

W M ANDERSON PRIMARY

500 Lexington Avenue
Kingstree, SC 29556

Grades	PK-3 Elementary School	
Enrollment	727 Students	
Principal	Dr. Teresa H. Wright	843-355-5493
Superintendent	Dr. Yvonne Jefferson-Barnes	843-355-5571
Board Chair	Rev. Norman Gamble	843-244-1676

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

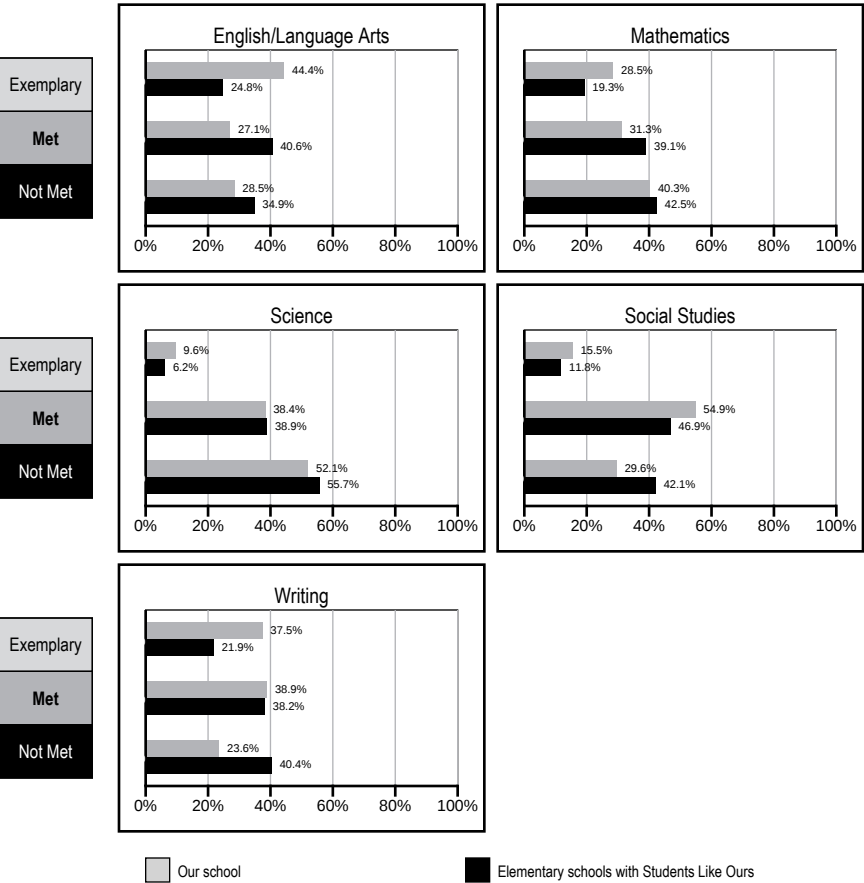
Percent of students tested in 2009-10 whose 2008-09 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	77	56	23

* 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=727)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.0%	Down from 10.6%	1.4%	1.2%
Attendance rate	97.3%	Up from 97.2%	95.9%	96.1%
Eligible for gifted and talented	0.9%	Up from 0.0%	4.3%	11.7%
With disabilities other than speech	5.8%	Up from 2.8%	8.3%	8.0%
Older than usual for grade	1.0%	Down from 1.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	38.6%	Up from 37.0%	60.0%	60.5%
Continuing contract teachers	72.7%	Up from 67.4%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	82.8%	Up from 80.8%	83.2%	87.0%
Teacher attendance rate	93.5%	Down from 94.9%	95.4%	95.4%
Average teacher salary*	\$40,595	Down 0.6%	\$45,504	\$47,288
Professional development days/teacher	17.7 days	Up from 16.0 days	10.6 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 19.8 to 1	17.1 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 91.4%	90.4%	90.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,938	Up 8.9%	\$8,766	\$7,548
Percent of expenditures for instruction**	74.1%	Up from 71.8%	68.1%	68.7%
Percent of expenditures for teacher salaries**	70.3%	Up from 68.2%	62.5%	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 mission of W. M. Anderson Primary School is to work together with parents and the community to produce lifelong learners that are respectful, responsible, and productive. We believe in this mission because we envision a school as one that is designed to prepare all students to become avid problem solvers, articulate communicators, and socially adept citizens in this ever-changing society.

In order to accomplish this mission, we believe it is important to have the most qualified educators possible on staff. Research has conclusively indicated that teacher quality counts, and it is our belief that this is the core factor of any successful school. For years, W. M. Anderson Primary has been fortunate to have a very cohesive organized group of teachers to facilitate its educational goals. Because of promotions and retirements, we are faced with the task of rebuilding our team. This process will require an investment of time and resources.

We will continue to implement schoolwide initiatives such as Reading Counts, Math Whiz, SuccessMaker, writing across the curriculum, and other such programs. We will also continue to focus on parent involvement and initiate more early reading strategies in our pre-kindergarten and kindergarten programs. Additionally, teachers will engage in professional development activities that will enhance their knowledge of best practice strategies to improve instructional delivery and to operate as a cohesive team.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	147	79
Percent satisfied with learning environment	93.8%	93.1%	90.7%
Percent satisfied with social and physical environment	93.8%	86.1%	93.5%
Percent satisfied with school-home relations	77.4%	84.8%	97.4%

* 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 13 out of 13 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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	97.3%	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	156	91.7	28.5	27.1	44.4	83.3	74.7	83.5	Yes	Yes
Gender										
Male	85	90.6	36.7	30.4	32.9	81	70.2	80.1	N/A	N/A
Female	71	93	18.5	23.1	58.5	86.2	79.4	87	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	78.4	89.6	I/S	I/S
African American	153	92.2	28.4	27	44.7	83.7	74.3	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	75	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	20	35	70	15	15	35	41.3	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	0	N/A	N/A	N/A	N/A	N/A	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	139	91.4	30.8	26.2	43.1	82.3	73.9	76.9	Yes	Yes

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

All Students	156	100	40.3	31.3	28.5	75.7	69.3	80.4	Yes	Yes
Gender										
Male	85	100	44.3	36.7	19	73.4	66.2	78.4	N/A	N/A
Female	71	100	35.4	24.6	40	78.5	72.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	68.9	87.8	I/S	I/S
African American	153	100	40.4	31.2	28.4	75.9	69.2	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.7	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	20	100	75	15	10	55	33.8	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	0	N/A	N/A	N/A	N/A	N/A	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	139	100	43.1	30.8	26.2	73.8	68.3	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

	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	79	100	52.1	38.4	9.6	47.9	45.3	67.3
Gender								
Male	36	100	58.8	35.3	5.9	41.2	44.2	66.9
Female	43	100	46.2	41	12.8	53.8	46.4	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	57.6	79.6
African American	79	100	52.1	38.4	9.6	47.9	44.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	19.1	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	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	68	100	53.8	38.5	7.7	46.2	44.1	55.4

Social Studies

All Students	77	100	29.6	54.9	15.5	70.4	52.1	70.9
Gender								
Male	49	100	40	51.1	8.9	60	50.2	70.1
Female	28	100	11.5	61.5	26.9	88.5	54.1	71.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	58.4	79.2
African American	74	100	29.4	54.4	16.2	70.6	51.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	23	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	71	100	30.8	52.3	16.9	69.2	50.7	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	155	100	23.6	38.9	37.5	76.4	64.9	72.1	97.3	96.4
Gender										
Male	85	100	39.2	40.5	20.3	60.8	57	65.2	97.6	96.3
Female	70	100	4.6	36.9	58.5	95.4	73.1	79.2	97.1	96.5
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	61.4	80.8	95.6	93.4
African American	152	100	23.4	38.3	38.3	76.6	65.1	59.7	97.4	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	97.5	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	64.6	N/A	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	96.6	92.5
Disability Status										
Disabled	20	100	40	45	15	60	23	27.7	96.7	95.4
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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.7	96.6	97.2
Socio-Economic Status										
Subsidized meals	140	100	26.2	38.5	35.4	73.8	63.8	61.9	97.3	96.4

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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	178	99.4	23.7	38.5	37.9	76.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	156	91.7	28.5	27.1	44.4	71.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
Mathematics							
2009	3	178	99.4	38.5	34.9	26.6	61.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	156	100	40.3	31.3	28.5	59.7
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
Science							
2009	3	90	100	39.3	45.2	15.5	60.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	79	100	52.1	38.4	9.6	47.9
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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

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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	87	100	34.1	43.5	22.4	65.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	77	100	29.6	54.9	15.5	70.4
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	175	99.4	29.6	26	44.4	70.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	155	100	23.6	38.9	37.5	76.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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