



W E Parker Elementary

41 Crest Road
Edgefield, SC 29824

Grades	PK-5 Elementary School	
Enrollment	502 Students	
Principal	Gaye W. Holmes	803-637-4020
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Sallie B. Cooks	803-663-6539

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

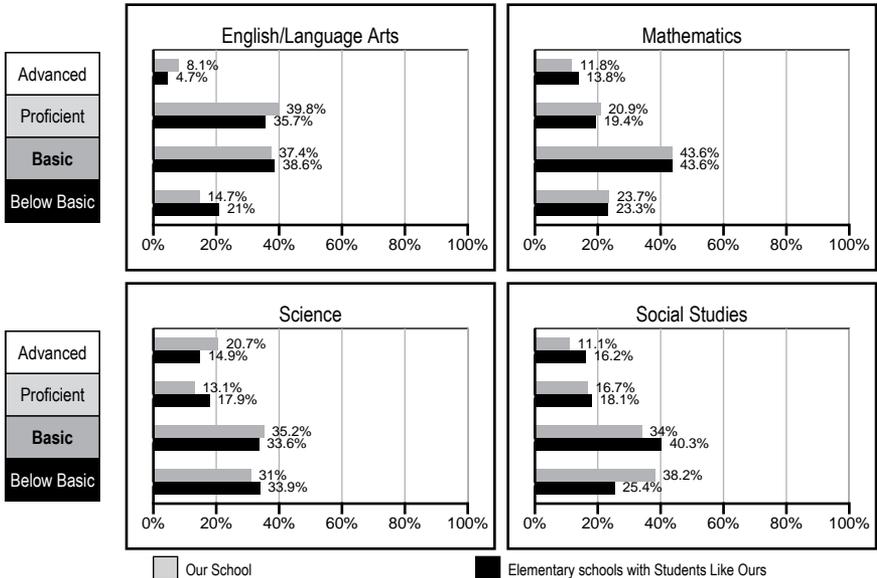
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	53	33	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=502)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.3%	Down from 5.6%	2.7%	2.3%
Attendance rate	97.1%	No Change	96.2%	96.3%
Eligible for gifted and talented	9.5%	Up from 8.6%	10.4%	10.4%
With disabilities other than speech	7.1%	Down from 9.8%	8.7%	7.5%
Older than usual for grade	0.3%	Down from 2.3%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	77.8%	Up from 77.5%	57.7%	56.7%
Continuing contract teachers	83.3%	Down from 90.0%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.9%	No Change	87.7%	86.4%
Teacher attendance rate	96.1%	Up from 95.4%	94.9%	94.9%
Average teacher salary	\$47,464	Up 5.1%	\$45,421	\$45,345
Professional development days/teacher	12.1 days	Down from 12.6 days	12.3 days	12.6 days
School				
Principal's years at school	1.0	Down from 17.0	4.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 17.5 to 1	18.5 to 1	18.5 to 1
Prime instructional time	92.0%	Up from 91.7%	89.6%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.7%	Down from 98.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,098	Down 2.4%	\$6,890	\$7,052
Percent of expenditures for instruction*	71.6%	Up from 70.8%	68.7%	69.1%
Percent of expenditures for teacher salaries*	69.3%	Up from 68.9%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

W. E. Parker Elementary is a school committed to continuous improvement in all areas. From the first day of the school year to the last day, students were challenged to do their personal best in academics, in relationships with peers and staff, in their physical development, and in their social growth. Respect was taught and modeled with the implementation of four basic rules. These four rules were recited daily over the PA system as students and faculty joined in to pledge to respect self, others, property, and learning.

Staff development was provided to assist teachers in understanding and using data to drive instruction, including MAP and Dibels. We greatly improved our performance in MAP and had high growth for our students and school. The faculty and staff consistently analyzed data and made appropriate instructional changes to meet the needs of the students. Active, engaged learning was a strong focus for all. We began Focus Groups based on MAP scores, and this again will be a major focus for the 2008-09 school year. We will also implement a data room where teachers can meet and discuss test scores.

Parents are an integral part of our school life. Parents had many opportunities for involvement, including family nights, choral and dramatic performances, book fairs, birthday/student of the month lunches, Real Men Read, Muffins for Moms, Doughnuts for Dads, Grandparents' Day, Thanksgiving Lunch, PTO, SIC, field trips, volunteering, field day, parent conferences, and classroom visits.

Several Promethean Boards were purchased and used on a daily basis. This avenue of technology will continue to grow in the coming school year. Teachers participated in specific professional development in order to increase their skills in technology. Science was an additional focus throughout the year. Our science coach worked with teachers modeling lessons and assisting them with labs. She also had monthly staff development for teachers, including note booking, formative assessment, and reading in science. Teachers are becoming more comfortable with the standards and teaching through the use of kits.

One of our fifth grade students was recognized as the district spelling bee winner and placed in the CSRA spelling bee. What an awesome accomplishment for a fifth grader! Our chorus performed at Carowinds and brought home a superior rating. Students and staff participated in a number of service learning projects, including the United Way, the Johnston Food Bank Drive, Math-a-Thon, and Relay for Life. Our students and faculty contributed over \$8,000 to Relay for Life and over \$3,000 to St. Judes.

As we look ahead to the 2008-2009 school year, we will remain committed to providing a family-friendly environment that fosters respect, responsibility, and readiness to learn. Together we can make a difference!

Gaye Holmes, Principal
Natalia Daniels, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	68	44
Percent satisfied with learning environment	100.0%	90.9%	88.4%
Percent satisfied with social and physical environment	100.0%	80.6%	90.7%
Percent satisfied with school-home relations	92.1%	81.8%	90.7%

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

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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

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. Sanction: Implement the restructuring plan.
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	0.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	219	100	14.7	37.4	39.8	8.1	60.7	50.5	48.2	Yes	Yes
Gender											
Male	107	100	20.2	39.4	35.6	4.8	53.8	42.7	41.7	N/A	N/A
Female	112	100	9.3	35.5	43.9	11.2	67.3	58.9	55	N/A	N/A
Racial/Ethnic Group											
White	94	100	11	26.4	51.6	11	70.3	61.8	60	Yes	Yes
African American	123	100	17.8	44.9	31.4	5.9	53.4	37.2	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	51.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	32	100	71	22.6	6.5	0	12.9	14.5	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	151	100	18.9	42.7	34.3	4.2	53.1	39	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	219	100	23.7	43.6	20.9	11.8	45	44.7	45.8	Yes	Yes
Gender											
Male	107	100	28.8	40.4	20.2	10.6	42.3	43.5	45.6	N/A	N/A
Female	112	100	18.7	46.7	21.5	13.1	47.7	46.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	94	100	14.3	35.2	27.5	23.1	63.7	59.5	59	Yes	Yes
African American	123	100	31.4	50	15.3	3.4	30.5	27.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	32	100	67.7	25.8	6.5	0	12.9	16.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	151	100	28.7	49	17.5	4.9	36.4	32.4	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate	
Science												
All Students	152	100	31	35.2	13.1	20.7	33.8	31.7	35.7	97.1	96.5	
Gender												
Male	66	100	28.1	29.7	18.8	23.4	42.2	34.1	37.4	97.2	96.4	
Female	86	100	33.3	39.5	8.6	18.5	27.2	29.2	33.8	97	96.5	
Racial/Ethnic Group												
White	70	100	11.9	34.3	19.4	34.3	53.7	46	49.2	96.9	96.1	
African American	81	100	48.1	35.1	7.8	9.1	16.9	15.5	17	97.3	96.8	
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	98	
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	28.6	24.9	96.3	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	93.3	
Disability Status												
Disabled	20	100	73.7	10.5	10.5	5.3	15.8	17.3	14	96.5	95.3	
Migrant Status												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	95.5	
English Proficiency												
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	N/A	97.3	
Socio-Economic Status												
Subsided meals	99	100	40.2	38	10.9	10.9	21.7	19.9	21.1	96.8	96	
Social Studies												
All Students	151	100	38.2	34	16.7	11.1	27.8	26.9	34	97.1	96.5	
Gender												
Male	78	100	35.5	32.9	21.1	10.5	31.6	29.2	36.6	97.2	96.4	
Female	73	100	41.2	35.3	11.8	11.8	23.5	24.3	31.3	97	96.5	
Racial/Ethnic Group												
White	65	100	25.8	37.1	21	16.1	37.1	36.5	44.5	96.9	96.1	
African American	84	100	48.8	31.3	12.5	7.5	20	14.3	19.1	97.3	96.8	
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	98	
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	27.5	96.3	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	93.3	
Disability Status												
Disabled	26	100	76	24	0	0	0	11	14.4	96.5	95.3	
Migrant Status												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	95.5	
English Proficiency												
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	N/A	97.3	
Socio-Economic Status												
Subsided meals	106	100	45.5	36.4	12.1	6.1	18.2	16.2	21	96.8	96	

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	79	100	13.5	35.1	48.6	2.7	51.4
	4	82	100	21	44.4	32.1	2.5	34.6
	5	68	100	29.7	53.1	17.2	0	17.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	9.4	26.6	54.7	9.4	64.1
	4	84	100	14.1	38.5	41	6.4	47.4
	5	70	100	20.3	46.4	24.6	8.7	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	79	100	21.6	62.2	8.1	8.1	16.2
	4	82	100	28.4	40.7	14.8	16	30.9
	5	68	100	28.1	59.4	9.4	3.1	12.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	26.6	46.9	18.8	7.8	26.6
	4	84	100	16.7	44.9	20.5	17.9	38.5
	5	70	100	29	39.1	23.2	8.7	31.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	39	100	32.4	45.9	16.2	5.4	21.6
	4	82	100	46.9	25.9	19.8	7.4	27.2
	5	34	100	46.9	28.1	9.4	15.6	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	18.8	50	15.6	15.6	31.3
	4	84	100	28.2	34.6	15.4	21.8	37.2
	5	36	100	48.6	22.9	5.7	22.9	28.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	40	100	24.3	45.9	24.3	5.4	29.7
	4	82	100	39.5	44.4	9.9	6.2	16
	5	34	100	34.4	50	6.3	9.4	15.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	33	100	25	31.3	31.3	12.5	43.8
	4	84	100	41	35.9	14.1	9	23.1
	5	34	100	44.1	32.4	8.8	14.7	23.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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