



Kershaw Elementary

108 N. Rollins Drive
Kershaw, SC 29067

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 446 Students | |
| Principal | Dr. Annette Melton | 803-475-6655 |
| Superintendent | Dr. Richard E. Moore | 803-286-6972 |
| Board Chair | Mr. Robert Parker | 803-286-6972 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2013 | Average | Average |
| 2012 | Average | Average |
| 2011 | Average | Average |
| 2010 | Average | Average |
| 2009 | Average | 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 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://www.eoc.sc.gov>

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

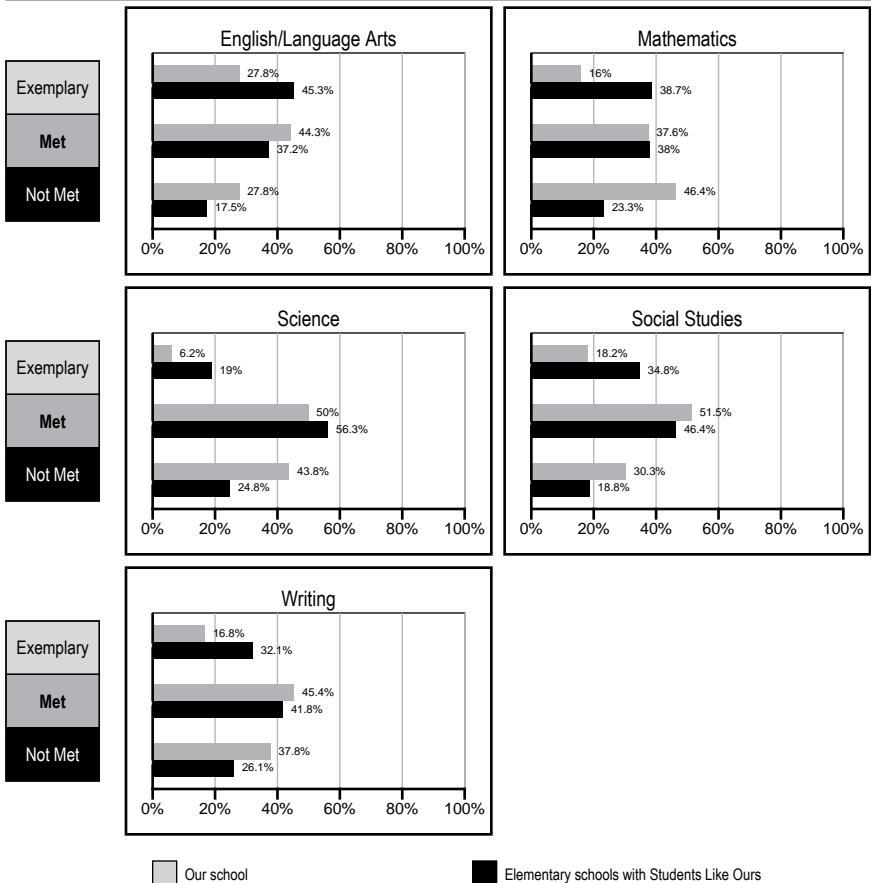
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 25 | 44 | 46 | 0 | 0 |

* Ratings are calculated with data available by 12/14/2013.

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=446) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.8% | Up from 0.7% | 1.3% | 0.9% |
| Attendance rate | 96.1% | Down from 96.9% | 96.2% | 96.3% |
| Served by gifted and talented program | 4.2% | N/A | 8.5% | 7.2% |
| With disabilities | 22.1% | N/A | 13.6% | 12.4% |
| Older than usual for grade | 2.7% | N/A | 2.3% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=26) | | | | |
| Teachers with advanced degrees | 76.9% | Up from 72.0% | 63.0% | 62.5% |
| Continuing contract teachers | 92.3% | Down from 100.0% | 85.7% | 83.3% |
| Teachers returning from previous year | 91.5% | Up from 88.7% | 89.3% | 88.3% |
| Teacher attendance rate | 93.3% | Down from 94.4% | 95.0% | 95.0% |
| Average teacher salary* | \$51,933 | Up 2.3% | \$48,696 | \$48,193 |
| Professional development days/teacher | 11.3 days | Down from 13.4 days | 11.1 days | 11.0 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.4 to 1 | Up from 8.0 to 1 | 20.3 to 1 | 20.1 to 1 |
| Prime instructional time | 86.5% | Down from 88.7% | 90.0% | 90.0% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.9% | Up from 99.3% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,743 | Up 5.3% | \$7,075 | \$7,364 |
| Percent of expenditures for instruction** | 69.0% | Down from 71.0% | 68.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 68.0% | Down from 70.0% | 66.0% | 66.0% |

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

During the 2012-2013 year, Kershaw Elementary continued the BULLDOG tradition of "Building Upstanding Life-long Learners. Developing Optimistic Graduates". We focused on assessing student performance, analyzing data, evaluating instruction and the effective use of technology and resources to enhance student achievement. Family engagement and collaboration with the community remained a top priority. We celebrated successes throughout the year.

Kershaw Elementary earned a "B" on federal accountability measures that included growth in PASS scores in all subject areas and subgroups based on the Spring 2012 administration. Teachers met weekly to review student work, analyze data, plan instruction, and to study the Common Core State Standards. Dominie testing for kindergarten through fifth grade and the implementation of the 100 Book Challenge for kindergarten, first and second grades increased the use of leveled texts and enhanced our ability to meet individual student needs. Third, fourth and fifth grade began the implementation of small group instruction using the newly adopted reading series and used science and social studies weekly newspapers. Support staff worked with individuals and small groups of students to provide additional assistance. Several on-line programs allowed students to have access, at home and school, to reading and math skills on their individual levels to support classroom instruction and learning. The afterschool programs provided additional learning opportunities for numerous students.

The encouragement of our families and the community is crucial to our success. Parents showed support by attending Family Nights and PTO/SIC meetings, signing reading logs daily, communicating with teachers and volunteering. In addition, community members sponsored Backpack Buddies, provided vision screenings and donated funds for field trips.

Celebrations played a significant role in our school year. Students were recognized daily for making good choices. Honor roll events were held each six weeks and students received medals for reaching reading goals. We also had numerous visitors including Cocky from the University of South Carolina, the Clemson Tiger, Air Rufus from the Charlotte Bobcats and numerous local guests.

Our school-wide theme, "United we stand. United we Learn", served as the foundation for integrated activities that focused on the presidential election, United States history, government and geography. We are looking forward to another successful year with this patriotic theme.

Tracie Snipes, SIC Chair
Annette Melton, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 26 | 59 | 33 |
| Percent satisfied with learning environment | 92.3% | 98.3% | 81.9% |
| Percent satisfied with social and physical environment | 100% | 94.9% | 87.9% |
| Percent satisfied with school-home relations | 100% | 94.8% | 87.5% |

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 59.0 |
| Overall Grade Conversion | F |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Kershaw Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 6.2% | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.8% | 4.9% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.1% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 645.6 | 622.6 | 599.5 | 624.5 | 100.0 | 100.0 |
| Male | 647.9 | 628.8 | 601.8 | 631.8 | 100.0 | 100.0 |
| Female | 642.8 | 615.2 | 596.6 | 616.1 | 100.0 | 100.0 |
| White | 648.3 | 629.2 | 607.9 | 627.5 | 100.0 | 100.0 |
| African American | 636.3 | 603.8 | 570.6 | 613.1 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 610.8 | 589.1 | 569.4 | 601.4 | 100.0 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 639.1 | 617.1 | 592.5 | 618.4 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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| | | | | |
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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 | | | | | | | |
| 2012 | 3 | 70 | 100 | 31.3 | 22.4 | 46.3 | 68.7 |
| | 4 | 64 | 100 | 25.4 | 39 | 35.6 | 74.6 |
| | 5 | 75 | 100 | 29.3 | 32 | 38.7 | 70.7 |
| | 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 |
| 2013 | 3 | 69 | 100 | 28.8 | 34.8 | 36.4 | 71.2 |
| | 4 | 75 | 100 | 30.9 | 42.6 | 26.5 | 69.1 |
| | 5 | 66 | 100 | 23.3 | 56.7 | 20 | 76.7 |
| | 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 |
| Mathematics | | | | | | | |
| 2012 | 3 | 70 | 100 | 35.8 | 40.3 | 23.9 | 64.2 |
| | 4 | 64 | 100 | 28.8 | 39 | 32.2 | 71.2 |
| | 5 | 75 | 100 | 41.3 | 38.7 | 20 | 58.7 |
| | 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 |
| 2013 | 3 | 69 | 100 | 57.6 | 25.8 | 16.7 | 42.4 |
| | 4 | 75 | 100 | 36.8 | 45.6 | 17.6 | 63.2 |
| | 5 | 66 | 100 | 45 | 41.7 | 13.3 | 55 |
| | 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 | | | | | | | |
| 2012 | 3 | 36 | 100 | 58.8 | 35.3 | 5.9 | 41.2 |
| | 4 | 64 | 100 | 39 | 57.6 | 3.4 | 61 |
| | 5 | 37 | 100 | 35.1 | 54.1 | 10.8 | 64.9 |
| | 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 |
| 2013 | 3 | 35 | 100 | 57.6 | 36.4 | 6.1 | 42.4 |
| | 4 | 75 | 100 | 36.8 | 57.4 | 5.9 | 63.2 |
| | 5 | 32 | 100 | 44.8 | 48.3 | 6.9 | 55.2 |
| | 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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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2012 | 3 | 34 | 100 | 30.3 | 51.5 | 18.2 | 69.7 |
| | 4 | 64 | 100 | 39 | 52.5 | 8.5 | 61 |
| | 5 | 38 | 100 | 52.6 | 39.5 | 7.9 | 47.4 |
| | 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 |
| 2013 | 3 | 34 | 100 | 33.3 | 48.5 | 18.2 | 66.7 |
| | 4 | 75 | 100 | 29.4 | 54.4 | 16.2 | 70.6 |
| | 5 | 34 | 100 | 29 | 48.4 | 22.6 | 71 |
| | 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 | | | | | | | |
| 2012 | 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 | 75 | 98.7 | 33.8 | 44.6 | 21.6 | 66.2 |
| | 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 |
| 2013 | 3 | 68 | 100 | 45.5 | 43.9 | 10.6 | 54.5 |
| | 4 | 76 | 98.7 | 35.3 | 48.5 | 16.2 | 64.7 |
| | 5 | 66 | 100 | 31.1 | 44.3 | 24.6 | 68.9 |
| | 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 |

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