



Andrews Elementary

13072 County Line Rd.
Andrews, South Carolina

Grades	PK-5 Elementary School	
Enrollment	873 Students	
Principal	Brian G. Clark	843-264-3419
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

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

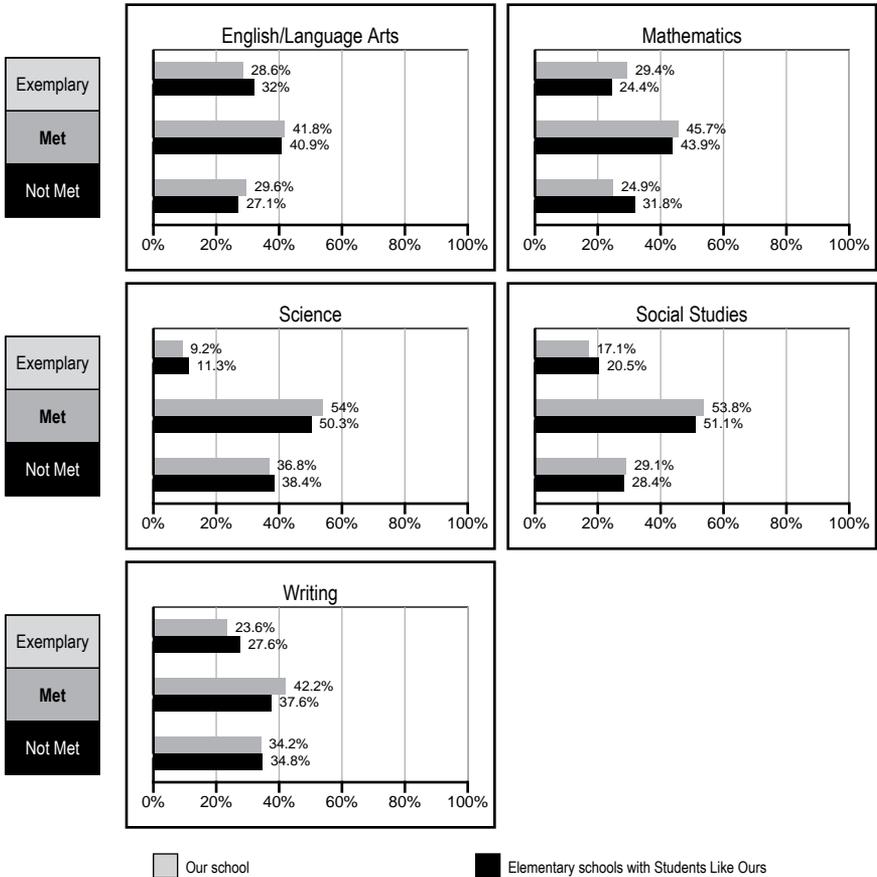
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	89	13	0

* Ratings are calculated with data available by 06/01/2010.

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=873)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 3.0%	2.5%	1.9%
Attendance rate	97.1%	Up from 96.8%	96.1%	96.3%
Eligible for gifted and talented	11.1%	Up from 10.4%	7.5%	10.0%
With disabilities other than speech	6.9%	Down from 7.3%	8.9%	7.7%
Older than usual for grade	1.1%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	51.6%	Up from 50.0%	58.3%	59.4%
Continuing contract teachers	80.6%	Down from 85.5%	82.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.3%	Down from 94.1%	86.5%	85.9%
Teacher attendance rate	97.1%	Up from 94.9%	94.9%	95.1%
Average teacher salary*	\$46,663	Down 0.8%	\$46,830	\$47,149
Professional development days/teacher	7.6 days	Down from 12.6 days	11.8 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 17.8 to 1	18.6 to 1	18.8 to 1
Prime instructional time	93.5%	Up from 90.6%	90.0%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,870	Down 0.5%	\$7,353	\$7,458
Percent of expenditures for instruction**	69.0%	Down from 70.4%	68.5%	68.8%
Percent of expenditures for teacher salaries**	63.8%	Up from 63.7%	61.2%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2008-09 school year has been one of change at Andrews Elementary School. While there has been growth in all areas, there is still much room for improvement. We maintain high expectations for student learning and achievement. Parental involvement in the education of children is vital to our school making academic progress. The support from the local business community is impressive. Overall, things have been fine in 2009!

Learning is FUN at AES! Our Enrichment Block allows for teachers to actively engage students in the learning process each morning. This is a time for gifted students to receive enrichment and strategic or intensive students to receive interventions that help them meet their target goals in reading and math. An outdoor science laboratory and inquiry garden strengthens inquiry-based instruction. Both Extended Day and Supplemental Services allow for learning to continue for those students needing that little extra time on assignments and skills. Emphasis on EveryDay Math, Harcourt Reading, Balanced Literacy, Foss Science Kits, Common Assessments, and Constructed Writing Responses allows teachers to promote the continuous progress of all students. Data analysis meetings and instructional conferences allow teachers and administrators to discuss strategies, best practices, and the academic progress of students. Response to Intervention assists teachers in meeting deficiencies in basic early literacy skills of students. A positive school atmosphere is ever present as positive behaviors are reinforced daily. Student recognition ceremonies commend students for their academic achievement and social growth through character development and attendance.

We make every effort to help parents feel welcome at our school. They are encouraged to maintain an active role in the education of their children. We support the Even Start Family Literacy Program, Head Start, and the YMCA Fun Club. Parents are active on the SIC and PTA and willingly volunteer at our annual events. Throughout the year, parents offer their services in a variety of ways that support our total school program. Donations from the local business community allow us to purchase attendance incentives and other items not funded through General or Title I funds for various projects throughout the school. The support and leadership of our community will assist the faculty, staff, and administration in the coming year as we begin restructuring efforts as is required by No Child Left Behind.

Let me close by reminding you that students in grades three through five take the PACT assessment annually. While their overall gains in 2008 increased, our school was unable to achieve Adequate Yearly Progress. On the "AYP Test," we scored a 90.6%, which is a solid "B" in my grade book. It is unfortunate that we must score 100% to be considered adequate. Each year the state raises expectations for achievement, which continues to make this a challenge for all schools. The coming year is no different. I accept this challenge and am committed to continuing to meet these goals, thus providing every child with their Best Beginning at AES.

Brian G. Clark, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	124	97
Percent satisfied with learning environment	87.3%	82.9%	90.6%
Percent satisfied with social and physical environment	96.8%	91.0%	87.6%
Percent satisfied with school-home relations	77.4%	91.9%	88.4%

* 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 19 out of 21 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

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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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	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

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	411	100	29.4	42	28.6	83	81.6	82.8	Yes	Yes
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Gender

Male	209	100	35.4	39.4	25.3	77.8	77.5	79.3	N/A	N/A
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Female	202	100	23.2	44.7	32.1	88.4	86	86.5	N/A	N/A
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Racial/Ethnic Group

White	217	100	21.1	38.7	40.2	90.7	89.9	89.5	Yes	Yes
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African American	183	100	38.7	46.2	15	74	72.4	73.7	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	92.3	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.2	76.5	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
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Disability Status

Disabled	54	100	70.8	22.9	6.3	41.7	39.7	52	No	Yes
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.8	75.1	I/S	I/S
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Socio-Economic Status

Subsided meals	303	100	34.6	44.4	21	79	75.4	75.5	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	411	100	24.7	45.9	29.4	84.3	80.4	78.9	Yes	Yes
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Gender

Male	209	100	29.8	42.9	27.3	80.3	77.7	77	N/A	N/A
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Female	202	100	19.5	48.9	31.6	88.4	83.3	80.9	N/A	N/A
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Racial/Ethnic Group

White	217	100	12.3	49.5	38.2	94.1	88.9	87.2	Yes	Yes
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African American	183	100	39.9	40.5	19.7	72.3	70.7	66.7	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.8	93	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	84.5	76	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
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Disability Status

Disabled	54	100	66.7	25	8.3	47.9	36.4	45.5	No	Yes
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.8	76.1	I/S	I/S
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Socio-Economic Status

Subsided meals	303	100	31.1	46.9	22	79.4	73.7	70.2	Yes	Yes
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* 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
Science								
All Students	266	100	36.5	53.6	9.9	63.5	65.8	67.5
Gender								
Male	132	100	41.8	48.4	9.8	58.2	63.5	67
Female	134	100	31.5	58.5	10	68.5	68.3	68
Racial/Ethnic Group								
White	139	100	21.4	61.8	16.8	78.6	79.6	79.5
African American	120	100	53.5	44.7	1.8	46.5	50.6	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	58.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	34	100	73.3	23.3	3.3	26.7	26.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	55.1	59.6
Socio-Economic Status								
Subsided meals	195	100	41.9	54.3	3.8	58.1	55.1	55.1
Social Studies								
All Students	269	100	29	54	17.1	71	70.4	72.3
Gender								
Male	137	100	32.3	47.7	20	67.7	70	71.5
Female	132	100	25.4	60.7	13.9	74.6	70.8	73.2
Racial/Ethnic Group								
White	148	100	21.6	53.2	25.2	78.4	81.6	80.7
African American	115	100	37.4	55.1	7.5	62.6	58	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	37	100	58.1	35.5	6.5	41.9	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.3	67.9
Socio-Economic Status								
Subsided meals	197	100	34.4	53.6	12	65.6	60.5	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	410	99.8	34.2	42.2	23.6	65.8	69.5	70.2	97.1	96.2
Gender										
Male	209	100	44.2	41.1	14.7	55.8	61.9	63.2	96.9	96.1
Female	201	99.5	23.8	43.4	32.8	76.2	77.7	77.5	97.3	96.3
Racial/Ethnic Group										
White	216	99.5	23.6	48.3	28.1	76.4	80.2	79.1	96.3	95.6
African American	183	100	45.9	36	18	54.1	57.9	57.6	98	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	86.2	98.7	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	64.7	62.6	97.6	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	99.9	93.2
Disability Status										
Disabled	54	98.2	87.8	8.2	4.1	12.2	16.1	26.1	96.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	62.6	61.2	97.9	97.2
Socio-Economic Status										
Subsided meals	303	99.7	41.2	41.5	17.3	58.8	59.7	58.9	97.2	96

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	153	100	32.6	34	33.3	67.4
	4	124	100	27.6	40.5	31.9	72.4
	5	134	100	27.3	52.3	20.3	72.7
	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
Mathematics							
2009	3	153	100	34	39.6	26.4	66
	4	124	100	12.9	53.4	33.6	87.1
	5	134	100	25	46.1	28.9	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
Science							
2009	3	76	100	30.6	55.6	13.9	69.4
	4	124	100	39.7	55.2	5.2	60.3
	5	66	100	37.5	48.4	14.1	62.5
	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
Social Studies							
2009	3	77	100	37.5	43.1	19.4	62.5
	4	124	100	21.6	62.9	15.5	78.4
	5	68	100	32.8	50	17.2	67.2
	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
Writing							
2009	3	153	100	35.7	38.5	25.9	64.3
	4	123	100	35.9	45.3	18.8	64.1
	5	134	99.3	31	43.7	25.4	69
	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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