



## Kershaw Elementary

108 N. Rollins Dr.  
Kershaw, S.C. 29067

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	460 Students	
<b>Principal</b>	Mrs. Jennifer C. Etheridge	803-475-6655
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Charlene McGriff	803-286-6972

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk
2004	Average	At-Risk

## 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**

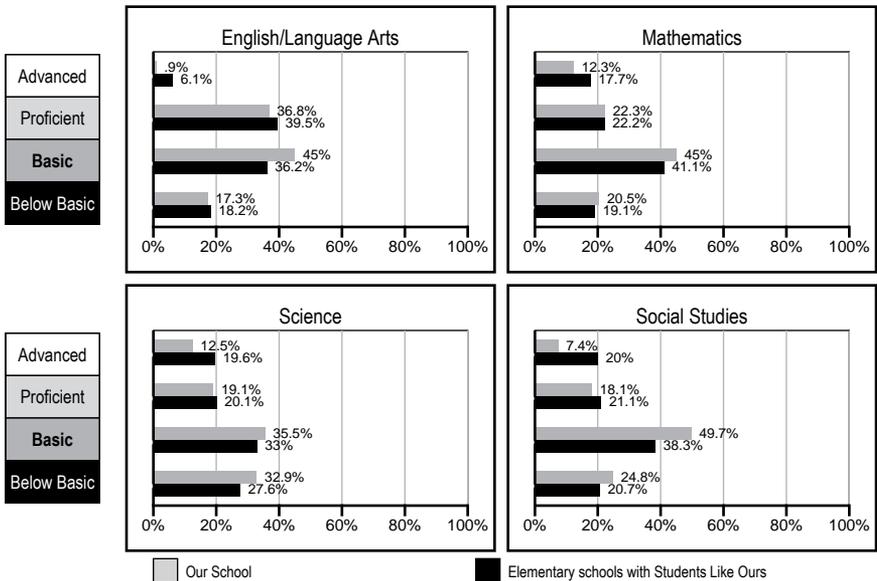
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	15	61	8	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
<b>Students (n=460)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Down from 3.3%	2.2%	2.3%
Attendance rate	96.1%	Up from 95.7%	96.3%	96.3%
Eligible for gifted and talented	7.8%	Up from 7.4%	12.1%	10.4%
With disabilities other than speech	7.6%	Up from 6.8%	8.2%	7.5%
Older than usual for grade	0.5%	Down from 1.8%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	72.7%	Down from 75.0%	56.0%	56.7%
Continuing contract teachers	87.9%	Up from 87.5%	78.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.2%	Down from 91.3%	86.7%	86.4%
Teacher attendance rate	96.2%	Up from 95.0%	95.3%	94.9%
Average teacher salary	\$49,754	Up 2.7%	\$45,032	\$45,345
Professional development days/teacher	18.4 days	Up from 16.4 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.3 to 1	18.7 to 1	18.5 to 1
Prime instructional time	90.2%	Up from 89.2%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,719	Up 4.7%	\$6,551	\$7,052
Percent of expenditures for instruction*	72.2%	Down from 72.7%	69.0%	69.1%
Percent of expenditures for teacher salaries*	68.8%	Down from 69.3%	65.1%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

"Expect to be impressed, our children are the best!" This school motto continues to resound in all that we aspire to achieve. A positive school experience for all students is the commitment of all stakeholders in our community. From School Improvement Council/PTO Family Nights for every grade level to free community computer classes and Wee Read materials for newborn members of the Kershaw Elementary family, we strive to be a resource within the Kershaw area for young and old alike! Our entire school family can be proud of our Red Carpet status for family friendliness.

The resources for learning are broad and varied in the utilization of the Everyday Mathematics program, a Discovery cluster program using Core Knowledge Curriculum and Multiple Intelligences Theory, SRA Corrective Reading for identified students, and Bulldog Buddies small group instruction based on MAP data for all 2nd-5th grade students. Summer Countdown to Kindergarten and a new 4K program enhance early learning experiences for our students. We proudly celebrated the induction of numerous new members into the National Jr. Beta Club who became active in leadership and service projects! Staff development activities for teachers and assistants included sessions in poetry and writing, along with grouping to address individual skill needs and to further enhance planning and evaluation of classroom strategies for our students.

Innovative learning experiences and technological opportunities are provided for all students through new Classworks computer software for mathematics and language arts, standards-based field trips on all grade levels, media research, Smartboards, author visits, and manipulatives in both mathematics and science. Extended day and year enrichment has been provided through the Partners for Youth Homework Center, 21st Century, Title I, and Summer Smarts 2007. AmeriCorps members, Teacher Cadets, and Service Learning students, along with family volunteers provide tutoring & mentoring. Communication was key as student-led conferencing, classroom phone chains, and e-mail were again utilized on a school-wide basis. Visits in the homes of many of our students started the year off right by helping everyone get acquainted.

Our Positive Action Character Education program and numerous service learning activities provide citizenship opportunities for our students and staff, and support the American Red Cross, St. Jude's Children's Research Hospital, March of Dimes, and the Muscular Dystrophy Association. All students participated in musical and dramatic performances for family and friends during the year, such as the 5th grade production of original student poetry. PTO contributions continued to support supplemental instructional materials, funded school-wide activities, helped fund visiting artists, and supplied awards for Accelerated Reader throughout the year. The community rallied to support a hotdog-themed celebration of academic growth that included donations of t-shirts and hotdog coupons from local businesses. This support, in combination with the involvement of our Kershaw Elementary families and teachers as a team, makes a difference in the lives of our children!

Jennifer C. Etheridge, Principal  
Brandee Young, SIC Chairperson 2007-2008

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	58	43
Percent satisfied with learning environment	100.0%	91.4%	88.1%
Percent satisfied with social and physical environment	100.0%	94.8%	90.7%
Percent satisfied with school-home relations	97.0%	91.4%	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 14 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

Plan to Restructure

## 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	<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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

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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	240	100	17.3	45	36.8	0.9	53.2	44.8	48.2	Yes	Yes
<b>Gender</b>											
Male	127	100	21.1	47.4	30.7	0.9	44.7	38	41.7	N/A	N/A
Female	113	100	13.2	42.5	43.4	0.9	62.3	52.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	174	100	11.6	45.7	41.5	1.2	58.5	51.1	60	Yes	Yes
African American	60	100	35.3	47.1	17.6	0	33.3	30.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	45.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	29	100	63.6	31.8	4.5	0	18.2	14.1	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	39.9	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	127	100	21.1	53.2	24.8	0.9	45.9	32.1	34	Yes	Yes

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

All Students	240	100	20.5	45	22.3	12.3	47.7	48.7	45.8	Yes	Yes
<b>Gender</b>											
Male	127	100	15.8	43.9	23.7	16.7	51.8	47.7	45.6	N/A	N/A
Female	113	100	25.5	46.2	20.8	7.5	43.4	49.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	174	100	13.4	47	25.6	14	54.9	57.1	59	Yes	Yes
African American	60	100	45.1	41.2	9.8	3.9	21.6	29.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.5	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	49.7	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	29	100	63.6	22.7	9.1	4.5	13.6	18.7	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	127	100	31.2	43.1	16.5	9.2	34.9	35.5	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
<b>Science</b>											
All Students	164	100	32.9	35.5	19.1	12.5	31.6	31.8	35.7	96.1	95.9
<b>Gender</b>											
Male	91	100	31	33.3	21.4	14.3	35.7	33.1	37.4	95.7	95.7
Female	73	100	35.3	38.2	16.2	10.3	26.5	30.3	33.8	96.5	96.1
<b>Racial/Ethnic Group</b>											
White	123	100	24.6	39	20.3	16.1	36.4	39	49.2	96.2	95.8
African American	38	100	62.5	25	12.5	0	12.5	15.7	17	95.9	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	98.6	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	31.2	24.9	95.1	95.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.7	95.8
<b>Disability Status</b>											
Disabled	19	100	73.3	20	0	6.7	6.7	9.1	14	95.5	94.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	27.5	24.4	95.9	95.9
<b>Socio-Economic Status</b>											
Subsided meals	82	100	43.1	36.1	13.9	6.9	20.8	19.6	21.1	95.1	95.2
<b>Social Studies</b>											
All Students	163	100	24.8	49.7	18.1	7.4	25.5	27.2	34	96.1	95.9
<b>Gender</b>											
Male	82	100	23.3	41.1	26	9.6	35.6	30.1	36.6	95.7	95.7
Female	81	100	26.3	57.9	10.5	5.3	15.8	24.1	31.3	96.5	96.1
<b>Racial/Ethnic Group</b>											
White	116	100	20.6	48.6	22.4	8.4	30.8	32.2	44.5	96.2	95.8
African American	42	100	39.5	50	5.3	5.3	10.5	16	19.1	95.9	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	98.6	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.5	27.5	95.1	95.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.7	95.8
<b>Disability Status</b>											
Disabled	19	100	42.9	42.9	14.3	0	14.3	10.2	14.4	95.5	94.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.7	27.3	95.9	95.9
<b>Socio-Economic Status</b>											
Subsided meals	86	100	32.4	47.3	16.2	4.1	20.3	17.3	21	95.1	95.2

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	86	100	10.8	39.8	49.4	0	49.4	
	4	64	100	22.2	50.8	27	0	27	
	5	73	100	27.9	52.9	19.1	0	19.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	85	100	14.1	51.3	32.1	2.6	34.6	
	4	87	100	12.3	34.6	53.1	0	53.1	
	5	68	100	27.9	50.8	21.3	0	21.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	86	100	21.7	48.2	25.3	4.8	30.1	
	4	64	100	15.9	42.9	27	14.3	41.3	
	5	73	100	30.9	45.6	16.2	7.4	23.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	85	100	26.9	59	11.5	2.6	14.1	
	4	87	100	13.6	33.3	34.6	18.5	53.1	
	5	68	100	21.3	42.6	19.7	16.4	36.1	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	42	100	22.5	60	17.5	0	17.5	
	4	64	100	34.9	39.7	19	6.3	25.4	
	5	37	100	38.2	35.3	17.6	8.8	26.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	42	100	21.1	47.4	23.7	7.9	31.6	
	4	87	100	32.1	35.8	21	11.1	32.1	
	5	35	100	48.5	21.2	9.1	21.2	30.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	43	100	18.6	34.9	39.5	7	46.5	
	4	64	100	36.5	50.8	9.5	3.2	12.7	
	5	36	100	52.9	35.3	8.8	2.9	11.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	43	100	10	67.5	15	7.5	22.5	
	4	87	100	27.2	49.4	16	7.4	23.5	
	5	33	100	39.3	25	28.6	7.1	35.7	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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