



## KELLY EDWARDS ELEMENTARY

1071 Elko Street  
Williston, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	443 Students	
<b>Principal</b>	Donna Selvey	803-266-3737
<b>Superintendent</b>	Alexia C. Clamp	803-266-7878
<b>Board Chair</b>	Mr. Ronald Brown	803-266-7878

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	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

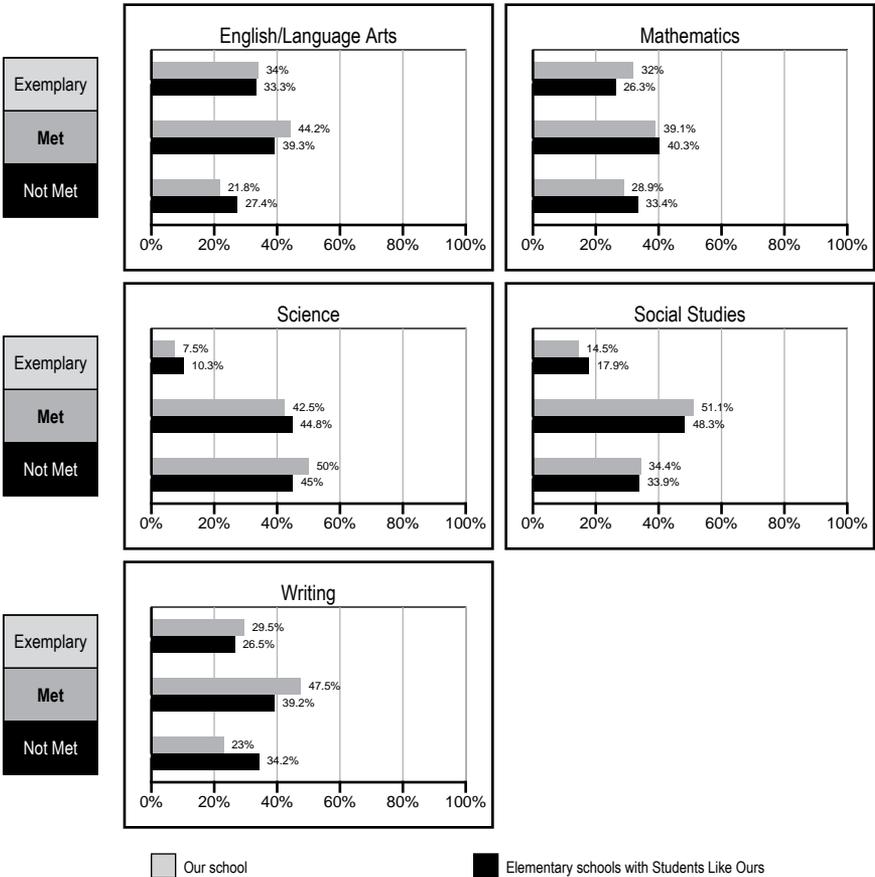
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	9	91	19	2

\* Ratings are calculated with data available by 03/09/2011.

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=443)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 3.3%	1.6%	1.2%
Attendance rate	95.8%	Down from 96.2%	95.7%	96.1%
Eligible for gifted and talented	17.4%	Down from 18.8%	9.1%	11.7%
With disabilities other than speech	5.1%	Down from 6.7%	9.1%	8.0%
Older than usual for grade	0.3%	Down from 0.8%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	56.3%	Up from 53.1%	60.0%	60.5%
Continuing contract teachers	78.1%	Down from 87.5%	84.2%	84.6%
Teachers with emergency or provisional certificates	3.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	81.9%	Up from 80.0%	86.4%	87.0%
Teacher attendance rate	95.8%	Up from 94.4%	95.0%	95.4%
Average teacher salary*	\$43,875	Up 5.0%	\$46,685	\$47,288
Professional development days/teacher	8.7 days	Down from 29.0 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 19.0 to 1	19.1 to 1	19.2 to 1
Prime instructional time	90.7%	Up from 89.0%	90.0%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	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**	\$7,037	Down 2.9%	\$7,680	\$7,548
Percent of expenditures for instruction**	71.1%	Up from 70.0%	67.8%	68.7%
Percent of expenditures for teacher salaries**	61.9%	Up from 61.6%	64.6%	65.1%

\* 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

Kelly Edwards Elementary continues to live up its motto, "Respectful, Responsible, and Actively Engaged." This is supported by our implementation of PBIS and monthly STAR awards. In addition, our students take pride in helping others and make community service a priority. Each grade level has organized a community-service project which they created and implemented this school year, ranging from collecting items for the district-run clothing closet to renovating the outdoor nature areas. This allows our students to be mindful of the needs of their community and to exemplify civic responsibility.

In every classroom, our teachers are committed to providing our students with a challenging, rigorous curriculum that is student-centered. This is evidenced in our use of balanced literacy, balanced math, science kits, and Step Up to Writing. Our faculty and staff have a shared vision that students learn best by doing and should have hands-on experiences to gain greater understanding of concepts and ideas. The use of technology in the classroom has also been emphasized at KEES to allow for more interactive and engaging lessons. Each classroom is equipped with a SMART Board, and teachers have received monthly technology trainings from our district technology director. Each grade-level team also works together to discuss ideas, create lessons, and analyze the standards on a weekly basis with our curriculum and instructional coach. The ultimate goal is to allow each child to reach his/her full potential and instill in them a lifelong love for learning.

Our administrative staff and faculty take part in continuous professional development throughout the school year. This includes monthly curriculum meetings, schoolwide book studies, and monthly Make It/Take It workshops. With all professional development, we have targeted our energy and resources towards student achievement. One key focal point was the analysis of student-achievement data to allow teachers to make instructional decisions within their classrooms. The administrative staff and teachers met quarterly to analyze data from quarterly benchmarks and report cards. These strategic planning sessions allowed teachers to use the data collected to modify and gear their instruction within the classroom to meet the needs of ALL students.

We reflect on this school year and are happy with the successes we have experienced. We look forward to the opportunity to continue to grow each day and find new and innovative ways to provide our students with the best education possible.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	57	42
Percent satisfied with learning environment	96.7%	78.6%	81.0%
Percent satisfied with social and physical environment	96.7%	68.4%	85.7%
Percent satisfied with school-home relations	73.3%	77.2%	69.0%

\* 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 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

<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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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	215	99.5	21.4	44.4	34.2	89.3	82.5	83.5	Yes	Yes
<b>Gender</b>										
Male	99	100	26.4	48.3	25.3	86.2	80.4	80.1	N/A	N/A
Female	116	99.1	17.4	41.3	41.3	91.7	84.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	87	100	13.7	35.6	50.7	90.4	88.9	89.6	Yes	Yes
African American	127	99.2	26.2	49.2	24.6	88.5	78.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	46.2	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	166	99.4	24.3	46.7	28.9	88.2	80.1	76.9	Yes	Yes

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

All Students	215	99.5	28.6	39.3	32.1	84.7	80.6	80.4	Yes	Yes
<b>Gender</b>										
Male	99	100	33.3	41.4	25.3	85.1	78	78.4	N/A	N/A
Female	116	99.1	24.8	37.6	37.6	84.4	83.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	87	100	26	27.4	46.6	91.8	88.9	87.8	Yes	Yes
African American	127	99.2	29.5	46.7	23.8	80.3	74.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	35.9	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	166	99.4	30.9	40.1	28.9	82.9	77.2	72.8	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	146	100	49.6	42.9	7.5	50.4	61.1	67.3
<b>Gender</b>								
Male	64	100	50	42.9	7.1	50	60.6	66.9
Female	82	100	49.4	42.9	7.8	50.6	61.6	67.7
<b>Racial/Ethnic Group</b>								
White	60	100	25.5	60.8	13.7	74.5	81	79.6
African American	85	100	64.2	32.1	3.7	35.8	45.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	13.8	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	111	100	58.8	38.2	2.9	41.2	53.1	55.4
<b>Social Studies</b>								
All Students	142	100	34.4	51.1	14.5	65.6	61.8	70.9
<b>Gender</b>								
Male	67	100	35	53.3	11.7	65	60.7	70.1
Female	75	100	33.8	49.3	16.9	66.2	63	71.7
<b>Racial/Ethnic Group</b>								
White	58	100	28.6	42.9	28.6	71.4	71.2	79.2
African American	84	100	37.8	56.1	6.1	62.2	56.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	29.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	68
<b>Socio-Economic Status</b>								
Subsidized meals	115	100	39.3	49.5	11.2	60.7	56.3	60.8

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	217	99.1	22.2	48	29.8	77.8	73.9	72.1	95.8	96.1
<b>Gender</b>										
Male	98	99	28.4	56.8	14.8	71.6	66.4	65.2	95.6	96.1
Female	119	99.2	17.3	40.9	41.8	82.7	81.8	79.2	96.1	96.1
<b>Racial/Ethnic Group</b>										
White	89	100	15.8	46.1	38.2	84.2	82.2	80.8	95.3	95.7
African American	126	98.4	26.7	48.3	25	73.3	67.4	59.7	96.2	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	96.1	96.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	64.6	92.2	92.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	21.1	27.7	95.3	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	63.7	96.1	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	168	98.8	25.3	49.4	25.3	74.7	69.7	61.9	95.8	95.9

Abbreviations for Missing Data

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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	75	100	29.6	32.4	38	70.4
	4	62	100	42.4	44.1	13.6	57.6
	5	89	100	31	52.4	16.7	69
	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>2010</b>	3	76	100	17.1	28.6	54.3	82.9
	4	74	100	25	45.6	29.4	75
	5	65	98.5	22.4	62.1	15.5	77.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	75	100	45.1	26.8	28.2	54.9
	4	62	100	30.5	54.2	15.3	69.5
	5	89	100	38.1	44	17.9	61.9
	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
<b>2010</b>	3	76	100	18.6	35.7	45.7	81.4
	4	74	100	38.2	32.4	29.4	61.8
	5	65	98.5	29.3	51.7	19	70.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	38	100	47.2	44.4	8.3	52.8
	4	62	100	62.7	35.6	1.7	37.3
	5	46	97.8	51.2	41.9	7	48.8
	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
<b>2010</b>	3	39	100	50	33.3	16.7	50
	4	74	100	54.4	42.6	2.9	45.6
	5	33	100	37.9	55.2	6.9	62.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	37	100	37.1	51.4	11.4	62.9
	4	62	100	30.5	64.4	5.1	69.5
	5	43	100	55	40	5	45
	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>2010</b>	3	37	100	29.4	44.1	26.5	70.6
	4	74	100	32.4	54.4	13.2	67.6
	5	31	100	44.8	51.7	3.4	55.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	74	98.7	27.1	35.7	37.1	72.9
	4	62	100	50.8	32.2	16.9	49.2
	5	88	100	40.5	46.4	13.1	59.5
	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
<b>2010</b>	3	76	100	22.5	42.3	35.2	77.5
	4	75	98.7	27.9	47.1	25	72.1
	5	66	98.5	15.3	55.9	28.8	84.7
	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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