



## CONCORD ELEMENTARY

2701 Calrossie Road  
Anderson, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	775 Students	
<b>Principal</b>	Beryl C. Barclay	864-260-5105
<b>Superintendent</b>	Betty T Bagley	864-260-5000
<b>Board Chair</b>	Mr. Al Norris Jr.	864-260-5042

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

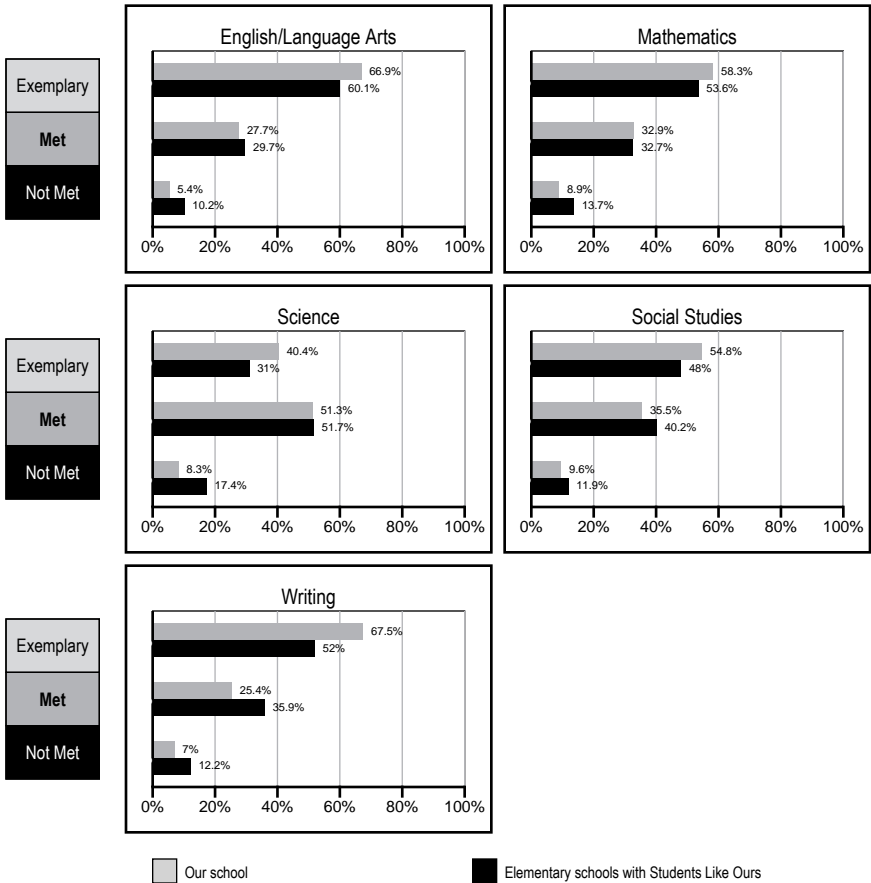
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	2	0	0	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=775)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 2.2%	0.7%	1.1%
Attendance rate	96.7%	Down from 99.9%	96.7%	96.2%
Served by gifted and talented program	41.2%	Up from 32.8%	28.8%	13.4%
With disabilities other than speech	2.9%	Down from 6.1%	2.8%	4.1%
Older than usual for grade	1.1%	Down from 1.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	61.5%	Up from 54.9%	64.6%	62.5%
Continuing contract teachers	98.1%	Up from 94.1%	91.7%	88.2%
Teachers returning from previous year	93.5%	Up from 89.2%	90.9%	87.8%
Teacher attendance rate	94.5%	Up from 93.3%	95.4%	95.2%
Average teacher salary*	\$46,322	Down 2.6%	\$48,222	\$46,773
Professional development days/teacher	10.4 days	Up from 8.1 days	9.0 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.3	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.4 to 1	21.4 to 1	19.9 to 1
Prime instructional time	90.8%	Down from 92.7%	91.5%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,246	Down 5.6%	\$6,753	\$7,447
Percent of expenditures for instruction**	72.7%	Up from 71.9%	69.3%	68.4%
Percent of expenditures for teacher salaries**	72.0%	Up from 70.8%	68.0%	65.8%

\* 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

In 2010-11, Concord Elementary School served approximately 760 students in kindergarten through grade five and one class of self-contained PMD students. In addition to the core academic program, a standards-based curriculum, the school offers a full range of related arts, media services, counseling, and family therapy, as well as extracurricular activities such as Math Club, Spanish Club, Art Club, Volley Ball Club, choral music opportunities, reading incentive programs, computer assisted instruction, and service learning opportunities such as United Way, Relay for Life, and Anderson Interfaith Ministries.

Concord's greatest strengths lie in excellent student achievement and outstanding community involvement. Test scores are among the highest in the district. An active PTA assists with festivals, auctions, class projects, and had over 18,000 volunteer hours in 2010-11. Among the school's successes are a strong mentoring/tutoring program, an art show, and an annual school wide writing program including Writers' Guild and a publishing center, a fifth grade exhibition, a wide variety of opportunities for teacher training in best practices, and a completion of 42 years of SACS accreditation. As an International Baccalaureate World School, Concord's dedicated staff has written curriculum using inquiry based instruction, while following District Five's Approved Curriculum. Concord teachers provide challenging and strenuous instruction and support it with a vast array of teaching resources, programs, and strategies. The teachers use a variety of assessments and data to drive instruction. Some examples are formative and summative assessments to accompany the units of instruction in the Program of Inquiry and MAP tests for students in Grades K-5, DIBELS assessment for students in kindergarten through Grade 2 for Early Reading Interventions, and DRA tests to determine reading levels for guided reading instruction used with the Balanced Literacy Model.

The school's constant challenge is to ensure that ALL students demonstrate competency in reading, writing, math, science, and social studies as well as problem-solving strategies, that they are regular in attendance, and that they demonstrate the qualities to be responsible, respectful, and caring citizens.

Concord is known for its tradition of excellence, and in the last several years, the school has been recognized as a Palmetto's Finest, a Flagship School of Promise, a Red Carpet, and an International Baccalaureate Primary Years Programme School. Concord has received the following awards: Exemplary Writing Award and Palmetto Gold (ten consecutive years).

Through the efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of the community at large, Concord Elementary School is Continuing a Tradition of Excellence.

Beryl C. Barclay, Principal

Pam Salemi, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	113	68
Percent satisfied with learning environment	98.0%	89.3%	89.6%
Percent satisfied with social and physical environment	98.0%	88.4%	89.4%
Percent satisfied with school-home relations	100.0%	91.2%	85.1%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 out of 21 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. 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	359	100	6	27.6	66.5	96.6	85.7	82.4	Yes	Yes
<b>Gender</b>										
Male	182	100	5.1	34.5	60.5	97.2	82.5	78.7	N/A	N/A
Female	177	100	6.9	20.6	72.6	96	89	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	293	100	4.5	24.7	70.8	97.2	91	88.9	Yes	Yes
African American	47	100	13.3	44.4	42.2	95.6	77.4	72.9	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	94.4	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	86.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	26.8	31.7	41.5	78	51.3	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	85	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	93	100	14.4	44.4	41.1	94.4	78.8	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	359	100	9.4	32.7	58	93.8	85	81.9	Yes	Yes
<b>Gender</b>										
Male	182	100	8.5	31.6	59.9	94.9	83.6	79.9	N/A	N/A
Female	177	100	10.3	33.7	56	92.6	86.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	293	100	5.9	30.6	63.5	96.5	90.6	88.9	Yes	Yes
African American	47	100	31.1	46.7	22.2	77.8	75.7	71.4	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	96.7	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	91.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	29.3	43.9	26.8	75.6	49.3	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	91.2	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	93	100	27.8	44.4	27.8	78.9	77.7	74.9	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
<b>Science</b>								
All Students	238	100	9.1	50.9	40.1	90.9	77.8	68.6
<b>Gender</b>								
Male	116	100	7.1	47.3	45.5	92.9	77.6	68.3
Female	122	100	10.8	54.2	35	89.2	78	68.9
<b>Racial/Ethnic Group</b>								
White	202	100	6.1	49.7	44.2	93.9	85.8	80.7
African American	25	100	29.2	58.3	12.5	70.8	65.1	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.1	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	30	100	31	48.3	20.7	69	41.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	62	100	21.7	50	28.3	78.3	67.9	57.3
<b>Social Studies</b>								
All Students	231	100	9.6	35.5	54.8	90.4	80.6	72.5
<b>Gender</b>								
Male	114	100	9.9	32.4	57.7	90.1	78.3	72
Female	117	100	9.4	38.5	52.1	90.6	83.1	73.1
<b>Racial/Ethnic Group</b>								
White	187	100	8.6	33	58.4	91.4	87.4	81
African American	31	100	13.3	53.3	33.3	86.7	70.2	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	24	100	29.2	45.8	25	70.8	46.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	85	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	60	100	23.7	47.5	28.8	76.3	71.7	62.9

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	120	96.7	6.2	25.7	68.1	93.8	76.3	73.2	96.7	96
<b>Gender</b>										
Male	65	95.4	8.2	32.8	59	91.8	70.7	67.2	96.7	95.9
Female	55	98.2	3.8	17.3	78.8	96.2	81.6	79.4	96.7	96
<b>Racial/Ethnic Group</b>										
White	89	96.6	4.7	21.2	74.1	95.3	83.4	81.5	96.8	95.7
African American	24	95.8	14.3	33.3	52.4	85.7	65.4	61.3	96.6	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	78.3	87	96.6	97.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.4	66.7	95.2	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
<b>Disability Status</b>										
Disabled	12	75	I/S	I/S	I/S	I/S	28.8	26	96.2	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	71.6	65.7	97.1	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	31	93.6	18.5	44.4	37	81.5	64.9	63.2	95.7	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	119	100	8.6	24.1	67.2	91.4
	4	123	100	12.1	24.1	63.8	87.9
	5	103	99	7.1	34.7	58.2	92.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	131	100	4.7	15.5	79.8	95.3
	4	110	100	6.5	35.2	58.3	93.5
	5	118	100	7	33.9	59.1	93
	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
<b>Mathematics</b>							
<b>2010</b>	3	119	100	25.9	27.6	46.6	74.1
	4	123	100	12.9	31.9	55.2	87.1
	5	103	99	11.2	39.8	49	88.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	131	100	10.9	22.5	66.7	89.1
	4	110	100	6.5	41.7	51.9	93.5
	5	118	100	10.4	35.7	53.9	89.6
	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
<b>Science</b>							
<b>2010</b>	3	61	100	27.1	27.1	45.8	72.9
	4	123	100	8.6	56.9	34.5	91.4
	5	51	100	4	60	36	96
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	66	100	10.9	35.9	53.1	89.1
	4	110	100	7.4	64.8	27.8	92.6
	5	62	100	10	41.7	48.3	90
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	58	100	8.8	42.1	49.1	91.2
	4	123	100	6	42.2	51.7	94
	5	51	98	2.1	44.7	53.2	97.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	65	100	15.4	20	64.6	84.6
	4	110	100	8.3	45.4	46.3	91.7
	5	56	100	5.5	34.5	60	94.5
	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
<b>Writing</b>							
<b>2010</b>	3	120	100	22.2	31.6	46.2	77.8
	4	123	99.2	9.5	25	65.5	90.5
	5	106	93.4	8.4	23.2	68.4	91.6
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	120	96.7	6.2	25.7	68.1	93.8
	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

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