

VARENNES ACADEMY OF COMMUNICATION & TECH

1820 South Highway 29
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	390 Students	
Principal	Leonard C. Galloway	864-260-5215
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	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 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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

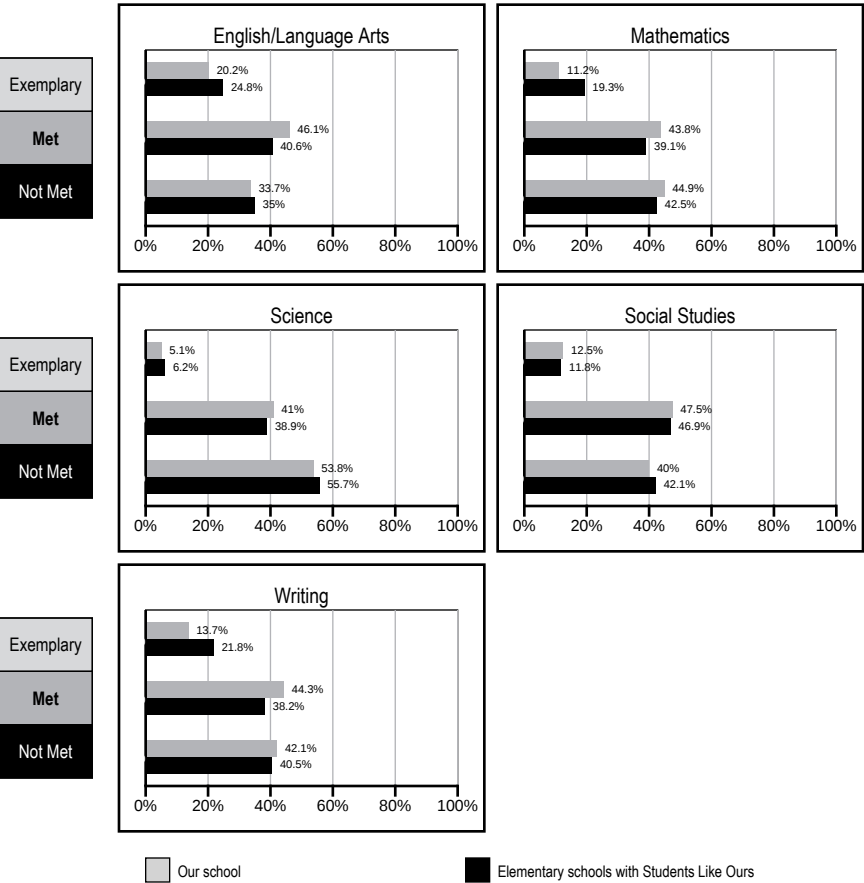
99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	76	56	23

* Ratings are calculated with data available by 03/09/2011.

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=390)				
First graders who attended full-day kindergarten	100.0%	Up from 95.7%	100.0%	100.0%
Retention rate	0.3%	Down from 3.0%	1.5%	1.2%
Attendance rate	99.9%	Up from 96.5%	95.9%	96.1%
Eligible for gifted and talented	11.3%	Up from 5.8%	4.3%	11.7%
With disabilities other than speech	11.4%	Up from 8.7%	8.3%	8.0%
Older than usual for grade	0.3%	Down from 0.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	60.0%	Up from 51.5%	60.0%	60.5%
Continuing contract teachers	96.7%	Up from 75.8%	78.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.0%	Up from 77.8%	83.2%	87.0%
Teacher attendance rate	92.0%	Down from 93.9%	95.4%	95.4%
Average teacher salary*	\$46,314	Up 1.6%	\$45,499	\$47,288
Professional development days/teacher	11.3 days	Down from 11.8 days	10.7 days	10.5 days
School				
Principal's years at school	27.0	Up from 26.0	3.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 15.1 to 1	17.2 to 1	19.2 to 1
Prime instructional time	91.0%	Up from 89.2%	90.4%	90.8%
Opportunities in the arts	Good	Up from Fair	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**	\$10,020	Up 6.4%	\$8,762	\$7,548
Percent of expenditures for instruction**	66.5%	Up from 66.3%	68.1%	68.7%
Percent of expenditures for teacher salaries**	65.6%	Up from 64.6%	62.5%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Varennnes Academy of Communications and Technology is a Title One School located in Anderson, SC. We served approximately 383 students in 2009-2010 in grades K-5. All students attend physical education, art, music, and computer classes, as well as visit the media center on a weekly basis. Two Reading Recovery teachers serve first grade students who have been identified as at-risk readers. In addition, our two resource teachers work diligently alongside the regular classroom teacher to help special education students master grade-level standards. Teachers at every grade level engage in collaborative planning sessions weekly to ensure they are delivering age appropriate, standards-based lessons.

The learning community at Varennnes is committed to student success. Varennnes has received numerous awards, including the Literacy Spot Award. This award is part of the reading recovery initiative in South Carolina. Technology serves a very big role in our school. Technology has been used to enhance instruction at Varennnes for many years. With the assistance of our computer facilitator and videographer, students engage in technology-rich lessons that encourage them to become innovative thinkers and prepare them to compete in the future job market.

We believe that building a strong school-home network is vital to the success of our students. For that reason, we actively seek parental and community involvement in all school activities. Parents, students, and faculty/staff members have participated in various afterschool events such as our academic and family fitness nights.

Through the tireless efforts of our students, teachers, parents, and community, Varennnes is making great progress. However, we believe that the future holds unlimited possibilities.

Mr. Leonard C. Galloway, Principal
Mr. Lenear Reeves, School Improvement Council Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	33	60	35
Percent satisfied with learning environment	97.0%	80.0%	94.3%
Percent satisfied with social and physical environment	100.0%	75.0%	87.9%
Percent satisfied with school-home relations	75.8%	80.0%	82.9%

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

Abbreviations for Missing Data

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	0.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	196	99.5	33.7	46.1	20.2	80.9	86.4	83.5	Yes	Yes
Gender										
Male	104	100	33.7	48	18.4	81.6	83.4	80.1	N/A	N/A
Female	92	98.9	33.8	43.8	22.5	80	89.7	87	N/A	N/A
Racial/Ethnic Group										
White	32	100	27.6	41.4	31	79.3	91.6	89.6	I/S	I/S
African American	158	99.4	34.3	46.9	18.9	81.1	78.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	90.8	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	87.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	38	100	64.9	27	8.1	62.2	55	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	99.4	33.5	46.1	20.4	82	80.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	196	99.5	44.9	43.8	11.2	74.7	84.4	80.4	Yes	Yes
Gender										
Male	104	100	43.9	44.9	11.2	71.4	82.1	78.4	N/A	N/A
Female	92	98.9	46.3	42.5	11.3	78.8	87	82.5	N/A	N/A
Racial/Ethnic Group										
White	32	100	34.5	44.8	20.7	86.2	90.7	87.8	I/S	I/S
African American	158	99.4	47.6	42.7	9.8	72	74.1	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.4	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	90.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	38	100	67.6	24.3	8.1	56.8	49.3	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	89.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	99.4	46.7	41.3	12	73.1	76.8	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	127	100	53.8	41	5.1	46.2	77	67.3
Gender								
Male	65	100	54	41.3	4.8	46	75.5	66.9
Female	62	100	53.7	40.7	5.6	46.3	78.4	67.7
Racial/Ethnic Group								
White	17	100	62.5	25	12.5	37.5	86.3	79.6
African American	106	100	51.5	44.3	4.1	48.5	62.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	90.7	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	28	100	71.4	25	3.6	28.6	41.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73.3	58.6
Socio-Economic Status								
Subsidized meals	116	100	52.3	42.2	5.5	47.7	67.5	55.4

Social Studies

All Students	133	99.3	40	47.5	12.5	60	80.1	70.9
Gender								
Male	73	98.6	35.8	47.8	16.4	64.2	78.6	70.1
Female	60	100	45.3	47.2	7.5	54.7	81.7	71.7
Racial/Ethnic Group								
White	27	100	45.8	20.8	33.3	54.2	85.8	79.2
African American	104	99	38.3	54.3	7.4	61.7	71.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.1	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	100	58.3	33.3	8.3	41.7	49.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77	68
Socio-Economic Status								
Subsidized meals	120	100	40.2	47.3	12.5	59.8	71.4	60.8

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	198	100	42.1	44.3	13.7	57.9	75.7	72.1	99.9	99.9
Gender										
Male	107	100	47.5	41.6	10.9	52.5	69.5	65.2	99.9	99.9
Female	91	100	35.4	47.6	17.1	64.6	82.3	79.2	99.9	99.9
Racial/Ethnic Group										
White	32	100	37.9	41.4	20.7	62.1	84	80.8	99.9	99.9
African American	160	100	41.9	45.3	12.8	58.1	63.6	59.7	99.9	99.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	87	N/A	99.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.6	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99.9
Disability Status										
Disabled	38	100	N/AV	N/AV	N/AV	21.1	30.4	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	68.2	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	182	100	41.9	44.2	14	58.1	65.9	61.9	99.9	99.9

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
English/Language Arts							
2009	3	51	100	20	50	30	80
	4	62	100	40.8	34.7	24.5	59.2
	5	52	100	26.5	42.9	30.6	73.5
	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
2010	3	68	100	31.1	45.9	23	68.9
	4	66	98.5	42.4	45.8	11.9	57.6
	5	62	100	27.6	46.6	25.9	72.4
	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
Mathematics							
2009	3	51	100	42.5	35	22.5	57.5
	4	62	100	24.5	59.2	16.3	75.5
	5	52	100	18.4	57.1	24.5	81.6
	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
2010	3	68	100	62.3	34.4	3.3	37.7
	4	66	98.5	35.6	54.2	10.2	64.4
	5	62	100	36.2	43.1	20.7	63.8
	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
Science							
2009	3	25	100	47.4	47.4	5.3	52.6
	4	62	100	32.7	63.3	4.1	67.3
	5	26	100	40	52	8	60
	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
2010	3	32	100	60	33.3	6.7	40
	4	65	100	61	35.6	3.4	39
	5	30	100	32.1	60.7	7.1	67.9
	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

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
Social Studies							
2009	3	26	100	28.6	61.9	9.5	71.4
	4	62	100	16.3	57.1	26.5	83.7
	5	26	100	25	54.2	20.8	75
	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
2010	3	36	97.2	54.8	38.7	6.5	45.2
	4	65	100	40.7	49.2	10.2	59.3
	5	32	100	23.3	53.3	23.3	76.7
	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
Writing							
2009	3	52	98.1	30	40	30	70
	4	61	98.4	56	26	18	44
	5	52	98.1	31.3	45.8	22.9	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
2010	3	68	100	41.3	49.2	9.5	58.7
	4	67	100	50.8	41	8.2	49.2
	5	63	100	33.9	42.4	23.7	66.1
	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