

W E PARKER ELEMENTARY

41 Crest Road
Edgefield, SC 29824

Grades	PK-5 Elementary School	
Enrollment	519 Students	
Principal	Gaye W. Holmes	803-637-4020
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Brad Covar	803-637-6689

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Good
2008	Average	Below Average
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

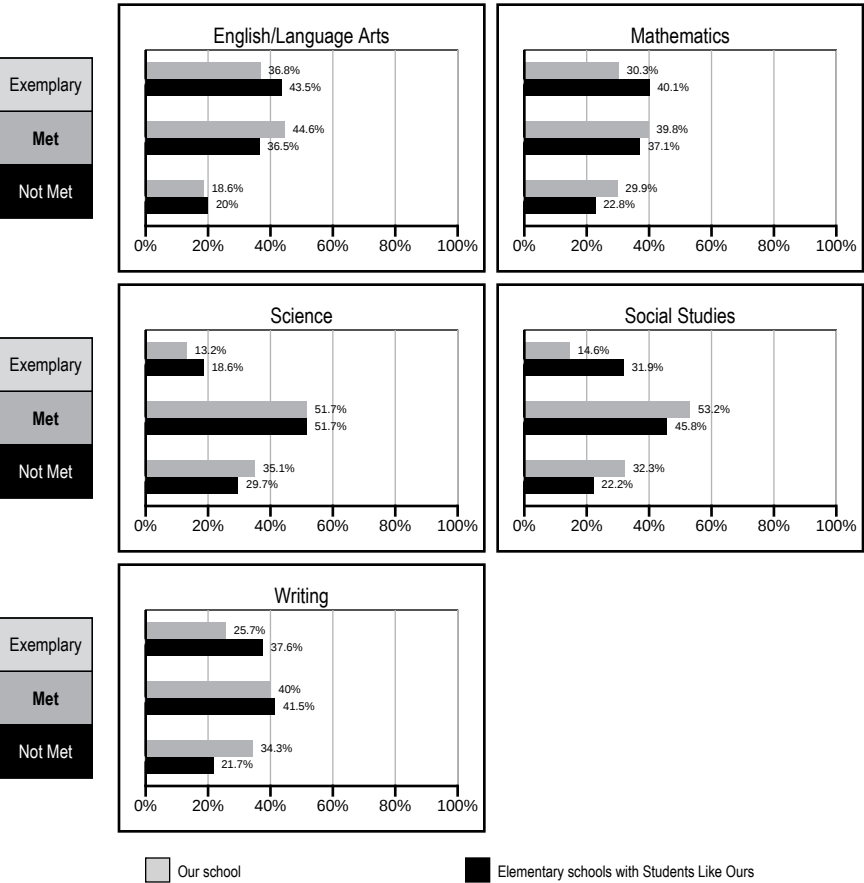
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	39	45	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
Students (n=519)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Up from 2.7%	1.1%	1.1%
Attendance rate	96.5%	Up from 96.2%	96.1%	96.2%
Served by gifted and talented program	10.4%	Up from 7.4%	15.1%	13.4%
With disabilities other than speech	7.0%	Down from 9.3%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	70.6%	Down from 71.9%	60.4%	62.5%
Continuing contract teachers	97.1%	Down from 100.0%	90.1%	88.2%
Teachers returning from previous year	91.4%	Down from 91.5%	88.5%	87.8%
Teacher attendance rate	95.6%	Down from 95.8%	95.2%	95.2%
Average teacher salary*	\$49,803	Down 0.0%	\$46,591	\$46,773
Professional development days/teacher	9.5 days	Down from 12.6 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 17.5 to 1	20.4 to 1	19.9 to 1
Prime instructional time	90.9%	No Change	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.3%	Down from 91.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,451	Down 8.8%	\$6,913	\$7,447
Percent of expenditures for instruction**	68.8%	Down from 72.9%	68.4%	68.4%
Percent of expenditures for teacher salaries**	66.7%	Down from 70.2%	65.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

2010-2011 was another great year at the Pride. Once again, our students performed well and our school met AYP. Our school remains committed to excellence and is constantly reviewing our data to make necessary changes and to find strategies to help improve student achievement. After analyzing our data and meeting with our teachers, we determined that math is still a trouble area. We implemented FASST Math for all students in grades 2-5 to help them with computation skills. Summer Splash, a program providing incentives for students based on the amount of time they spent working on Study Island reading and math during the summer, proved to be a success. Data from these students' MAP scores showed that they retained more of what was learned during the year.

This year we became involved in the Teacher Advancement Program (TAP). We are excited about being a part of this program which is designed to improve student achievement by increasing teacher efficacy through staff development. Everything that is involved is researched based, reflective, and data driven which are the driving forces behind all successful schools.

Students at W. E. Parker experienced "A Whole New World of Learning" from Day 1 to Day 180 during the 2010-2011 school year. The fine arts department worked with the classroom teachers to integrate the arts, while exposing students to various cultures and their history. The culmination of the theme was the performance of Aladdin and a World Market display presented by our students and the fine arts. Parent involvement continues to be essential to our school's success. We had record attendance in Real Men Read, Doughnuts for Dad, Muffins for Moms, Gravy Biscuits for Grandparents, Thanksgiving Day Lunch, PTO, SIC, field trips, volunteering for field day, parent conferences, and classroom visits. Our PTO and School Improvement Council (SIC) work to support all endeavors, and we greatly appreciate their support. Our caring and giving students and staff demonstrated this trait by giving over \$10,000 to Relay for Life, Jump Rope for Hearts; & St. Jude's Children's Hospital as well as visiting and performing for local nursing homes and senior citizens groups.

As we look ahead to a new school year, we will remain committed to providing a family-friendly environment that fosters respectfulness, responsibility, and readiness to learn. Together we will continue to make a difference in the lives of our students and our community!

Gaye W. Holmes, Principal
Chris Wise, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	64	25
Percent satisfied with learning environment	100.0%	90.6%	88.0%
Percent satisfied with social and physical environment	100.0%	93.7%	96.0%
Percent satisfied with school-home relations	100.0%	92.1%	92.0%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 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	
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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	5.6%	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	0.6%	0.0%	No
Student attendance rate	96.5%	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 = 79.4% (Met or Exemplary)

All Students	241	100	18.6	44.6	36.8	87.4	82.2	82.4	Yes	Yes
Gender										
Male	129	100	19.2	46.4	34.4	88	79.3	78.7	N/A	N/A
Female	112	100	17.9	42.5	39.6	86.8	85.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	123	100	12.7	36.4	50.8	92.4	88.8	88.9	Yes	Yes
African American	112	100	24.3	55.1	20.6	82.2	75.1	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72	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
Disability Status										
Disabled	38	100	55.6	36.1	8.3	50	46.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	152	100	25.7	50	24.3	82.6	74.8	75.4	Yes	Yes

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

All Students	241	100	29.9	39.8	30.3	81.4	79.4	81.9	Yes	Yes
Gender										
Male	129	100	32	35.2	32.8	77.6	77.3	79.9	N/A	N/A
Female	112	100	27.4	45.3	27.4	85.8	81.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	123	100	19.5	37.3	43.2	89	88.2	88.9	Yes	Yes
African American	112	100	39.3	43.9	16.8	73.8	70	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	66	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
Disability Status										
Disabled	38	100	63.9	27.8	8.3	41.7	40.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	57.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	152	100	39.6	41	19.4	74.3	71.9	74.9	No	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
Science								
All Students	160	100	35.1	51.7	13.2	64.9	63.5	68.6
Gender								
Male	82	100	42.3	46.2	11.5	57.7	64.6	68.3
Female	78	100	27.4	57.5	15.1	72.6	62.2	68.9
Racial/Ethnic Group								
White	80	100	14.7	60	25.3	85.3	77.5	80.7
African American	76	100	55.6	43.1	1.4	44.4	48	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	55.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	25	100	60.9	34.8	4.3	39.1	34	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	40	60.7
Socio-Economic Status								
Subsidized meals	105	100	46.9	49	4.1	53.1	51.7	57.3

Social Studies

All Students	162	100	32.3	53.2	14.6	67.7	66.4	72.5
Gender								
Male	81	100	31.3	50	18.8	68.8	68.1	72
Female	81	100	33.3	56.4	10.3	66.7	64.6	73.1
Racial/Ethnic Group								
White	84	100	19.8	56.8	23.5	80.2	75.1	81
African American	75	100	47.3	47.3	5.4	52.7	55.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	22	100	72.7	22.7	4.5	27.3	35.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	50	69.7
Socio-Economic Status								
Subsidized meals	99	100	40.6	54.2	5.2	59.4	56.3	62.9

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	72	100	34.3	40	25.7	65.7	69.3	73.2	96.5	96.2
Gender										
Male	36	100	33.3	47.2	19.4	66.7	61.8	67.2	96.3	95.9
Female	36	100	35.3	32.4	32.4	64.7	77.7	79.4	96.7	96.4
Racial/Ethnic Group										
White	37	100	16.2	45.9	37.8	83.8	79.3	81.5	96.4	95.9
African American	33	100	51.6	35.5	12.9	48.4	57.1	61.3	96.5	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	95.3	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.9	66.7	98.3	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	85.2	96.5
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	15.5	26	95	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	41.7	65.7	98.7	97.6
Socio-Economic Status										
Subsidized meals	47	100	48.9	35.6	15.6	51.1	58.9	63.2	96.1	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
English/Language Arts							
2010	3	82	98.8	15.4	37.2	47.4	84.6
	4	81	97.5	20.5	50	29.5	79.5
	5	70	100	21.2	53	25.8	78.8
	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
2011	3	87	100	19.3	37.3	43.4	80.7
	4	81	100	19.2	44.9	35.9	80.8
	5	73	100	17.1	52.9	30	82.9
	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
Mathematics							
2010	3	82	100	42.3	34.6	23.1	57.7
	4	81	100	25.6	55.1	19.2	74.4
	5	70	100	21.2	42.4	36.4	78.8
	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
2011	3	87	100	44.6	26.5	28.9	55.4
	4	81	100	23.1	47.4	29.5	76.9
	5	73	100	20	47.1	32.9	80
	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							
2010	3	41	100	71.8	20.5	7.7	28.2
	4	81	100	39.7	53.8	6.4	60.3
	5	35	100	18.2	66.7	15.2	81.8
	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
2011	3	42	100	34.2	42.1	23.7	65.8
	4	81	100	24.4	61.5	14.1	75.6
	5	37	100	N/AV	N/AV	N/AV	40
	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
Social Studies							
2010	3	41	100	25.6	53.8	20.5	74.4
	4	81	100	29.5	61.5	9	70.5
	5	35	100	39.4	39.4	21.2	60.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	45	100	33.3	35.6	31.1	66.7
	4	81	100	24.4	70.5	5.1	75.6
	5	36	100	48.6	37.1	14.3	51.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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							
2010	3	82	100	39.7	32.1	28.2	60.3
	4	80	100	26.9	42.3	30.8	73.1
	5	68	100	36.4	48.5	15.2	63.6
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	72	100	34.3	40	25.7	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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