

W E PARKER ELEMENTARY

41 Crest Road
Edgefield, SC 29824

Grades	PK-5 Elementary School	
Enrollment	484 Students	
Principal	Gaye W. Holmes	803-637-4020
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Sallie B. Cooks	803-663-6539

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Good
2008	Average	Below Average
2007	Below Average	At-Risk
2006	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

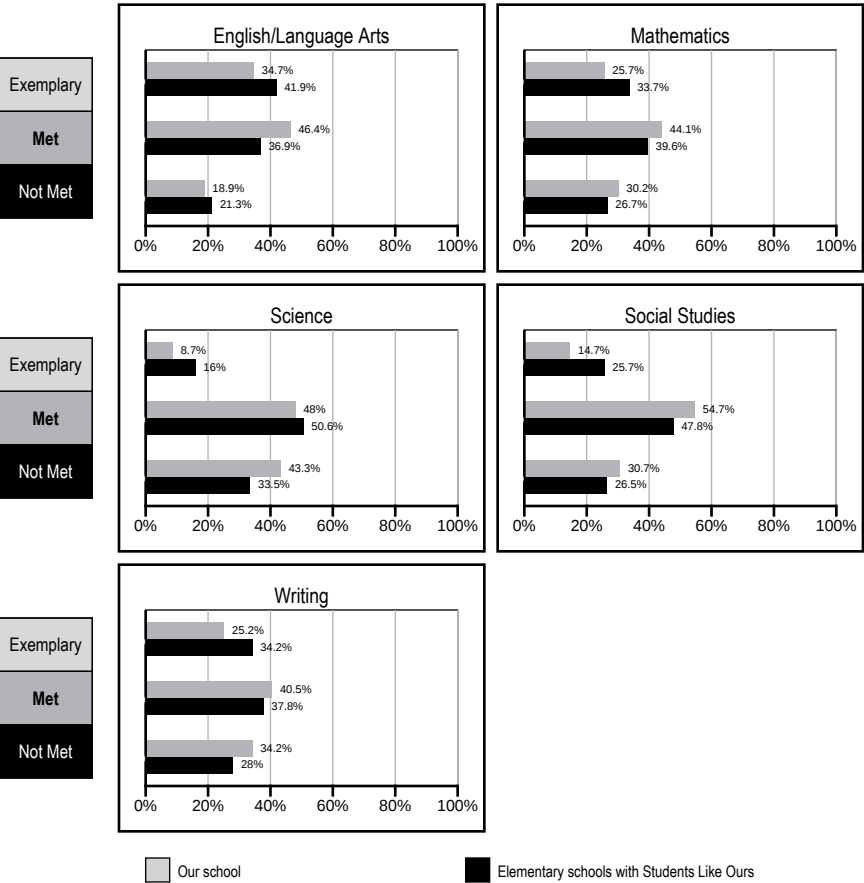
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	28	71	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=484)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 4.7%	1.2%	1.2%
Attendance rate	96.2%	Down from 96.9%	96.0%	96.1%
Eligible for gifted and talented	7.4%	Down from 8.3%	12.2%	11.7%
With disabilities other than speech	9.3%	Down from 9.5%	8.5%	8.0%
Older than usual for grade	0.3%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	71.9%	Down from 73.0%	59.4%	60.5%
Continuing contract teachers	100.0%	Up from 91.9%	85.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.5%	Down from 92.7%	88.4%	87.0%
Teacher attendance rate	95.8%	Down from 96.0%	95.5%	95.4%
Average teacher salary*	\$49,804	Up 0.2%	\$47,155	\$47,288
Professional development days/teacher	12.6 days	Up from 11.1 days	10.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 16.1 to 1	19.5 to 1	19.2 to 1
Prime instructional time	90.9%	Down from 92.1%	90.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.4%	Down from 94.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,168	Up 5.8%	\$7,272	\$7,548
Percent of expenditures for instruction**	72.9%	Up from 68.9%	67.4%	68.7%
Percent of expenditures for teacher salaries**	70.2%	Up from 66.8%	64.1%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 year was a huge success for the Pride at Parker Elementary! We achieved Adequate Yearly Progress, and our school earned the Palmetto Silver distinction, which is the second highest academic honor recognized by the State Department of Education. In addition, our school was recognized as a 2010 Red Carpet School for our family-friendly school environment and for providing excellent customer service.

Our school is committed to excellence through self reflection, data-driven decisions, and appropriate change. Our school actively uses data to drive instructional decisions in order to meet the needs of all students. Our environment of total quality provides a safe, secure setting enhanced by a strong curriculum, caring teachers and staff, and innovative practices.

Parent involvement is an integral part of our school program with family nights, choral and dramatic performances, book fairs, birthday/student of the month lunches, Real Men Read, Muffins for Moms, Doughnuts for Dads, Grandparents' Day, Thanksgiving Lunch, PTO, SIC, field trips, volunteering, field days, parent conferences, and classroom visits. We have a strong PTO and SIC supporting us in all of our endeavors.

Parker Elementary understands the importance of giving back. This year our students and faculty contributed over \$10,569.97 to charities, and we were recognized as the top fundraiser for Relay for Life.

Together we will continue to make a difference in the lives of our students and our community!

Gaye Holmes, Principal
Chris Wise, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	62	48
Percent satisfied with learning environment	96.6%	96.7%	89.1%
Percent satisfied with social and physical environment	100.0%	95.1%	91.7%
Percent satisfied with school-home relations	100.0%	91.5%	87.5%

* 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	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	6.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	233	98.7	18.9	46.4	34.7	86.9	83.9	83.5	Yes	Yes
Gender										
Male	130	100	20.3	49.6	30.1	85.4	80.7	80.1	N/A	N/A
Female	103	97.1	17.2	42.4	40.4	88.9	87.4	87	N/A	N/A
Racial/Ethnic Group										
White	100	97	11.3	37.1	51.5	91.8	90.3	89.6	Yes	Yes
African American	127	100	22.3	55.4	22.3	85.1	76.3	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	83	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	31	90.3	54.8	38.7	6.5	58.1	49.5	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	5	I/S	I/S	I/S	I/S	I/S	74.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	98.2	25	50	25	81.4	77.6	76.9	Yes	Yes

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

All Students	233	100	30.2	44.1	25.7	80.6	76.3	80.4	Yes	Yes
Gender										
Male	130	100	33.3	42.3	24.4	77.2	74.3	78.4	N/A	N/A
Female	103	100	26.3	46.5	27.3	84.8	78.4	82.5	N/A	N/A
Racial/Ethnic Group										
White	100	100	20.6	39.2	40.2	88.7	85.4	87.8	Yes	Yes
African American	127	100	35.5	49.6	14.9	76	65.8	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.1	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	31	100	67.7	29	3.2	38.7	39.1	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	5	I/S	I/S	I/S	I/S	I/S	59.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	100	36.5	48.1	15.4	75	68.4	72.8	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

	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	157	100	43.3	48	8.7	56.7	61.3	67.3
Gender								
Male	84	100	38	50.6	11.4	62	62.4	66.9
Female	73	100	49.3	45.1	5.6	50.7	60	67.7
Racial/Ethnic Group								
White	69	100	30.3	51.5	18.2	69.7	72.4	79.6
African American	84	100	52.5	46.3	1.3	47.5	47.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.8	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	N/A	N/A	N/A	38.1	25.8	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	55	58.6
Socio-Economic Status								
Subsidized meals	114	100	50.5	44	5.5	49.5	50.6	55.4

Social Studies

All Students	157	100	30.7	54.7	14.7	69.3	64.4	70.9
Gender								
Male	92	100	29.5	53.4	17	70.5	64.2	70.1
Female	65	100	32.3	56.5	11.3	67.7	64.7	71.7
Racial/Ethnic Group								
White	69	100	19.4	52.2	28.4	80.6	74.3	79.2
African American	83	100	38.8	57.5	3.8	61.3	52.8	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	55.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	100	55	35	10	45	34.1	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	50	68
Socio-Economic Status								
Subsidized meals	107	100	41.2	54.9	3.9	58.8	54	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	230	100	34.2	40.5	25.2	65.8	70.6	72.1	96.2	95.9
Gender										
Male	127	100	43.1	38.2	18.7	56.9	63.3	65.2	96.3	95.7
Female	103	100	23.2	43.4	33.3	76.8	78.5	79.2	96.2	96
Racial/Ethnic Group										
White	99	100	22.7	36.1	41.2	77.3	79	80.8	96	95.5
African American	125	100	42.1	44.6	13.2	57.9	60.9	59.7	96.4	96.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	87	96.2	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	57.8	64.6	97.5	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	90.8
Disability Status										
Disabled	27	100	81.5	14.8	3.7	18.5	23.2	27.7	96.1	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	46.2	63.7	97.4	97.4
Socio-Economic Status										
Subsidized meals	162	100	42.3	42.3	15.4	57.7	60.2	61.9	95.9	95.5

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	78	100	17.8	43.8	38.4	82.2
	4	74	100	25.4	40.8	33.8	74.6
	5	82	100	19.5	48.1	32.5	80.5
	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	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
Mathematics							
2009	3	78	100	34.2	43.8	21.9	65.8
	4	74	100	16.9	52.1	31	83.1
	5	82	100	24.7	55.8	19.5	75.3
	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	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
Science							
2009	3	39	100	39.5	42.1	18.4	60.5
	4	74	100	26.8	49.3	23.9	73.2
	5	43	100	22.5	70	7.5	77.5
	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	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

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
Social Studies							
2009	3	39	100	19.4	61.1	19.4	80.6
	4	74	100	22.5	59.2	18.3	77.5
	5	39	100	18.9	51.4	29.7	81.1
	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	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
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	77	100	42.5	28.8	28.8	57.5
	4	76	98.7	31.9	50	18.1	68.1
	5	83	100	34.2	43	22.8	65.8
	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	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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