



JOSEPH KEELS ELEMENTARY

7500 Springcrest Drive
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	596 Students	
Principal	Lynne Ladue	803-736-8754
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	At-Risk	Average
2008	At-Risk	At-Risk
2007	Below Average	Below Average
2006	Below Average	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

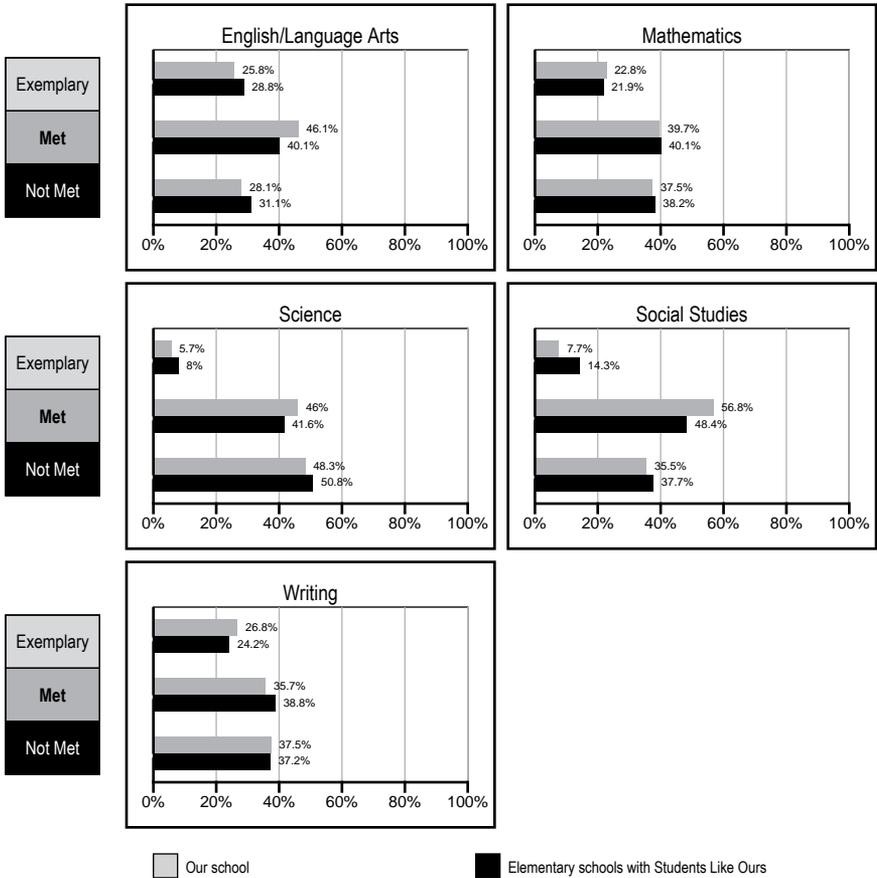
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	101	32	14

* 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
Students (n=596)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 0.8%	1.6%	1.2%
Attendance rate	96.0%	Down from 96.2%	95.8%	96.1%
Eligible for gifted and talented	4.8%	Up from 3.9%	5.6%	11.7%
With disabilities other than speech	8.9%	Up from 8.8%	8.6%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.7%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	75.5%	Up from 75.0%	58.1%	60.5%
Continuing contract teachers	67.9%	Up from 67.3%	81.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.9%	Up from 80.4%	85.2%	87.0%
Teacher attendance rate	96.1%	Up from 93.6%	95.2%	95.4%
Average teacher salary*	\$48,847	Up 2.0%	\$45,819	\$47,288
Professional development days/teacher	7.8 days	Up from 7.5 days	11.1 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 17.8 to 1	18.0 to 1	19.2 to 1
Prime instructional time	91.1%	Up from 88.2%	90.1%	90.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,925	Down 4.1%	\$8,293	\$7,548
Percent of expenditures for instruction**	76.0%	Down from 77.3%	67.8%	68.7%
Percent of expenditures for teacher salaries**	71.5%	Up from 70.2%	62.5%	65.1%

* 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

Joseph Keels Elementary School has completed a successful 2009-2010. We have embraced our new school-wide theme as the School of Entrepreneurial Leadership. Under the SEL banner, we are linking academic learning with real world experiences for our students. Keels continues to foster a positive learning environment through our Positive Behavior Incentives and Supports (PBIS) program. We were just notified that the school has achieved Banner status as a PBIS school from the South Carolina Department of Education. All Keels students follow a Code of Conduct, receiving positive office referrals for performing random acts of kindness, being respectful, responsible, safe, and prepared. Student leadership is fostered through the creation of our school's SEL government, our young ladies' Pyramids of Excellence group, our young men's Call Me Mister program, our Beta Club, and related school wide service learning projects.

Having a parent educator who works in conjunction with our site coordinators for our 21st Century and Boys & Girls programs has allowed Keels to survey our parents and create quarterly parent workshops, focusing on the needs and interests specific to our parents. These included health and wellness, personal finance, punishment versus discipline, and literacy. Feedback from parents has been very positive. Parent involvement is increasing. Surveys completed now will drive our workshops for the next school year.

Through our early intervention programs in Kindergarten through Grade 2, which are designed to build vocabulary, reading, higher order thinking, and questioning skills, we at Keels provide a variety of diverse programs geared to meet the needs of diverse learners. In Grades two and three, we have Center for Achievement classes based on the work of Dr. Mel Levine. Third grade boasts an I-TECH classroom for those tech savvy student learners. We will add a fourth grade class for the 2010-2011 school year. We offered single gender classes in our fourth and fifth grade classrooms. Fifth grade students have the opportunity for an advanced math class as well.

Keels has used Benchmark testing in math this year in grades Kindergarten through five in an effort to track student growth and progress more closely over time. This has allowed us to modify our instruction to focus on the specific needs of our students in Grades Kindergarten through five. We continue to integrate technology into instruction with a state of the art broadcast studio, science equipment, and classroom I-pods. Interactive teaching and learning is an integral part of every Keels classroom.

Keels continues its Red Carpet tradition of maintaining a customer-friendly environment for all stakeholders. Our ongoing partnerships with Boys & Girls Club of the Midlands and Hope worldwide provide learning and character development opportunities for our students six days a week at Keels. Through our partnership with Hope worldwide, it has been possible to provide mentors for some of our fourth and fifth grade students.

Joseph Keels continues to develop students with skills that prepare them for the 21st century.

Lynne M. Ladue, Principal

Carol Henley, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	97	74
Percent satisfied with learning environment	86.3%	84.5%	87.7%
Percent satisfied with social and physical environment	90.2%	83.5%	91.7%
Percent satisfied with school-home relations	76.5%	87.4%	89.2%

* 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

NO

This school met 16 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	2.1%	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	3.9%	0.0%	No
Student attendance rate	96.0%	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	301	99.3	27.8	46.9	25.3	81	85.9	83.5	Yes	Yes
Gender										
Male	159	98.7	35.5	39.7	24.8	75.9	82.7	80.1	N/A	N/A
Female	142	100	19.7	54.5	25.8	86.4	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	94	89.6	I/S	I/S
African American	282	99.3	28.2	47.5	24.3	81.1	81.9	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	45	95.6	65.9	26.8	7.3	48.8	52.7	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	263	99.6	28.4	48.3	23.3	81.4	78.5	76.9	Yes	Yes

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

All Students	301	100	37	40.7	22.3	75.1	82.4	80.4	Yes	Yes
Gender										
Male	159	100	40.4	37.6	22	72.3	80	78.4	N/A	N/A
Female	142	100	33.3	43.9	22.7	78	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	93.2	87.8	I/S	I/S
African American	282	100	37.5	41.3	21.2	75.3	76.8	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.8	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
Disability Status										
Disabled	45	100	65.9	26.8	7.3	43.9	47.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	263	100	37.7	40.7	21.6	75	73.2	72.8	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	199	99	48.9	45.5	5.7	51.1	72.1	67.3
Gender								
Male	108	100	45.2	48.4	6.5	54.8	70.9	66.9
Female	91	97.8	53	42.2	4.8	47	73.3	67.7
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	89.6	79.6
African American	184	98.9	49.4	45.7	4.9	50.6	63.1	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	27	92.6	N/A	N/A	N/A	22.7	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70.5	58.6
Socio-Economic Status								
Subsidized meals	174	99.4	52.3	42.5	5.2	47.7	58.6	55.4
Social Studies								
All Students	194	99	35.9	56.5	7.6	64.1	77.1	70.9
Gender								
Male	104	98.1	43.8	48.3	7.9	56.2	75.3	70.1
Female	90	100	27.2	65.4	7.4	72.8	79.1	71.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	88.6	79.2
African American	182	98.9	36.4	56.2	7.4	63.6	71.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	92.9	N/A	N/A	N/A	30.4	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.1	68
Socio-Economic Status								
Subsidized meals	167	98.8	36.8	56.3	6.9	63.2	66.2	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	300	97.7	34.9	38.7	26.4	65.1	76.7	72.1	96	97
Gender										
Male	156	97.4	40.9	40.1	19	59.1	70.2	65.2	95.9	96.9
Female	144	97.9	28.8	37.1	34.1	71.2	83.4	79.2	96.2	97.1
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	87.9	80.8	95.6	97.1
African American	283	97.5	35.3	38	26.7	64.7	71.3	59.7	96	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.8	87	95.7	97.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.4	64.6	96.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	N/A	96.5
Disability Status										
Disabled	42	85.7	77.1	20	2.9	22.9	32	27.7	94.3	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	71.7	63.7	96.3	97.2
Socio-Economic Status										
Subsidized meals	251	98.4	36.1	36.1	27.8	63.9	65.8	61.9	95.9	96.3

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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	88	96.6	31.3	42.5	26.3	68.8
	4	122	98.4	42.3	45.9	11.7	57.7
	5	95	96.8	27.8	52.2	20	72.2
	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
2010	3	95	97.9	17.6	32.9	49.4	82.4
	4	92	100	28.6	55.8	15.6	71.4
	5	114	100	35.1	51.4	13.5	64.9
	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
Mathematics							
2009	3	88	96.6	47.5	36.3	16.3	52.5
	4	122	97.5	36.9	46.8	16.2	63.1
	5	95	96.8	40	42.2	17.8	60
	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
2010	3	95	100	25.9	38.8	35.3	74.1
	4	92	100	36.4	51.9	11.7	63.6
	5	114	100	45.9	34.2	19.8	54.1
	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
Science							
2009	3	43	100	45.2	50	4.8	54.8
	4	122	98.4	54.1	44.1	1.8	45.9
	5	46	100	N/AV	N/AV	N/AV	32.6
	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
2010	3	50	98	46.7	42.2	11.1	53.3
	4	92	100	46.8	49.4	3.9	53.2
	5	57	98.3	53.7	42.6	3.7	46.3
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	42	100	39.5	44.7	15.8	60.5
	4	121	98.4	31.8	60.9	7.3	68.2
	5	46	100	38.6	50	11.4	61.4
	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
2010	3	45	100	23.1	56.4	20.5	76.9
	4	92	100	36.4	61	2.6	63.6
	5	57	96.5	44.4	50	5.6	55.6
	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
Writing							
2009	3	87	86.2	35.2	35.2	29.6	64.8
	4	123	92.7	47.2	33	19.8	52.8
	5	92	94.6	36.5	37.6	25.9	63.5
	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
2010	3	94	97.9	28.6	28.6	42.9	71.4
	4	91	98.9	31.6	52.6	15.8	68.4
	5	115	96.5	42.2	36.7	21.1	57.8
	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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