



## W M Anderson Primary

500 Lexington Avenue  
Kingstree, SC 29556

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	792 Students	
<b>Principal</b>	Dr. Teresa H. Wright	843-355-5493
<b>Superintendent</b>	Linda B. Huell, Interim	843-355-5571
<b>Board Chair</b>	Rev. Norman Gamble	843-244-1676

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>At-Risk</b>
2008	Good	At-Risk
2007	Excellent	At-Risk
2006	Excellent	Excellent
2005	Excellent	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**

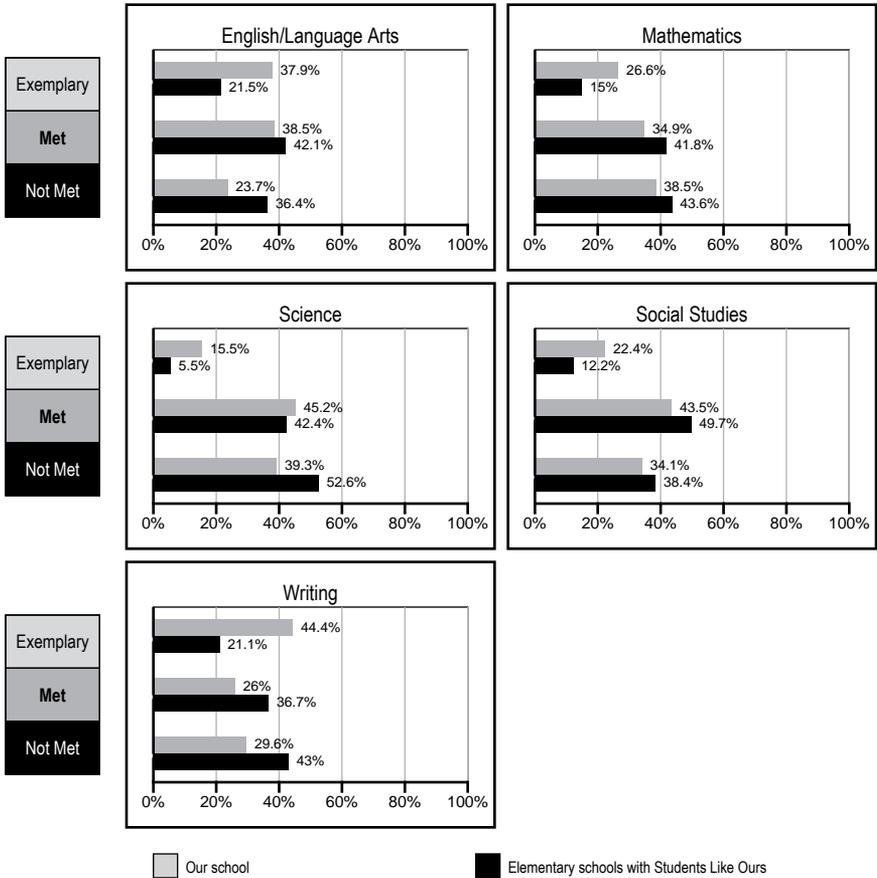
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

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

Excellent	Good	Average	Below Average	At-Risk
1	2	58	54	31

\* 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
<b>Students (n=792)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	10.6%	Up from 6.0%	2.5%	1.9%
Attendance rate	97.2%	No Change	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.9%	10.0%
With disabilities other than speech	2.8%	Down from 4.5%	7.4%	7.7%
Older than usual for grade	1.1%	Up from 0.5%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	37.0%	Down from 39.0%	57.1%	59.4%
Continuing contract teachers	67.4%	Down from 75.6%	71.4%	80.0%
Teachers with emergency or provisional certificates	2.9%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	80.8%	Up from 79.7%	81.6%	85.9%
Teacher attendance rate	94.9%	Up from 92.8%	95.2%	95.1%
Average teacher salary*	\$40,834	Up 1.6%	\$45,856	\$47,149
Professional development days/teacher	16.0 days	Up from 11.8 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 22.2 to 1	16.5 to 1	18.8 to 1
Prime instructional time	91.4%	Up from 88.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,454	Down 3.5%	\$8,672	\$7,458
Percent of expenditures for instruction**	71.8%	Down from 72.5%	68.4%	68.8%
Percent of expenditures for teacher salaries**	68.2%	Down from 69.3%	61.9%	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. M. Anderson Primary school continues to foster the attitude in its stakeholders that we can achieve phenomenal academic success if we continue to work together as a unit to develop our children academically, socially, and physically.

At W. M. Anderson Primary, it is our mission to produce lifelong learners who are respectful, responsible, and productive. We know and believe that we are our children's first and last best hope for global success.

The 2009 year marks the second year of teacher restructuring within our school. We will continue to provide guidance and support to the new teachers so that they become the true ambassadors of education for all children that we promote at APS.

The faculty and staff of W. M. Anderson Primary would like to thank the various businesses (Bridgestone Firestone Diversified Products, Williamsburg First National Bank, Anderson Brothers Bank, Pepsi of Kingstree, Wal-Mart of Lake City, Piggly Wiggly of Kingstree, Bi-Lo of Kingstree, etc), the PTA, WCSD School Board, School Improvement Council, County Councilman W. B. Wilson, Senator Yancy McGill, and, most importantly, our parents for the superior support that they provide to ensure our legacy of excellence for all children.

Dr. Teresa H. Wright  
Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	152	107
Percent satisfied with learning environment	89.5%	91.9%	96.1%
Percent satisfied with social and physical environment	84.2%	82.1%	87.0%
Percent satisfied with school-home relations	76.3%	89.2%	89.3%

\* 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 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

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	10.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%	No
Student attendance rate	97.2%	94.0%*	Yes

\* Or greater than last year

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

All Students	178	99.4	23.7	38.5	37.9	86.4	76.3	82.8	Yes	Yes
<b>Gender</b>										
Male	93	100	26.1	42	31.8	85.2	71.8	79.3	N/A	N/A
Female	85	98.8	21	34.6	44.4	87.7	81.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	76.7	89.5	I/S	I/S
African American	175	99.4	22.9	38.6	38.6	86.7	76.2	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	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	18.2	36.4	45.5	81.8	46.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	165	99.4	25.5	36.9	37.6	85.4	75.5	75.5	Yes	Yes

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

All Students	178	99.4	38.5	34.9	26.6	70.4	69.4	78.9	Yes	Yes
<b>Gender</b>										
Male	93	100	43.2	33	23.9	68.2	64.7	77	N/A	N/A
Female	85	98.8	33.3	37	29.6	72.8	74.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	64.7	87.2	I/S	I/S
African American	175	99.4	38	34.9	27.1	70.5	69.6	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	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	54.5	36.4	9.1	63.6	36.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	165	99.4	38.9	34.4	26.8	70.1	68.7	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## 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
<b>Science</b>								
All Students	90	100	39.3	45.2	15.5	60.7	48.4	67.5
<b>Gender</b>								
Male	48	100	47.7	38.6	13.6	52.3	49	67
Female	42	100	30	52.5	17.5	70	47.8	68
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	58.6	79.5
African American	88	100	39	45.1	15.9	61	47.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	23.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	82	100	39	45.5	15.6	61	47.3	55.1
<b>Social Studies</b>								
All Students	87	100	34.1	43.5	22.4	65.9	56.4	72.3
<b>Gender</b>								
Male	45	100	34.1	47.7	18.2	65.9	55.2	71.5
Female	42	100	34.1	39	26.8	65.9	57.7	73.2
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	59	80.7
African American	86	100	33.3	44	22.6	66.7	55.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	4	I/S	I/S	I/S	I/S	I/S	30.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	82	100	36.3	41.3	22.5	63.8	55.1	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
<b>Writing</b>										
All Students	175	99.4	29.6	26	44.4	70.4	61.4	70.2	97.2	96.6
<b>Gender</b>										
Male	90	100	33.3	27.6	39.1	66.7	54.5	63.2	97.3	96.5
Female	85	98.8	25.6	24.4	50	74.4	68.5	77.5	97	96.6
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	55.1	79.1	91.5	93.6
African American	172	99.4	28.9	25.9	45.2	71.1	61.9	57.6	97.3	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	95	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	50	62.6	95.4	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.3	96.1
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	20	26.1	96.9	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	95.4	98
<b>Socio-Economic Status</b>										
Subsided meals	163	99.4	30.6	24.2	45.2	69.4	60.3	58.9	97.1	96.5

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	178	99.4	23.7	38.5	37.9	76.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Mathematics</b>							
<b>2009</b>	3	178	99.4	38.5	34.9	26.6	61.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Science</b>							
<b>2009</b>	3	90	100	39.3	45.2	15.5	60.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Social Studies</b>							
<b>2009</b>	3	87	100	34.1	43.5	22.4	65.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Writing</b>							
<b>2009</b>	3	175	99.4	29.6	26	44.4	70.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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