



ERWIN ELEMENTARY

1477 Locustwood Avenue
Lancaster, SC 29720

Grades	PK-5 Elementary School	
Enrollment	470 Students	
Principal	Jane B. Gaston	803-285-8484
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Robert Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Below Average	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

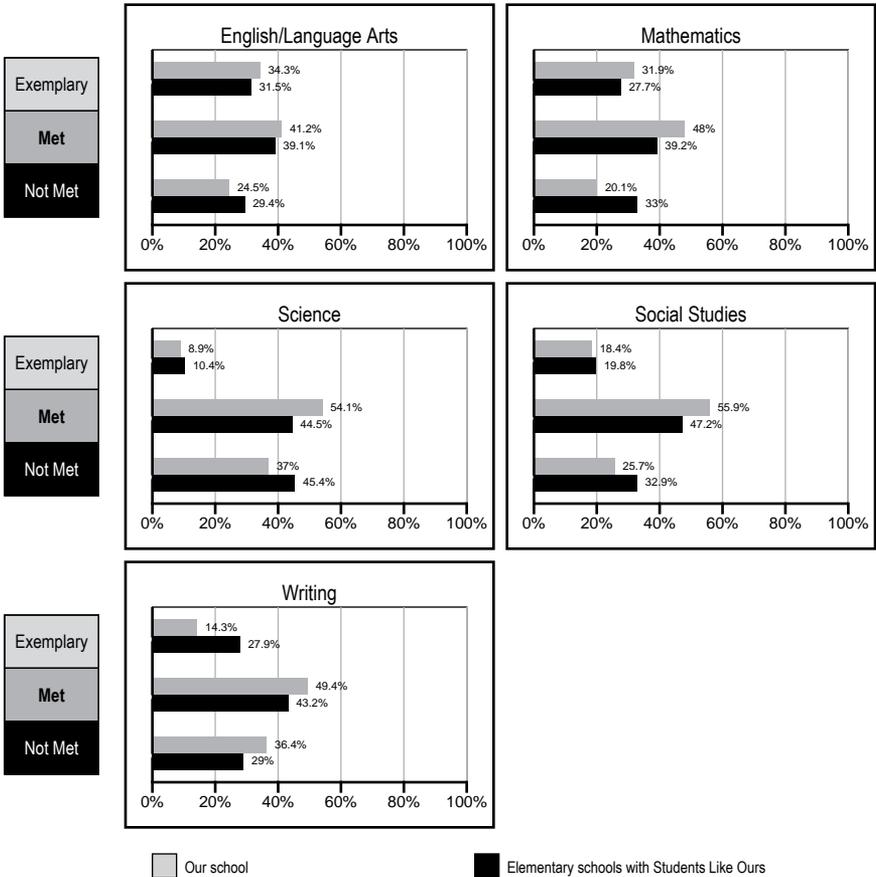
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	11	97	24	5

* 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
Students (n=470)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.4%	1.4%	1.1%
Attendance rate	95.8%	No Change	95.9%	96.2%
Served by gifted and talented program	2.6%	Up from 2.4%	8.6%	13.4%
With disabilities other than speech	1.9%	Down from 6.9%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	59.3%	Up from 51.7%	60.8%	62.5%
Continuing contract teachers	85.2%	Up from 69.0%	85.7%	88.2%
Teachers returning from previous year	89.2%	Down from 95.4%	86.3%	87.8%
Teacher attendance rate	92.6%	Down from 94.6%	95.1%	95.2%
Average teacher salary*	\$46,658	Down 3.5%	\$45,765	\$46,773
Professional development days/teacher	13.0 days	Down from 13.4 days	10.1 days	10.5 days
School				
Principal's years at school	14.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 22.3 to 1	18.4 to 1	19.9 to 1
Prime instructional time	87.5%	Down from 89.5%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,476	Down 5.0%	\$7,780	\$7,447
Percent of expenditures for instruction**	72.7%	Down from 74.3%	68.1%	68.4%
Percent of expenditures for teacher salaries**	69.5%	Up from 68.4%	64.9%	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

"Live to love, love to learn, and live to love learning" sets the stage for our attitude and atmosphere at Erwin Elementary and serves as our mission statement. We believe that happy students who are engaged in standards based activities are likely to succeed. Our positive environment promotes challenging academic standards and outstanding school citizenship. Visitors are able to observe students actively participating in research based learning and using laptops, SmartBoards and computer labs to further their knowledge.

Numerous programs are available to students to provide creative outlets and to promote positive character development. Students may be involved in activities such as Relay for Life events, Drama Club, Girls on the Run, Book Writing Club, Kindergarten/Grade 1 Chorus, Elementary Chorus, Study Buddies, A.C.E. Club, Student Council, Junior Achievement, Choral Festival, and Reading Counts.

PASS scores show continuous gains, and we met AYP. Our focus continues to be to provide opportunities for academic improvement by engaging students in learning before, during, and after school. Some activities offered before or after school include the following: PASS Review Session, Study Island, KidBiz, fitness programs, and computer classes. By offering additional programs, we are able to expand instruction of curriculum standards and offer assistance to students who need additional help while offering more challenging activities to others.

Our faculty and our staff are focused on becoming stronger and they take advantage of professional development opportunities. All teachers participated in KidBiz, Tests for Higher Standards, and other training sessions and workshops to improve the implementation of technology in the classroom. All teachers wrote and submitted a grant and many were funded. We strive to provide an education that encourages individual differences and allows students to just be children while providing a quality education.

Supportive parents, spirited students, and enthusiastic staff make our atmosphere one of playfulness and friendliness. Our welcome mat sums up our beliefs and supports our mission statement as it reads, "Little People, Big Dreams, and Bright Futures at Erwin Elementary."

Jane B. Gaston, Principal
Virginia Faulkner, Chairperson of School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	71	47
Percent satisfied with learning environment	100.0%	97.2%	95.6%
Percent satisfied with social and physical environment	100.0%	95.7%	95.7%
Percent satisfied with school-home relations	100.0%	95.8%	80.0%

* 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 17 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. 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	5.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	223	100	26.3	40.4	33.3	85.9	81.8	82.4	Yes	Yes
Gender										
Male	112	100	33.3	38	28.7	82.4	77.9	78.7	N/A	N/A
Female	111	100	19	42.9	38.1	89.5	86	86.2	N/A	N/A
Racial/Ethnic Group										
White	93	100	13.2	37.4	49.5	94.5	86.3	88.9	Yes	Yes
African American	116	100	36.7	43.1	20.2	79.8	71.9	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	93	I/S	I/S
Hispanic	14	100	30.8	38.5	30.8	76.9	79.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95	83	I/S	I/S
Disability Status										
Disabled	29	100	48.3	41.4	10.3	69	48	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	29.1	43	27.9	84.2	74.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	223	100	23	46.5	30.5	87.3	83.1	81.9	Yes	Yes
Gender										
Male	112	100	26.9	42.6	30.6	85.2	80.2	79.9	N/A	N/A
Female	111	100	19	50.5	30.5	89.5	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	93	100	12.1	42.9	45.1	92.3	88	88.9	Yes	Yes
African American	116	100	32.1	49.5	18.3	82.6	72.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.7	94.6	I/S	I/S
Hispanic	14	100	23.1	46.2	30.8	92.3	81.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	84.4	I/S	I/S
Disability Status										
Disabled	29	100	55.2	37.9	6.9	58.6	45.5	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	81.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	26.1	47.3	26.7	86.7	76.2	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	146	100	38.8	52.5	8.6	61.2	64.4	68.6
Gender								
Male	75	100	42.5	49.3	8.2	57.5	65	68.3
Female	71	100	34.8	56.1	9.1	65.2	63.7	68.9
Racial/Ethnic Group								
White	61	100	20	66.7	13.3	80	72.5	80.7
African American	75	100	51.4	44.3	4.3	48.6	47.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	59	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	70.8
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	30	30.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	57.5	60.7
Socio-Economic Status								
Subsidized meals	118	100	40.5	51.4	8.1	59.5	52	57.3
Social Studies								
All Students	152	100	28.2	54.2	17.6	71.8	68.8	72.5
Gender								
Male	75	100	25.4	53.5	21.1	74.6	68.4	72
Female	77	100	31	54.9	14.1	69	69.2	73.1
Racial/Ethnic Group								
White	60	100	10.3	56.9	32.8	89.7	73.1	81
African American	82	100	36	57.3	6.7	64	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	67	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	73.5
Disability Status								
Disabled	21	100	N/AV	N/AV	N/AV	52.4	36.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	67.8	69.7
Socio-Economic Status								
Subsidized meals	119	100	30.3	57.8	11.9	69.7	59.4	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
Writing										
All Students	82	93.9	36.4	49.4	14.3	63.6	71.7	73.2	95.8	96
Gender										
Male	42	92.9	46.2	43.6	10.3	53.8	64.4	67.2	95.4	95.8
Female	40	95	26.3	55.3	18.4	73.7	79	79.4	96.2	96.2
Racial/Ethnic Group										
White	32	93.8	26.7	53.3	20	73.3	77.9	81.5	94.9	95.8
African American	45	97.8	40.9	47.7	11.4	59.1	57.1	61.3	96.6	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	N/A	97.2
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.1	66.7	95.2	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.7
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	24.5	26	93.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.9	65.7	96.3	96.3
Socio-Economic Status										
Subsidized meals	62	96.8	41.7	48.3	10	58.3	61	63.2	95.6	95.4

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							
2010	3	66	100	15	33.3	51.7	85
	4	74	100	35.7	38.6	25.7	64.3
	5	68	100	26.2	53.8	20	73.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	67	100	20.3	29.7	50	79.7
	4	75	100	23.5	41.2	35.3	76.5
	5	81	100	33.3	48.1	18.5	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	66	100	23.3	31.7	45	76.7
	4	74	100	41.4	48.6	10	58.6
	5	68	100	15.4	60	24.6	84.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	67	100	26.6	23.4	50	73.4
	4	75	100	11.8	61.8	26.5	88.2
	5	81	100	29.6	51.9	18.5	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	33	100	38.7	41.9	19.4	61.3
	4	74	100	N/A	N/A	N/A	47.1
	5	34	100	40.6	50	9.4	59.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	32	100	37.5	37.5	25	62.5
	4	74	100	32.8	64.2	3	67.2
	5	40	100	50	45	5	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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
Social Studies							
2010	3	34	100	20	63.3	16.7	80
	4	73	100	36.2	55.1	8.7	63.8
	5	34	100	51.5	42.4	6.1	48.5
	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
2011	3	35	100	21.9	43.8	34.4	78.1
	4	75	100	19.1	67.6	13.2	80.9
	5	42	100	47.6	40.5	11.9	52.4
	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
Writing							
2010	3	65	98.5	39	35.6	25.4	61
	4	72	94.4	39.4	51.5	9.1	60.6
	5	67	100	30.8	47.7	21.5	69.2
	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
2011	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	82	93.9	36.4	49.4	14.3	63.6
	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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