



WHITESVILLE ELEMENTARY

324 Gaillard Road
Moncks Corner, SC 29461

Grades	PK-5 Elementary School	
Enrollment	674 Students	
Principal	Julia Taylor	843-899-8880
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good*
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk

* The School's 2010 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

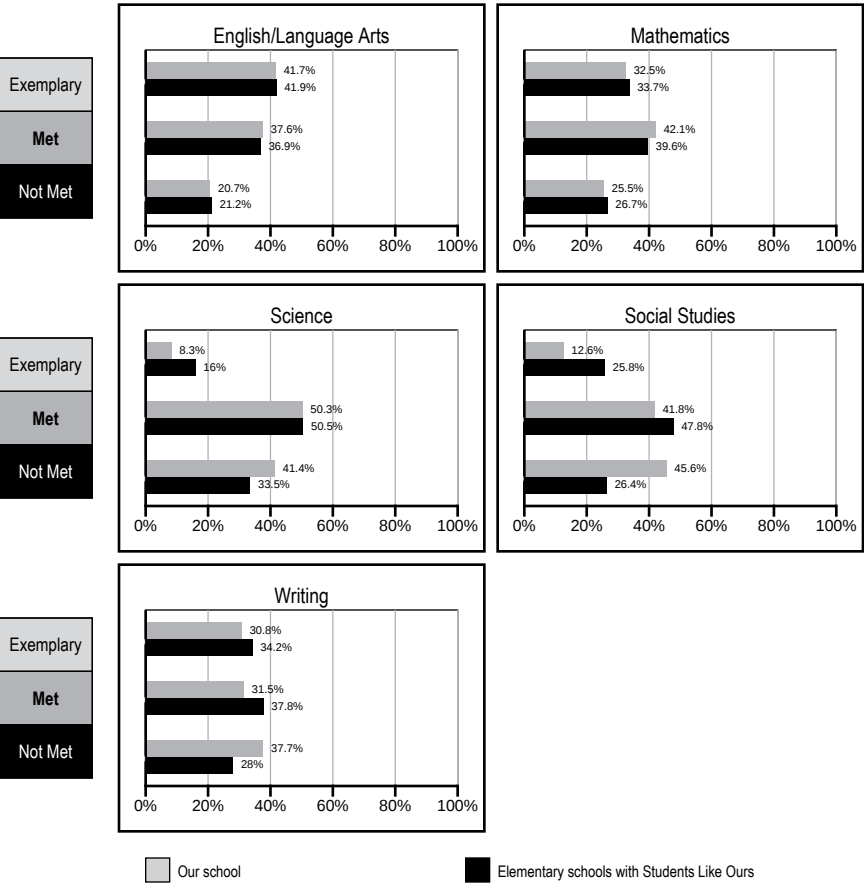
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	29	71	1	0

* Ratings are calculated with data available by 03/09/2011.

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=674)				
First graders who attended full-day kindergarten	96.0%	Down from 98.5%	100.0%	100.0%
Retention rate	2.0%	Down from 2.5%	1.2%	1.2%
Attendance rate	95.9%	Down from 96.2%	96.0%	96.1%
Eligible for gifted and talented	10.4%	Up from 8.6%	12.2%	11.7%
With disabilities other than speech	10.9%	Up from 9.9%	8.5%	8.0%
Older than usual for grade	1.1%	Up from 0.3%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	56.8%	Up from 50.0%	59.3%	60.5%
Continuing contract teachers	63.6%	Down from 69.2%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.8%	Up from 78.7%	88.5%	87.0%
Teacher attendance rate	95.6%	Up from 95.1%	95.5%	95.4%
Average teacher salary*	\$43,974	Up 1.6%	\$47,182	\$47,288
Professional development days/teacher	13.1 days	Up from 12.0 days	10.1 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 19.4 to 1	19.5 to 1	19.2 to 1
Prime instructional time	90.9%	Up from 90.7%	90.8%	90.8%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,209	Up 2.7%	\$7,274	\$7,548
Percent of expenditures for instruction**	63.7%	Down from 68.0%	67.4%	68.7%
Percent of expenditures for teacher salaries**	60.2%	Down from 63.6%	64.4%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Students at Whitesville Elementary showed good academic gains during the 2009-2010 school year. Spring MAP Math and Reading data for the year show that the percentage of students meeting or exceeding their expected growth rate has increased in both Reading (from 55.5% to 61.9%) and Math (from 56% to 58%).

Teachers benefitted from continuous staff development from a math coach and a literacy coach. Coaches met with grade level teams to share instructional strategies and analyze data. Staff development included a graduate course for teachers K-2, which assisted in the implementation of STEPS, a hands-on approach to teaching students to read, write, and spell. Other staff-development opportunities this year included PALS Math, V-Math Live, PBIS, Quick Reads, Read Naturally, and AIMS Web.

A response to intervention (RTI) team, led by our guidance counselor, met regularly to determine appropriate interventions and their effectiveness for students who were not making adequate progress.

Hands-on learning was utilized in our science lab. Students visited the lab weekly, conducting experiments and participating in lessons that correlated with grade-level standards. Lessons were led by a certified lab instructor working in conjunction with the classroom teacher. A record number of our classes participated in an environmental-project competition and were invited to participate in this year's Nature Scope event sponsored by Berkeley County Kids Who Care.

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. Celebrations were held for those students who demonstrated these expectations on a regular basis. Also, the Moncks Corner Kiwanis's Club partnered with the school's guidance department to celebrate Character Education on a monthly 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 Math/Science Night and Build-a-Book.

Students were engaged in a variety of activities outside the classroom this year. Students in fourth and fifth grade led the Daily WES News Show. Many students in grades 3, 4, and 5 participated in our social-studies fair. All students participated in Jump Rope For Heart, and a record amount of \$4,100 was donated to the American Heart Association. We also had students participating in Special Olympics, district-level spelling bees, Roscoe Reading Program, and community art shows. Parents, community liaisons, and teachers were more involved throughout this 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 Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	96	75
Percent satisfied with learning environment	85.4%	76.8%	86.5%
Percent satisfied with social and physical environment	90.2%	76.0%	87.5%
Percent satisfied with school-home relations	92.7%	79.2%	84.9%

* 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	NO
---------------------------------	----

This school met 20 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
---------------------------	---

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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	306	100	21	37.7	41.3	88.4	85.9	83.5	Yes	Yes
Gender										
Male	155	100	24.6	40.6	34.8	83.3	81.9	80.1	N/A	N/A
Female	151	100	17.4	34.8	47.8	93.5	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	165	100	13.6	35.4	51	92.5	89.8	89.6	Yes	Yes
African American	118	100	31.8	42.7	25.5	81.8	79.3	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.4	92.7	I/S	I/S
Hispanic	16	100	23.1	38.5	38.5	92.3	82.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.4	85.1	I/S	I/S
Disability Status										
Disabled	46	100	52.5	37.5	10	55	57.2	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	18.2	36.4	45.5	90.9	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	205	100	26.1	37	37	85.9	81.2	76.9	Yes	Yes

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

All Students	306	100	26.1	42	31.9	84.8	83.5	80.4	Yes	Yes
Gender										
Male	155	100	26.8	39.9	33.3	81.9	81.1	78.4	N/A	N/A
Female	151	100	25.4	44.2	30.4	87.7	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	165	100	16.3	42.9	40.8	91.2	88	87.8	Yes	Yes
African American	118	100	40.9	42.7	16.4	74.5	75	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	16	100	23.1	38.5	38.5	92.3	83.4	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	83.2	I/S	I/S
Disability Status										
Disabled	46	100	60	27.5	12.5	55	50	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	18.2	27.3	54.5	90.9	85.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	205	100	31.5	40.2	28.3	81	78	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	207	99.5	41.3	50	8.7	58.7	69.8	67.3
Gender								
Male	106	99.1	38	53.3	8.7	62	69.3	66.9
Female	101	100	44.6	46.7	8.7	55.4	70.3	67.7
Racial/Ethnic Group								
White	113	100	28.6	60.2	11.2	71.4	78.8	79.6
African American	77	98.7	60.3	37	2.7	39.7	54.4	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83	84.4
Hispanic	11	100	I/S	I/S	I/S	I/S	64.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.4	69.5
Disability Status								
Disabled	34	97.1	62.1	34.5	3.4	37.9	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	65.8	58.6
Socio-Economic Status								
Subsidized meals	137	99.3	49.6	40.5	9.9	50.4	60.2	55.4

Social Studies

All Students	207	99.5	46.2	41.3	12.5	53.8	73.4	70.9
Gender								
Male	105	99.1	45.2	40.9	14	54.8	72.2	70.1
Female	102	100	47.3	41.8	11	52.7	74.7	71.7
Racial/Ethnic Group								
White	105	100	35.1	46.8	18.1	64.9	78.7	79.2
African American	91	98.9	59	37.3	3.6	41	63.8	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	72.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	71	71.2
Disability Status								
Disabled	31	96.8	73.1	23.1	3.8	26.9	41.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.8	68
Socio-Economic Status								
Subsidized meals	137	99.3	55.5	37.8	6.7	44.5	66	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	303	98	37.5	31.6	30.9	62.5	72.9	72.1	95.9	96.2
Gender										
Male	154	98.1	47.4	30.7	21.9	52.6	65.6	65.2	95.8	96.1
Female	149	98	27.4	32.6	40	72.6	80.7	79.2	96.1	96.2
Racial/Ethnic Group										
White	161	98.1	30.8	29.5	39.7	69.2	78.3	80.8	95.3	95.7
African American	118	98.3	48.1	35.2	16.7	51.9	64	59.7	96.5	96.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.7	87	98.3	97.2
Hispanic	17	94.1	41.7	25	33.3	58.3	65.4	64.6	97.8	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.1	73.4	94.3	95.3
Disability Status										
Disabled	44	88.6	74.3	17.1	8.6	25.7	30.3	27.7	95	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	92.3	I/S	I/S	I/S	I/S	67.1	63.7	98.3	96.8
Socio-Economic Status										
Subsidized meals	199	98.5	41.7	33.9	24.4	58.3	65.2	61.9	96	95.9

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 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
2010	3	94	100	11.1	26.7	62.2	88.9
	4	108	100	33	45.7	21.3	67
	5	103	100	18.7	39.6	41.8	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	94	100	22.2	33.3	44.4	77.8
	4	108	100	30.9	42.6	26.6	69.1
	5	103	100	25.3	49.5	25.3	74.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	46	100	46.7	37.8	15.6	53.3
	4	108	100	44.7	51.1	4.3	55.3
	5	52	100	28.9	60	11.1	71.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	48	97.9	36.4	38.6	25	63.6
	4	108	100	44.7	48.9	6.4	55.3
	5	51	100	58.7	28.3	13	41.3
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	95	97.9	37.8	28.9	33.3	62.2
	4	106	98.1	44.1	32.3	23.7	55.9
	5	102	98	30.3	33.7	36	69.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample