



## Andrews Elementary

13072 County Line Rd.  
Andrews, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	855 Students	
<b>Principal</b>	Brian G. Clark	843-264-3419
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Joe M. Crosby	843-436-7000

# 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>At-Risk</b>
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	Good

## 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**

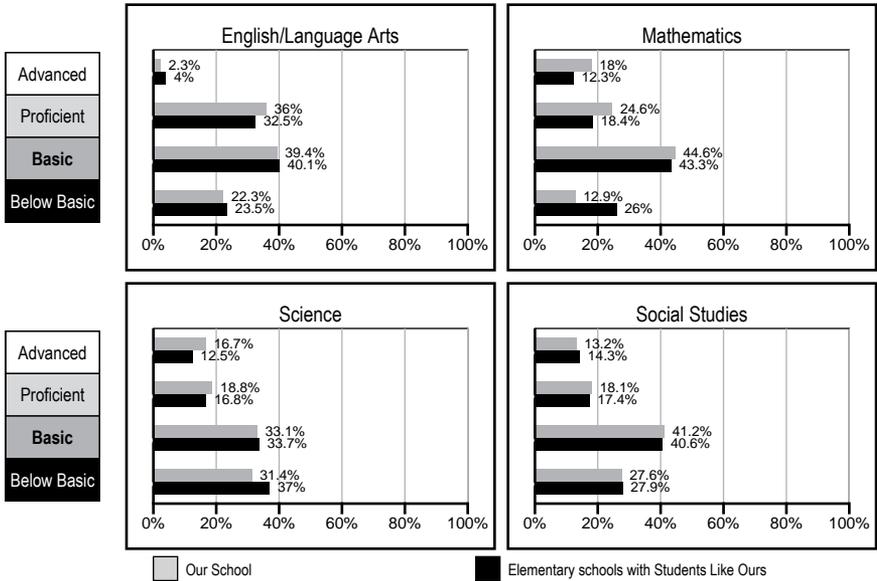
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

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

Excellent	Good	Average	Below Average	At-Risk
0	2	34	44	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=855)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Down from 3.2%	2.9%	2.3%
Attendance rate	96.8%	Up from 96.1%	96.1%	96.3%
Eligible for gifted and talented	10.4%	Down from 12.6%	8.2%	10.4%
With disabilities other than speech	7.3%	Up from 6.8%	9.0%	7.5%
Older than usual for grade	1.1%	Up from 0.6%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=62)</b>				
Teachers with advanced degrees	50.0%	Down from 56.3%	54.8%	56.7%
Continuing contract teachers	85.5%	Down from 90.6%	78.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 1.6%	0.0%	0.0%
Teachers returning from previous year	94.1%	Down from 95.9%	86.5%	86.4%
Teacher attendance rate	94.9%	Up from 93.9%	94.7%	94.9%
Average teacher salary	\$47,020	Up 0.8%	\$45,059	\$45,345
Professional development days/teacher	12.6 days	Up from 9.9 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 15.9 to 1	18.4 to 1	18.5 to 1
Prime instructional time	90.6%	Up from 89.5%	89.0%	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*	\$7,912	Up 0.6%	\$7,265	\$7,052
Percent of expenditures for instruction*	70.4%	Up from 67.2%	68.4%	69.1%
Percent of expenditures for teacher salaries*	63.7%	Up from 59.8%	62.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

During the 2007-08 school year, the administration, faculty, and staff of Andrews Elementary School continued their growth and improvement in all areas. We continued to strengthen our total school program in order to provide the very best for all students. We maintain high expectations for student learning, achievement, and professionalism.

Our Enrichment Block allows for teachers to actively engage students in the learning process each morning. The science laboratory strengthens student inquiry and processing of scientific information. Extended Day allows for learning to continue for those students needing that little extra time on assignments and skills. Emphasis on each of the following allowed teachers to promote continuous progress of their students: EveryDay Math instruction, Harcourt Reading, Foss Science Kits, Common Assessments, and Constructed Writing Responses. These, coupled with monthly data analysis and biannual instructional conferences, allowed teachers to discuss strategies and best practices as well as the academic progress of their students.

The implementation of Response to Intervention has assisted teachers and administration to target deficiencies in basic early literacy skills of students in grades K-2. Our Positive Behavior Support grant continues to significantly reduce the number of student referrals. We work diligently to make parents feel welcome and encourage them to take an active role in the education of their children. We support the Even Start Family Literacy Program, HeadStart, and Early Reading First. Parents are active on the SIC and PTA, and willingly volunteer at our annual events.

The support from the local business community has been unprecedented. In conjunction with our many business partners, students and parents were able actively participate in reading, mathematics, and science activities during our Curriculum Night and Science Fair. Also, monies from these business partners enabled us to purchase bicycles that were used as attendance incentives and school beautification projects. Finally, the support and leadership of our SIC assisted the administration throughout the year and especially during our accreditation visit this spring. Things have been great in 2008!

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	94	70
Percent satisfied with learning environment	85.5%	89.4%	89.9%
Percent satisfied with social and physical environment	91.9%	80.6%	94.1%
Percent satisfied with school-home relations	72.6%	87.2%	85.3%

\* 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

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	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	376	100	22.1	39.1	36.3	2.5	49.3	46	48.2	Yes	Yes
<b>Gender</b>											
Male	193	100	28.5	41.9	29.1	0.6	42.5	39.5	41.7	N/A	N/A
Female	183	100	15.5	36.2	43.7	4.6	56.3	53.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	198	100	16.7	34.4	44.6	4.3	58.6	58.9	60	Yes	Yes
African American	168	100	29.1	44.3	25.9	0.6	38	32.5	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	45	100	61	24.4	12.2	2.4	17.1	13.2	16	No	Yes
<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	8	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	287	100	24.8	41	33.8	0.4	44.4	35.1	34	Yes	Yes

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

All Students	376	100	12.7	44.2	24.9	18.1	58.1	46.1	45.8	Yes	Yes
<b>Gender</b>											
Male	193	100	13.4	45.8	21.8	19	54.2	45.4	45.6	N/A	N/A
Female	183	100	12.1	42.5	28.2	17.2	62.1	47	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	198	100	7.5	36.6	29.6	26.3	71.5	60.3	59	Yes	Yes
African American	168	100	19.6	51.9	20.3	8.2	42.4	30.9	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	43.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	45	100	48.8	24.4	19.5	7.3	31.7	15.3	17.1	Yes	Yes
<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	8	I/S	I/S	I/S	I/S	I/S	I/S	43	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	287	100	15.4	47.7	22.6	14.3	52.6	35.8	31.4	Yes	Yes

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

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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	258	100	31	32.6	18.6	17.8	36.4	35.1	35.7	96.8	95.9
<b>Gender</b>											
Male	131	100	40	23.3	18.3	18.3	36.7	36.6	37.4	96.6	95.7
Female	127	100	22.1	41.8	18.9	17.2	36.1	33.6	33.8	96.9	96.1
<b>Racial/Ethnic Group</b>											
White	133	100	19.2	27.2	28	25.6	53.6	52.6	49.2	95.9	95.2
African American	118	100	45	38.7	7.2	9	16.2	17.3	17	97.7	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	95.6	97.1
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	30.6	24.9	97.2	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.9	94.8
<b>Disability Status</b>											
Disabled	34	100	70	13.3	3.3	13.3	16.7	12.3	14	96.5	94.4
<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	5	I/S	I/S	I/S	I/S	I/S	I/S	26.9	24.4	97.3	97.1
<b>Socio-Economic Status</b>											
Subsided meals	197	100	35.5	36.1	14.8	13.7	28.4	22.9	21.1	96.7	95.7
<b>Social Studies</b>											
All Students	258	100	27.3	40.8	18.8	13.1	31.8	32.9	34	96.8	95.9
<b>Gender</b>											
Male	133	100	32	38.4	16	13.6	29.6	34.7	36.6	96.6	95.7
Female	125	100	22.5	43.3	21.7	12.5	34.2	30.8	31.3	96.9	96.1
<b>Racial/Ethnic Group</b>											
White	134	100	19.7	41.7	20.5	18.1	38.6	44.4	44.5	95.9	95.2
African American	118	100	37.5	40.2	15.2	7.1	22.3	19.5	19.1	97.7	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	95.6	97.1
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	97.2	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.9	94.8
<b>Disability Status</b>											
Disabled	33	100	50	33.3	13.3	3.3	16.7	12.8	14.4	96.5	94.4
<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	5	I/S	I/S	I/S	I/S	I/S	I/S	36.5	27.3	97.3	97.1
<b>Socio-Economic Status</b>											
Subsided meals	205	100	30.7	41.7	18.2	9.4	27.6	22.1	21	96.7	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*
<b>English/Language Arts</b>								
<b>2007</b>	3	146	98.6	19.5	32.3	42.9	5.3	48.1
	4	102	100	22	48	25	5	30
	5	133	100	40.8	39.2	18.4	1.6	20
	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
<b>2008</b>	3	132	100	12.6	32.8	49.6	5	54.6
	4	140	100	23.1	37.3	37.3	2.2	39.6
	5	104	100	32	49	19	0	19
	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
<b>Mathematics</b>								
<b>2007</b>	3	145	100	20.1	47	24.6	8.2	32.8
	4	102	100	14	40	34	12	46
	5	133	100	23.2	51.2	16	9.6	25.6
	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
<b>2008</b>	3	132	100	10.1	53.8	18.5	17.6	36.1
	4	140	100	18.7	38.1	22.4	20.9	43.3
	5	104	100	8	41	36	15	51
	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
<b>Science</b>								
<b>2007</b>	3	75	100	31.3	43.3	17.9	7.5	25.4
	4	102	100	30.3	33.3	20.2	16.2	36.4
	5	65	100	47.5	36.1	9.8	6.6	16.4
	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
<b>2008</b>	3	66	100	22	35.6	32.2	10.2	42.4
	4	140	100	35.1	32.8	14.2	17.9	32.1
	5	52	100	30.6	28.6	14.3	26.5	40.8
	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
<b>Social Studies</b>								
<b>2007</b>	3	72	100	20	32.3	40	7.7	47.7
	4	102	100	26.3	51.5	12.1	10.1	22.2
	5	68	100	50	31.3	15.6	3.1	18.8
	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
<b>2008</b>	3	66	100	6.7	31.7	28.3	33.3	61.7
	4	140	100	32.8	44	17.2	6	23.1
	5	52	100	37.3	43.1	11.8	7.8	19.6
	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

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