

Whitesville Elementary

324 Gaillard Road
Moncks Corner, SC 29461

Grades	PK-5 Elementary School	
Enrollment	814 Students	
Principal	Julia Taylor	843-899-8880
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	Below Average

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 2008-09 whose 2007-08 test scores were located

95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	84	8	0

* Ratings are calculated with data available by 03/16/2010.

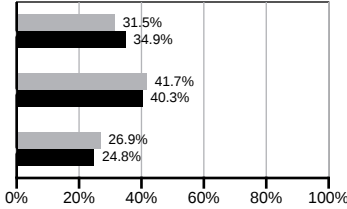
Palmetto Assessment of State Standards (PASS)

Exemplary

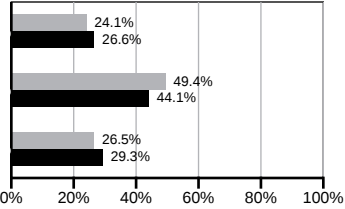
Met

Not Met

English/Language Arts



Mathematics

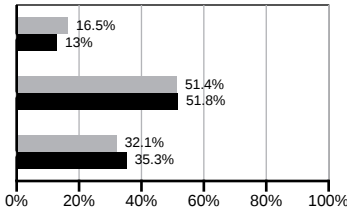


Exemplary

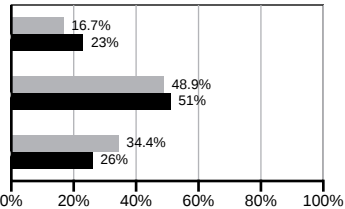
Met

Not Met

Science



Social Studies

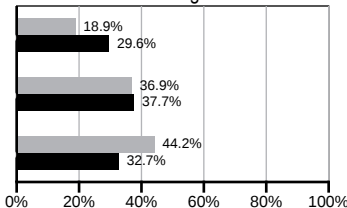


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

* 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 a 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=814)				
First graders who attended full-day kindergarten	98.5%	Down from 100.0%	100.0%	100.0%
Retention rate	2.5%	Down from 3.8%	2.4%	1.9%
Attendance rate	96.2%	Down from 96.3%	96.2%	96.3%
Eligible for gifted and talented	8.6%	Down from 9.3%	8.8%	10.0%
With disabilities other than speech	9.9%	Down from 11.1%	9.3%	7.7%
Older than usual for grade	0.3%	Up from 0.2%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	50.0%	No Change	60.5%	59.4%
Continuing contract teachers	69.2%	Up from 60.0%	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.7%	Down from 80.0%	87.3%	85.9%
Teacher attendance rate	95.1%	Down from 95.8%	95.1%	95.1%
Average teacher salary*	\$43,281	Up 2.5%	\$47,415	\$47,149
Professional development days/teacher	12.0 days	Down from 13.6 days	11.6 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.7 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.7%	Down from 91.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,048	Down 14.7%	\$7,360	\$7,458
Percent of expenditures for instruction**	68.0%	Up from 66.6%	67.9%	68.8%
Percent of expenditures for teacher salaries**	63.6%	Up from 61.2%	61.6%	63.2%

* 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

Students at Whitesville Elementary showed significant learning gains during the 2008-09 school year. Spring MAP Math and Reading data show that each grade level exceeded the average growth target expected. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data show that students' reading fluency continues to increase. Participation in a state grant provided a full time math coach. The coach met bi-weekly with grade level teams to share instructional strategies and best practices. Teachers worked as teams to improve student achievement.

Additional assistance for students included a second grade Reading Interventionist, Headsprout for K-2 reading, and Voyager Math. An ASSIST (Accelerating Student Success through In-School Tutorials) computer lab also focused on students having academic difficulties in reading or math. Students worked in the lab daily on programs specific to their needs.

Hands-on learning was the driving force of the newly implemented science lab. Students visited the lab weekly, utilizing experiments and lessons that correlated with grade level standards and classroom lessons led by a certified lab instructor working in conjunction with their classroom teacher.

The Positive Behavior Intervention and Support (PBIS) initiative continued. Expectations that each student will be respectful, and act in a responsible and safe manner were taught, emphasized and demonstrated throughout the year. Students were recognized regularly for exhibiting and practicing those behaviors. End of the month celebrations were held for those students who demonstrated these expectations on a regular basis.

Home-school communication was enhanced through use of the Connect Ed phone messaging system and Wednesday folders. Parenting programs held throughout the year included such events as 'Are You Smarter than a Fifth Grader', Food Lion Family Math Night, and Google's Technology night.

Many classes were involved with Kids Who Care projects and the WES News Show. Students participated in the Greater Goose Creek Spelling Bee, Jump Rope For Heart, and Special Olympics. Parents, community liaisons, and teachers were involved throughout the year on our School Improvement Council, which set goals for the future and developed additional ways to identify and serve our students' needs.

Julia Taylor, Principal

Jennifer Smalarz, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	96	43
Percent satisfied with learning environment	92.6%	78.9%	73.8%
Percent satisfied with social and physical environment	96.3%	73.7%	81.4%
Percent satisfied with school-home relations	77.8%	83.0%	62.8%

* 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	NO
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This school met 19 out of 21 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
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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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	366	100	26.5	42.4	31.1	84.1	84.7	82.8	Yes	Yes
Gender										
Male	172	100	34.8	37.3	28	77	80.7	79.3	N/A	N/A
Female	194	100	18.6	47.3	34.1	91	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	233	100	23.4	40.5	36.1	86.8	88.5	89.5	Yes	Yes
African American	106	100	35.4	46.5	18.2	77.8	78.4	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	92.1	92.3	I/S	I/S
Hispanic	20	100	16.7	44.4	38.9	88.9	80.4	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
Disability Status										
Disabled	65	100	67.2	24.6	8.2	54.1	49.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	23.1	46.2	30.8	84.6	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	222	100	33.3	42.8	23.9	80.1	79.8	75.5	Yes	Yes

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

All Students	366	100	26.5	49.7	23.8	79	80.2	78.9	Yes	Yes
Gender										
Male	172	100	26.1	46	28	78.3	77.9	77	N/A	N/A
Female	194	100	26.9	53.3	19.8	79.6	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	233	100	23.4	49.3	27.3	82.4	85.4	87.2	Yes	Yes
African American	106	100	35.4	52.5	12.1	68.7	70.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	93.2	93	I/S	I/S
Hispanic	20	100	5.6	50	44.4	94.4	78.4	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
Disability Status										
Disabled	65	100	60.7	24.6	14.8	42.6	45.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	7.7	46.2	46.2	92.3	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	222	100	32.8	48.3	18.9	73.1	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	247	100	32.1	51.6	16.3	67.9	69.2	67.5
Gender								
Male	113	100	32.7	47.7	19.6	67.3	68.4	67
Female	134	100	31.6	55.3	13.2	68.4	70.1	68
Racial/Ethnic Group								
White	165	100	27.6	52.4	20	72.4	78.2	79.5
African American	66	100	45.2	48.4	6.5	54.8	53.6	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	86.4	84.3
Hispanic	12	100	18.2	54.5	27.3	81.8	62.2	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.4	71.2
Disability Status								
Disabled	47	100	58.7	34.8	6.5	41.3	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	64.6	59.6
Socio-Economic Status								
Subsided meals	152	100	37.5	49.3	13.2	62.5	59.5	55.1

Social Studies								
All Students	246	99.6	34.5	48.9	16.6	65.5	74.2	72.3
Gender								
Male	114	100	36.4	42.1	21.5	63.6	73.3	71.5
Female	132	99.2	32.8	55.2	12.1	67.2	75.1	73.2
Racial/Ethnic Group								
White	145	99.3	31.3	47.7	21.1	68.8	80.5	80.7
African American	81	100	42.9	50.6	6.5	57.1	62.9	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	14	100	23.1	46.2	30.8	76.9	69.7	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.6	72.2
Disability Status								
Disabled	38	100	64.7	32.4	2.9	35.3	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.7	67.9
Socio-Economic Status								
Subsided meals	158	100	39	48.6	12.3	61	66	62.1

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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	357	98.9	44.2	36.9	18.9	55.8	69.4	70.2	96.2	96.3
Gender										
Male	166	99.4	52.5	34.4	13.1	47.5	61.4	63.2	96.2	96.3
Female	191	98.4	36.3	39.3	24.4	63.7	77.9	77.5	96.1	96.4
Racial/Ethnic Group										
White	225	99.1	42.2	35.3	22.5	57.8	74.6	79.1	95.7	95.9
African American	107	99.1	52	37	11	48	60.1	57.6	97.1	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	86.2	98.5	97.5
Hispanic	18	94.4	23.5	52.9	23.5	76.5	63.2	62.6	97.2	96.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	63.2	68.7	96.2	95.8
Disability Status										
Disabled	61	93.4	N/AV	N/AV	N/AV	17.9	26	26.1	95.4	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	14	92.9	23.1	53.8	23.1	76.9	62.4	61.2	98.1	96.9
Socio-Economic Status										
Subsidized meals	211	99.1	48.2	37.1	14.7	51.8	61	58.9	96.1	96

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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	122	100	29.6	40.7	29.6	70.4
	4	127	100	29.3	40.5	30.2	70.7
	5	117	100	20.2	46.2	33.7	79.8
	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
Mathematics							
2009	3	122	100	35.2	51.9	13	64.8
	4	127	100	19.8	48.3	31.9	80.2
	5	117	100	25	49	26	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
Science							
2009	3	62	100	50.9	35.8	13.2	49.1
	4	127	100	24.1	57.8	18.1	75.9
	5	58	100	30.8	53.8	15.4	69.2
	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
Social Studies							
2009	3	60	100	49.1	49.1	1.8	50.9
	4	127	100	18.1	60.3	21.6	81.9
	5	59	98.3	55.8	23.1	21.2	44.2
	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
Writing							
2009	3	120	98.3	49.5	31.2	19.3	50.5
	4	125	99.2	40	40	20	60
	5	112	99.1	43.3	39.4	17.3	56.7
	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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