

Washington Street Elementary

325 Washington Street
Hartsville, South Carolina

Grades	1-3 Elementary School	
Enrollment	373 Students	
Principal	Valerie M. Sawyer	843-383-3141
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

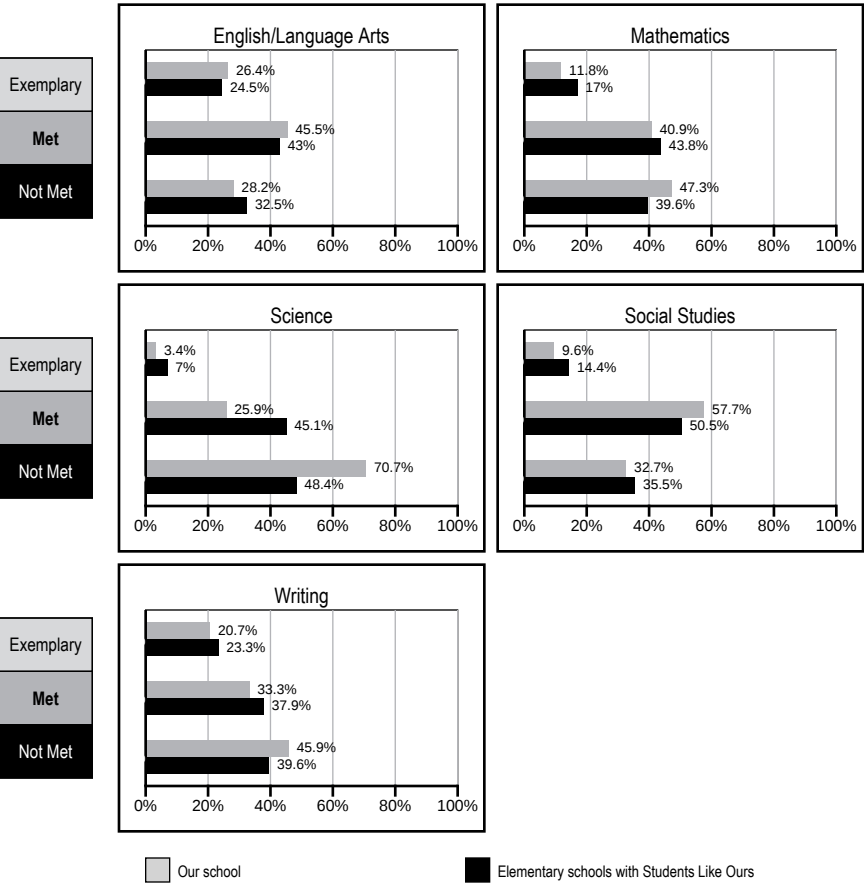
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	92	54	17

* Ratings are calculated with data available by 06/01/2010.

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=373)				
First graders who attended full-day kindergarten	99.2%	Up from 92.5%	100.0%	100.0%
Retention rate	6.2%	Up from 5.7%	2.4%	1.9%
Attendance rate	96.2%	Up from 95.9%	96.1%	96.3%
Eligible for gifted and talented	0.7%	Down from 2.7%	4.4%	10.0%
With disabilities other than speech	10.3%	Up from 8.7%	8.1%	7.7%
Older than usual for grade	0.3%	Down from 1.6%	0.9%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	55.2%	Down from 62.5%	57.1%	59.4%
Continuing contract teachers	96.6%	Up from 93.8%	73.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.4%	Down from 83.4%	83.6%	85.9%
Teacher attendance rate	95.1%	Down from 96.0%	95.1%	95.1%
Average teacher salary*	\$47,949	Down 0.2%	\$45,762	\$47,149
Professional development days/teacher	22.9 days	Down from 32.3 days	10.7 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 20.0 to 1	17.4 to 1	18.8 to 1
Prime instructional time	89.0%	Up from 87.3%	90.1%	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	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$8,618	Up 14.9%	\$8,306	\$7,458
Percent of expenditures for instruction**	70.5%	Up from 69.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	66.7%	No Change	62.1%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Marked by diligence, effort, and a desire to achieve at higher levels, Washington Street Elementary School students and staff continued to focus on improvements in English/language arts, mathematics, science, social studies, and family and community involvement. The school's improvement goals demonstrated our school's commitment to our students, families, and community, as we worked together to provide quality educational opportunities for all of our stakeholders.

Improvements in English/language arts centered on our continued participation in the Reading First Program, which is a federally-funded grant program provided through the SC State Department of Education. The grant funds the professional development of teachers in order to improve the literacy skills of our students.

Math continued to be a targeted area for improvement. Teachers received a variety of professional development opportunities to increase their skills in the implementation of the state's math standards.

Science and social studies instruction has continued as a focus for improvement at Washington Street Elementary. The school's science lab has been utilized to host science learning opportunities through EDventure and Science South, two science educational programs for children.

As a Title I school, Washington Street Elementary has continued to encourage family and community involvement at our school by promoting our belief that students benefit most when all of the adults in their lives work together to ensure their successful academic and social achievement. Washington Street Elementary hosts several events throughout the school year that are designed to foster a cooperative spirit and to encourage family and community participation. Events included Open House, Meet the Teacher Day, Family Math, PASS, Reading Nights, and our Mister and Miss Washington Street Pageant. Our Family Involvement Room has also provided families with a comfortable atmosphere in which to participate in workshops and conferences; all focused on the success of our students.

Washington Street Elementary continues to "Strive for Excellence" for our students, staff, and community. By focusing on the success of all students, we will continue to promote a positive and productive learning environment that will place our students on the road to future success.

Jada Gore, School Improvement Council Chairperson
Valerie M. Sawyer, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	100	51
Percent satisfied with learning environment	93.1%	88.8%	78.0%
Percent satisfied with social and physical environment	89.7%	90.0%	84.3%
Percent satisfied with school-home relations	79.3%	86.9%	85.7%

* 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	NO
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This school met 12 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	NI
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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	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	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	130	95.4	26.1	46.8	27	84.7	76.8	82.8	Yes	Yes
Gender										
Male	69	91.3	28.3	49.1	22.6	81.1	74.1	79.3	N/A	N/A
Female	61	100	24.1	44.8	31	87.9	79.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	32	96.9	8	48	44	96	86.7	89.5	I/S	I/S
African American	96	94.8	29.8	47.6	22.6	83.3	70.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	24	79.2	46.7	46.7	6.7	73.3	48.5	52	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	71.2	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	111	96.4	26.8	47.4	25.8	85.6	71.8	75.5	Yes	Yes

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

All Students	130	95.4	45	43.2	11.7	63.1	74.6	78.9	Yes	Yes
Gender										
Male	69	91.3	39.6	45.3	15.1	62.3	74	77	N/A	N/A
Female	61	100	50	41.4	8.6	63.8	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	32	96.9	24	52	24	84	84.6	87.2	I/S	I/S
African American	96	94.8	51.2	40.5	8.3	57.1	67.6	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	81	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	24	79.2	N/AV	N/AV	N/AV	53.3	44.8	45.5	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	82.7	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	111	96.4	47.4	40.2	12.4	61.9	69.1	70.2	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	65	98.5	67.2	29.3	3.4	32.8	61.7	67.5
Gender								
Male	31	96.8	62.5	33.3	4.2	37.5	62	67
Female	34	100	70.6	26.5	2.9	29.4	61.4	68
Racial/Ethnic Group								
White	13	100	I/S	I/S	I/S	I/S	78.5	79.5
African American	50	98	71.7	23.9	4.3	28.3	50.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	36.7	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	2	I/S	I/S	I/S	I/S	I/S	59	59.6
Socio-Economic Status								
Subsided meals	58	98.3	69.2	26.9	3.8	30.8	53.4	55.1

Social Studies

All Students	61	98.4	32.7	58.2	9.1	67.3	67.2	72.3
Gender								
Male	33	100	43.3	53.3	3.3	56.7	67.1	71.5
Female	28	96.4	20	64	16	80	67.4	73.2
Racial/Ethnic Group								
White	18	94.4	13.3	80	6.7	86.7	78.8	80.7
African American	43	100	40	50	10	60	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	44.3	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	N/A	N/AV	N/A	N/A	N/A	N/A	74.2	67.9
Socio-Economic Status								
Subsided meals	50	100	37	54.3	8.7	63	61.2	62.1

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	129	95.4	45.9	33.3	20.7	54.1	60	70.2	96.2	95.8
Gender										
Male	67	97	51.8	32.1	16.1	48.2	52.8	63.2	95.9	95.5
Female	62	93.6	40	34.5	25.5	60	67.5	77.5	96.5	96
Racial/Ethnic Group										
White	33	100	25.9	37	37	74.1	72.3	79.1	95.5	95.3
African American	94	93.6	51.2	32.9	15.9	48.8	51.3	57.6	96.4	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	86.2	99.9	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	60.3	62.6	97.8	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	90.8
Disability Status										
Disabled	22	77.3	85.7	7.1	7.1	14.3	19.1	26.1	95.3	94.7
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	2	I/S	I/S	I/S	I/S	I/S	59.6	61.2	97.9	97.2
Socio-Economic Status										
Subsidized meals	111	97.3	45.9	35.7	18.4	54.1	52.6	58.9	96	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	130	95.4	26.1	46.8	27	73.9
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	130	95.4	45	43.2	11.7	55
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	65	98.5	67.2	29.3	3.4	32.8
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	61	98.4	32.7	58.2	9.1	67.3
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	129	95.4	45.9	33.3	20.7	54.1
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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N/A–Not Applicable

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