



Kelly Edwards Elementary

1071 Elko Street
Williston, South Carolina

Grades	PK-5 Elementary School	
Enrollment	459 Students	
Principal	Donna Selvey	803-266-3737
Superintendent	Alexia C. Clamp	803-266-7878
Board Chair	Mr. Calvin Melton	803-266-7878

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Below 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 2008-09 whose 2007-08 test scores were located

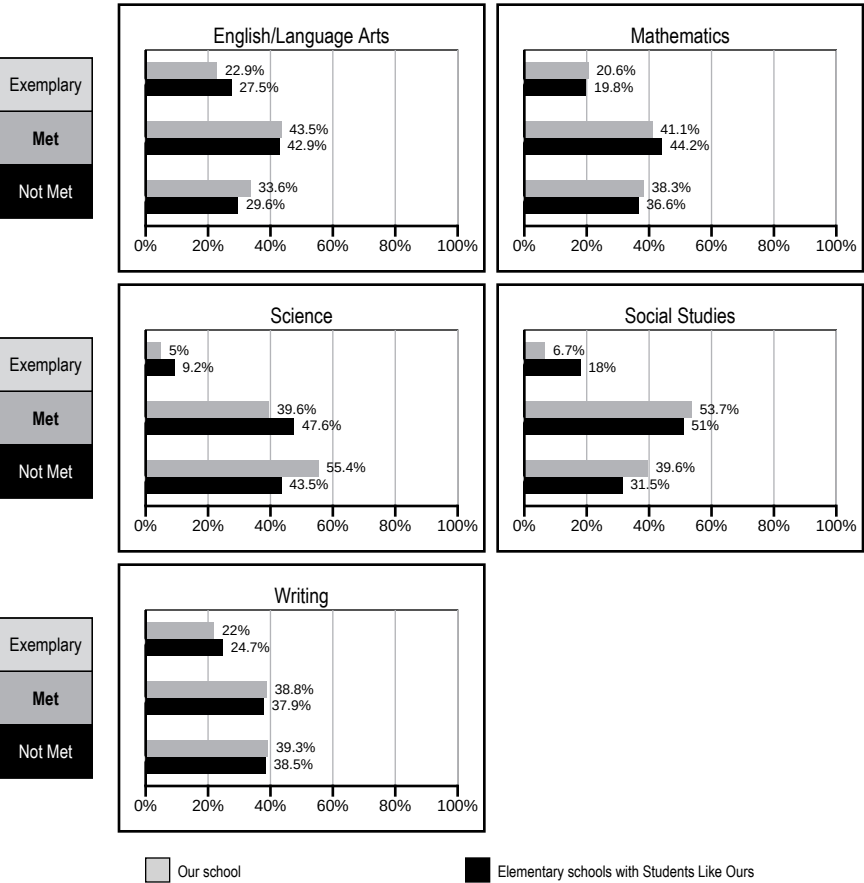
95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	82	28	5

* Ratings are calculated with data available by 06/01/2010.

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=459)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Up from 3.2%	2.5%	1.9%
Attendance rate	96.2%	Up from 96.1%	96.0%	96.3%
Eligible for gifted and talented	18.8%	Up from 15.3%	6.2%	10.0%
With disabilities other than speech	6.7%	Down from 9.6%	9.0%	7.7%
Older than usual for grade	0.8%	Down from 0.9%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	53.1%	Up from 50.0%	57.1%	59.4%
Continuing contract teachers	87.5%	No Change	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.0%	Down from 84.2%	84.7%	85.9%
Teacher attendance rate	94.4%	Up from 93.4%	95.1%	95.1%
Average teacher salary*	\$41,766	Up 1.7%	\$46,051	\$47,149
Professional development days/teacher	29.0 days	Up from 10.5 days	11.7 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.2 to 1	18.0 to 1	18.8 to 1
Prime instructional time	89.0%	Up from 86.4%	89.9%	90.4%
Opportunities in the arts	Excellent	Up from Good	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**	\$7,244	Up 16.8%	\$7,743	\$7,458
Percent of expenditures for instruction**	70.0%	Up from 69.1%	68.3%	68.8%
Percent of expenditures for teacher salaries**	61.6%	Down from 62.3%	62.4%	63.2%

* 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

Our theme this year has been "Connections: Hand in Hand." Our goal was to create strong, caring relationships with our students and parents. Home visits were implemented, as well as district-wide family nights. Student discipline referrals declined as a result of the implementation of Positive Behavioral Interventions and Supports (PBIS). Students earned charms for demonstrating respect, responsibility, and active engagement. Students were given the opportunity to trade charms for prizes.

Teachers continue to become highly effective in the use of balanced math and literacy, hands-on learning in math and science, social studies literature integration, and Step Up To Writing. Our Measures of Academic Progress (MAP) data continues to show student achievement levels increasing. This MAP data, along with district benchmarks, standardized tests, and running records, determine the instructional needs of each student. The data-driven instruction ensures each teacher is meeting the individual needs of all students at Kelly Edwards Elementary.

Thanks to our parents for supporting our school initiatives by attending conferences, allowing home visits, and working as partners with the teachers. Our community continues to support our efforts with donations of time and supplies. Our combined efforts are creating an academic environment with a strong emphasis on student achievement and positive character development.

Cathy Glass, School Improvement Chairperson
Donna Selvey, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	76	49
Percent satisfied with learning environment	75.8%	85.5%	84.8%
Percent satisfied with social and physical environment	72.7%	82.7%	77.1%
Percent satisfied with school-home relations	60.6%	77.3%	87.2%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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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	CSI-DELAY
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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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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	226	100	33.6	43.5	22.9	82.2	77	82.8	Yes	Yes
Gender										
Male	116	100	39.3	40.2	20.5	75	72.2	79.3	N/A	N/A
Female	110	100	27.5	47.1	25.5	90.2	82.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	84	100	20	51.3	28.8	88.8	86.5	89.5	Yes	Yes
African American	140	100	42.4	38.6	18.9	78	70	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	28	100	64.3	28.6	7.1	57.1	35.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	36.7	43.4	19.9	80.1	71.6	75.5	Yes	Yes

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

All Students	226	100	38.3	41.1	20.6	73.8	75.5	78.9	Yes	Yes
Gender										
Male	116	100	37.5	41.1	21.4	73.2	75	77	N/A	N/A
Female	110	100	39.2	41.2	19.6	74.5	76	80.9	N/A	N/A
Racial/Ethnic Group										
White	84	100	28.8	46.3	25	86.3	84.2	87.2	Yes	Yes
African American	140	100	44.7	37.1	18.2	65.9	68.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	28	100	78.6	14.3	7.1	39.3	32.3	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	42.8	39.8	17.5	68.1	69.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	146	99.3	55.1	39.9	5.1	44.9	53.1	67.5
Gender								
Male	71	98.6	53.6	40.6	5.8	46.4	56	67
Female	75	100	56.5	39.1	4.3	43.5	50	68
Racial/Ethnic Group								
White	50	100	38.3	53.2	8.5	61.7	69.2	79.5
African American	94	98.9	65.2	31.5	3.4	34.8	40.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	14.3	14.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	108	100	62.1	35	2.9	37.9	44.6	55.1

Social Studies

All Students	142	100	39.6	53.7	6.7	60.4	57.4	72.3
Gender								
Male	76	100	38.9	51.4	9.7	61.1	59	71.5
Female	66	100	40.3	56.5	3.2	59.7	55.5	73.2
Racial/Ethnic Group								
White	51	100	28.6	57.1	14.3	71.4	67.9	80.7
African American	90	100	46.4	51.2	2.4	53.6	49	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	16	100	81.3	12.5	6.3	18.8	20.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	111	100	42.5	50.9	6.6	57.5	50.5	62.1

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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
Writing										
All Students	224	99.6	39	39	22.1	61	60.2	70.2	96.2	96.4
Gender										
Male	115	99.1	45.9	39.6	14.4	54.1	55.3	63.2	96.1	96.4
Female	109	100	31.4	38.2	30.4	68.6	65.6	77.5	96.3	96.4
Racial/Ethnic Group										
White	83	98.8	22.8	45.6	31.6	77.2	74.6	79.1	95.4	95.8
African American	139	100	48.5	34.8	16.7	51.5	50.4	57.6	96.7	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	62.6	94.4	93.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	28	96.4	77.8	18.5	3.7	22.2	13.3	26.1	96	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	61.2	95.6	95.6
Socio-Economic Status										
Subsidized meals	173	99.4	41.8	39.4	18.8	58.2	53.9	58.9	96.1	96.3

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
English/Language Arts							
2009	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
Mathematics							
2009	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
Science							
2009	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
Social Studies							
2009	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
Writing							
2009	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

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N/A--Not Applicable

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