

W M Anderson Primary

500 Lexington Avenue
Kingstree, SC 29556

Grades	PK-3 Elementary School	
Enrollment	835 Students	
Principal	Dr. Teresa H. Wright	843-355-5493
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mr. James Darby	843-387-5472

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

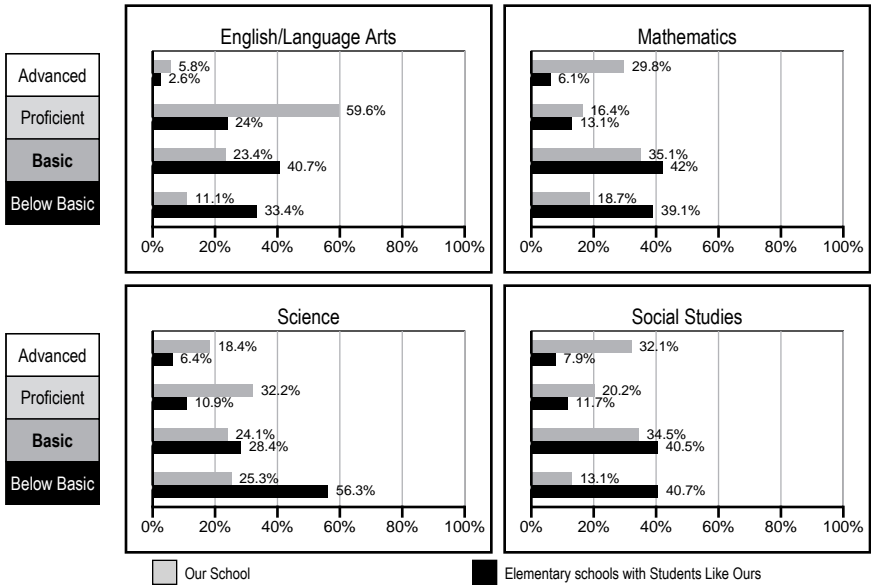
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	34	53

* 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=835)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.0%	Up from 5.3%	3.1%	2.3%
Attendance rate	97.2%	Up from 97.1%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 0.7%	2.7%	10.4%
With disabilities other than speech	4.5%	Down from 4.8%	7.6%	7.5%
Older than usual for grade	0.5%	Down from 1.9%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	39.0%	Down from 45.7%	53.3%	56.7%
Continuing contract teachers	75.6%	Up from 67.4%	66.7%	77.3%
Teachers with emergency or provisional certificates	3.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	79.7%	Down from 83.1%	82.6%	86.4%
Teacher attendance rate	92.8%	Down from 96.0%	94.8%	94.9%
Average teacher salary	\$40,185	Down 0.4%	\$43,635	\$45,345
Professional development days/teacher	11.8 days	Down from 14.0 days	13.6 days	12.6 days
School				
Principal's years at school	3.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 18.7 to 1	16.4 to 1	18.5 to 1
Prime instructional time	88.8%	Down from 91.0%	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 73.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,646	Up 0.5%	\$8,217	\$7,052
Percent of expenditures for instruction*	72.5%	Up from 70.1%	68.4%	69.1%
Percent of expenditures for teacher salaries*	69.3%	Up from 67.0%	60.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

W. M. Anderson Primary school is an award winning rural school that has fostered 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—we must always strive to develop the whole child.

Our working theme for the past year has been Performance at 212 Degrees. For 2008, we are going to continue with that theme and kick it up a notch by putting more emphasis on making the instruction more relevant to the child and his/her role in society. We aim to produce lifelong learners who are articulate in their communication, creative in solving problems, and productive in terms of their work performance. We are going to utilize every resource available to us to make this happen because we know and understand that, "It's Not About Us, It's About The Children!"

The 2008 year marks the beginning of teacher restructuring within our school. For more than 15 years, W. M. Anderson Primary has had the good fortune to keep its teaching staff intact. However, many of the teachers have now reached the retirement age and are going home to continue their celebration of excellence. As the leader of the school, it will be my responsibility to continue to provide the guidance and support to the new teachers so that they too will become team players and true ambassadors of education for all children.

The faculty and staff of W. M. Anderson Primary would like to thank the various businesses (Williamsburg First National Bank; Anderson Brothers Bank; The Bank of Greeleyville; Pepsi of Kingstree; Wal-Mart of Lake City; Piggly Wiggly of Kingstree; Bi-Lo of Kingstree, etc), the PTA; 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	45	157	60
Percent satisfied with learning environment	100.0%	87.6%	86.4%
Percent satisfied with social and physical environment	93.3%	83.0%	83.3%
Percent satisfied with school-home relations	84.1%	86.4%	78.0%

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

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 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

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	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	22.3%	0.0%	No
Student attendance rate	97.2%	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
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	177	100	11.1	23.4	59.6	5.8	71.3	36.2	48.2	Yes	Yes
Gender											
Male	83	100	14.1	24.4	60.3	1.3	62.8	30.4	41.7	N/A	N/A
Female	94	100	8.6	22.6	59.1	9.7	78.5	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	47.1	60	I/S	I/S
African American	172	100	10.8	23.5	60.2	5.4	71.7	35.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	44.4	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
Disability Status											
Disabled	17	100	17.6	29.4	47.1	5.9	52.9	13.2	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	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	172	100	11.4	24	59.3	5.4	70.7	35	34	Yes	Yes

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

All Students	177	100	18.7	35.1	16.4	29.8	56.1	30.8	45.8	Yes	Yes
Gender											
Male	83	100	23.1	37.2	15.4	24.4	48.7	29.6	45.6	N/A	N/A
Female	94	100	15.1	33.3	17.2	34.4	62.4	32.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	36.4	59	I/S	I/S
African American	172	100	18.7	34.3	16.9	30.1	56.6	30.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	55.6	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
Disability Status											
Disabled	17	100	29.4	58.8	5.9	5.9	29.4	9.1	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	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	172	100	19.2	35.3	16.2	29.3	55.7	30.1	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	89	100	25.3	24.1	32.2	18.4	50.6	15.3	35.7	97.2	96.5
Gender											
Male	43	100	23.8	31	28.6	16.7	45.2	15.3	37.4	97.1	96.3
Female	46	100	26.7	17.8	35.6	20	55.6	15.4	33.8	97.3	96.8
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	20.2	49.2	94.9	94.2
African American	87	100	24.7	24.7	31.8	18.8	50.6	14.7	17	97.3	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.9	96.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	95.1	95.3
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	6.1	14	97.9	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	97.4
Socio-Economic Status											
Subsided meals	88	100	25.6	24.4	31.4	18.6	50	14.3	21.1	97.2	96.5
Social Studies											
All Students	88	100	13.1	34.5	20.2	32.1	52.4	14.1	34	97.2	96.5
Gender											
Male	40	100	19.4	47.2	11.1	22.2	33.3	14.1	36.6	97.1	96.3
Female	48	100	8.3	25	27.1	39.6	66.7	14.1	31.3	97.3	96.8
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	20.4	44.5	94.9	94.2
African American	85	100	13.6	33.3	19.8	33.3	53.1	13.4	19.1	97.3	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	27.5	96.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	95.1	95.3
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	4.5	14.4	97.9	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	97.4
Socio-Economic Status											
Subsided meals	84	100	13.6	35.8	18.5	32.1	50.6	13.2	21	97.2	96.5

* 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	142	100	10	25.4	54.6	10	64.6
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	177	100	11.1	23.4	59.6	5.8	65.5
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S
Mathematics								
2007	3	142	100	10.8	26.2	31.5	31.5	63.1
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	177	100	18.7	35.1	16.4	29.8	46.2
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S
Science								
2007	3	73	100	12.5	20.3	43.8	23.4	67.2
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	89	100	25.3	24.1	32.2	18.4	50.6
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S
Social Studies								
2007	3	69	100	7.6	21.2	30.3	40.9	71.2
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	88	100	13.1	34.5	20.2	32.1	52.4
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S

Abbreviations for Missing Data

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