

## PICKENS ELEMENTARY

567 Hampton Avenue  
Pickens, SC 29671

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	459 Students	
<b>Principal</b>	Del H. Freitag, EdD	864-397-2300
<b>Superintendent</b>	Henry H. Hunt, Ph.D.	864-397-1000
<b>Board Chair</b>	Alex Saitta	864-397-1029

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	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

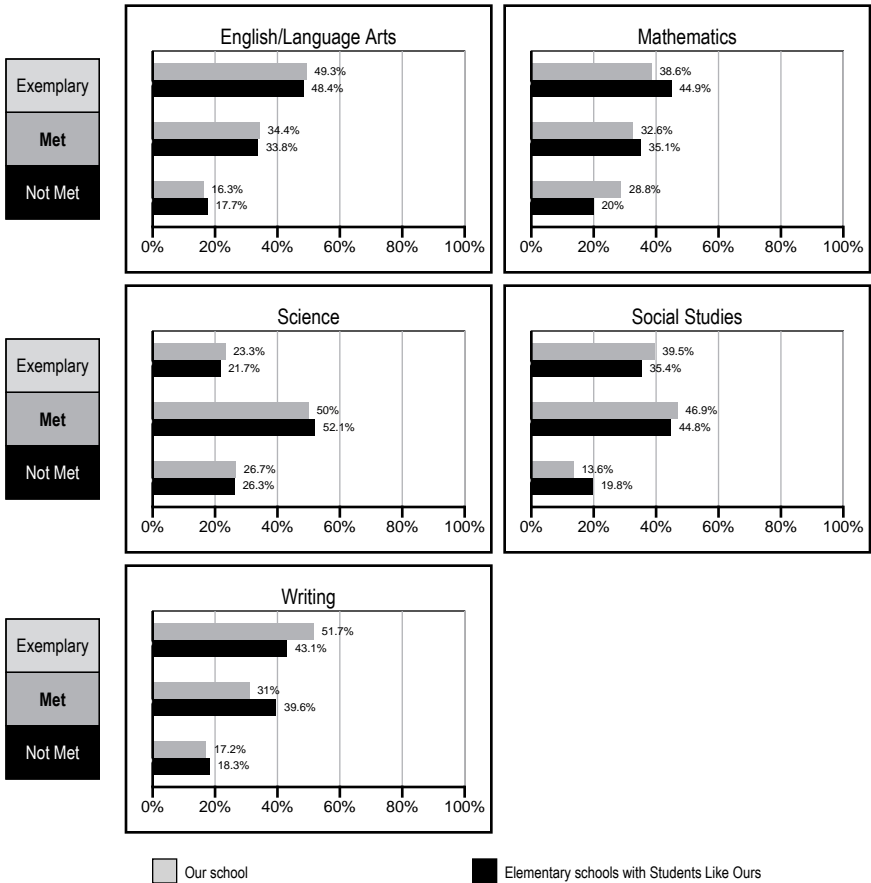
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
31	38	19	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
<b>Students (n=459)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 2.0%	0.9%	1.1%
Attendance rate	96.4%	Up from 95.8%	96.2%	96.2%
Served by gifted and talented program	28.1%	Up from 21.3%	19.1%	13.4%
With disabilities other than speech	5.5%	Down from 9.6%	3.9%	4.1%
Older than usual for grade	0.2%	Down from 1.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	54.8%	Down from 57.6%	64.6%	62.5%
Continuing contract teachers	90.3%	Down from 90.9%	90.9%	88.2%
Teachers returning from previous year	89.4%	Down from 90.6%	89.6%	87.8%
Teacher attendance rate	96.2%	Down from 97.3%	95.3%	95.2%
Average teacher salary*	\$47,096	Down 2.1%	\$48,010	\$46,773
Professional development days/teacher	11.8 days	Up from 10.7 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.3 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.5%	Down from 92.5%	90.2%	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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,831	Up 4.7%	\$7,127	\$7,447
Percent of expenditures for instruction**	65.3%	Up from 62.2%	68.8%	68.4%
Percent of expenditures for teacher salaries**	63.4%	Up from 59.2%	66.3%	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

Pickens Elem. report of Principal and SIC  
 2010-2011 School Report Card Narrative

Pickens Elementary School is a Palmetto Silver Award and back to back Red Carpet Award winning community school that has long been a sparkling flame of Pickens County. The present building has served elementary school children for more than 40 years. We are the home of the "sparklers", where all our learners "sparkle". Our school has a population of over 472 students served by 59 teachers and staff members. Classes range from four-year-old kindergarten to fifth grade. The majority of these students spend all of their elementary years at Pickens Elementary.

The school is home for two of the school district's self-contained special education classrooms. We have a pre-school self-contained special needs program specially designed to serve three, four, and five-year old students and another K-5 Educable Mentally Disabled self-contained classroom. Teachers and students at all levels work closely together to enjoy learning together as a family.

Pickens Elementary has several National Board Certified teachers. At our school students participate in student council, choral festivals, school safety patrols, artist in residence week, character education program, food and charity drives, science fair, spelling bee contest, after school care activities, Good News self esteem program, scout programs, recycling programs, Hope club gardening activities, community art displays, essay writing and poster contests, school wide "THINK" discipline program, attendance and reading incentives, MAP testing incentives, and many others. All members of our school family realize and value the worth of student achievement and each other as we work together to make our school an outstanding place to learn.

Many awards and accomplishments result from work and dedication. From SACS CASI accreditation for our school to district essay contest winners to spelling bee champions to science fair award winners, Pickens Elementary is an annual recipient of many awards Teachers, staff and parents log countless hours at our school because we are all dedicated to caring for our students and believe in what we do for children. Pickens Elementary maintains a focused vision, can-do attitude and a strong commitment to make a difference in the lives of our students. Working together we can reach high achievement levels and reach out to others at the same time, helping our children truly "sparkle" from the outside and the inside.

Dr. Del H. Freitag, EdD, Principal  
 Scott Kelley, Chairperson SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	54	41
Percent satisfied with learning environment	100.0%	94.4%	78.0%
Percent satisfied with social and physical environment	94.4%	98.1%	95.1%
Percent satisfied with school-home relations	88.2%	96.3%	92.7%

\* 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 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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%	1.7%
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	96.4%	94.0%**	Yes

\* Or greater than last year

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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	227	99.1	15.3	35.3	49.3	89.3	86.5	82.4	Yes	Yes
<b>Gender</b>										
Male	106	99.1	20.2	34.3	45.5	87.9	83.5	78.7	N/A	N/A
Female	121	99.2	11.2	36.2	52.6	90.5	89.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	195	99	13.3	34.6	52.1	91	88.1	88.9	Yes	Yes
African American	19	100	41.2	47.1	11.8	70.6	74.2	72.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.9	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.6	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	26	92.3	57.9	36.8	5.3	52.6	56.2	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	4	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	117	99.2	21.5	42.1	36.4	85	80.4	75.4	Yes	Yes

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

All Students	227	100	28.6	33.2	38.2	82.9	83.8	81.9	Yes	Yes
<b>Gender</b>										
Male	106	100	33	32	35	79	82	79.9	N/A	N/A
Female	121	100	24.8	34.2	41	86.3	85.7	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	195	100	26.8	32.1	41.1	84.7	85.6	88.9	Yes	Yes
African American	19	100	52.9	41.2	5.9	64.7	68.5	71.4	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.4	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.2	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	71.4	23.8	4.8	57.1	52	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	4	I/S	I/S	I/S	I/S	I/S	80.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	117	100	39.8	33.3	26.9	77.8	77	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	153	100	27.2	49.7	23.1	72.8	75.8	68.6
<b>Gender</b>								
Male	76	100	27.8	47.2	25	72.2	75.4	68.3
Female	77	100	26.7	52	21.3	73.3	76.3	68.9
<b>Racial/Ethnic Group</b>								
White	138	100	23.9	50.7	25.4	76.1	78.7	80.7
African American	11	100	I/S	I/S	I/S	I/S	53.2	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.8	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.2	70.8
<b>Disability Status</b>								
Disabled	20	100	N/AV	N/AV	N/AV	29.4	43	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	N/A	N/AV	I/S	I/S	I/S	I/S	66.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	75	100	37.1	44.3	18.6	62.9	66.1	57.3
<b>Social Studies</b>								
All Students	155	100	13.5	47.3	39.2	86.5	77.5	72.5
<b>Gender</b>								
Male	69	100	15.6	39.1	45.3	84.4	77.4	72
Female	86	100	11.9	53.6	34.5	88.1	77.6	73.1
<b>Racial/Ethnic Group</b>								
White	131	100	12.5	47.7	39.8	87.5	79	81
African American	12	100	27.3	63.6	9.1	72.7	64.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.6	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73.4	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	63.6	73.5
<b>Disability Status</b>								
Disabled	16	100	N/AV	N/AV	N/AV	54.5	46.3	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	4	I/S	I/S	I/S	I/S	I/S	78	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	84	100	16.9	58.4	24.7	83.1	68.9	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	61	98.4	17.2	31	51.7	82.8	79.6	73.2	96.4	96
<b>Gender</b>										
Male	28	100	25.9	29.6	44.4	74.1	73.1	67.2	96.5	96
Female	33	97	9.7	32.3	58.1	90.3	86.1	79.4	96.2	96
<b>Racial/Ethnic Group</b>										
White	55	98.2	15.4	30.8	53.8	84.6	81.6	81.5	96.3	95.9
African American	4	I/S	I/S	I/S	I/S	I/S	66.5	61.3	96.7	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.4	87	98.1	97.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.5	66.7	96.9	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.7	95.7
<b>Disability Status</b>										
Disabled	6	I/S	I/S	I/S	I/S	I/S	34	26	95.1	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.2	65.7	96.7	97.4
<b>Socio-Economic Status</b>										
Subsidized meals	26	96.2	33.3	33.3	33.3	66.7	70.9	63.2	95.6	95.4

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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	88	97.7	11.5	24.1	64.4	88.5
	4	65	98.5	19.7	45.9	34.4	80.3
	5	89	100	28.2	32.9	38.8	71.8
	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
<b>2011</b>	3	85	98.8	19	25.3	55.7	81
	4	82	98.8	7.7	42.3	50	92.3
	5	60	100	20.7	39.7	39.7	79.3
	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	88	100	20.7	34.5	44.8	79.3
	4	65	100	26.2	59	14.8	73.8
	5	89	100	35.3	47.1	17.6	64.7
	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
<b>2011</b>	3	85	100	38.8	26.3	35	61.3
	4	82	100	13.9	31.6	54.4	86.1
	5	60	100	34.5	44.8	20.7	65.5
	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
<b>Science</b>							
<b>2010</b>	3	44	100	31.8	47.7	20.5	68.2
	4	65	98.5	26.7	53.3	20	73.3
	5	45	100	35.7	57.1	7.1	64.3
	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
<b>2011</b>	3	42	100	46.3	26.8	26.8	53.7
	4	82	100	16.5	58.2	25.3	83.5
	5	29	100	29.6	59.3	11.1	70.4
	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

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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	44	97.7	20.9	51.2	27.9	79.1
	4	64	100	26.7	45	28.3	73.3
	5	44	100	27.9	58.1	14	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
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	43	100	15.4	35.9	48.7	84.6
	4	81	100	11.5	55.1	33.3	88.5
	5	31	100	16.1	41.9	41.9	83.9
	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
<b>Writing</b>							
<b>2010</b>	3	89	98.9	24.1	29.9	46	75.9
	4	67	97	25	48.3	26.7	75
	5	90	98.9	29.8	38.1	32.1	70.2
	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>2011</b>	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	61	98.4	17.2	31	51.7	82.8
	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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