

WATEREE ELEMENTARY

424 Wildwood Lane
Lugoff, SC 29078

Grades	PK-5 Elementary School	
Enrollment	638 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

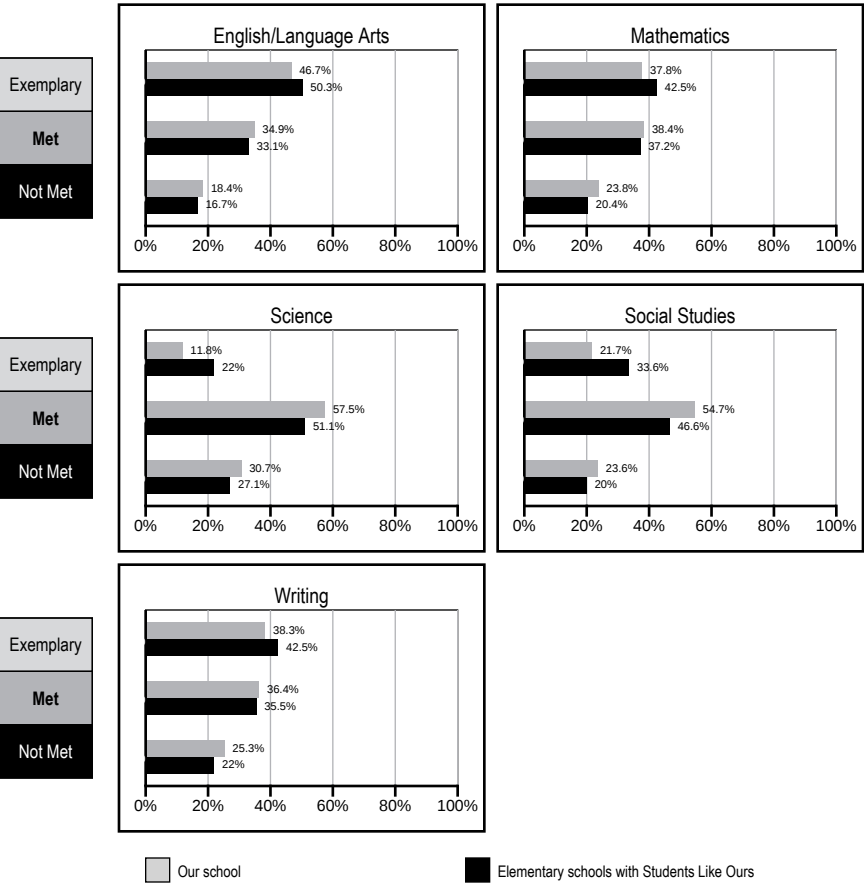
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	32	19	0	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=638)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 1.6%	0.8%	1.2%
Attendance rate	95.5%	Down from 95.6%	96.5%	96.1%
Eligible for gifted and talented	20.1%	Up from 15.8%	17.1%	11.7%
With disabilities other than speech	5.0%	Up from 4.5%	7.0%	8.0%
Older than usual for grade	0.2%	Down from 0.6%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 73.7%	62.5%	60.5%
Continuing contract teachers	88.9%	Down from 94.7%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.3%	Down from 94.7%	89.4%	87.0%
Teacher attendance rate	96.4%	Up from 96.1%	95.7%	95.4%
Average teacher salary*	\$51,427	Up 0.4%	\$48,606	\$47,288
Professional development days/teacher	5.2 days	Down from 7.5 days	11.7 days	10.5 days
School				
Principal's years at school	1.0	Down from 7.0	4.3	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 20.2 to 1	19.9 to 1	19.2 to 1
Prime instructional time	91.6%	Up from 91.4%	91.8%	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**	\$6,057	Up 9.6%	\$7,202	\$7,548
Percent of expenditures for instruction**	72.7%	Up from 71.2%	69.2%	68.7%
Percent of expenditures for teacher salaries**	71.1%	Up from 69.6%	66.2%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 school year was quite exciting at Wateree Elementary School! In accordance with our School Renewal Plan, we focused on raising student achievement, promoting good character, and increasing parent/community involvement. In response to data, MAP scores were used in grades 1-5 to determine focus groups for all children in reading or math and groups met five days per week for intervention or enrichment as appropriate for each child. To accompany the new Everyday Mathematics Series, we purchased math manipulatives and ancillary materials for grades 1-5. We purchased Developmental Reading Assessment 2 Kits for teachers in grades 1-3 and trained them to use the kits to accurately determine students' reading levels as well as specific deficits in their reading skills. All teachers began preliminary training in the Collins method of writing. Teachers were trained in how to set MAP goals for each student and how to determine if students were on target at mid-year to meet the year-end goals. (Unfortunately, funding deficits required that MAP tests not take place at year-end, so those results are inconclusive.) Each grade level had access to a rolling laptop cart in addition to our original stationary computer lab, and a second stationary laptop lab was added this year! Parent/student as well as community and staff opportunities this year included standards-based field studies, math and science nights, Kindergarten Parent Workshop, Accelerated Reading with celebrations, Awards Days, service learning projects, school talent show, strings classes, district chorus participation, participation in the Fine Arts Center multicultural exhibit, a performance by the Upton Trio, BMX Bike show and school beautification days. Both SIC and a number of community partners donated monies and time for the beautification projects. The Positive Behavior Intervention Support System (PBIS) was very well supported this year by staff and parents. Staff and students worked hard to meet PBIS goals, and parents/community members donated small prizes and their time to assist in the PBIS celebrations. Overall, Wateree Elementary School has had a very successful school year, thanks to the many students, parents, staff members, community members, and district office employees who provided the strong support we needed to make a strong school even stronger!

Jennifer Adams, SIC Chair
Gail Stehle, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	94	48
Percent satisfied with learning environment	71.4%	80.6%	89.4%
Percent satisfied with social and physical environment	85.7%	78.5%	87.2%
Percent satisfied with school-home relations	100.0%	89.4%	85.1%

* 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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.5%	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	331	100	18.4	34.9	46.7	90.2	85.9	83.5	Yes	Yes
Gender										
Male	171	100	23.3	35	41.7	86.5	83.5	80.1	N/A	N/A
Female	160	100	13.2	34.9	52	94.1	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	261	100	15.2	34.4	50.4	92	89.7	89.6	Yes	Yes
African American	61	100	32.1	37.5	30.4	82.1	77	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	86	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	31	100	69	27.6	3.4	51.7	52.9	51.7	I/S	I/S
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	4	I/S	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	148	100	26.4	38.6	35	85	79.5	76.9	Yes	Yes

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

All Students	331	100	23.8	38.4	37.8	85.4	82.5	80.4	Yes	Yes
Gender										
Male	171	100	25.2	35	39.9	81.6	80.5	78.4	N/A	N/A
Female	160	100	22.4	42.1	35.5	89.5	84.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	261	100	18	40.4	41.6	88.8	87.2	87.8	Yes	Yes
African American	61	100	44.6	33.9	21.4	71.4	71.4	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.6	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	31	100	69	24.1	6.9	31	48.3	46.1	I/S	I/S
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	4	I/S	I/S	I/S	I/S	I/S	77.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	148	100	37.9	35	27.1	76.4	75.3	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	222	100	30.7	57.5	11.8	69.3	69.5	67.3
Gender								
Male	110	100	29.5	58.1	12.4	70.5	69.4	66.9
Female	112	100	31.8	57	11.2	68.2	69.6	67.7
Racial/Ethnic Group								
White	179	100	25.1	61.4	13.5	74.9	78.1	79.6
African American	36	100	55.9	38.2	5.9	44.1	50.9	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	57.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	20	100	N/A	N/A	N/A	21.1	34.6	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	4	I/S	I/S	I/S	I/S	I/S	50.5	58.6
Socio-Economic Status								
Subsidized meals	105	100	40.4	56.6	3	59.6	57.6	55.4

Social Studies

All Students	224	100	23.6	54.7	21.7	76.4	73.9	70.9
Gender								
Male	118	100	26.5	53.1	20.4	73.5	74.2	70.1
Female	106	100	20.2	56.6	23.2	79.8	73.6	71.7
Racial/Ethnic Group								
White	173	100	19.9	56	24.1	80.1	79.3	79.2
African American	46	100	39	46.3	14.6	61	61.2	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.8	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	23	100	N/A	N/A	N/A	38.1	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	97	100	35.2	56	8.8	64.8	64.2	60.8

Abbreviations for Missing Data

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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	328	99.4	24.8	36.6	38.5	75.2	76.2	72.1	95.5	95.5
Gender										
Male	168	100	30.1	39.9	30.1	69.9	69.6	65.2	95.4	95.4
Female	160	98.8	19.2	33.1	47.7	80.8	83.2	79.2	95.6	95.6
Racial/Ethnic Group										
White	258	99.2	22.5	34.9	42.6	77.5	81	80.8	95.2	95.2
African American	61	100	33.9	41.1	25	66.1	65	59.7	96.8	96
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.1	87	98.3	96.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	72.8	64.6	95.5	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	94.4	88.6
Disability Status										
Disabled	31	96.8	75	21.4	3.6	25	28.9	27.7	95.4	94.7
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	4	I/S	I/S	I/S	I/S	I/S	67.5	63.7	97.5	96.5
Socio-Economic Status										
Subsidized meals	147	99.3	33.6	40.7	25.7	66.4	66.9	61.9	94.9	95

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	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
2010	3	109	100	25	34.6	40.4	75
	4	115	100	17.4	30.3	52.3	82.6
	5	107	100	12.7	40.2	47.1	87.3
	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	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
2010	3	109	100	35.6	35.6	28.8	64.4
	4	115	100	14.7	35.8	49.5	85.3
	5	107	100	21.6	44.1	34.3	78.4
	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	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
2010	3	53	100	45.1	31.4	23.5	54.9
	4	115	100	24.8	67	8.3	75.2
	5	54	100	28.8	63.5	7.7	71.2
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	56	100	32.1	49.1	18.9	67.9
	4	115	100	19.3	60.6	20.2	80.7
	5	53	100	24	48	28	76
	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
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
2010	3	109	99.1	30.8	37.5	31.7	69.2
	4	114	99.1	21.3	44.4	34.3	78.7
	5	105	100	22.5	27.5	50	77.5
	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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