluate our effectiveness as a school. During the 2010-11 school year, we prided ourselves in developing and putting forth a positive effort toward developing a learning community for students, teachers, and parents. The PTA purchased classroom materials and resources and continues to offer opportunities for parents to be a part of our school.

The community and local businesses provide the students with firsthand knowledge of career opportunities beneficial for the future of our students. The School Improvement Council works with the administration and teachers to ensure the best for all students. The parent facilitator provides parents with strategies and resources to prepare students for school. Pocalla will continue to have a proud tradition of excellence and will strive to make improvements in student achievement.

Lucille McQuilla, Principal
 Kelly Jordan, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	132	74
Percent satisfied with learning environment	94.6%	95.4%	86.5%
Percent satisfied with social and physical environment	100.0%	93.1%	93.2%
Percent satisfied with school-home relations	86.8%	87.7%	82.2%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 17 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

RP

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	4.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	403	99.5	26.8	40.5	32.7	84.2	79.4	82.4	Yes	Yes
Gender										
Male	209	99	32.1	39.9	28	79.8	75.3	78.7	N/A	N/A
Female	194	100	21.1	41.1	37.8	88.9	83.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	255	99.2	23.8	36.4	39.8	86.1	85.3	88.9	Yes	Yes
African American	130	100	33.6	46.4	20	79.2	74.8	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	93	I/S	I/S
Hispanic	18	100	17.6	52.9	29.4	94.1	82.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.1	83	I/S	I/S
Disability Status										
Disabled	37	97.3	84.4	12.5	3.1	34.4	42.5	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	12	100	27.3	45.5	27.3	90.9	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	314	99.4	30.6	42	27.4	82.3	76.7	75.4	Yes	Yes

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

All Students	402	100	28.7	44.8	26.5	79.4	80.8	81.9	Yes	Yes
Gender										
Male	208	100	30.6	42.5	26.9	76.2	78	79.9	N/A	N/A
Female	194	100	26.7	47.2	26.1	82.8	83.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	254	100	21.6	47.6	30.7	86.1	86.3	88.9	Yes	Yes
African American	130	100	41.6	40.8	17.6	66.4	76.5	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	18	100	29.4	35.3	35.3	82.4	81.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	84.4	I/S	I/S
Disability Status										
Disabled	37	100	N/AV	N/AV	N/AV	21.9	43.7	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	12	100	45.5	36.4	18.2	72.7	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	313	100	33	47.2	19.8	75.7	78.2	74.9	No	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
Science								
All Students	265	100	37.2	47	15.8	62.8	65.3	68.6
Gender								
Male	130	100	38.2	45.5	16.3	61.8	67.3	68.3
Female	135	100	36.3	48.4	15.3	63.7	63.1	68.9
Racial/Ethnic Group								
White	166	100	34	46.4	19.6	66	74.9	80.7
African American	88	100	43.4	47	9.6	56.6	58.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	85.3
Hispanic	11	100	36.4	54.5	9.1	63.6	68.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	70.8
Disability Status								
Disabled	21	100	83.3	11.1	5.6	16.7	31.9	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	7	I/S	I/S	I/S	I/S	I/S	50	60.7
Socio-Economic Status								
Subsidized meals	201	100	42.5	47.8	9.7	57.5	60.4	57.3
Social Studies								
All Students	259	99.6	30.3	50	19.7	69.7	68.4	72.5
Gender								
Male	138	99.3	29.4	50.8	19.8	70.6	68.3	72
Female	121	100	31.3	49.1	19.6	68.8	68.6	73.1
Racial/Ethnic Group								
White	165	99.4	26.5	52.4	21.1	73.5	74.4	81
African American	83	100	36.3	48.8	15	63.8	64	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	89
Hispanic	11	100	36.4	27.3	36.4	63.6	64.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	73.5
Disability Status								
Disabled	22	100	88.9	5.6	5.6	11.1	36.8	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	7	I/S	I/S	I/S	I/S	I/S	46.7	69.7
Socio-Economic Status								
Subsidized meals	209	99.5	33	51.8	15.2	67	64.4	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	146	100	23.6	47.1	29.3	76.4	67.2	73.2	95.6	96.1
Gender										
Male	77	100	30.6	51.4	18.1	69.4	63	67.2	95.7	96
Female	69	100	16.2	42.6	41.2	83.8	71.7	79.4	95.6	96.3
Racial/Ethnic Group										
White	92	100	19.5	47.1	33.3	80.5	71.8	81.5	95.2	95.5
African American	48	100	29.8	53.2	17	70.2	62.7	61.3	96.4	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	98.9	96.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83.3	66.7	96.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	72.2	98.1	94.5
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	11.8	17.1	26	95.3	95.5
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	4	I/S	I/S	I/S	I/S	I/S	76.9	65.7	98.4	97.1
Socio-Economic Status										
Subsidized meals	109	100	28.2	47.6	24.3	71.8	62.9	63.2	95.4	95.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	127	100	21.7	38.3	40	78.3
	4	146	100	25	38.6	36.4	75
	5	153	100	20.9	52.7	26.4	79.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	134	100	26.6	27.4	46	73.4
	4	122	99.2	26.4	50	23.6	73.6
	5	147	99.3	27.3	44.6	28.1	72.7
	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
Mathematics							
2010	3	127	100	30	49.2	20.8	70
	4	146	100	26.5	47.7	25.8	73.5
	5	153	100	27.7	44.6	27.7	72.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	134	100	39.5	29.8	30.6	60.5
	4	122	100	20.9	60	19.1	79.1
	5	146	100	25.2	46	28.8	74.8
	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	65	96.9	50	31.7	18.3	50
	4	146	100	28	55.3	16.7	72
	5	77	100	35.1	45.9	18.9	64.9
	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	67	100	39.1	43.8	17.2	60.9
	4	122	100	36	53.2	10.8	64
	5	76	100	37.5	40.3	22.2	62.5
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	62	100	52.5	39	8.5	47.5
	4	146	100	30.3	51.5	18.2	69.7
	5	76	100	36.5	45.9	17.6	63.5
	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	67	98.5	31.7	43.3	25	68.3
	4	122	100	28.8	56.8	14.4	71.2
	5	70	100	31.3	44.8	23.9	68.7
	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	130	98.5	32.8	41.8	25.4	67.2
	4	149	99.3	26.7	42.2	31.1	73.3
	5	158	99.4	26.3	44.7	28.9	73.7
	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
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	146	100	23.6	47.1	29.3	76.4
	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

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