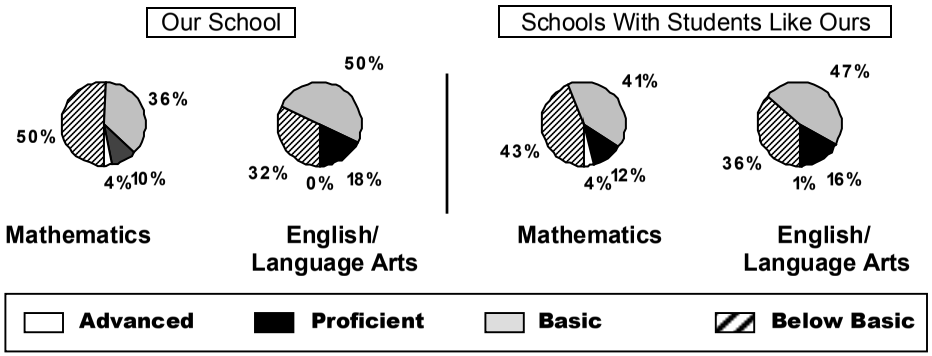
Webber

RATINGS OVER A 4-YEAR PERIOD

	Absolute Rating	Improvement Rating
2001	Below Average	Average
2002	Below Average	Unsatisfactory
2003		
2004		

(Definitions of School Rating Terms on Page 4)

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



DEFINITIONS OF CRITICAL TERMS:

- **Advanced** – Student performance exceeded expectations.
- **Proficient** – Student performance met expectations.
- **Basic** – Student performance met minimum performance expectations.
- **Below Basic** – Student performance did not meet minimum performance expectations.

Science and social studies scores are to be reported on the 2005 School Report Card.

PERCENT OF STUDENTS SCORING BASIC OR ABOVE ON THE PACT

Student Group	English/ Language Arts	Math	Science	Social Studies
All students (n=198)	67.7%	49.0%	N/A	N/A
Students with disabilities(n=6) Other than Speech	50.0%	N/A		
Students without disabilities (n=191)	68.6%	50.8%		
Gender				
Male (n=97)	61.9%	41.2%		
Female (n=101)	73.3%	56.4%		
Ethnic Group				
African American (n=179)	65.9%	47.5%		
Hispanic (n=1)	I/S	I/S		
White (n=16)	87.5%	68.8%		
Other (n=1)	I/S	I/S		
Lunch Status Group				
Free/reduced-price Lunch (n=172)	65.1%	47.1%		
Pay for lunch (n=24)	87.5%	66.7%		

SCHOOL PROFILE: Webber

INDICATORS OF SCHOOL PERFORMANCE

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Dollars spent per student	$5,774	Up 7.6%	$5,731	$5,509
• Prime instructional time	92.7%	Up from 90.8%	90.1%	90.4%
• Student-teacher ratio in core subjects	16.3 to 1	Down from 18.5 to 1	17.1 to 1	18.5 to 1
STUDENTS (n=415)				
• Attendance Rate	95.9%	Up from 95.1%	96.1%	96.4%
• Students with disabilities other than speech taking PACT (ELA) off grade level	6.7%	Down from 9.2%	7.9%	5.2%
• Students with disabilities other than speech taking PACT (math) off grade level	4.6%	Down from 8.2%	6.6%	4.0%
• First graders who attended full day kindergarten	100.0%	Up from 81.0%	97.8%	96.6%
• Retention rate	4.4%	Down from 5.6%	4.6%	3.4%
TEACHERS (n=38)				
• Professional Development days per teacher	N/R	N/R	10.3 Days	10.1 Days
• Attendance Rate	97.4%	Up from 96.6%	95.2%	95.2%
• Teachers with advanced degrees	34.2%	Down from 41.2%	43.5%	48.6%
• Continuing contract teachers	65.8%	Up from 55.9%	78.0%	85.3%
• Teachers with out-of-field permits	10.5%	Up from 2.9%	2.4%	0.0%
• Teachers returning from the previous school year	58.5%	Up from 58.4%	80.3%	86.2%
• Average teacher salary	$38,857	Up 7.3%	$37,754	$39,333

SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Percentage of expenditures spent on teacher salaries	69.2%	Down from 70.4%	65.6%	66.5%
• Principal's years at the school	4.0	Up from 3.0	2.0	4.0
• Parents attending conferences	99.0%	Up from 53.7%	99.0%	99.0%
• Opportunities in the arts	Fair	Down from Good	Good	Good
STUDENTS				
• On academic plans	47.3%	Down from 54.5%	54.8%	37.5%
• On academic probation	0.0%	No change	0.0%	0.0%
• Older than usual for grade	0.5%	Down from 1.1%	2.4%	1.2%
• Suspended or expelled	0.0%	N/A	0.0%	0.0%
• Gifted and talented	5.3%	Down from 7.3%	4.8%	12.6%
• With disabilities other than speech	5.5%	Down from 7.0%	7.7%	7.8%

ABBREVIATIONS FOR MISSING DATA
N/A - Not Applicable
N/C - Not Collected
N/R - Not Reported
I/S - Insufficient Sample

PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

Webber Elementary School, located in the lower region of Richland County, is a community school of nearly 500 students in 4-year-old child development through fifth grade. It is a community school that is the pride of the town of Eastover.

The 2001-2002 school year for Webber brought about many achievements and recognitions for the school, the students, and the staff. This year there were student winners in math, writing, and art competitions. A team of 4 students placed first in the energy conservation division at the USC Regional Science Fair. One of our parent volunteers was rewarded for contributing the most volunteer hours in the district at an elementary school. The principal was the recipient of the district's 'Stevenson Award of Excellence' for volunteer administrative support, and The Webber Word, our school's newsletter, was a state award winner this year.

Again, our school showed significant gains in both language arts and math, which indicates that our plan for improving achievement is progressing.

Our focus for the year emphasized reading and school wide literacy enhancement. Students were challenged and motivated to read thereby doubling the number of books circulating in our new media-technology center during last year. We involved parents and provided incentives that were both meaningful and challenging to the students and their parents.

We continued to make the most of our instructional day as we concentrated on improving writing during school wide "Writing Wednesdays." The 90-minute math block of uninterrupted time was maintained to allow students the opportunity to illustrate their understanding of concepts being taught. Title I funds provided the school with the resources needed to fully implement these and other instructional strategies such as Accelerated Reader, Sunshine Math, a pilot class of Accelerated Math, and our successful after school tutorial program.

The support of parents, PTA, SIC, and our business partners was tremendous last year. They were instrumental in helping to provide incentives for both teachers and students. That support was shown by their overwhelming participation in all school activities and functions last year. The two Saturday Academies for parents and students were standing room only. Our after school program's Parent University meetings were well attended during the spring. Culminating the year's student recognition activities was our promotion exercise that included both the parents and the fifth grade students earning certificates of promotion to the middle school. Included in many activities were the senior citizens and our city official who were, and are active participants in many our school activities.

Our challenge and plan for the new year is to continue to center our focus on school improvement and student achievement by working hand in hand with parents and community to reach our goal of excellence in teaching and learning at Webber Elementary School in Eastover, South Carolina. Mrs. Dorothy G. Ham, Principal.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of Surveys Returned	34	59	25
Percent satisfied with learning environment	91.2%	93.2%	88.0%
Percent satisfied with social and physical environment	85.3%	94.8%	96.0%
Percent satisfied with home-school relations	61.8%	93.1%	84.0%

DEFINITIONS OF SCHOOL RATING TERMS

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.
Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.
Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

4001064

Webber
140 Webber Sch Road
Eastover, South Carolina 29044

Grades K-5 Elementary School

Enrollment: 415 Students

Principal
Mrs. Dorothy Ham 803-353-8771

Superintendent
Dr. Ronald L. Epps 803-733-6041

Board Chair
Vince Ford 803-733-6061

THE STATE OF SOUTH CAROLINA

Annual School Report Card	2002

Absolute Rating:
Below Average

Improvement Rating:
Unsatisfactory

Absolute Ratings of Similar Schools

Unsatisfactory	Below Average	Average	Good	Excellent
4	53	47	7	0

South Carolina Performance Goal:
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit
www.myscschools.com or
www.sceoc.org