



ANDREWS ELEMENTARY

13072 County Line Rd.
Andrews, South Carolina

Grades	PK-5 Elementary School	
Enrollment	820 Students	
Principal	Brian G. Clark	843-264-3419
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

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	Average
2008	Average	At-Risk
2007	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

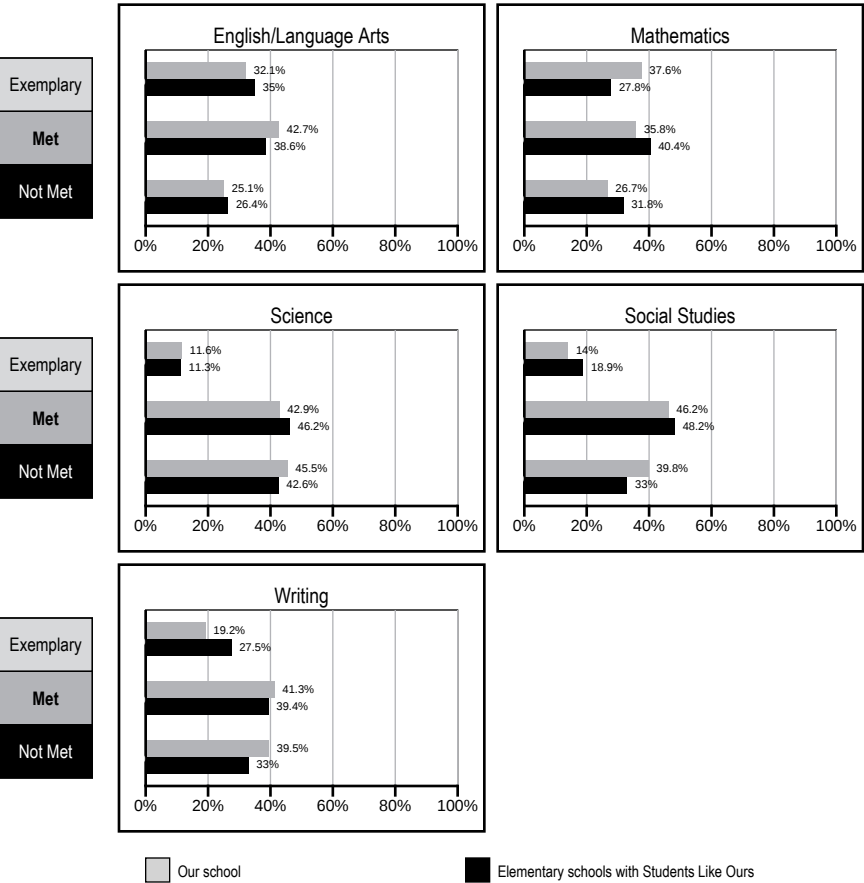
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	101	12	1

* 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=820)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.5%	1.6%	1.2%
Attendance rate	96.4%	Down from 97.1%	95.7%	96.1%
Eligible for gifted and talented	10.3%	Down from 11.1%	9.5%	11.7%
With disabilities other than speech	6.8%	Down from 6.9%	9.1%	8.0%
Older than usual for grade	0.6%	Down from 1.1%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	64.3%	Up from 51.6%	59.2%	60.5%
Continuing contract teachers	87.5%	Up from 80.6%	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.9%	Down from 91.3%	87.4%	87.0%
Teacher attendance rate	95.7%	Down from 97.1%	94.8%	95.4%
Average teacher salary*	\$45,778	Down 1.9%	\$46,516	\$47,288
Professional development days/teacher	16.5 days	Up from 7.6 days	11.1 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	18.3 to 1	Up from 16.6 to 1	19.3 to 1	19.2 to 1
Prime instructional time	90.7%	Down from 93.5%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,827	Down 0.5%	\$7,533	\$7,548
Percent of expenditures for instruction**	69.1%	Up from 69.0%	68.0%	68.7%
Percent of expenditures for teacher salaries**	64.6%	Up from 63.8%	64.5%	65.1%

* 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 2009-10 school year, the administration, faculty and staff of Andrews Elementary School continues to grow and improve in all areas. Our total school program is enriched by teachers actively engaging in Professional Learning Communities. We maintain high expectations for student learning, achievement and professionalism. This year our school was removed from the "at risk schools" list.

Our school day begins with a daily enrichment block. This allows teachers to actively engage students in the learning process. Through differentiation, teachers are able to meet the ever changing needs of students. Each day teachers promote continuous learning by implementing Balanced Literacy, EveryDay Math, and FOSS Science Kits. These coupled with weekly discussions, monthly data analysis and biannual instructional conferences allow teachers to discuss strategies, best practices, and academic progress.

Curriculum Coaches were added to the school's leadership team during the past school year. Through mentoring, modeling lessons, and implementing components of Balanced Literacy, they have assisted teachers and administration in targeting deficiencies in basic early literacy skills of students in all grades. Together with the Learning Specialist, target goals in literacy and reading are being met. Our Positive Behavior Initiative supports classroom instruction by reducing the number of student referrals. We enjoy a positive school atmosphere because of this reinforcement. Awards ceremonies held quarterly recognize many students for academic achievement, academic and social growth, character development and attendance.

Parents do make a difference! Their active involvement in the education of children is vital to our school's success. We encourage all parents to take an active role in the education of their children. Our continued support of the Even Start Family Literacy Program, Head Start, and Early Reading First helps parents understand that early intervention in the lives of children will make a difference. Parents are active on the SIC and PTA and willingly volunteer throughout the year in many ways by offering their services to support our mission.

During these difficult economic times, financial support from the local business community helps our school achieve its mission. Annually our parents and community business partners support our Fall Festival and Spring Curriculum Night. Contributions from our stakeholders enable us to purchase incentives such as bicycles given to students with perfect attendance. Even though Adequate Yearly Progress was not achieved, we consistently meet 19/21 objectives...another solid B in Mr. Clark's grade book. Our faculty and staff continue to strive for excellence thus providing each Panda with their Best Beginning at AES! As we move upward, we'll be nearer to heaven in 2011!

Brian G. Clark, Principal
Melody Bone, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	91	79
Percent satisfied with learning environment	94.7%	87.9%	87.2%
Percent satisfied with social and physical environment	94.7%	81.8%	84.6%
Percent satisfied with school-home relations	64.9%	89.7%	89.6%

* 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	R-DELAY
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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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
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	393	100	25.1	42.7	32.1	86.8	83.7	83.5	Yes	Yes
Gender										
Male	190	100	31.9	41.1	27	82.2	80.4	80.1	N/A	N/A
Female	203	100	18.9	44.3	36.8	91	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	211	100	17.3	38.9	43.8	90.9	90.1	89.6	Yes	Yes
African American	168	100	35.2	48.5	16.4	81.2	76.6	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.9	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	80.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	35	100	N/A	N/A	N/A	29.4	43.5	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	10	I/S	I/S	I/S	I/S	I/S	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	297	100	30.9	45	24.1	83.2	78.1	76.9	Yes	Yes

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

All Students	393	100	26.7	35.8	37.6	85	82.1	80.4	Yes	Yes
Gender										
Male	190	100	30.8	34.6	34.6	81.6	79.7	78.4	N/A	N/A
Female	203	100	22.9	36.8	40.3	88.1	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	211	100	16.3	32.2	51.4	90.4	89.2	87.8	Yes	Yes
African American	168	100	39.4	40	20.6	77	74	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.9	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	35	100	79.4	11.8	8.8	32.4	37.8	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	10	I/S	I/S	I/S	I/S	I/S	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	297	100	32.3	37.8	29.9	81.1	76.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	271	100	45.5	42.9	11.6	54.5	63.8	67.3
Gender								
Male	129	100	50.4	35.4	14.2	49.6	62.5	66.9
Female	142	100	41.1	49.6	9.2	58.9	65.1	67.7
Racial/Ethnic Group								
White	149	100	31.1	52	16.9	68.9	78.7	79.6
African American	112	100	66.4	30.9	2.7	33.6	47.3	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	80	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	25	100	N/A	N/A	N/A	4	22.6	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	7	I/S	I/S	I/S	I/S	I/S	60.5	58.6
Socio-Economic Status								
Subsidized meals	200	100	53.3	39.6	7.1	46.7	52.8	55.4

Social Studies

All Students	271	100	39.8	46.2	14	60.2	67.7	70.9
Gender								
Male	134	100	41.9	41.1	17.1	58.1	66.3	70.1
Female	137	100	37.8	51.1	11.1	62.2	69.2	71.7
Racial/Ethnic Group								
White	138	100	28.9	49.6	21.5	71.1	78.2	79.2
African American	123	100	52.5	41.7	5.8	47.5	55.4	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.2	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	23	100	81.8	13.6	4.5	18.2	29.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.3	68
Socio-Economic Status								
Subsidized meals	209	100	47.8	43.3	8.9	52.2	57.8	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	398	99.3	39	41.6	19.4	61	69.4	72.1	96.4	95.8
Gender										
Male	193	98.5	49.7	37.8	12.4	50.3	62.3	65.2	96.2	95.7
Female	205	100	29.2	45	25.7	70.8	76.9	79.2	96.5	96
Racial/Ethnic Group										
White	213	100	26.7	46.7	26.7	73.3	79.6	80.8	95.5	95.2
African American	171	98.3	53	36	11	47	58.3	59.7	97.4	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.8	87	96.3	96.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	62.2	64.6	97.4	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	93.4
Disability Status										
Disabled	37	100	N/AV	N/AV	N/AV	11.1	16.6	27.7	95.7	94.7
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	10	I/S	I/S	I/S	I/S	I/S	61.3	63.7	97.5	97.1
Socio-Economic Status										
Subsidized meals	300	99	44.5	41.4	14	55.5	60.4	61.9	96.4	95.6

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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	153	100	32.6	34	33.3	67.4
	4	124	100	27.6	40.5	31.9	72.4
	5	134	100	27.3	52.3	20.3	72.7
	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	126	100	24.2	37.1	38.7	75.8
	4	149	100	28.8	43.2	28.1	71.2
	5	118	100	21.6	48.3	30.2	78.4
	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	153	100	34	39.6	26.4	66
	4	124	100	12.9	53.4	33.6	87.1
	5	134	100	25	46.1	28.9	75
	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	126	100	36.3	24.2	39.5	63.7
	4	149	100	20.5	45.9	33.6	79.5
	5	118	100	24.1	35.3	40.5	75.9
	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
Science							
2009	3	76	100	30.6	55.6	13.9	69.4
	4	124	100	39.7	55.2	5.2	60.3
	5	66	100	37.5	48.4	14.1	62.5
	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	62	100	50	33.9	16.1	50
	4	149	100	47.9	43.8	8.2	52.1
	5	60	100	35	50	15	65
	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	77	100	37.5	43.1	19.4	62.5
	4	124	100	21.6	62.9	15.5	78.4
	5	68	100	32.8	50	17.2	67.2
	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
2010	3	64	100	38.7	50	11.3	61.3
	4	149	100	41.8	46.6	11.6	58.2
	5	58	100	35.7	41.1	23.2	64.3
	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	153	100	35.7	38.5	25.9	64.3
	4	123	100	35.9	45.3	18.8	64.1
	5	134	99.3	31	43.7	25.4	69
	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	127	100	43.2	39.2	17.6	56.8
	4	151	100	41.5	38.8	19.7	58.5
	5	120	97.5	31.3	47.8	20.9	68.7
	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

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