



Kellett Elementary

500 Adams Street
Seneca, SC 29678

Grades	PK-5 Elementary School	
Enrollment	366 Students	
Principal	Dick Ellenburg	864-886-4440
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	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 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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

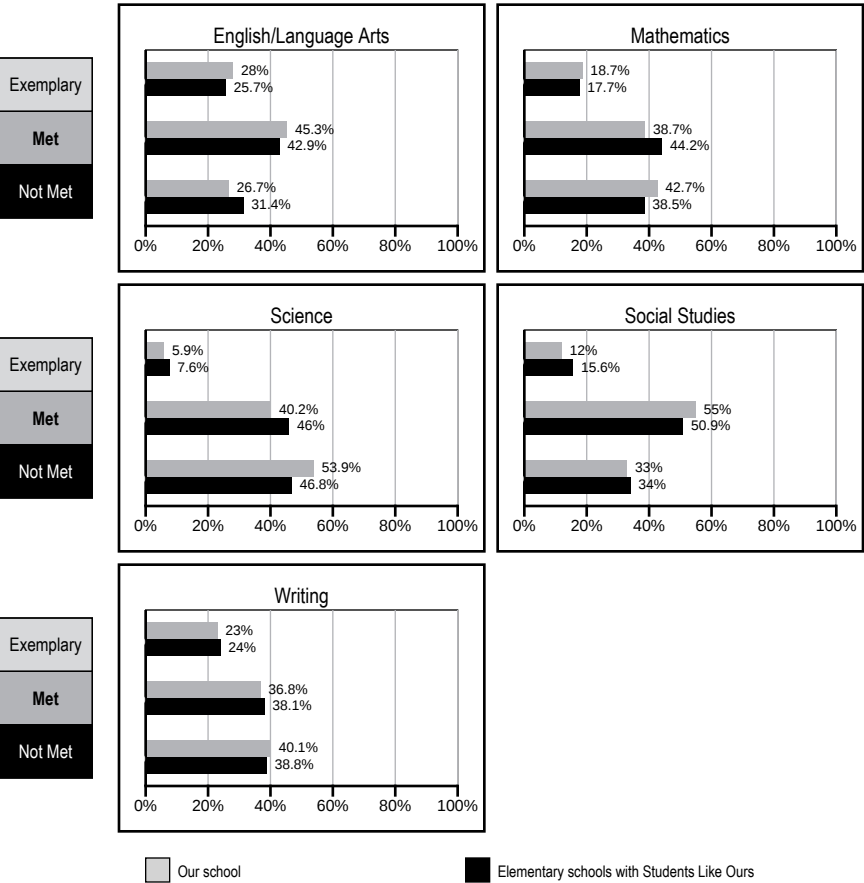
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	88	39	11

* Ratings are calculated with data available by 06/01/2010.

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=366)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 2.8%	2.5%	1.9%
Attendance rate	96.4%	Down from 96.5%	96.1%	96.3%
Eligible for gifted and talented	7.3%	Down from 7.9%	5.4%	10.0%
With disabilities other than speech	6.1%	Down from 6.9%	8.7%	7.7%
Older than usual for grade	0.0%	No Change	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	58.6%	Up from 53.3%	56.3%	59.4%
Continuing contract teachers	86.2%	Up from 80.0%	74.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.9%	Up from 81.7%	84.4%	85.9%
Teacher attendance rate	96.7%	Up from 96.3%	95.1%	95.1%
Average teacher salary*	\$47,499	Up 8.1%	\$45,608	\$47,149
Professional development days/teacher	13.9 days	Down from 17.9 days	11.0 days	11.1 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 18.9 to 1	17.8 to 1	18.8 to 1
Prime instructional time	91.3%	Up from 90.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	72.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,576	Up 12.7%	\$7,850	\$7,458
Percent of expenditures for instruction**	64.8%	Up from 62.6%	68.5%	68.8%
Percent of expenditures for teacher salaries**	62.4%	Up from 60.4%	62.4%	63.2%

* 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

Last June, I was honored to be selected as your Interim Principal for J.N. Kellett Elementary School for the 2008-09 school year. During the ensuing year, the spirit of the children, families, and staff of Kellett Elementary has amazed me. No matter what the need, someone always steps up to say, "I can take care of that." Whether the task needed students (Safety Patrol and Flag Patrol), parents (PTC, SIC, and fundraisers), or staff (re-organizing fourth grade, picking up in the absence of another teacher, going the extra mile) someone always comes forward to make a difference in the lives of these children. Together, we have had a tremendous school year. Teachers and students have really focused on teaching and learning, and the result has been a significant growth in our MAP scores, our level of independent reading in 100 Book Challenge, and attendance. I appreciate all the efforts expended to make this Kellett's best year ever. After 54 years, we will close this building next week, honoring the past with a Kellett Celebration from 5-8 on May 29. The celebration will include displays from the various decades of operation at Kellett, a ceremony to celebrate Kellett history, and a cookout. J.N. Kellett Elementary will be long remembered by the people who worked and studied here.

This summer or early next fall the move into a Blue Ridge Elementary and, for some, Northside Elementary will be complete, and a new chapter will begin. Whether in our school work, our behavior, our attendance, let's all commit to take that Kellett spirit wherever we may go. Make each day special at your new schools and give your best effort. There will inevitably be anxiety as we make our transitions. As with any transition, there will be adjustments to be made. For now, enjoy your summer, and come back refreshed and ready make 2009-10 your best year ever.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	46	32
Percent satisfied with learning environment	92.0%	84.4%	84.4%
Percent satisfied with social and physical environment	88.0%	78.3%	78.1%
Percent satisfied with school-home relations	68.0%	87.0%	86.7%

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

Abbreviations for Missing Data

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

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	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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 = 58.8% (Met or Exemplary)

All Students	158	99.4	26.7	45.3	28	84	86	82.8	Yes	Yes
Gender										
Male	84	98.8	28.6	49.4	22.1	84.4	82.7	79.3	N/A	N/A
Female	74	100	24.7	41.1	34.2	83.6	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	59	98.3	9.1	41.8	49.1	96.4	87.8	89.5	Yes	Yes
African American	89	100	35.3	48.2	16.5	76.5	76.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	22	95.5	N/AV	N/AV	N/AV	38.9	62.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	79.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	131	99.2	29	47.6	23.4	82.3	80.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	158	99.4	42.7	38.7	18.7	67.3	82.8	78.9	Yes	Yes
Gender										
Male	84	98.8	48.1	36.4	15.6	64.9	81.2	77	N/A	N/A
Female	74	100	37	41.1	21.9	69.9	84.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	59	98.3	20	36.4	43.6	81.8	85.2	87.2	Yes	Yes
African American	89	100	54.1	42.4	3.5	60	68.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	79.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	22	95.5	N/AV	N/AV	N/AV	27.8	54.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	79.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	131	99.2	46	39.5	14.5	62.9	75.3	70.2	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
Science								
All Students	106	100	53.9	40.2	5.9	46.1	69	67.5
Gender								
Male	56	100	54.7	43.4	1.9	45.3	67	67
Female	50	100	53.1	36.7	10.2	46.9	71.1	68
Racial/Ethnic Group								
White	42	100	32.5	57.5	10	67.5	73	79.5
African American	58	100	69.6	26.8	3.6	30.4	48.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	58.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	15.4	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	53.7	59.6
Socio-Economic Status								
Subsided meals	89	100	60.5	34.9	4.7	39.5	57.9	55.1

Social Studies

All Students	105	100	33	55	12	67	71.8	72.3
Gender								
Male	58	100	27.8	59.3	13	72.2	72.1	71.5
Female	47	100	39.1	50	10.9	60.9	71.6	73.2
Racial/Ethnic Group								
White	39	100	21.6	48.6	29.7	78.4	74.5	80.7
African American	59	100	39.3	58.9	1.8	60.7	55.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	42.9	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	67.9
Socio-Economic Status								
Subsided meals	88	100	33.7	56.6	9.6	66.3	62.6	62.1

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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
Writing										
All Students	160	98.1	39.7	37.1	23.2	60.3	72	70.2	96.4	96.4
Gender										
Male	84	97.6	50.6	37.7	11.7	49.4	63.8	63.2	96.4	96.4
Female	76	98.7	28.4	36.5	35.1	71.6	80.5	77.5	96.4	96.3
Racial/Ethnic Group										
White	61	96.7	19.6	35.7	44.6	80.4	74.3	79.1	95.6	96.2
African American	89	98.9	48.2	41.2	10.6	51.8	59.8	57.6	97.3	97.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	86.2	95.6	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.7	62.6	96.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	97.5
Disability Status										
Disabled	23	91.3	N/AV	N/AV	N/AV	5.3	26.4	26.1	96.1	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	62.8	61.2	97.1	97.2
Socio-Economic Status										
Subsidized meals	134	97.8	43.2	40	16.8	56.8	62.4	58.9	96.2	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							
2009	3	59	98.3	30.9	27.3	41.8	69.1
	4	54	100	25	57.7	17.3	75
	5	45	100	23.3	53.5	23.3	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							
2009	3	59	98.3	47.3	32.7	20	52.7
	4	54	100	38.5	40.4	21.2	61.5
	5	45	100	41.9	44.2	14	58.1
	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
Science							
2009	3	28	100	55.6	29.6	14.8	44.4
	4	54	100	55.8	42.3	1.9	44.2
	5	24	100	47.8	47.8	4.3	52.2
	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
Social Studies							
2009	3	30	100	46.4	35.7	17.9	53.6
	4	54	100	23.1	69.2	7.7	76.9
	5	21	100	40	45	15	60
	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							
2009	3	60	96.7	40.4	31.6	28.1	59.6
	4	54	100	40.4	42.3	17.3	59.6
	5	46	97.8	38.1	38.1	23.8	61.9
	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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