



Edwards Elementary

2411 West Boulevard
Chesterfield, SC 29709

Grades	PK-5 Elementary School	
Enrollment	569 Students	
Principal	Vickie D. Buckner	843-623-2351
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

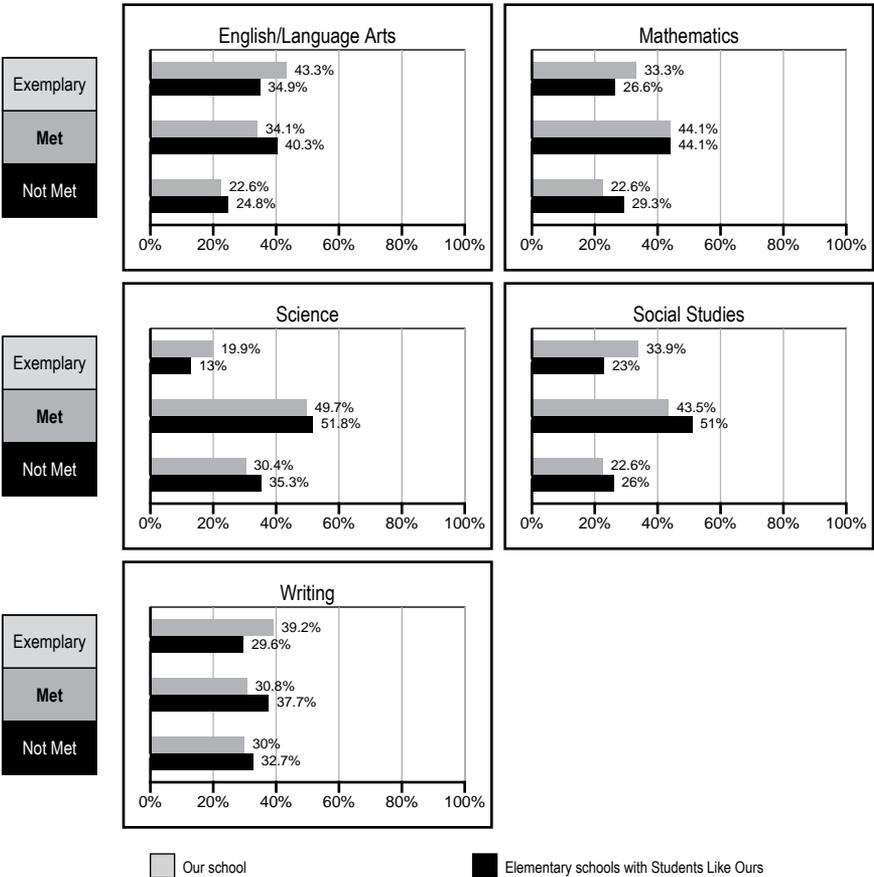
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	84	8	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=569)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.6%	2.4%	1.9%
Attendance rate	95.7%	Up from 95.6%	96.2%	96.3%
Eligible for gifted and talented	13.4%	Down from 14.7%	8.8%	10.0%
With disabilities other than speech	3.4%	Down from 4.1%	9.3%	7.7%
Older than usual for grade	0.0%	Down from 0.4%	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=35)				
Teachers with advanced degrees	82.9%	Up from 75.7%	60.5%	59.4%
Continuing contract teachers	88.6%	Up from 86.5%	82.9%	80.0%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	90.9%	Down from 92.1%	87.3%	85.9%
Teacher attendance rate	94.1%	Up from 93.9%	95.1%	95.1%
Average teacher salary*	\$48,233	Up 7.1%	\$47,415	\$47,149
Professional development days/teacher	17.9 days	Down from 40.2 days	11.6 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.8 to 1	19.0 to 1	18.8 to 1
Prime instructional time	88.1%	Up from 87.1%	90.2%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,932	Up 5.7%	\$7,360	\$7,458
Percent of expenditures for instruction**	71.4%	Down from 73.1%	67.9%	68.8%
Percent of expenditures for teacher salaries**	68.3%	Up from 67.0%	61.6%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

As a school dedicated to academic excellence, Edwards Elementary encourages students to reach their optimum potential by generating a learning environment that challenges their minds to excel and exceed their expectations. Our staff, parents, and community members continue to work hard each and every day to provide an environment of excellence for our boys and girls. Improving student achievement continues to be our top priority.

There was an increase in the percentage of students scoring proficient and above on ELA and Math PACT. However, we realize that we must show continued improvement in larger numbers. Our MAP results clearly show that students are growing from one testing period to the other. The Odyssey lab individualizes each student's "learning path" based on his/her MAP results. Benchmark tests, based on state standards, also helped teachers individualize instruction for their students. Benchmark data was also used to form Math focus groups.

Our school continues to be one of the most technologically advanced elementary schools in the district. All classrooms are equipped with Promethean boards, LCD projectors, document cameras, ACTIVotes, ACTIVslates, wands, and V-Brick. Through PTO and community sponsors, we were able to purchase a LED school sign.

Students at Edwards continue their involvement of the arts. Our school chorus had two productions and participated in several community events. First-grade presented "Peter Rabbit", and our annual art show was held in conjunction with a PTO meeting.

Our school continues to stress the importance of community service by holding several fundraisers for The Connie Maxwell Home, Paws & Claws, St. Jude Hospital, and Relay for Life.

Activities such as "Breakfast for Grandparents," "Family Day," "Fun Day," PTO meetings, School Improvement Council meetings, and Parenting Workshops are designed to include and involve parents in the academic and social activities at school. We will continue our efforts to keep parents well informed and involved in the education of their children. We need all our stakeholders to make a commitment to give the very best of themselves to the students who depend on them for leadership and guidance. We thank everyone for their part in the success of Edwards Elementary School.

Vickie D. Buckner, Principal
Angie Tucker, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	77	45
Percent satisfied with learning environment	100.0%	84.4%	90.9%
Percent satisfied with social and physical environment	100.0%	84.0%	83.7%
Percent satisfied with school-home relations	100.0%	84.2%	84.1%

* 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 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.1%	0.0%	No
Student attendance rate	95.7%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	271	100	22.6	34.1	43.3	88.9	80.1	82.8	Yes	Yes
Gender										
Male	124	100	28.6	34.5	37	85.7	76.2	79.3	N/A	N/A
Female	147	100	17.6	33.8	48.6	91.5	84.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	148	100	14.7	32.2	53.1	95.1	87.5	89.5	Yes	Yes
African American	120	100	32.2	36.5	31.3	81.7	70	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.6	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	20	100	42.1	47.4	10.5	73.7	54	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	71.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	188	100	29.3	35.9	34.8	85.6	74.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	271	100	22.6	44.1	33.3	83.9	76.6	78.9	Yes	Yes
Gender										
Male	124	100	28.6	41.2	30.3	79.8	73	77	N/A	N/A
Female	147	100	17.6	46.5	35.9	87.3	80.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	148	100	14.7	42	43.4	90.9	85.1	87.2	Yes	Yes
African American	120	100	32.2	47	20.9	75.7	65.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.3	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	20	100	57.9	26.3	15.8	52.6	42.3	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	68.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	188	100	29.8	47	23.2	78.5	70.3	70.2	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	176	100	30.4	49.7	19.9	69.6	62.9	67.5
Gender								
Male	89	100	37.2	46.5	16.3	62.8	60.7	67
Female	87	100	23.5	52.9	23.5	76.5	65.1	68
Racial/Ethnic Group								
White	95	100	19.6	51.1	29.3	80.4	74	79.5
African American	80	100	43.6	48.7	7.7	56.4	48.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	48.5	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	11	100	63.6	18.2	18.2	36.4	32.9	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	N/A	N/AV	N/A	N/A	N/A	N/A	55.6	59.6
Socio-Economic Status								
Subsided meals	125	100	40.2	45.9	13.9	59.8	53.9	55.1
Social Studies								
All Students	173	100	22.6	43.5	33.9	77.4	67.4	72.3
Gender								
Male	74	100	22.2	44.4	33.3	77.8	66	71.5
Female	99	100	22.9	42.7	34.4	77.1	68.8	73.2
Racial/Ethnic Group								
White	96	100	17	37.2	45.7	83	75.8	80.7
African American	74	100	29.6	52.1	18.3	70.4	55.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	12	100	54.5	36.4	9.1	45.5	41.9	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	1	I/S	I/S	I/S	I/S	I/S	63.9	67.9
Socio-Economic Status								
Subsided meals	119	100	28.7	49.6	21.7	71.3	59.9	62.1

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	274	100	30	30.8	39.2	70	64.7	70.2	95.7	95.8
Gender										
Male	126	100	40	31.7	28.3	60	55.9	63.2	95.6	95.6
Female	148	100	21.7	30.1	48.3	78.3	73.4	77.5	95.8	95.9
Racial/Ethnic Group										
White	151	100	21.4	29.7	49	78.6	72.4	79.1	95.1	95.4
African American	120	100	40.9	32.2	27	59.1	54.2	57.6	96.4	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	86.2	94.4	97.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60.3	62.6	92.4	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	97.7	96.2
Disability Status										
Disabled	19	100	66.7	27.8	5.6	33.3	21.9	26.1	95.5	94.6
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	1	I/S	I/S	I/S	I/S	I/S	62	61.2	97.2	96.8
Socio-Economic Status										
Subsided meals	187	100	38.2	32.6	29.2	61.8	57.1	58.9	95.5	95.5

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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	109	100	25.7	23.8	50.5	74.3
	4	78	100	19.2	42.3	38.5	80.8
	5	84	100	22	39	39	78
	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	109	100	30.7	35.6	33.7	69.3
	4	78	100	12.8	47.4	39.7	87.2
	5	84	100	22	51.2	26.8	78
	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	56	100	30.8	51.9	17.3	69.2
	4	78	100	28.2	46.2	25.6	71.8
	5	42	100	34.1	53.7	12.2	65.9
	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	53	100	26.5	49	24.5	73.5
	4	78	100	15.4	46.2	38.5	84.6
	5	42	100	31.7	31.7	36.6	68.3
	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	110	100	36.3	19.6	44.1	63.7
	4	79	100	25.3	40.5	34.2	74.7
	5	85	100	26.8	35.4	37.8	73.2
	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

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