



Kellett Elementary

500 Adams Street
Seneca, SC 29678

Grades	PK-5 Elementary School	
Enrollment	334 Students	
Principal	James R. Ellenburg	864-886-4440
Superintendent	Dr. Michael Lucas	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

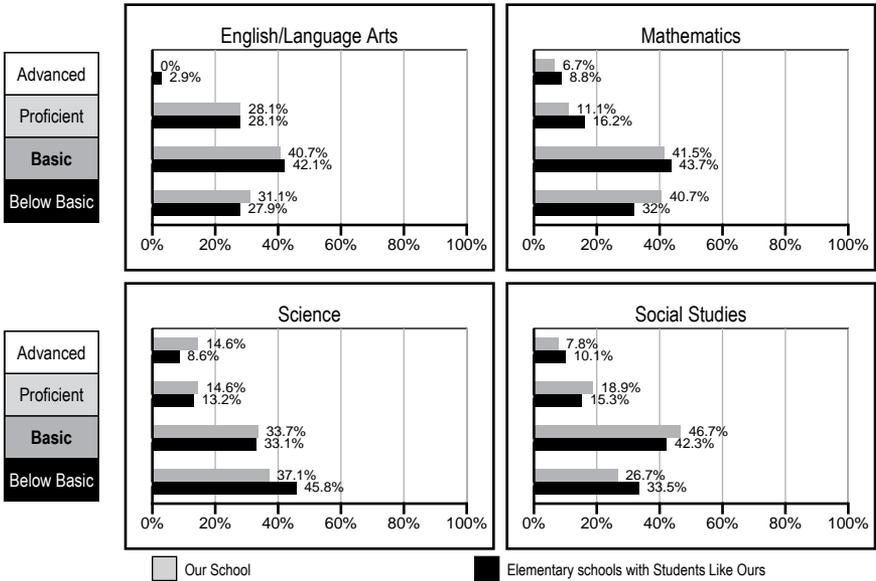
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	18	63	17

* 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=334)				
First graders who attended full-day kindergarten	100.0%	Up from 92.4%	100.0%	100.0%
Retention rate	2.8%	Up from 2.6%	3.0%	2.3%
Attendance rate	96.5%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	7.9%	Down from 12.4%	4.3%	10.4%
With disabilities other than speech	6.9%	Up from 3.6%	8.0%	7.5%
Older than usual for grade	0.0%	Down from 1.4%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Up from 50.0%	53.5%	56.7%
Continuing contract teachers	80.0%	Up from 70.0%	70.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.7%	Up from 76.9%	83.5%	86.4%
Teacher attendance rate	96.3%	Down from 96.4%	94.9%	94.9%
Average teacher salary	\$43,955	Up 6.3%	\$43,868	\$45,345
Professional development days/teacher	17.9 days	Up from 13.9 days	13.3 days	12.6 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.2 to 1	17.0 to 1	18.5 to 1
Prime instructional time	90.5%	Up from 90.2%	89.1%	89.8%
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*	\$8,499	Up 5.0%	\$7,825	\$7,052
Percent of expenditures for instruction*	62.6%	Down from 66.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	60.4%	Up from 59.6%	62.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

As we reflect upon our 2007-2008 academic school year, we have made many accomplishments. We have concluded Kellett Academy, our 21st Century Community Learning Center After School program. Kellett Academy was recognized as an exemplary afterschool program. This program has provided afterschool instruction by certified teachers to help our students improve in ELA and Math. The faculty and staff worked daily to strive for excellence in educating all of our students. Expectations are high as we raise the bar for continuous commitment and learning. We look forward to implementing another afterschool program for our students this coming year as we transition to a new facility.

As a technology model school, all of our classes are equipped with presentation stations which include: laptops, LCD projectors, CPS systems, smart boards, and airliners. Teachers also have access to small wonder cameras for instruction. Teachers received more training in technology instruction to engage our students in learning. We worked to build a professional learning community by having monthly book studies. Book studies provided an opportunity for teachers to collaborate and make data driven instructional decisions to meet the needs of all students.

Our instructional coaches and teachers created a data wall this year. This data wall is an evolving process which allows teachers to see the progress students are making and also guides direction for professional development. Teachers are able to see where focus needs to be to improve instructional practices. We also built in weekly professional development for teachers this year. Each week teachers used grade-level planning times to meet with instructional coaches to reflect on and plan appropriate instruction.

Teachers also worked together in summarizing and examining data to focus on appropriate assessments and looked for challenges and strengths to support teaching and learning activities which impact student achievement. Also, by using creative scheduling, the school master schedule was designed to provide monthly planning and collaboration time for teachers to discuss academic goals and make data based decisions to drive instruction. Curriculum Mapping provided teachers an opportunity to work together to look for gaps, overlaps, and new learning in the curriculum aligned to standards.

Dr. Jesse Washington, III
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	50	35
Percent satisfied with learning environment	89.7%	92.0%	80.0%
Percent satisfied with social and physical environment	89.7%	90.0%	84.8%
Percent satisfied with school-home relations	48.3%	86.0%	85.3%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 12 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	0.0%	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	96.5%	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	150	100	31.1	40.7	28.1	0	40.7	50.9	48.2	Yes	Yes
Gender											
Male	80	100	41.7	36.1	22.2	0	36.1	43	41.7	N/A	N/A
Female	70	100	19	46	34.9	0	46	59.3	55	N/A	N/A
Racial/Ethnic Group											
White	57	100	16.3	32.7	51	0	63.3	54.1	60	Yes	Yes
African American	80	100	37.3	46.7	16	0	29.3	35.4	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
Hispanic	11	100	66.7	33.3	0	0	0	39.2	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	26	100	52.2	34.8	13	0	21.7	16.1	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	9	I/S	I/S	I/S	I/S	I/S	I/S	38	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	123	100	36	38.7	25.2	0	36.9	38.8	34	No	Yes

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

All Students	150	100	40.7	41.5	11.1	6.7	28.1	50.9	45.8	No	Yes
Gender											
Male	80	100	44.4	31.9	13.9	9.7	34.7	51	45.6	N/A	N/A
Female	70	100	36.5	52.4	7.9	3.2	20.6	50.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	57	100	24.5	42.9	18.4	14.3	44.9	54.9	59	Yes	Yes
African American	80	100	49.3	44	5.3	1.3	16	28.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
Hispanic	11	100	66.7	22.2	11.1	0	22.2	41.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
Disability Status											
Disabled	26	100	52.2	30.4	13	4.3	26.1	21.6	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	9	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	123	100	44.1	44.1	9	2.7	20.7	38.3	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	98	100	37.1	33.7	14.6	14.6	29.2	35.1	35.7	96.5	96.3
Gender											
Male	51	100	36.4	31.8	15.9	15.9	31.8	37	37.4	96.6	96.3
Female	47	100	37.8	35.6	13.3	13.3	26.7	33.1	33.8	96.3	96.2
Racial/Ethnic Group											
White	37	100	9.4	37.5	31.3	21.9	53.1	38.8	49.2	95.4	96
African American	53	100	52.9	33.3	3.9	9.8	13.7	15.8	17	97.3	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58	N/A	96.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	96.7	97.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.9	97.4
Disability Status											
Disabled	19	100	58.8	23.5	17.6	0	17.6	11.9	14	96.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	21.3	24.4	96.8	97.3
Socio-Economic Status											
Subsided meals	80	100	39.7	34.2	15.1	11	26	24.2	21.1	96.2	95.7
Social Studies											
All Students	100	100	26.7	46.7	18.9	7.8	26.7	33.5	34	96.5	96.3
Gender											
Male	54	100	17.6	58.8	17.6	5.9	23.5	37.6	36.6	96.6	96.3
Female	46	100	38.5	30.8	20.5	10.3	30.8	29.1	31.3	96.3	96.2
Racial/Ethnic Group											
White	36	100	9.4	40.6	31.3	18.8	50	35.9	44.5	95.4	96
African American	54	100	36.7	49	12.2	2	14.3	20.9	19.1	97.3	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	N/A	96.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	23.5	27.5	96.7	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.9	97.4
Disability Status											
Disabled	14	100	33.3	50	16.7	0	16.7	15.8	14.4	96.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	96.8	97.3
Socio-Economic Status											
Subsided meals	83	100	28	49.3	17.3	5.3	22.7	22.6	21	96.2	95.7

* 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	54	98.2	15.7	35.3	47.1	2	49
	4	55	100	9.6	57.7	32.7	0	32.7
	5	51	100	25.5	51	21.6	2	23.5
	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	51	100	36.2	38.3	25.5	0	25.5
	4	48	100	27.3	29.5	43.2	0	43.2
	5	51	100	29.5	54.5	15.9	0	15.9
	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
Mathematics								
2007	3	54	100	23.5	54.9	15.7	5.9	21.6
	4	55	100	17.3	51.9	11.5	19.2	30.8
	5	51	100	11.8	56.9	17.6	13.7	31.4
	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	51	100	55.3	34	8.5	2.1	10.6
	4	48	100	34.1	45.5	15.9	4.5	20.5
	5	51	100	31.8	45.5	9.1	13.6	22.7
	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	27	100	30.8	26.9	30.8	11.5	42.3
	4	55	100	32.7	26.9	26.9	13.5	40.4
	5	25	100	44	28	8	20	28
	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	24	100	52.2	47.8	0	0	0
	4	48	100	38.6	25	18.2	18.2	36.4
	5	26	100	18.2	36.4	22.7	22.7	45.5
	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
Social Studies								
2007	3	27	100	16	44	24	16	40
	4	55	100	26.9	44.2	21.2	7.7	28.8
	5	26	100	34.6	30.8	19.2	15.4	34.6
	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	27	100	20.8	70.8	4.2	4.2	8.3
	4	48	100	22.7	40.9	25	11.4	36.4
	5	25	100	40.9	31.8	22.7	4.5	27.3
	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

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