

SC Annual School Report Card Summary

Andrews Elementary
Georgetown

Grades: PK-5

Enrollment: 873

Principal: Brian G. Clark

Superintendent: Dr. H. Randall Dozier

Board Chair: Mr. Jim Dumm

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Average	Average	TBD	TBD	Not Met	R
2008	Average	At-Risk	N/A	N/A	Not Met	RP
2007	Average	At-Risk	N/A	N/A	Met	CA-DELAY

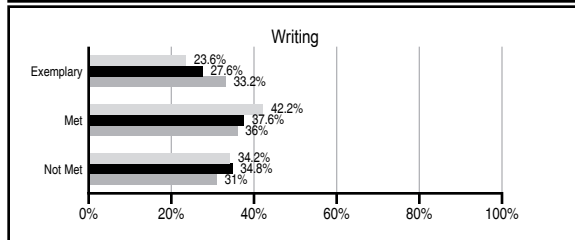
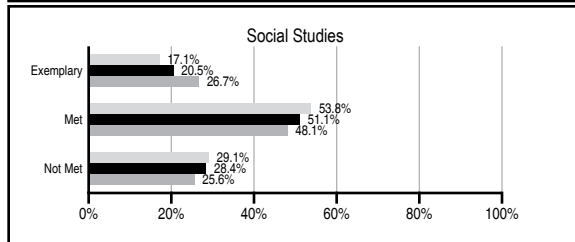
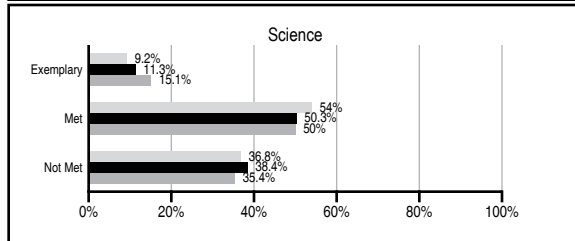
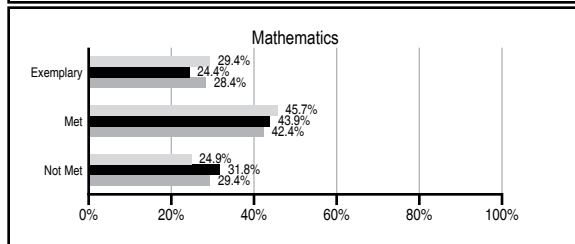
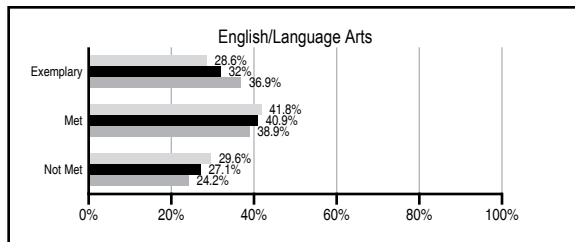
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	11	89	13	0

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 4 (2007)

South Carolina	41	33	20	5
Nation	34	34	24	7
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

MATH – GRADE 4 (2007)

South Carolina	20	44	31	5
Nation	19	43	33	5
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

SCIENCE – GRADE 4 (2005)

South Carolina	36	39	23	2
Nation	34	39	25	2
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Andrews Elementary [Georgetown]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=873)				
Retention rate	1.5%	Down from 3.0%	2.5%	1.9%
Attendance rate	97.1%	Up from 96.8%	96.1%	96.3%
Eligible for gifted and talented	11.1%	Up from 10.4%	7.5%	10.0%
With disabilities other than speech	6.9%	Down from 7.3%	8.9%	7.7%
Older than usual for grade	1.1%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	51.6%	Up from 50.0%	58.3%	59.4%
Continuing contract teachers	80.6%	Down from 85.5%	82.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.3%	Down from 94.1%	86.5%	85.9%
Teacher attendance rate	97.1%	Up from 94.9%	94.9%	95.1%
Average teacher salary*	\$46,663	Down 0.8%	\$46,830	\$47,149
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	7.6 days	Down from 12.6 days	11.8 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 17.8 to 1	18.6 to 1	18.8 to 1
Prime instructional time	93.5%	Up from 90.6%	90.0%	90.4%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,870	Down 0.5%	\$7,353	\$7,458
Percent of expenditures for instruction**	69.0%	Down from 70.4%	68.5%	68.8%
Percent of expenditures for teacher salaries**	63.8%	Up from 63.7%	61.2%	63.2%
% of AYP objectives met	90.5%	No Change	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	63	124	97
Percent satisfied with learning environment	87.3%	82.9%	90.6%
Percent satisfied with social and physical environment	96.8%	91.0%	87.6%
Percent satisfied with school-home relations	77.4%	91.9%	88.4%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2008-09 school year has been one of change at Andrews Elementary School. While there has been growth in all areas, there is still much room for improvement. We maintain high expectations for student learning and achievement. Parental involvement in the education of children is vital to our school making academic progress. The support from the local business community is impressive. Overall, things have been fine in 2009!

Learning is FUN at AES! Our Enrichment Block allows for teachers to actively engage students in the learning process each morning. This is a time for gifted students to receive enrichment and strategic or intensive students to receive interventions that help them meet their target goals in reading and math. An outdoor science laboratory and inquiry garden strengthens inquiry-based instruction. Both Extended Day and Supplemental Services allow for learning to continue for those students needing that little extra time on assignments and skills. Emphasis on EveryDay Math, Harcourt Reading, Balanced Literacy, Foss Science Kits, Common Assessments, and Constructed Writing Responses allows teachers to promote the continuous progress of all students. Data analysis meetings and instructional conferences allow teachers and administrators to discuss strategies, best practices, and the academic progress of students. Response to Intervention assists teachers in meeting deficiencies in basic early literacy skills of students. A positive school atmosphere is ever present as positive behaviors are reinforced daily. Student recognition ceremonies commend students for their academic achievement and social growth through character development and attendance.

We make every effort to help parents feel welcome at our school. They are encouraged to maintain an active role in the education of their children. We support the Even Start Family Literacy Program, Head Start, and the YMCA Fun Club. Parents are active on the SIC and PTA and willingly volunteer at our annual events. Throughout the year, parents offer their services in a variety of ways that support our total school program. Donations from the local business community allow us to purchase attendance incentives and other items not funded through General or Title I funds for various projects throughout the school. The support and leadership of our community will assist the faculty, staff, and administration in the coming year as we begin restructuring efforts as is required by No Child Left Behind.

Let me close by reminding you that students in grades three through five take the PACT assessment annually. While their overall gains in 2008 increased, our school was unable to achieve Adequate Yearly Progress. On the "AYP Test," we scored a 90.6%, which is a solid "B" in my grade book. It is unfortunate that we must score 100% to be considered adequate. Each year the state raises expectations for achievement, which continues to make this a challenge for all schools. The coming year is no different. I accept this challenge and am committed to continuing to meet these goals, thus providing every child with their Best Beginning at AES.

Brian G. Clark, Principal

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