



CONCORD ELEMENTARY

2701 Calrossie Road
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	731 Students	
Principal	Beryl C. Barclay	864-260-5105
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good
2006	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 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

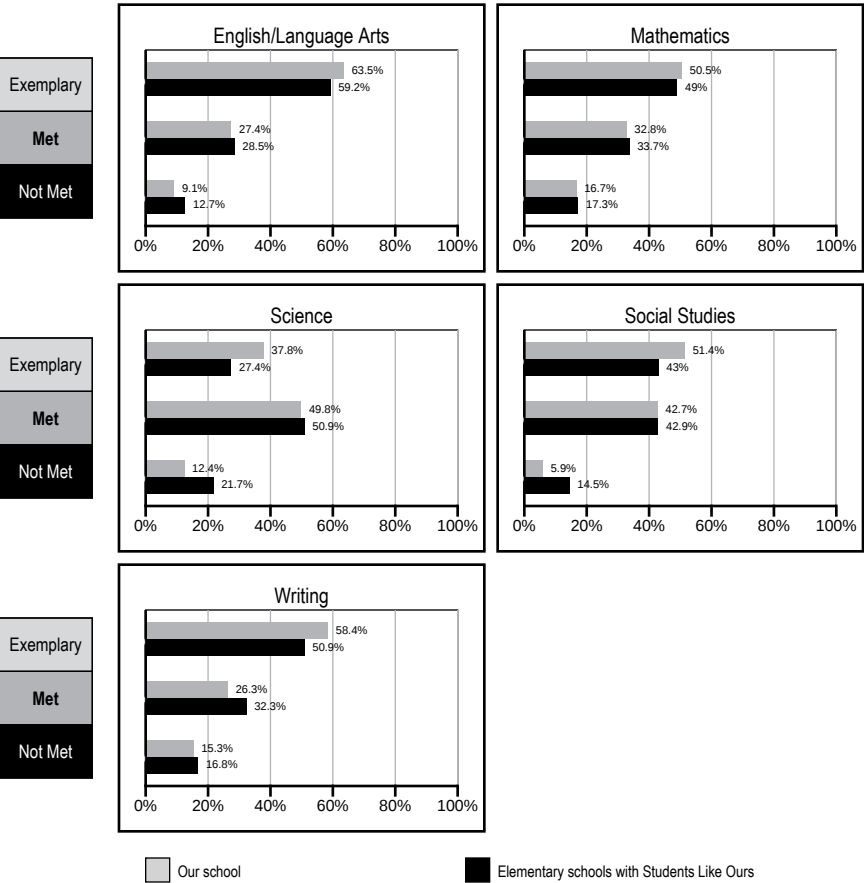
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	4	2	1	0

* Ratings are calculated with data available by 03/09/2011.

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=731)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 2.6%	0.7%	1.2%
Attendance rate	99.9%	Up from 96.7%	96.4%	96.1%
Eligible for gifted and talented	32.8%	Up from 26.9%	20.8%	11.7%
With disabilities other than speech	6.1%	Up from 5.0%	5.9%	8.0%
Older than usual for grade	1.3%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	54.9%	Up from 52.6%	62.5%	60.5%
Continuing contract teachers	94.1%	Up from 86.0%	88.9%	84.6%
Teachers with emergency or provisional certificates	2.0%	Up from 1.8%	0.0%	0.0%
Teachers returning from previous year	89.2%	Up from 88.8%	88.6%	87.0%
Teacher attendance rate	93.3%	Down from 95.0%	95.6%	95.4%
Average teacher salary*	\$47,575	Up 2.4%	\$49,391	\$47,288
Professional development days/teacher	8.1 days	Down from 10.3 days	9.0 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.0 to 1	20.6 to 1	19.2 to 1
Prime instructional time	92.7%	Up from 90.7%	92.1%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,616	Up 2.2%	\$7,205	\$7,548
Percent of expenditures for instruction**	71.9%	Up from 71.7%	70.7%	68.7%
Percent of expenditures for teacher salaries**	70.8%	Up from 70.4%	65.8%	65.1%

* 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 2009-2010, Concord Elementary School served approximately 730 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, Running 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, and class projects and had over 17,000 volunteer hours in 2009-2010. Among the school's successes are a strong mentoring/tutoring program, an art show, and an annual schoolwide writing program including Writers' Guild and publishing center, a fifth grade exhibition, a wide variety of opportunities for teacher training in best practices, and a completion of 41 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 (nine consecutive years). Based on the 2009 PASS scores, Concord was recognized for the sixth year by the state Education Oversight Committee for closing the achievement gap.

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

Leslie Coggins, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	100	59
Percent satisfied with learning environment	100.0%	90.0%	96.6%
Percent satisfied with social and physical environment	98.1%	92.8%	98.3%
Percent satisfied with school-home relations	98.0%	93.9%	96.6%

* 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
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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	
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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	0.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	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	345	99.7	9.4	27.3	63.3	93.6	86.4	83.5	Yes	Yes
Gender										
Male	171	100	12.4	24.8	62.7	90.7	83.4	80.1	N/A	N/A
Female	174	99.4	6.5	29.6	63.9	96.4	89.7	87	N/A	N/A
Racial/Ethnic Group										
White	269	100	6.5	22.7	70.8	95	91.6	89.6	Yes	Yes
African American	50	98	23.9	54.3	21.7	82.6	78.6	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	90.8	92.7	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	87.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	33	100	45.5	27.3	27.3	57.6	55	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	94	98.9	19.8	36	44.2	89.5	80.3	76.9	Yes	Yes

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

All Students	345	99.7	17	32.7	50.3	91.5	84.4	80.4	Yes	Yes
Gender										
Male	171	100	16.8	31.7	51.6	89.4	82.1	78.4	N/A	N/A
Female	174	99.4	17.2	33.7	49.1	93.5	87	82.5	N/A	N/A
Racial/Ethnic Group										
White	269	100	11.2	31.5	57.3	93.8	90.7	87.8	Yes	Yes
African American	50	98	52.2	30.4	17.4	76.1	74.1	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	90.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	33	100	54.5	33.3	12.1	57.6	49.3	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	89.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	94	98.9	33.7	40.7	25.6	81.4	76.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	235	100	12.4	49.8	37.8	87.6	77	67.3
Gender								
Male	113	100	8.5	50.9	40.6	91.5	75.5	66.9
Female	122	100	16	48.7	35.3	84	78.4	67.7
Racial/Ethnic Group								
White	179	100	7.5	46.8	45.7	92.5	86.3	79.6
African American	36	100	36.4	57.6	6.1	63.6	62.9	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.7	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	75.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	21	100	38.1	52.4	9.5	61.9	41.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73.3	58.6
Socio-Economic Status								
Subsidized meals	64	100	25.9	56.9	17.2	74.1	67.5	55.4

Social Studies

All Students	232	99.6	5.9	42.7	51.4	94.1	80.1	70.9
Gender								
Male	125	99.2	6.9	43.1	50	93.1	78.6	70.1
Female	107	100	4.8	42.3	52.9	95.2	81.7	71.7
Racial/Ethnic Group								
White	183	99.5	5.7	35.8	58.5	94.3	85.8	79.2
African American	35	100	9.4	68.8	21.9	90.6	71.2	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	96	25	62.5	12.5	75	49.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77	68
Socio-Economic Status								
Subsidized meals	64	98.4	14	63.2	22.8	86	71.4	60.8

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
Writing										
All Students	349	97.7	13.7	26.8	59.5	86.3	75.7	72.1	99.9	99.9
Gender										
Male	173	97.7	15.6	36.9	47.5	84.4	69.5	65.2	99.9	99.9
Female	176	97.7	11.9	17.3	70.8	88.1	82.3	79.2	99.9	99.9
Racial/Ethnic Group										
White	272	98.2	9.3	26	64.7	90.7	84	80.8	99.9	99.9
African American	51	94.1	35.6	33.3	31.1	64.4	63.6	59.7	99.9	99.9
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	85.7	87	99.9	99.9
Hispanic	12	100	36.4	27.3	36.4	63.6	69.6	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	99.9	99.9
Disability Status										
Disabled	33	93.9	48.4	29	22.6	51.6	30.4	27.7	99.7	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	68.2	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	93	95.7	27.4	40.5	32.1	72.6	65.9	61.9	99.9	99.9

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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	132	100	5.6	23	71.4	94.4
	4	100	100	7.3	28.1	64.6	92.7
	5	117	100	5.3	30.1	64.6	94.7
	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
2010	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
Mathematics							
2009	3	132	100	13.5	35.7	50.8	86.5
	4	100	100	5.2	46.9	47.9	94.8
	5	117	100	9.7	40.7	49.6	90.3
	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
2010	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
Science							
2009	3	65	100	12.7	41.3	46	87.3
	4	100	100	3.1	50	46.9	96.9
	5	61	100	11.9	45.8	42.4	88.1
	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
2010	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

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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							
2009	3	67	100	3.2	19	77.8	96.8
	4	100	100	3.1	35.4	61.5	96.9
	5	57	100	3.6	36.4	60	96.4
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	134	98.5	10.2	22	67.7	89.8
	4	101	98	4.1	30.9	64.9	95.9
	5	118	96.6	5.4	36.9	57.7	94.6
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
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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