

Waterloo Elementary

10457 Hwy. 221 South
Waterloo, South Carolina

Grades	PK-5 Elementary School	
Enrollment	331 Students	
Principal	Taria Stokes	864-677-4670
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

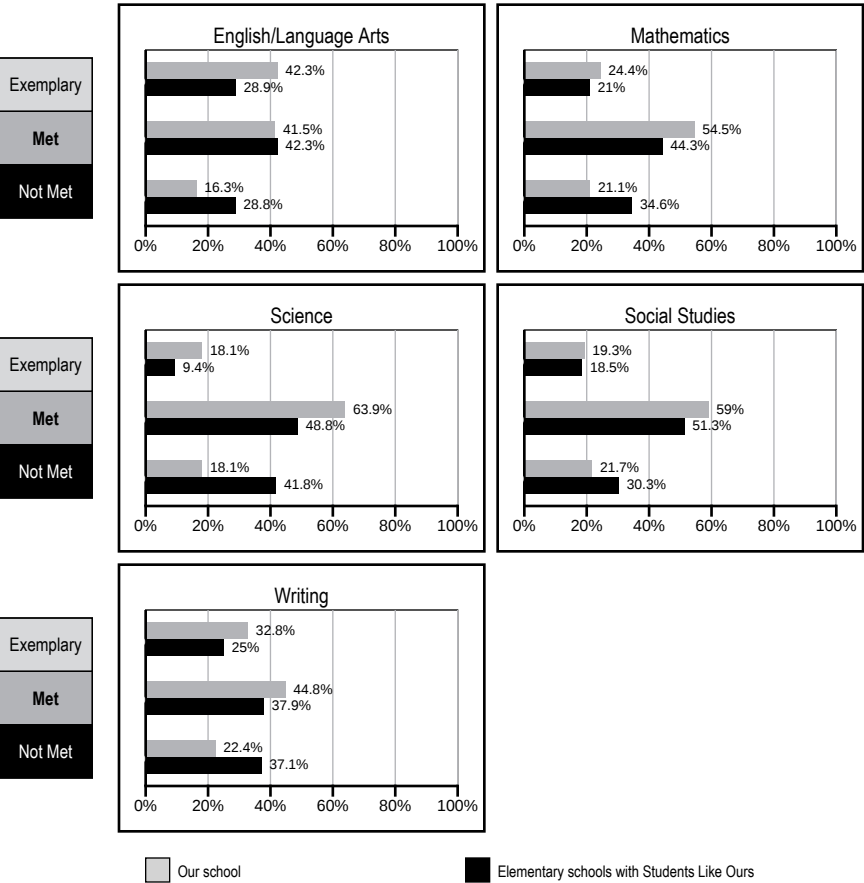
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	87	21	1

* 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=331)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.1%	Up from 3.9%	2.6%	1.9%
Attendance rate	95.6%	Down from 96.1%	96.1%	96.3%
Eligible for gifted and talented	5.8%	Up from 4.4%	6.9%	10.0%
With disabilities other than speech	7.1%	Up from 5.4%	9.2%	7.7%
Older than usual for grade	1.7%	Up from 1.0%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	30.0%	Down from 31.8%	57.0%	59.4%
Continuing contract teachers	70.0%	Up from 63.6%	78.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.5%	Down from 80.1%	85.1%	85.9%
Teacher attendance rate	96.4%	Up from 94.1%	95.0%	95.1%
Average teacher salary*	\$42,575	Up 3.0%	\$46,282	\$47,149
Professional development days/teacher	15.9 days	Up from 4.2 days	12.2 days	11.1 days
School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 17.7 to 1	18.5 to 1	18.8 to 1
Prime instructional time	91.4%	Up from 88.7%	90.0%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,473	Up 11.0%	\$7,666	\$7,458
Percent of expenditures for instruction**	62.8%	Up from 62.5%	68.1%	68.8%
Percent of expenditures for teacher salaries**	59.7%	Up from 57.7%	62.1%	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

Waterloo Elementary is a Title I school in Laurens School District 55 that is located approximately seven miles from downtown Laurens. The learning community at Waterloo is committed to providing all students with the tools they need to be successful in life. Student learning is the primary focus at Waterloo. Students are exposed to rich, interesting lessons that incorporate technology across content areas. Students have the opportunity to participate in the Limos for Learning reading program, Math/Science Night, Reading on the Greens, Lunch Bunch book clubs, and archery competitions at the local, state, and national levels. In addition, students who have experienced difficulties in their core academic areas in grades 3-5 had the opportunity to attend the after-school tutorial program. Students are celebrated for their achievements frequently through MAP growth/achievement parties, a PASS pep rally, and the yearly Awards Day celebration. The faculty and staff believe that school is a place for not only student learning but also adult learning. Teachers engage in collaborative planning sessions weekly to ensure they are delivering age appropriate, standards-based lessons. In addition, teachers attend numerous after school professional development sessions to enhance their knowledge and skills across subject areas. Waterloo Elementary is committed to serving the whole child. Therefore, students attend weekly computer classes and biweekly guidance and media center classes. Guidance classes assist students in dealing with issues such as peer pressure, divorce, or other emotional issues as well as focusing on honesty, integrity, and responsibility. Our students live in the age of worldwide media. Visiting the media center and computer lab frequently helps them develop skills they will need in the 21st century. Building a strong home/school connection is essential to the growth of our young learners. Therefore, we invite parents to visit and participate in our school activities. Through the assistance of our PTO and Parent Volunteer Program, Waterloo Elementary has a strong support system that will help our students continue to strive for excellence. The Waterloo learning community is excited and proud of the strides students have made in academic achievement. The faculty/staff look forward to continuing to provide students with the quality education they need and deserve. Taria Stokes, Principal; David Craig, SIC chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	39	33
Percent satisfied with learning environment	92.9%	94.7%	100.0%
Percent satisfied with social and physical environment	100.0%	87.2%	84.8%
Percent satisfied with school-home relations	71.4%	89.7%	93.9%

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

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School Adequate Yearly Progress

YES

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

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.8%	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	132	100	16.3	41.5	42.3	95.9	85.4	82.8	Yes	Yes
Gender										
Male	73	100	23.2	39.1	37.7	94.2	81.5	79.3	N/A	N/A
Female	59	100	7.4	44.4	48.1	98.1	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	102	100	14.7	41.1	44.2	96.8	89.5	89.5	Yes	Yes
African American	28	100	23.1	42.3	34.6	92.3	77.1	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.1	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	20	100	25	35	40	90	62.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	102	100	16.7	43.8	39.6	94.8	81.5	75.5	Yes	Yes

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

All Students	132	100	21.1	54.5	24.4	87.8	81.1	78.9	Yes	Yes
Gender										
Male	73	100	23.2	52.2	24.6	81.2	78.5	77	N/A	N/A
Female	59	100	18.5	57.4	24.1	96.3	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	102	100	20	51.6	28.4	88.4	84.9	87.2	Yes	Yes
African American	28	100	26.9	61.5	11.5	84.6	72.8	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.8	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	20	100	30	55	15	85	50.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	102	100	22.9	55.2	21.9	85.4	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	90	100	18.1	63.9	18.1	81.9	65.7	67.5
Gender								
Male	49	100	17.4	63	19.6	82.6	65.3	67
Female	41	100	18.9	64.9	16.2	81.1	66.1	68
Racial/Ethnic Group								
White	70	100	15.4	63.1	21.5	84.6	74.5	79.5
African American	18	100	N/AV	N/AV	N/AV	68.8	48.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	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	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	52.9	59.6
Socio-Economic Status								
Subsided meals	68	100	17.5	61.9	20.6	82.5	58.2	55.1

Social Studies								
All Students	89	100	21.7	59	19.3	78.3	69.3	72.3
Gender								
Male	49	100	21.3	57.4	21.3	78.7	66.6	71.5
Female	40	100	22.2	61.1	16.7	77.8	72.1	73.2
Racial/Ethnic Group								
White	70	100	20	58.5	21.5	80	74.3	80.7
African American	19	100	27.8	61.1	11.1	72.2	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	56.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	12	100	50	33.3	16.7	50	42.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.6	67.9
Socio-Economic Status								
Subsided meals	71	100	22.1	58.8	19.1	77.9	63.6	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	130	100	22.4	44.8	32.8	77.6	72.1	70.2	95.6	96
Gender										
Male	73	100	31	46.5	22.5	69	65.4	63.2	95.8	95.9
Female	57	100	11.1	42.6	46.3	88.9	79.4	77.5	95.4	96.1
Racial/Ethnic Group										
White	102	100	21.6	44.3	34	78.4	76.3	79.1	95.4	95.6
African American	26	100	26.9	46.2	26.9	73.1	64.5	57.6	96.8	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66	62.6	91.9	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.1
Disability Status										
Disabled	20	100	55	35	10	45	30.8	26.1	95.3	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	94.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	61.2	93.5	97.5
Socio-Economic Status										
Subsidized meals	97	100	25.5	42.6	31.9	74.5	67.9	58.9	95.5	95.7

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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	44	100	20.9	27.9	51.2	79.1
	4	47	100	16.3	46.5	37.2	83.7
	5	41	100	10.8	51.4	37.8	89.2
	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
Mathematics							
2009	3	44	100	27.9	37.2	34.9	72.1
	4	47	100	16.3	62.8	20.9	83.7
	5	41	100	18.9	64.9	16.2	81.1
	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	23	100	18.2	59.1	22.7	81.8
	4	47	100	16.3	69.8	14	83.7
	5	20	100	22.2	55.6	22.2	77.8
	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
Social Studies							
2009	3	21	100	38.1	28.6	33.3	61.9
	4	47	100	7	81.4	11.6	93
	5	21	100	36.8	42.1	21.1	63.2
	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	43	100	27.9	34.9	37.2	72.1
	4	46	100	18.2	50	31.8	81.8
	5	41	100	21.1	50	28.9	78.9
	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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