



Edwards Elementary

2411 West Blvd.
Chesterfield, SC 29709

Grades	PK-5 Elementary School	
Enrollment	570 Students	
Principal	Vickie D. Buckner	843-623-2351
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	843-623-6768

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	At-Risk
2004	Good	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

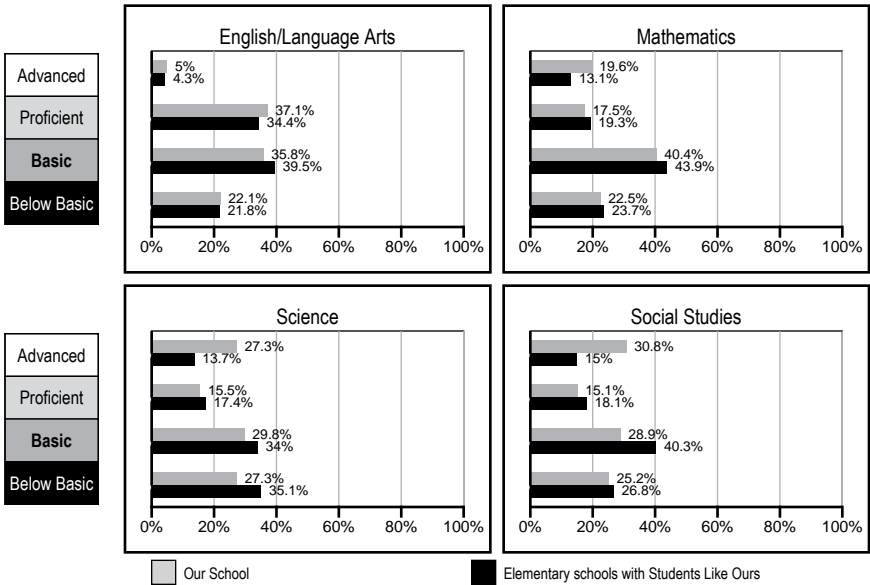
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	48	38	1

* 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
Students (n=570)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Up from 0.4%	2.8%	2.3%
Attendance rate	95.6%	Up from 95.5%	96.1%	96.3%
Eligible for gifted and talented	14.7%	No Change	9.2%	10.4%
With disabilities other than speech	4.1%	Down from 4.4%	8.8%	7.5%
Older than usual for grade	0.4%	Down from 0.5%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	75.7%	Up from 75.0%	57.4%	56.7%
Continuing contract teachers	86.5%	Down from 91.7%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.1%	Up from 88.5%	87.3%	86.4%
Teacher attendance rate	93.9%	Down from 94.0%	94.7%	94.9%
Average teacher salary	\$45,053	Up 2.4%	\$45,391	\$45,345
Professional development days/teacher	40.2 days	Up from 26.2 days	12.9 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.3 to 1	18.6 to 1	18.5 to 1
Prime instructional time	87.1%	Up from 87.0%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$5,611	Up 9.6%	\$7,004	\$7,052
Percent of expenditures for instruction*	73.1%	Down from 73.3%	68.9%	69.1%
Percent of expenditures for teacher salaries*	67.0%	Down from 70.1%	64.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Moving into our new building was the highlight of the 07-08 school year. Our new facility is spacious and equipped with state of the art technology. A special ceremony was held January 6, followed by a community-wide Open House.

Edwards met its AYP goals and once again became a school of choice. Several areas of PACT exceeded the state's scores: 3rd grade Math, Science and Social Studies; 4th grade ELA, Math, and Science; and 5th grade ELA, Math, Science, and Social Studies. All teachers are "highly qualified" with 8 being Nationally Board Certified. Edwards is accredited by the Southern Association of Colleges and Schools.

Students at Edwards continue their involvement in the arts. A "Fine Arts Celebration Week" was held, which included special events each day for the students. Kindergarten students performed in "The Three Nanny Goats Gruff," 1st grade presented "Peter Rabbit," 3rd grade highlighted special SC events in their SC History Day Program, and 4th grade presented a musical titled "An All American Christmas." EES Chorus has performed several times this year for the student body, parents, at nearby nursing homes, and at the local Veterans Day parade.

Our school continues to stress the importance of community service by holding several fund-raisers for Paws & Claws, March of Dimes, St. Jude's Hospital, and Relay for Life.

I thank the faculty/staff, students, parents, and community for making Edwards such a successful school.

Vickie D. Buckner, Principal
 Marcilla Wallace, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	77	40
Percent satisfied with learning environment	97.5%	83.1%	95.0%
Percent satisfied with social and physical environment	97.6%	84.2%	97.5%
Percent satisfied with school-home relations	97.6%	86.8%	89.7%

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

School Adequate Yearly Progress

NO

This school met 15 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. Sanction: Implement the restructuring plan.
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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

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 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	254	100	22.1	35.8	37.1	5	53.8	42.6	48.2	Yes	Yes
Gender											
Male	115	100	27.8	38.9	29.6	3.7	43.5	35.9	41.7	N/A	N/A
Female	139	100	17.4	33.3	43.2	6.1	62.1	49.6	55	N/A	N/A
Racial/Ethnic Group											
White	152	100	13.3	37.8	42.7	6.3	62.9	53.3	60	Yes	Yes
African American	100	100	35.8	33.7	27.4	3.2	38.9	28.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	16	100	50	50	0	0	7.1	12.8	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	172	100	27.8	38.6	29.7	3.8	44.3	31.9	34	Yes	Yes

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

All Students	254	100	22.5	40.4	17.5	19.6	50	41.8	45.8	Yes	Yes
Gender											
Male	115	100	25.9	38	13	23.1	48.1	39.9	45.6	N/A	N/A
Female	139	100	19.7	42.4	21.2	16.7	51.5	43.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	152	100	15.4	37.1	20.3	27.3	60.8	54	59	Yes	Yes
African American	100	100	33.7	45.3	12.6	8.4	32.6	25.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	16	100	71.4	21.4	7.1	0	14.3	15.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	172	100	28.5	43.7	17.7	10.1	41.8	31.4	31.4	Yes	Yes

* 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 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
Science											
All Students	171	100	27.3	29.8	15.5	27.3	42.9	31.1	35.7	95.6	95.7
Gender											
Male	70	100	30.3	30.3	18.2	21.2	39.4	31.7	37.4	95.4	95.5
Female	101	100	25.3	29.5	13.7	31.6	45.3	30.6	33.8	95.7	95.9
Racial/Ethnic Group											
White	103	100	10.5	32.6	17.9	38.9	56.8	42	49.2	95.2	95.4
African American	68	100	51.5	25.8	12.1	10.6	22.7	16.7	17	96	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.9	58	94.4	96.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	11.1	24.9	98.1	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96	95.4
Disability Status											
Disabled	11	100	77.8	22.2	0	0	0	11.3	14	94.7	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	24.4	96.7	96.7
Socio-Economic Status											
Subsided meals	111	100	38.6	27.7	18.8	14.9	33.7	22.3	21.1	95	95.3
Social Studies											
All Students	169	100	25.2	28.9	15.1	30.8	45.9	30.3	34	95.6	95.7
Gender											
Male	81	100	29.3	22.7	14.7	33.3	48	31.7	36.6	95.4	95.5
Female	88	100	21.4	34.5	15.5	28.6	44	28.8	31.3	95.7	95.9
Racial/Ethnic Group											
White	98	100	16.3	27.2	14.1	42.4	56.5	39.9	44.5	95.2	95.4
African American	69	100	38.5	32.3	15.4	13.8	29.2	17.5	19.1	96	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	94.4	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	17.1	27.5	98.1	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96	95.4
Disability Status											
Disabled	11	100	60	30	10	0	10	13.8	14.4	94.7	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	96.7	96.7
Socio-Economic Status											
Subsided meals	115	100	35.2	32.4	14.3	18.1	32.4	21.3	21	95	95.3

* 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*	
English/Language Arts									
2007	3	84	100	24.4	19.5	46.3	9.8	56.1	
	4	87	100	22	40.2	31.7	6.1	37.8	
	5	93	100	22	47.3	30.8	0	30.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	82	100	12.7	27.8	49.4	10.1	59.5	
	4	86	100	27.5	26.3	42.5	3.8	46.3	
	5	86	100	25.9	53.1	19.8	1.2	21	
	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	
Mathematics									
2007	3	84	100	12.2	47.6	23.2	17.1	40.2	
	4	87	100	25.6	40.2	19.5	14.6	34.1	
	5	93	100	24.2	47.3	17.6	11	28.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	82	100	12.7	58.2	11.4	17.7	29.1	
	4	86	100	25	33.8	15	26.3	41.3	
	5	86	100	29.6	29.6	25.9	14.8	40.7	
	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	
Science									
2007	3	42	100	29.3	34.1	19.5	17.1	36.6	
	4	87	100	36.6	22	20.7	20.7	41.5	
	5	46	100	31.1	37.8	13.3	17.8	31.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	10.3	41	30.8	17.9	48.7	
	4	86	100	30	23.8	10	36.3	46.3	
	5	43	100	38.1	31	11.9	19	31	
	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	
Social Studies									
2007	3	42	100	12.2	29.3	29.3	29.3	58.5	
	4	87	100	31.7	32.9	14.6	20.7	35.4	
	5	47	100	30.4	32.6	17.4	19.6	37	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	40	100	7.5	40	22.5	30	52.5	
	4	86	100	27.5	22.5	13.8	36.3	50	
	5	43	100	38.5	30.8	10.3	20.5	30.8	
	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	

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