



W E Parker Elementary

41 Crest Road
Edgefield, SC 29824

Grades	PK-5 Elementary School	
Enrollment	495 Students	
Principal	Gaye W. Holmes	803-637-4020
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Sallie B. Cooks	803-663-6539

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

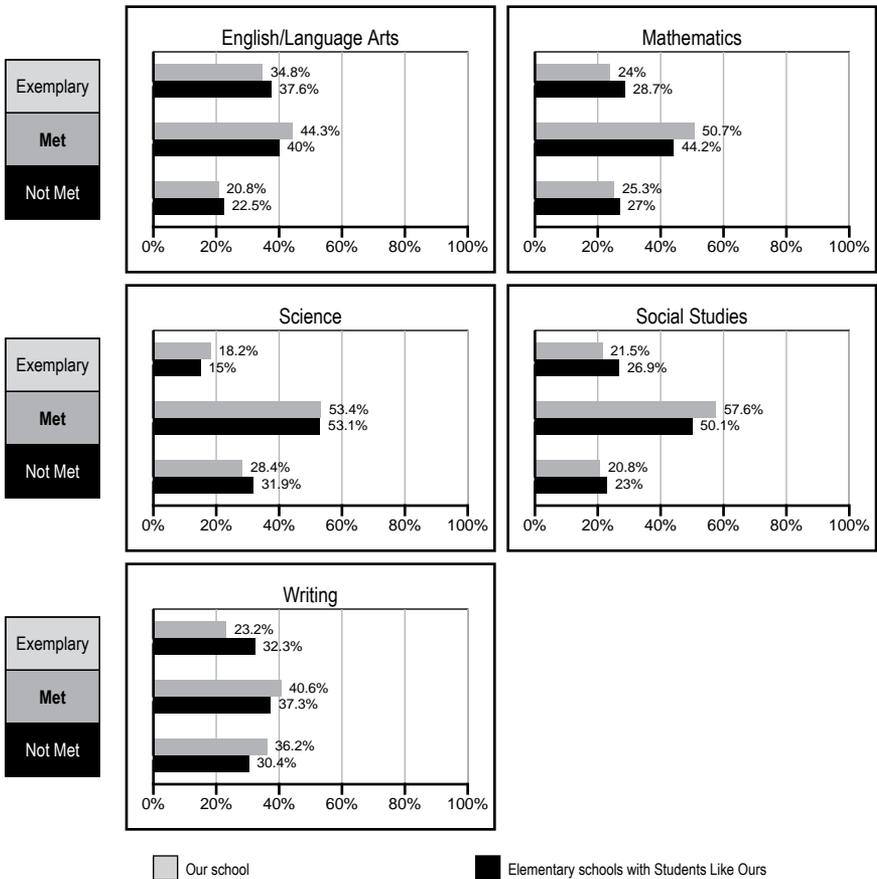
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	26	77	3	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=495)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.7%	Down from 5.3%	2.1%	1.9%
Attendance rate	96.9%	Down from 97.1%	96.3%	96.3%
Eligible for gifted and talented	8.3%	Down from 9.5%	10.4%	10.0%
With disabilities other than speech	9.5%	Up from 7.1%	9.4%	7.7%
Older than usual for grade	0.3%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	73.0%	Down from 77.8%	59.1%	59.4%
Continuing contract teachers	91.9%	Up from 83.3%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.7%	Down from 92.9%	87.4%	85.9%
Teacher attendance rate	96.0%	Down from 96.1%	95.2%	95.1%
Average teacher salary*	\$49,693	Up 4.7%	\$47,189	\$47,149
Professional development days/teacher	11.1 days	Down from 12.1 days	11.8 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 16.0 to 1	19.1 to 1	18.8 to 1
Prime instructional time	92.1%	Up from 92.0%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.1%	Down from 95.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,720	Up 8.8%	\$7,217	\$7,458
Percent of expenditures for instruction**	68.9%	Down from 71.6%	67.9%	68.8%
Percent of expenditures for teacher salaries**	66.8%	Down from 69.3%	62.6%	63.2%

* 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

W. E. Parker Elementary is committed to continuous improvement. From the first day of the school year through the last day, students are challenged to do their personal best in academics, in relationships with peers and staff, in their physical development, and in their social growth. Respect for self, others, property, and learning is taught and modeled daily.

After analyzing MAP, PASS, and AYP data, our focus for the year became math. In keeping with our theme, "Together Everyone Achieves More," TEAM TIME/Math Academy was begun. Teachers worked two days during the summer to develop rich, challenging lessons for each of the math strands. Throughout the year, students were assigned to focus groups based on their math, MAP RIT bands. Our data room, The Locker Room, was created and teachers met there weekly to review MAP and PACT data and to discuss student achievement. Teachers also received training in the use of Thinking Maps, and all teachers fully implemented them into their teaching.

There were again many opportunities for family and community involvement, including family nights, choral and dramatic performances, book fairs, birthday/student of the month lunches, Real Men Read, Muffins for Moms, Do-nuts for Dads, Grandparents' Day, Thanksgiving Lunch, PTO, SIC, field trips, volunteering, field day, parent conferences, and classroom visits. Our PTO received a \$5000 Lowes' Grant to improve an outside courtyard area and to make it another instructional venue for our students.

Science continued to be a focus throughout the year. Our science coach worked with teachers modeling lessons and assisting them with labs. She also provided monthly staff development for the teachers with the focus being on formative assessment. As a result of our coach's efforts, our science scores increased on PACT. We are happy that our science coach will be able to cross-train as a math coach next year. We look forward to her coaching our teachers, as we accept the challenge of implementing Math out of the Box in our school.

Our students continue to excel in the arts, performing beautifully in "The Nutcracker" and "The Jungle Book." Our Quest Students were recognized as the WJBF Channel Six Elementary Division Winner in "Giving Your Best Commercial" and will be featured throughout the year on this television station. Students participated in a number of service learning projects, including the United Way, the Johnston Food Bank Drive, Math-a-Thon, and Relay for Life. Our students and faculty contributed over \$8,000 to Relay for Life and over \$3,000 to St. Jude's.

As we look ahead to the 2009-2010 school year, we will remain committed to providing a family-friendly environment that fosters respectfulness, responsibility, and readiness to learn. Together as a "TEAM," we will make a difference!

Gaye Holmes, Principal
Chris Wise, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	77	43
Percent satisfied with learning environment	100.0%	92.2%	83.7%
Percent satisfied with social and physical environment	93.3%	90.8%	83.7%
Percent satisfied with school-home relations	100.0%	92.1%	81.4%

* 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 19 out of 19 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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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

All Students	234	100	20.8	44.3	34.8	89.6	85.4	82.8	Yes	Yes
Gender										
Male	131	100	26.6	41.1	32.3	89.5	82	79.3	N/A	N/A
Female	103	100	13.4	48.5	38.1	89.7	89.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	102	100	13.3	33.7	53.1	94.9	90.7	89.5	Yes	Yes
African American	128	100	26.7	52.5	20.8	85	78.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	84.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	42	100	57.9	36.8	5.3	63.2	53.4	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	83.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	156	100	28.3	49	22.8	84.8	79.4	75.5	Yes	Yes

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

All Students	234	100	25.3	50.7	24	82.4	79.8	78.9	Yes	Yes
Gender										
Male	131	100	29.8	45.2	25	79.8	78.4	77	N/A	N/A
Female	103	100	19.6	57.7	22.7	85.6	81.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	102	100	12.2	52	35.7	93.9	87.8	87.2	Yes	Yes
African American	128	100	35	50	15	74.2	70.2	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	42	100	60.5	28.9	10.5	50	45.9	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	156	100	33.1	52.4	14.5	74.5	72.5	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	156	100	28.9	53	18.1	71.1	65.8	67.5
Gender								
Male	91	100	31	49.4	19.5	69	65.3	67
Female	65	100	25.8	58.1	16.1	74.2	66.4	68
Racial/Ethnic Group								
White	63	100	11.5	59	29.5	88.5	76.7	79.5
African American	90	100	40	50.6	9.4	60	53	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	100	68	28	4	32	32.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	106	100	39	52	9	61	54.4	55.1
Social Studies								
All Students	152	100	20.8	57.6	21.5	79.2	69.4	72.3
Gender								
Male	87	100	21.7	55.4	22.9	78.3	71.1	71.5
Female	65	100	19.7	60.7	19.7	80.3	67.5	73.2
Racial/Ethnic Group								
White	64	100	11.5	49.2	39.3	88.5	77.7	80.7
African American	86	100	27.2	64.2	8.6	72.8	60.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	31	100	39.3	53.6	7.1	60.7	40.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	38.9	67.9
Socio-Economic Status								
Subsided meals	102	100	27.1	62.5	10.4	72.9	60.1	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	236	99.6	36.2	40.6	23.2	63.8	73.7	70.2	96.9	96.3
Gender										
Male	133	99.3	47.2	36	16.8	52.8	66.8	63.2	97	96.1
Female	103	100	22.2	46.5	31.3	77.8	81.4	77.5	96.9	96.5
Racial/Ethnic Group										
White	103	99	31.6	34.7	33.7	68.4	80.9	79.1	96.6	96
African American	129	100	39	45.5	15.4	61	65.1	57.6	97.3	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	94	96.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.2	62.6	96.9	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	88.1
Disability Status										
Disabled	39	100	N/AV	N/AV	N/AV	14.3	30.5	26.1	96.3	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.1
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	61.9	61.2	98.2	97.6
Socio-Economic Status										
Subsided meals	159	99.4	43.2	41.2	15.5	56.8	65.3	58.9	96.8	96

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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	78	100	17.8	43.8	38.4	82.2
	4	74	100	25.4	40.8	33.8	74.6
	5	82	100	19.5	48.1	32.5	80.5
	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
Mathematics							
2009	3	78	100	34.2	43.8	21.9	65.8
	4	74	100	16.9	52.1	31	83.1
	5	82	100	24.7	55.8	19.5	75.3
	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
Science							
2009	3	39	100	39.5	42.1	18.4	60.5
	4	74	100	26.8	49.3	23.9	73.2
	5	43	100	22.5	70	7.5	77.5
	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	39	100	19.4	61.1	19.4	80.6
	4	74	100	22.5	59.2	18.3	77.5
	5	39	100	18.9	51.4	29.7	81.1
	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	77	100	42.5	28.8	28.8	57.5
	4	76	98.7	31.9	50	18.1	68.1
	5	83	100	34.2	43	22.8	65.8
	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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