

## KELLY EDWARDS ELEMENTARY

1071 Elko Street  
Williston, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	428 Students	
<b>Principal</b>	Donna Selvey	803-266-3737
<b>Superintendent</b>	Alexia C. Clamp	803-266-7878
<b>Board Chair</b>	G. Alan Mulligan	803-266-7878

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk

## 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

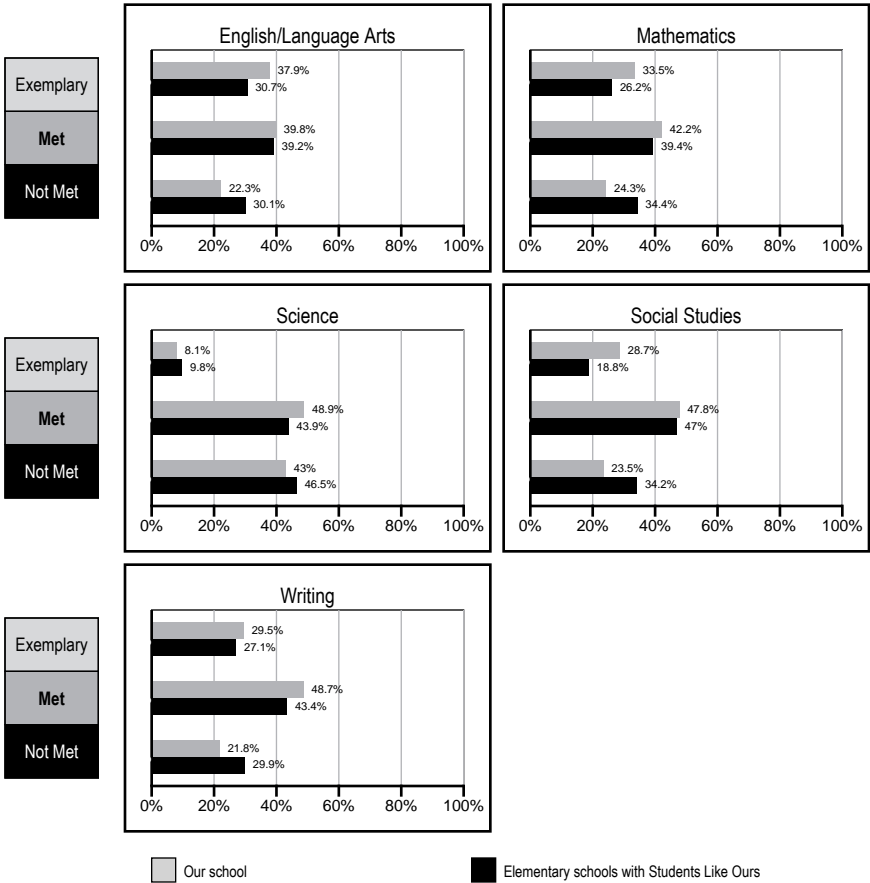
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	12	97	28	7

\* 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=428)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Up from 1.9%	1.5%	1.1%
Attendance rate	95.7%	Down from 95.8%	95.9%	96.2%
Served by gifted and talented program	18.4%	Up from 17.4%	8.2%	13.4%
With disabilities other than speech	1.0%	Down from 5.1%	4.5%	4.1%
Older than usual for grade	1.2%	Up from 0.3%	0.5%	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=31)</b>				
Teachers with advanced degrees	54.8%	Down from 56.3%	61.8%	62.5%
Continuing contract teachers	87.1%	Up from 78.1%	85.4%	88.2%
Teachers returning from previous year	88.0%	Up from 81.9%	86.5%	87.8%
Teacher attendance rate	91.8%	Down from 95.8%	95.1%	95.2%
Average teacher salary*	\$43,338	Down 1.2%	\$45,734	\$46,773
Professional development days/teacher	13.5 days	Up from 8.7 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 19.6 to 1	18.4 to 1	19.9 to 1
Prime instructional time	86.6%	Down from 90.7%	90.0%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,137	Up 1.4%	\$7,789	\$7,447
Percent of expenditures for instruction**	68.5%	Down from 71.1%	68.0%	68.4%
Percent of expenditures for teacher salaries**	61.9%	No Change	65.1%	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**

The mission of Kelly Edwards Elementary School, in partnership with students, teachers and parents, is to develop students that strive to be respectful, responsible, and actively engaged every day. Kelly Edwards Elementary has consistently maintained high standards for all students, and we strive to be a high achieving, student-centered, family-friendly environment.

One key focal point for the faculty and staff has been the inclusion of Response to Intervention (RTI), providing the interventions needed to close the achievement gap and enhancing our students' achievement on district benchmarks and state testing. This includes small group instruction in Math and English Language Arts built into each teacher's daily schedule, the utilization of a math interventionist, and the implementation of Save the Children initiative. Our ultimate goal remains to allow each child to reach his/her full potential and instill in them a lifelong love for learning.

Throughout this school year, Kelly Edwards' students participated in the program, "Hats Off to History." Led by the Creative Arts teacher, each class in the school created and performed a skit to teach about a certain period of history. This allowed all Kelly Edwards students to live the life of a colonial child, experience Hoovervilles during the Great Depression, and even be a part of the bombing of Pearl Harbor, among many others. Following each skit, a hat representing the respective time period was placed on a hallway time line as a reminder for all students of the importance of history and how it impacts each of us. This was done in an effort to increase student achievement in social studies and to provide more integration of the arts into regular classroom activities as an extension of the biweekly skits.

Kelly Edwards Elementary also recognizes the need to prepare our students for a global society and to continue to foster 21st century learners. We continue to utilize our tools for technology instruction and integration. This use of technology in the classroom has been emphasized to allow for more interactive and engaging lessons. The current administration at Kelly Edwards Elementary has equipped each classroom with a Smartboard and LCD projector. Additionally, we utilize Elmo document cameras, Senteo Smart Response Systems, and Flip Camcorders for enhancement of student learning. These tools engage students, provide authentic assessment and real-world applications with digital literacy, as well as provide professional development opportunities for the teachers.

Finally, professional development for teachers took center stage as teachers revised and improved their pacing guides and online curriculums. Part of this professional development included ongoing meetings with the instructional coach to discuss lesson plans and analyze the standards and support documents, as well as the use of quarterly data analysis meetings with the principal. Our expectations remain high for student growth, and our goal to help all students find success remains foremost.

Donna Selvey, Principal  
Toneka Green, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	29	74	61
Percent satisfied with learning environment	85.7%	82.2%	83.3%
Percent satisfied with social and physical environment	92.9%	82.4%	78.7%
Percent satisfied with school-home relations	88.9%	77.0%	83.6%

\* 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 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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	218	100	22.3	39.8	37.9	85.4	80.9	82.4	Yes	Yes
<b>Gender</b>										
Male	100	100	24.5	42.6	33	79.8	74.7	78.7	N/A	N/A
Female	118	100	20.5	37.5	42	90.2	87.1	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	93	100	18.9	30	51.1	88.9	87.2	88.9	Yes	Yes
African American	123	100	25.4	48.2	26.3	82.5	75.7	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	16	100	75	12.5	12.5	37.5	40.8	48.1	I/S	I/S
<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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	179	100	24.3	43.2	32.5	83.4	77.7	75.4	Yes	Yes

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

All Students	218	100	24.3	42.2	33.5	84	85	81.9	Yes	Yes
<b>Gender</b>										
Male	100	100	25.5	45.7	28.7	81.9	81.1	79.9	N/A	N/A
Female	118	100	23.2	39.3	37.5	85.7	88.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	93	100	17.8	38.9	43.3	86.7	89.3	88.9	Yes	Yes
African American	123	100	29.8	44.7	25.4	81.6	81.9	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	16	100	68.8	18.8	12.5	43.8	42.9	47.3	I/S	I/S
<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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	179	100	25.4	43.8	30.8	83.4	83	74.9	Yes	Yes

\* 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

**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	143	100	43	48.9	8.1	57	62.8	68.6
<b>Gender</b>								
Male	63	100	39	55.9	5.1	61	61.1	68.3
Female	80	100	46.1	43.4	10.5	53.9	64.5	68.9
<b>Racial/Ethnic Group</b>								
White	64	100	27.4	54.8	17.7	72.6	78	80.7
African American	77	100	N/AV	N/AV	N/AV	45.1	52.1	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	32.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	117	100	45.9	46.8	7.2	54.1	58.3	57.3
<b>Social Studies</b>								
All Students	142	100	23.5	47.8	28.7	76.5	67	72.5
<b>Gender</b>								
Male	64	100	23.3	48.3	28.3	76.7	67.1	72
Female	78	100	23.7	47.4	28.9	76.3	66.9	73.1
<b>Racial/Ethnic Group</b>								
White	60	100	23.7	39	37.3	76.3	71.8	81
African American	81	100	23.7	53.9	22.4	76.3	63.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	29.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	117	100	25.2	48.6	26.1	74.8	63.3	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	82	98.8	20.8	49.4	29.9	79.2	73	73.2	95.7	96
<b>Gender</b>										
Male	39	97.4	22.9	60	17.1	77.1	66.7	67.2	95.7	95.9
Female	43	100	19	40.5	40.5	81	79.5	79.4	95.8	96.1
<b>Racial/Ethnic Group</b>										
White	32	100	12.9	45.2	41.9	87.1	87.3	81.5	94.8	95.1
African American	50	98	26.1	52.2	21.7	73.9	62.4	61.3	96.4	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.3	94.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	97.2	95
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
<b>Disability Status</b>										
Disabled	7	I/S	I/S	I/S	I/S	I/S	29.4	26	95	95.7
<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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	98.8	94.2
<b>Socio-Economic Status</b>										
Subsidized meals	68	98.5	22.2	50.8	27	77.8	68.1	63.2	95.5	95.8

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
<b>English/Language Arts</b>							
<b>2010</b>	3	76	100	17.1	28.6	54.3	82.9
	4	74	100	25	45.6	29.4	75
	5	65	98.5	22.4	62.1	15.5	77.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	69	100	19	34.9	46	81
	4	67	100	21.5	38.5	40	78.5
	5	82	100	25.6	44.9	29.5	74.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	76	100	18.6	35.7	45.7	81.4
	4	74	100	38.2	32.4	29.4	61.8
	5	65	98.5	29.3	51.7	19	70.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	69	100	33.3	33.3	33.3	66.7
	4	67	100	16.9	41.5	41.5	83.1
	5	82	100	23.1	50	26.9	76.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	39	100	50	33.3	16.7	50
	4	74	100	54.4	42.6	2.9	45.6
	5	33	100	37.9	55.2	6.9	62.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	35	100	58.1	32.3	9.7	41.9
	4	67	100	35.4	60	4.6	64.6
	5	41	100	43.6	43.6	12.8	56.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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

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
<b>Social Studies</b>							
<b>2010</b>	3	37	100	29.4	44.1	26.5	70.6
	4	74	100	32.4	54.4	13.2	67.6
	5	31	100	44.8	51.7	3.4	55.2
	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	34	100	9.4	50	40.6	90.6
	4	67	100	23.1	55.4	21.5	76.9
	5	41	100	35.9	33.3	30.8	64.1
	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	76	100	22.5	42.3	35.2	77.5
	4	75	98.7	27.9	47.1	25	72.1
	5	66	98.5	15.3	55.9	28.8	84.7
	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	82	98.8	20.8	49.4	29.9	79.2
	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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