



## Walhalla Elementary

PO Box 370  
Walhalla, SC 29691

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	500 Students	
<b>Principal</b>	Steve Hanvey	864-886-4480
<b>Superintendent</b>	Dr. Mike Lucas	864-886-4400
<b>Board Chair</b>	Andy Inabinet	864-710-0796

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Excellent*</b>
2008	Good	Below Average
2007	Good	Average
2006	Good	Good
2005	Good	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**

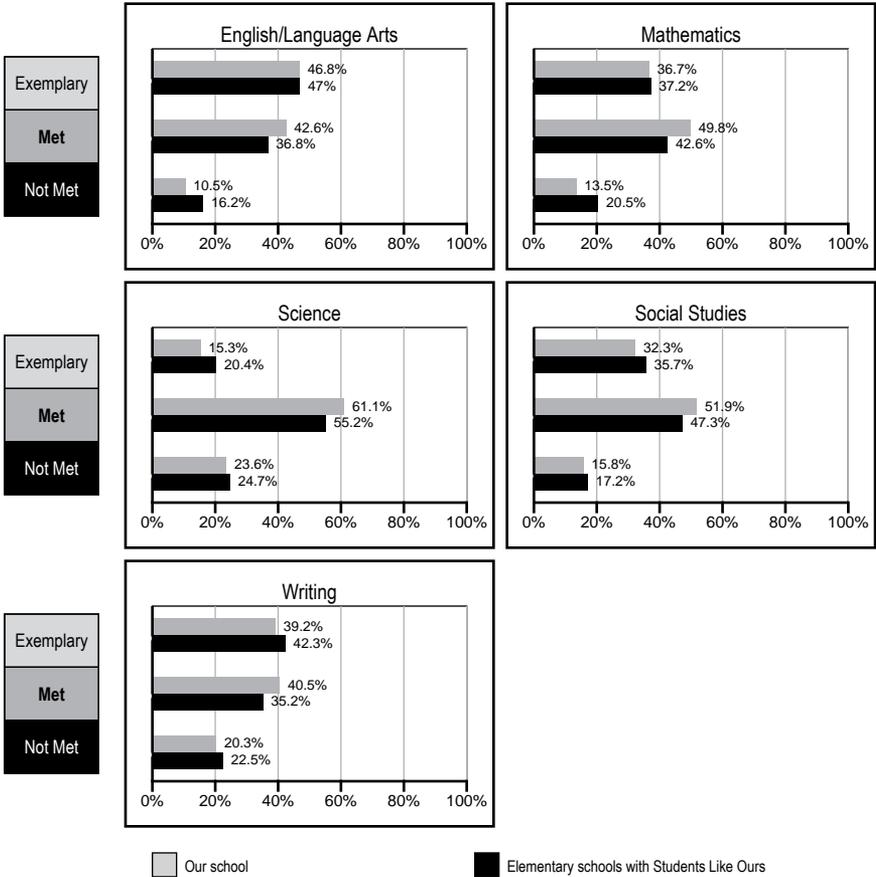
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.8%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
19	37	22	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
<b>Students (n=500)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	No Change	1.5%	1.9%
Attendance rate	97.4%	Up from 97.2%	96.6%	96.3%
Eligible for gifted and talented	20.7%	Down from 26.9%	15.7%	10.0%
With disabilities other than speech	5.5%	Up from 4.4%	6.8%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	61.0%	Up from 34.2%	61.4%	59.4%
Continuing contract teachers	92.7%	Up from 78.9%	84.0%	80.0%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	90.9%	Up from 88.9%	87.7%	85.9%
Teacher attendance rate	93.9%	Down from 96.5%	95.1%	95.1%
Average teacher salary*	\$46,607	Up 9.0%	\$48,458	\$47,149
Professional development days/teacher	11.3 days	Down from 15.2 days	11.4 days	11.1 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.8 to 1	19.4 to 1	18.8 to 1
Prime instructional time	90.9%	Down from 92.9%	90.5%	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	Excellent	Excellent
Dollars spent per pupil**	\$7,412	Up 21.5%	\$6,983	\$7,458
Percent of expenditures for instruction**	61.0%	Down from 68.0%	68.9%	68.8%
Percent of expenditures for teacher salaries**	58.0%	Down from 64.3%	60.7%	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

Walhalla Elementary is a K-5th grade school that serves 508 students. The mission of Walhalla Elementary School, in cooperation with the home and community, is to develop confident, responsible, productive lifelong learners, by providing a total educational experience in a positive environment. We are very excited about the accomplishments of our students and staff during the 2008-09 school year and we continue to look for ways to improve. Our school met Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Legislation and we received the SC Department of Education Palmetto Silver Award for improved test scores in a historically underachieving group.

With the continued analysis of our state testing results and Measuring Academic Progress (MAP) data we are able to reflect upon our instructional strategies, assessments and programs. This analysis, along with our MAP scores consistently meeting and exceeding the district, state and national averages, assures us that we are individualizing instruction as much as possible for our students.

Staff development continues to be a key component in our success. Our teachers received training in various areas in order to help meet the ever-changing needs of our students. Some of these areas include Positive Behavior Intervention Support, Technology Integration, Balanced Literacy, Curriculum Mapping and Vocabulary Instruction.

Our students have opportunities above and beyond the regular school day. Our math and English/Language Arts (ELA) labs are open before and after school. Students in grades 4 and 5 can also participate in our Art Squad and Chorus programs. Our Parent, Teacher, Student Team (PTST) and our School Improvement Council (SIC) continue to play important parts in our success. Donations from the PTST helped us purchase an agenda for each student in grades 3, 4 and 5, instructional technology for our classrooms and computer lab, classroom supplies and many other important items. The PTST also sponsored a Thanksgiving dinner and our Teacher Appreciation Week activities. Our SIC sponsored our Season's Readings program, Math and Science Night and our 5th annual Family Fun Run to promote physical fitness. We also hosted four ESOL Food and Family Nights for our families. Thanks to a wonderful donation from the Itron Corporation we were able to put SmartBoards in each of our academic classes. Our school also received grants from Timken, David Land and the Exxon Corporation, the Walhalla Sertoma Club and Blue Ridge Electric Cooperative. Chick-fil-a of Seneca is our business partner for character education and monthly spirit nights.

Walhalla Elementary students, staff and families continue to have opportunities to participate in service projects. Our RFL team raised money for the American Cancer Society. Our students participated in Jump Rope for Heart to raise money for the American Heart Association. Our school also visited the local retirement home at Christmas and participated in a canned food drive for a local food bank.

Walhalla Elementary has numerous accomplishments to be proud of. These accomplishments are only possible because of the dedication of our staff, students and families. We will continue to work together to ensure that Walhalla Elementary School is a place Where Everyone is a Star.

Steve Hanvey, Principal

Patty Stoudemire, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	80	40
Percent satisfied with learning environment	100.0%	91.3%	94.7%
Percent satisfied with social and physical environment	100.0%	90.0%	92.5%
Percent satisfied with school-home relations	100.0%	93.5%	85.0%

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

## Abbreviations for Missing Data

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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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%*	Yes

\* Or greater than last year

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

All Students	248	100	10.5	42.6	46.8	96.6	86	82.8	Yes	Yes
<b>Gender</b>										
Male	127	100	12.3	45.1	42.6	95.9	82.7	79.3	N/A	N/A
Female	121	100	8.7	40	51.3	97.4	89.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	211	100	9	40.5	50.5	97	87.8	89.5	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	76.8	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.9	92.3	I/S	I/S
Hispanic	27	100	18.5	59.3	22.2	92.6	80.8	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
<b>Disability Status</b>										
Disabled	26	100	44	40	16	84	62.8	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	26	100	23.1	53.8	23.1	92.3	79.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	103	100	15.8	54.7	29.5	94.7	80.7	75.5	Yes	Yes

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

All Students	248	100	13.5	49.8	36.7	90.7	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	127	100	11.5	50	38.5	91	81.2	77	N/A	N/A
Female	121	100	15.7	49.6	34.8	90.4	84.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	211	100	9.5	50	40.5	94	85.2	87.2	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	68.6	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	27	100	29.6	51.9	18.5	77.8	79.5	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
<b>Disability Status</b>										
Disabled	26	100	44	52	4	60	54.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	26	100	30.8	50	19.2	76.9	79.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	103	100	24.2	57.9	17.9	81.1	75.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	165	100	23.6	61.1	15.3	76.4	69	67.5
<b>Gender</b>								
Male	84	100	21.3	63.8	15	78.8	67	67
Female	81	100	26	58.4	15.6	74	71.1	68
<b>Racial/Ethnic Group</b>								
White	141	100	20.3	63.2	16.5	79.7	73	79.5
African American	3	I/S	I/S	I/S	I/S	I/S	48.7	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	70.8	84.3
Hispanic	19	100	36.8	57.9	5.3	63.2	58.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	17	100	N/AV	N/AV	N/AV	37.5	38.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	19	100	42.1	52.6	5.3	57.9	53.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	69	100	31.7	61.9	6.3	68.3	57.9	55.1
<b>Social Studies</b>								
All Students	165	100	15.8	51.9	32.3	84.2	71.8	72.3
<b>Gender</b>								
Male	89	100	18.6	38.4	43	81.4	72.1	71.5
Female	76	100	12.5	68.1	19.4	87.5	71.6	73.2
<b>Racial/Ethnic Group</b>								
White	143	100	16.2	47.1	36.8	83.8	74.5	80.7
African American	4	I/S	I/S	I/S	I/S	I/S	55.4	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	15	100	N/AV	N/AV	N/AV	80	66.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	16	100	31.3	56.3	12.5	68.8	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	85.7	66.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	66	100	27.4	59.7	12.9	72.6	62.6	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
<b>Writing</b>										
All Students	248	100	20.3	40.5	39.2	79.7	72	70.2	97.4	96.4
<b>Gender</b>										
Male	127	100	23	43.4	33.6	77	63.8	63.2	97.6	96.4
Female	121	100	17.4	37.4	45.2	82.6	80.5	77.5	97.3	96.3
<b>Racial/Ethnic Group</b>										
White	211	100	16.5	39.5	44	83.5	74.3	79.1	97.4	96.2
African American	7	I/S	I/S	I/S	I/S	I/S	59.8	57.6	99	97.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.8	86.2	99.4	97.5
Hispanic	27	100	33.3	55.6	11.1	66.7	65.7	62.6	97.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	97.5
<b>Disability Status</b>										
Disabled	25	100	62.5	29.2	8.3	37.5	26.4	26.1	97.2	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
<b>English Proficiency</b>										
Limited English Proficient	26	100	34.6	53.8	11.5	65.4	62.8	61.2	97.5	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	101	100	32.3	46.2	21.5	67.7	62.4	58.9	96.9	95.8

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
<b>English/Language Arts</b>							
<b>2009</b>	3	82	100	13.8	33.8	52.5	86.3
	4	82	100	7.7	51.3	41	92.3
	5	84	100	10.1	43	46.8	89.9
	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
<b>Mathematics</b>							
<b>2009</b>	3	82	100	22.5	42.5	35	77.5
	4	82	100	9	53.8	37.2	91
	5	84	100	8.9	53.2	38	91.1
	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
<b>Science</b>							
<b>2009</b>	3	41	100	27.5	55	17.5	72.5
	4	82	100	20.5	64.1	15.4	79.5
	5	42	100	25.6	61.5	12.8	74.4
	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
<b>Social Studies</b>							
<b>2009</b>	3	41	100	15	42.5	42.5	85
	4	82	100	14.1	55.1	30.8	85.9
	5	42	100	20	55	25	80
	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
<b>Writing</b>							
<b>2009</b>	3	82	100	27.5	23.8	48.8	72.5
	4	82	100	12.8	47.4	39.7	87.2
	5	84	100	20.3	50.6	29.1	79.7
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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