

Pacolet Elementary

150 McDowell St.
Pacolet, SC 29372

Grades	PK-5 Elementary School	
Enrollment	397 Students	
Principal	Kenny Blackwood	864-279-6500
Superintendent	James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Good**	**Good**
2008	Average	At-Risk
2007	Average	Good
2006	Average	At-Risk
2005	Good	Excellent

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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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://www.eoc.sc.gov

Pacolet Elementary	03/16/10-4203034

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

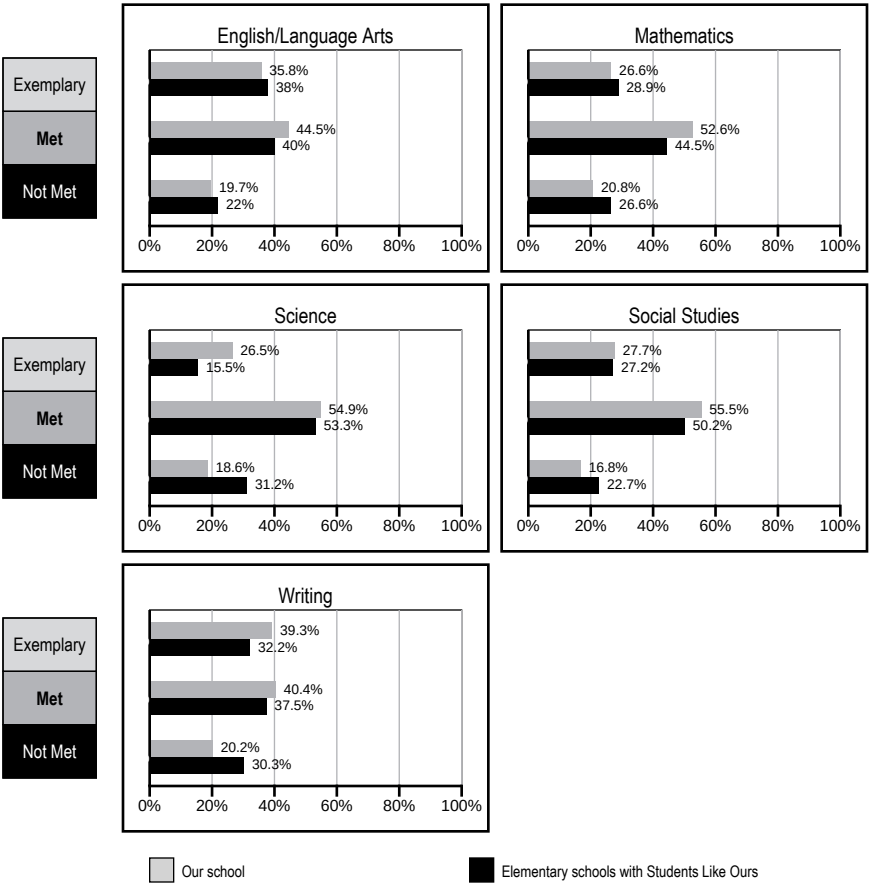
Percent of students tested in 2008-09 whose 2007-08 test scores were located	99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	26	76	3	0

* Ratings are calculated with data available by 03/16/2010.

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 a 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=397)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Down from 4.5%	2.0%	1.9%
Attendance rate	96.5%	Up from 96.3%	96.2%	96.3%
Eligible for gifted and talented	6.2%	Down from 8.3%	10.7%	10.0%
With disabilities other than speech	13.3%	Up from 13.0%	9.2%	7.7%
Older than usual for grade	0.3%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	63.0%	No Change	59.1%	59.4%
Continuing contract teachers	85.2%	Down from 88.9%	83.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.5%	Down from 92.6%	87.0%	85.9%
Teacher attendance rate	95.7%	No Change	95.3%	95.1%
Average teacher salary*	$50,286	Up 0.3%	$47,262	$47,149
Professional development days/teacher	12.0 days	Down from 18.6 days	11.6 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.2 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.8%	Up from 90.0%	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	No Change	Excellent	Excellent
Dollars spent per pupil**	$9,043	Down 1.6%	$7,217	$7,458
Percent of expenditures for instruction**	61.5%	N/A	68.1%	68.8%
Percent of expenditures for teacher salaries**	58.7%	Up from 56.1%	63.2%	63.2%

* 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

Pacolet Elementary School is a diverse, rural school located within the town of Pacolet. The school serves over 400 students: pre-kindergarten through fifth grade. Pacolet Elementary School offers a three-year-old child development center coupled with a full day four-year-old kindergarten program to serve the needs of our community. During the 2008-2009 school year, our school motto, "Pursuing Excellence in Students," 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.

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

Measures of Academic Progress (MAP) assessments were used to provide an additional tool to measure students' progress. The results of MAP gave teachers and parents detailed information to create individualized learning continuums for students. Based on the learning continuums, teachers were better able to differentiate their classroom instruction to meet students' academic needs.

Every classroom is equipped with ActivBoards and computers, which empowered teachers to engage, educate, assess, and motivate learners through interactive technology. All kindergarten and first grade students participated in a balanced literacy program lead by our school's Reading Specialist. This program provided students with intense small group instruction based on their individual needs.

The commitment of all stakeholders in the Pacolet community has assisted in the continued increase of student achievement and has created a positive school climate. We are very proud of our accomplishments during the 2008-2009 school year and hope you will share in our celebrations.

Yours for a better education:
Kenny Blackwood, Principal
Amy Dawes, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	66	50
Percent satisfied with learning environment	92.0%	77.3%	87.5%
Percent satisfied with social and physical environment	100.0%	76.9%	93.9%
Percent satisfied with school-home relations	95.8%	83.3%	85.7%

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

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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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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Pacolet Elementary										03/16/10-4203034
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 = 58.8% (Met or Exemplary)										
All Students	178	100	19.7	44.5	35.8	91.3	85.4	82.8	Yes	Yes
Gender										
Male	87	100	27.6	46	26.4	85.1	81.4	79.3	N/A	N/A
Female	91	100	11.6	43	45.3	97.7	89.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	147	100	17.6	43	39.4	93	87.6	89.5	Yes	Yes
African American	27	100	29.6	55.6	14.8	85.2	76.1	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	32	100	61.3	32.3	6.5	71	56.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	99	100	25.3	49.5	25.3	90.5	80.3	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	178	100	20.8	52.6	26.6	83.2	80.7	78.9	Yes	Yes
Gender										
Male	87	100	26.4	51.7	21.8	80.5	78.7	77	N/A	N/A
Female	91	100	15.1	53.5	31.4	86	82.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	147	100	18.3	52.8	28.9	85.2	84.4	87.2	Yes	Yes
African American	27	100	33.3	51.9	14.8	74.1	62	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	32	100	48.4	45.2	6.5	54.8	47.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	99	100	27.4	55.8	16.8	77.9	74.2	70.2	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	116	100	18.6	54.9	26.5	81.4	77	67.5
Gender								
Male	60	100	23.3	55	21.7	76.7	76.3	67
Female	56	100	13.2	54.7	32.1	86.8	77.7	68
Racial/Ethnic Group								
White	95	100	16.3	55.4	28.3	83.7	80.2	79.5
African American	19	100	31.6	52.6	15.8	68.4	60.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	52.2	39.1	8.7	47.8	48	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	68.2	59.6
Socio-Economic Status								
Subsized meals	65	100	24.2	54.8	21	75.8	70.3	55.1
Social Studies								
All Students	121	100	16.8	55.5	27.7	83.2	77.3	72.3
Gender								
Male	55	100	18.2	54.5	27.3	81.8	76.7	71.5
Female	66	100	15.6	56.3	28.1	84.4	78	73.2
Racial/Ethnic Group								
White	98	100	17.7	52.1	30.2	82.3	79.1	80.7
African American	20	100	15	70	15	85	65.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	19	100	42.1	47.4	10.5	57.9	48.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	67.9
Socio-Economic Status								
Subsized meals	67	100	22.7	59.1	18.2	77.3	71.5	62.1

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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	184	100	20.2	40.4	39.3	79.8	74.8	70.2	96.5	96.2
Gender										
Male	89	100	30.3	43.8	25.8	69.7	67.5	63.2	96.4	96.1
Female	95	100	10.1	37.1	52.8	89.9	82.9	77.5	96.6	96.3
Racial/Ethnic Group										
White	152	100	17.8	40.4	41.8	82.2	77.8	79.1	96.5	96
African American	27	100	33.3	40.7	25.9	66.7	61.8	57.6	97.5	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	86.2	94.7	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.7	62.6	93.1	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.5
Disability Status										
Disabled	37	100	54.3	40	5.7	45.7	31.9	26.1	95.9	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.9	61.2	96.7	97.2
Socio-Economic Status										
Subsized meals	104	100	27.3	43.4	29.3	72.7	67.8	58.9	95.7	95.5

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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							
2009	3	55	100	13.7	33.3	52.9	86.3
	4	59	100	23.7	47.5	28.8	76.3
	5	64	100	20.6	50.8	28.6	79.4
	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
Mathematics							
2009	3	55	100	21.6	49	29.4	78.4
	4	59	100	22	50.8	27.1	78
	5	64	100	19	57.1	23.8	81
	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							
2009	3	27	100	16	56	28	84
	4	59	100	16.9	59.3	23.7	83.1
	5	30	100	24.1	44.8	31	75.9
	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
Social Studies							
2009	3	28	100	7.7	38.5	53.8	92.3
	4	59	100	13.6	66.1	20.3	86.4
	5	34	100	29.4	50	20.6	70.6
	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							
2009	3	56	100	15.4	28.8	55.8	84.6
	4	61	100	18	47.5	34.4	82
	5	67	100	26.2	43.1	30.8	73.8
	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

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