



## Kelly Edwards Elementary

1071 Elko Street  
Williston, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	419 Students	
<b>Principal</b>	Donna Selvey	803-266-3737
<b>Superintendent</b>	Alexia C. Clamp	803-266-7878
<b>Board Chair</b>	Mrs. Doris Young	803-266-7878

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Below Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

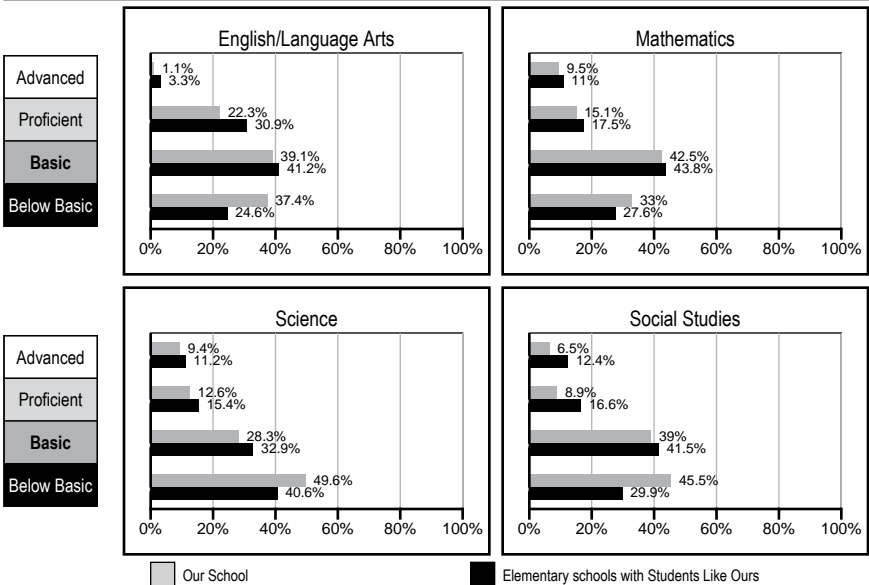
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	1	30	56	3

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=419)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 2.4%	2.8%	2.3%
Attendance rate	96.1%	Up from 95.8%	96.0%	96.3%
Eligible for gifted and talented	15.3%	Down from 17.7%	6.5%	10.4%
With disabilities other than speech	9.6%	Down from 9.7%	9.0%	7.5%
Older than usual for grade	0.9%	Up from 0.3%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	50.0%	Up from 34.4%	54.1%	56.7%
Continuing contract teachers	87.5%	Up from 78.1%	74.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 86.7%	85.5%	86.4%
Teacher attendance rate	93.4%	Down from 94.3%	94.9%	94.9%
Average teacher salary	\$41,081	Up 7.2%	\$44,314	\$45,345
Professional development days/teacher	10.5 days	Up from 9.5 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.8 to 1	18.0 to 1	18.5 to 1
Prime instructional time	86.4%	Down from 87.5%	89.1%	89.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$6,201	Up 1.4%	\$7,428	\$7,052
Percent of expenditures for instruction*	69.1%	Down from 72.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	62.3%	Down from 65.9%	64.1%	64.2%

\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

Through caring relationships with our students and parents, we are developing respectful, responsible, and actively engaged students. A strong emphasis is placed on balanced literacy and discovery learning in math and science. Our students are assessed with a computerized test as well as classroom diagnostic tools throughout the school year to determine strengths and weaknesses. This data is analyzed and used to determine the best methods of instruction for each student. Our goal is to individualize education for each student.

Our theme this year has been "On a Journey to Excellence: Full Steam Ahead." We have continued with our balanced math and literacy, hands-on learning in math and science, social studies literature integration, and coaching initiatives. These strategies are increasing our student achievement levels as shown with our Measures of Academic Progress data.

We are so fortunate to work with a supportive community and terrific students. Our combined efforts are creating a caring school environment that promotes high student achievement. Kelly Edwards' accomplishments could only occur with the entire community working together for all our students. We have come far, but the continued support of our parents and community is fundamental to the well-being of our school.

Cathy Glass, School Improvement Chairperson  
Donna Selvey, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	29	58	42
Percent satisfied with learning environment	96.6%	81.0%	82.5%
Percent satisfied with social and physical environment	96.6%	77.6%	84.6%
Percent satisfied with school-home relations	58.6%	93.1%	76.3%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 11 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

Continuing School Improvement

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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	198	99.5	37.1	39.3	22.5	1.1	33.1	29.7	48.2	No	Yes
<b>Gender</b>											
Male	112	99.1	46.1	38.2	14.7	1	27.5	25.8	41.7	N/A	N/A
Female	86	100	25	40.8	32.9	1.3	40.8	34.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	73	100	22.7	33.3	40.9	3	56.1	46.3	60	Yes	Yes
African American	124	99.2	45.9	42.3	11.7	0	18.9	17.4	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	29	100	91.7	4.2	4.2	0	4.2	1.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	141	99.3	47.1	41.3	11.6	0	18.2	16.4	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	198	100	33	42.5	15.1	9.5	34.6	35.1	45.8	No	Yes
<b>Gender</b>											
Male	112	100	35	41.7	15.5	7.8	35	36.2	45.6	N/A	N/A
Female	86	100	30.3	43.4	14.5	11.8	34.2	33.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	73	100	10.6	42.4	27.3	19.7	63.6	57.5	59	Yes	Yes
African American	124	100	46.4	42.9	7.1	3.6	17	18.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	29	100	66.7	33.3	0	0	8.3	6.8	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	141	100	45.1	42.6	9	3.3	23.8	23.4	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	139	99.3	49.2	28.6	12.7	9.5	22.2	20.8	35.7	96.1	96
<b>Gender</b>											
Male	83	100	48.7	26.3	14.5	10.5	25	23.3	37.4	95.9	95.8
Female	56	98.2	50	32	10	8	18	17.8	33.8	96.3	96.2
<b>Racial/Ethnic Group</b>											
White	48	100	20	33.3	22.2	24.4	46.7	39.6	49.2	95.9	95.9
African American	91	98.9	65.4	25.9	7.4	1.2	8.6	8.2	17	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	24.9	92.8	92.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	22	100	70	25	0	5	5	2	14	95	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	90	90
<b>Socio-Economic Status</b>											
Subsided meals	101	99	61.4	28.4	10.2	0	10.2	10.8	21.1	95.9	95.9
<b>Social Studies</b>											
All Students	138	100	45.5	39	8.9	6.5	15.4	17.2	34	96.1	96
<b>Gender</b>											
Male	78	100	46.5	36.6	8.5	8.5	16.9	21.8	36.6	95.9	95.8
Female	60	100	44.2	42.3	9.6	3.8	13.5	11.4	31.3	96.3	96.2
<b>Racial/Ethnic Group</b>											
White	56	100	30	42	20	8	28	27.7	44.5	95.9	95.9
African American	81	100	56.9	36.1	1.4	5.6	6.9	9.5	19.1	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	27.5	92.8	92.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	23	100	88.9	11.1	0	0	0	0	14.4	95	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	90	90
<b>Socio-Economic Status</b>											
Subsided meals	94	100	60.8	30.4	5.1	3.8	8.9	13.1	21	95.9	95.9

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	82	89	14.5	39.1	40.6	5.8	46.4
	4	69	94.2	21	46.8	29	3.2	32.3
	5	52	80.8	30.8	38.5	30.8	0	30.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	56	98.2	22.9	54.2	22.9	0	22.9
	4	79	100	40.8	32.4	26.8	0	26.8
	5	63	100	44.1	35.6	16.9	3.4	20.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	82	100	28.2	46.2	20.5	5.1	25.6
	4	69	100	27.3	36.4	19.7	16.7	36.4
	5	52	100	28.6	40.8	18.4	12.2	30.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	56	100	40.8	46.9	10.2	2	12.2
	4	79	100	32.4	40.8	14.1	12.7	26.8
	5	63	100	27.1	40.7	20.3	11.9	32.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	43	100	31.7	46.3	14.6	7.3	22
	4	69	100	56.1	19.7	13.6	10.6	24.2
	5	26	100	44	24	20	12	32
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	28	100	56	32	8	4	12
	4	79	98.7	44.3	31.4	17.1	7.1	24.3
	5	32	100	54.8	19.4	6.5	19.4	25.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	39	100	18.9	45.9	27	8.1	35.1
	4	69	100	43.9	30.3	19.7	6.1	25.8
	5	26	100	58.3	29.2	4.2	8.3	12.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	28	100	29.2	50	8.3	12.5	20.8
	4	79	100	40.8	40.8	11.3	7	18.3
	5	31	100	71.4	25	3.6	0	3.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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