



Wateree Elementary

424 Wildwood Lane
Lugoff, SC 29078

Grades	PK-5 Elementary School	
Enrollment	660 Students	
Principal	Gail Stehle	803-438-8018
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

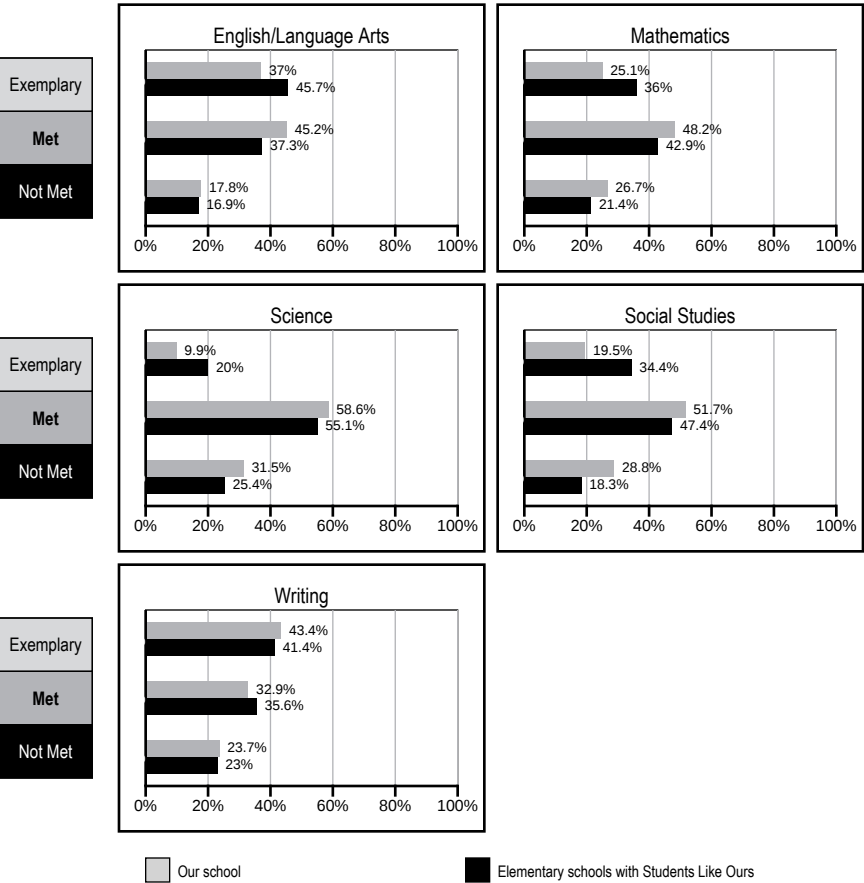
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	36	34	0	0

* 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=660)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 2.5%	1.6%	1.9%
Attendance rate	95.6%	Up from 95.3%	96.4%	96.3%
Eligible for gifted and talented	15.8%	Down from 17.9%	15.4%	10.0%
With disabilities other than speech	4.5%	Down from 5.3%	7.2%	7.7%
Older than usual for grade	0.6%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.3%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	73.7%	Down from 77.8%	62.9%	59.4%
Continuing contract teachers	94.7%	Up from 91.7%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.7%	Up from 94.5%	88.6%	85.9%
Teacher attendance rate	96.1%	Up from 94.8%	95.1%	95.1%
Average teacher salary*	\$51,220	Up 5.1%	\$48,444	\$47,149
Professional development days/teacher	7.5 days	Down from 16.7 days	11.4 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 22.9 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.4%	Up from 87.9%	90.4%	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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,524	Up 2.6%	\$7,060	\$7,458
Percent of expenditures for instruction**	71.2%	Up from 69.9%	68.9%	68.8%
Percent of expenditures for teacher salaries**	69.6%	Up from 68.1%	60.6%	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

Wateree Elementary stakeholders have made every effort to foster a safe and nurturing school climate that encourages excellence for every child. We expect continuous student improvement as we focus on specific instructional goals. Our motto is "Children First ... A Cardinal Investment." Our School Renewal Plan's goals emphasize student achievement, good character, and increased parent/community involvement. A dedicated, talented, highly qualified instructional staff is vital to our school's progress. We have nine teachers with National Board Certification, and over \$8600 in teacher grants were funded. The implementation of instructional initiatives enhanced teaching and learning. MAP results were fundamental in guiding differentiated instruction and in identifying instructional focus groups in grades 2-5. Teachers in grades K-2 used DIBELS results. Each grade level determined their ELA or math academic need and planned hands-on enrichment and remediation instruction. During our focus group block, all of our staff taught specified skills to a small group of students. Five weeks before PASS testing, we offered an "early risers" computer-based program to our 3-5 grade students who were basic or below in Math/ELA on the most recent MAP. Our curriculum coach continues to serve our students and teachers with resources, programs, and endless support. This year we have also been able to capture the world of technology. Every certified teacher received a SMART Board, projector, and laptop! Our school also received 11 laptop carts (160 laptops) that commute for classroom use. Educational opportunities outside the traditional classroom include standards-based field studies, Math-Science Nights, Kindergarten Parent Workshop, Discipline/ Parenting Workshop, Book-It, Accelerated Reading goal celebrations, Awards Days, service learning projects, school talent show, and district chorus experiences. Our PTO, SIC, family volunteers, and community business friends impart endless support. The PTO fundraising efforts purchased a new secure main entrance to our school. The PTO also funded necessary materials for our PBIS goals. They have also purchased classroom libraries and other instructional materials such as Accelerated Math scanners and printers. Student success is promoted by our SIC. SIC members define areas of concern and come up with solutions to make our school a better place! Ms. Gail Wages will be our new principal for 2009-10. Our school anticipates "Catching the Wateree Wave" as we jump on the bandwagon and sail to new heights. Wateree is proud to have a dedicated team of stakeholders who all work together to educate and sustain quality educational experiences for every child. Kristin Barrett, SIC Chair; Lindsay Christofaro, Interim Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	87	45
Percent satisfied with learning environment	87.5%	87.4%	86.4%
Percent satisfied with social and physical environment	77.5%	85.1%	88.6%
Percent satisfied with school-home relations	92.5%	93.1%	80.0%

* Only students at the highest elementary school grade level and their parents were included.

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 Adequate Yearly Progress

YES

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

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	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.6%	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	316	100	17.8	45.2	37	88.4	86.1	82.8	Yes	Yes
Gender										
Male	168	100	23.8	43.8	32.5	84.4	82.7	79.3	N/A	N/A
Female	148	100	11.2	46.9	42	93	89.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	255	100	13.6	46.5	39.9	91.4	89.7	89.5	Yes	Yes
African American	53	100	36.5	40.4	23.1	76.9	78.3	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	82.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	32	100	N/AV	N/AV	N/AV	65.6	55.3	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	4	I/S	I/S	I/S	I/S	I/S	77.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	129	100	29.2	45	25.8	80	79.5	75.5	Yes	Yes

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

All Students	316	100	26.7	48.2	25.1	80.2	81.7	78.9	Yes	Yes
Gender										
Male	168	100	31.9	42.5	25.6	75.6	79.6	77	N/A	N/A
Female	148	100	21	54.5	24.5	85.3	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	255	100	23	49	28	83.1	86.7	87.2	Yes	Yes
African American	53	100	42.3	42.3	15.4	65.4	70.8	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	32	100	N/AV	N/AV	N/AV	37.5	49	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	4	I/S	I/S	I/S	I/S	I/S	73.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	129	100	37.5	45	17.5	71.7	73.5	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	212	100	31.5	58.6	9.9	68.5	70.6	67.5
Gender								
Male	119	100	36	56.1	7.9	64	69.1	67
Female	93	100	25.8	61.8	12.4	74.2	72.3	68
Racial/Ethnic Group								
White	172	100	26.2	62.8	11	73.8	77.5	79.5
African American	32	100	54.8	41.9	3.2	45.2	56.3	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.3	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	59.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	26.1	39.3	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	4	I/S	I/S	I/S	I/S	I/S	51.9	59.6
Socio-Economic Status								
Subsided meals	82	100	44.7	52.6	2.6	55.3	60.2	55.1

Social Studies								
All Students	213	100	28.8	51.7	19.5	71.2	73.4	72.3
Gender								
Male	116	100	33.6	46.4	20	66.4	72.6	71.5
Female	97	100	23.2	57.9	18.9	76.8	74.3	73.2
Racial/Ethnic Group								
White	167	100	25.6	53.1	21.3	74.4	78.4	80.7
African American	42	100	41.5	43.9	14.6	58.5	62.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	67.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	41.7	48.5	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	2	I/S	I/S	I/S	I/S	I/S	60.6	67.9
Socio-Economic Status								
Subsided meals	90	100	45.2	45.2	9.5	54.8	64	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	315	100	23.7	32.9	43.4	76.3	75.7	70.2	95.6	95.7
Gender										
Male	168	100	32.3	36	31.7	67.7	69.1	63.2	95.5	95.5
Female	147	100	14	29.4	56.6	86	82.6	77.5	95.7	95.9
Racial/Ethnic Group										
White	253	100	20.2	31.3	48.6	79.8	80.9	79.1	95.4	95.5
African American	53	100	40.4	36.5	23.1	59.6	64	57.6	96.7	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.9	86.2	97.3	96.1
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.3	62.6	95.3	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	68.7	95.8	91.7
Disability Status										
Disabled	32	100	78.1	18.8	3.1	21.9	29.9	26.1	93.7	94.6
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	3	I/S	I/S	I/S	I/S	I/S	70.3	61.2	96.2	96.2
Socio-Economic Status										
Subsidized meals	129	100	35.8	34.2	30	64.2	64.8	58.9	94.6	95.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	104	100	20.8	33.3	45.8	79.2
	4	109	100	19	44.8	36.2	81
	5	103	100	13.7	56.9	29.4	86.3
	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	104	100	36.5	35.4	28.1	63.5
	4	109	100	23.8	49.5	26.7	76.2
	5	103	100	20.6	58.8	20.6	79.4
	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	52	100	35.4	52.1	12.5	64.6
	4	109	100	34.3	58.1	7.6	65.7
	5	51	100	22	66	12	78
	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	52	100	25	37.5	37.5	75
	4	109	100	24.8	63.8	11.4	75.2
	5	52	100	40.4	40.4	19.2	59.6
	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	103	100	29.2	22.9	47.9	70.8
	4	109	100	25.5	36.8	37.7	74.5
	5	103	100	16.7	38.2	45.1	83.3
	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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