



Keowee Elementary

7051 Keowee School Road
Seneca, SC 29672

Grades	PK-5 Elementary School	
Enrollment	283 Students	
Principal	Michelle Craddock	864-886-4475
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	Average	Below Average
2007	Good	Average
2006	Good	Average
2005	Good	Below Average
2004	Good	Below Average

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

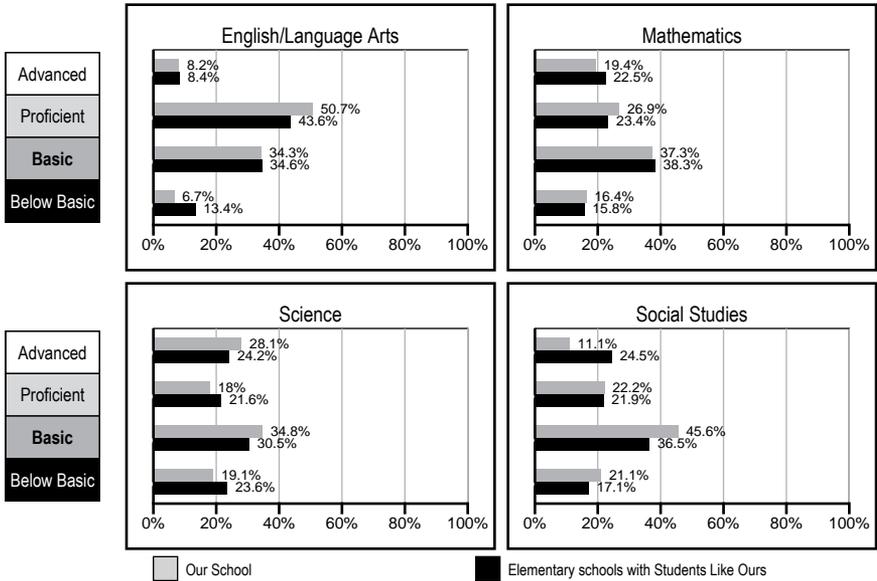
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	34	55	2	0

* 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=283)				
First graders who attended full-day kindergarten	98.2%	Down from 100.0%	100.0%	100.0%
Retention rate	2.2%	Down from 4.8%	1.8%	2.3%
Attendance rate	97.1%	Up from 97.0%	96.6%	96.3%
Eligible for gifted and talented	21.4%	Down from 23.5%	17.5%	10.4%
With disabilities other than speech	12.2%	Down from 12.6%	6.8%	7.5%
Older than usual for grade	1.6%	Down from 2.1%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	60.7%	Down from 62.5%	60.7%	56.7%
Continuing contract teachers	78.6%	Down from 83.3%	81.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 5.0%	0.0%	0.0%
Teachers returning from previous year	81.9%	Down from 87.2%	88.0%	86.4%
Teacher attendance rate	93.8%	Up from 90.4%	94.8%	94.9%
Average teacher salary	\$49,618	Down 2.9%	\$46,714	\$45,345
Professional development days/teacher	11.4 days	Down from 16.6 days	13.0 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Down from 18.5 to 1	19.5 to 1	18.5 to 1
Prime instructional time	90.2%	Up from 85.0%	90.2%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,624	Down 3.8%	\$6,547	\$7,052
Percent of expenditures for instruction*	65.8%	Down from 65.9%	69.9%	69.1%
Percent of expenditures for teacher salaries*	63.5%	Up from 62.5%	66.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Keowee Elementary School is a Kindergarten-5th grade school that serves 280 students in a rural area of Oconee County. The mission of Keowee Elementary, in cooperation with home and community, is to challenge and enable every child to learn and grow academically, socially, and emotionally within a safe and nurturing environment. The school and community's commitment to this mission is evident in the numerous awards and recognitions received by the school, the faculty, the students, and the school's volunteers.

While maintaining its family-friendly Red Carpet status, during the 2007-2008 school year, Keowee Elementary continued to provide data-driven instruction that was differentiated and individualized and has allowed the school to again gain recognition as a Closing the Achievement Gap School. During the year, a seventh faculty member was added to our list of National Board Certified Teachers, and Keowee's Teacher of the Year was a finalist for School District of Oconee County (SDOC) Teacher of the Year for 2008-2009.

Throughout the year, students were honored and recognized for their participation in the Lieutenant Governor's Essay Contest, the Regional Anderson-Oconee-Pickens (AOP) Science Fair, the Emergency Preparedness Tornado Poster Contest, the Blue Ridge Arts Council Exhibition, the Oconee County Soil and Water Conservation District's Essay Contest, Tiger Relays, and the SC Middle/Elementary School Academy of Science Mail-In Contest. One participant in Keowee's exemplary volunteer program was also honored as Keowee Elementary School's Volunteer of the Year.

Keowee's teachers received numerous hours of professional development in technology, differentiated instruction, and curriculum mapping to assist them in meeting the needs of all learners. Teachers also used current, computerized assessment information to plan for individualized instruction and to periodically assess student progress towards their year-end goals.

The achievement of Keowee Elementary students is a direct result of the commitment of faculty, staff, and community working together to provide a rich, relevant curriculum that incorporates the most current technology and research-based instructional methods.

Michelle DeLoache, Principal
Angie Long, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	40	28
Percent satisfied with learning environment	100.0%	97.5%	89.3%
Percent satisfied with social and physical environment	100.0%	94.9%	96.4%
Percent satisfied with school-home relations	100.0%	100.0%	85.7%

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

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School Adequate Yearly Progress

YES

This school met 13 out of 13 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	97.1%	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	142	99.3	5.9	35.6	50.4	8.1	72.6	50.9	48.2	Yes	Yes
Gender											
Male	70	98.6	9	41.8	44.8	4.5	67.2	43	41.7	N/A	N/A
Female	72	100	2.9	29.4	55.9	11.8	77.9	59.3	55	N/A	N/A
Racial/Ethnic Group											
White	133	99.3	6.3	35.4	49.6	8.7	71.7	54.1	60	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	35.4	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	39.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	25	96	22.7	63.6	13.6	0	31.8	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	2	I/S	I/S	I/S	I/S	I/S	I/S	38	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	66	100	11.5	42.6	41	4.9	60.7	38.8	34	Yes	Yes

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

All Students	142	99.3	15.6	38.5	26.7	19.3	59.3	50.9	45.8	Yes	Yes
Gender											
Male	70	98.6	19.4	35.8	31.3	13.4	62.7	51	45.6	N/A	N/A
Female	72	100	11.8	41.2	22.1	25	55.9	50.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	133	99.3	15.7	37.8	26.8	19.7	59.1	54.9	59	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	28.4	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
Disability Status											
Disabled	25	96	54.5	31.8	4.5	9.1	22.7	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	2	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	66	100	24.6	49.2	19.7	6.6	42.6	38.3	31.4	Yes	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	96	100	19.8	35.2	17.6	27.5	45.1	35.1	35.7	97.1	96.3
Gender											
Male	47	100	26.7	28.9	22.2	22.2	44.4	37	37.4	97.4	96.3
Female	49	100	13	41.3	13	32.6	45.7	33.1	33.8	96.7	96.2
Racial/Ethnic Group											
White	89	100	21.2	37.6	15.3	25.9	41.2	38.8	49.2	97	96
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	15.8	17	97.6	97.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	50	58	99	96.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	97	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.4
Disability Status											
Disabled	16	100	53.3	33.3	6.7	6.7	13.3	11.9	14	96.5	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	2	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	44	100	28.2	35.9	20.5	15.4	35.9	24.2	21.1	96.6	95.7
Social Studies											
All Students	95	100	20.9	46.2	22	11	33	33.5	34	97.1	96.3
Gender											
Male	48	100	23.9	50	13	13	26.1	37.6	36.6	97.4	96.3
Female	47	100	17.8	42.2	31.1	8.9	40	29.1	31.3	96.7	96.2
Racial/Ethnic Group											
White	91	100	21.6	45.5	22.7	10.2	33	35.9	44.5	97	96
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	20.9	19.1	97.6	97.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	99	96.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.5	27.5	97	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.4
Disability Status											
Disabled	14	100	50	33.3	8.3	8.3	16.7	15.8	14.4	96.5	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	N/A	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	46	100	30.2	48.8	11.6	9.3	20.9	22.6	21	96.6	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	49	100	12.5	12.5	68.8	6.3	75	
	4	46	100	9.8	29.3	58.5	2.4	61	
	5	50	100	12	46	42	0	42	
	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
2008	3	50	98	6.5	28.3	50	15.2	65.2	
	4	50	100	4.3	38.3	53.2	4.3	57.4	
	5	42	100	7.1	40.5	47.6	4.8	52.4	
	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
Mathematics									
2007	3	49	100	18.8	50	22.9	8.3	31.3	
	4	46	100	7.3	22	22	48.8	70.7	
	5	50	100	16	36	22	26	48	
	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
2008	3	50	98	19.6	50	26.1	4.3	30.4	
	4	50	100	17	44.7	23.4	14.9	38.3	
	5	42	100	9.5	19	31	40.5	71.4	
	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
Science									
2007	3	24	100	21.7	30.4	34.8	13	47.8	
	4	46	100	14.6	22	24.4	39	63.4	
	5	28	100	13.6	22.7	31.8	31.8	63.6	
	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
2008	3	25	100	17.4	34.8	13	34.8	47.8	
	4	50	100	23.4	42.6	19.1	14.9	34	
	5	21	100	14.3	19	19	47.6	66.7	
	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
Social Studies									
2007	3	26	100	12.5	41.7	16.7	29.2	45.8	
	4	46	100	12.2	39	34.1	14.6	48.8	
	5	26	100	27.3	45.5	4.5	22.7	27.3	
	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
2008	3	25	100	12.5	50	20.8	16.7	37.5	
	4	49	100	21.7	50	19.6	8.7	28.3	
	5	21	100	28.6	33.3	28.6	9.5	38.1	
	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

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