



## Whitesville Elementary

324 Gaillard Road  
Moncks Corner, SC 29461

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	762 Students	
<b>Principal</b>	Julia Taylor	843-899-8880
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

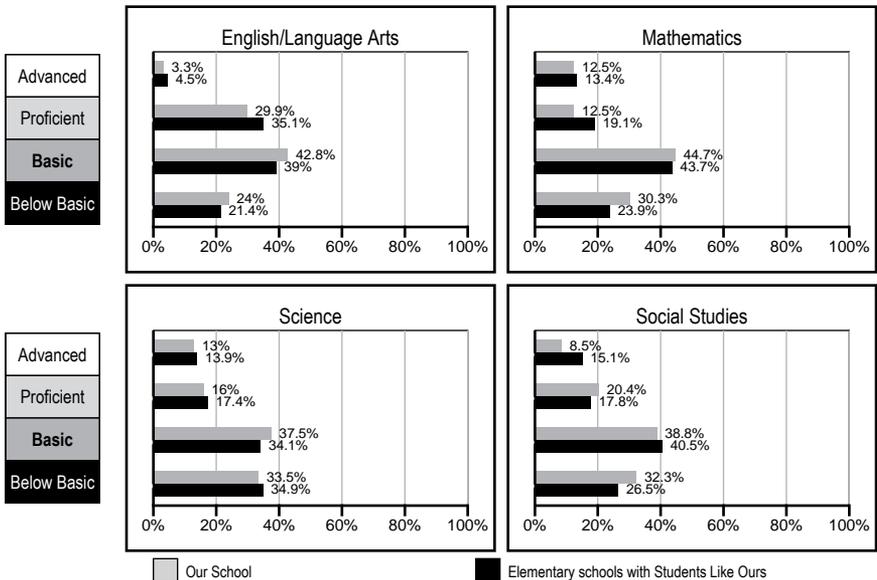
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.6%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	49	35	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=762)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Down from 4.6%	2.7%	2.3%
Attendance rate	96.3%	Up from 96.0%	96.1%	96.3%
Eligible for gifted and talented	9.3%	Up from 6.9%	9.1%	10.4%
With disabilities other than speech	11.1%	Up from 9.9%	8.7%	7.5%
Older than usual for grade	0.2%	Down from 1.2%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	50.0%	Down from 51.1%	57.1%	56.7%
Continuing contract teachers	60.0%	Down from 71.1%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.0%	Down from 82.0%	87.4%	86.4%
Teacher attendance rate	95.8%	Up from 95.1%	94.8%	94.9%
Average teacher salary	\$42,207	Up 2.4%	\$45,361	\$45,345
Professional development days/teacher	13.6 days	Down from 15.4 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 20.9 to 1	18.5 to 1	18.5 to 1
Prime instructional time	91.1%	Up from 89.1%	89.3%	89.8%
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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,938	Up 14.3%	\$7,077	\$7,052
Percent of expenditures for instruction*	66.6%	Down from 67.4%	68.8%	69.1%
Percent of expenditures for teacher salaries*	61.2%	Down from 63.5%	64.9%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The mission of Whitesville Elementary is to prepare our students to become successful, independent learners and responsible citizens. During the 2007-2008 school year, we implemented many programs and strategies that maximized our efforts in accomplishing this mission.

We had the privilege this year to be one of six schools in Berkeley County to participate in a program, "Positive Behavior Interventions and Supports." Through this program we defined, taught, and supported appropriate student behaviors to create a positive school environment. Hundreds of times a day we celebrated students who met our behavior expectations of being safe, responsible, and respectful. An outside audit of our program reflected that our staff was highly successful in our implementation. We look forward to expanding our knowledge in 2008-2009 with Year 2 training.

The content areas of science and social studies received a lot of attention this year. We opened a science lab and employed a teacher to ensure that time and attention was devoted to science instruction with the necessary space and supplies. All students in grades 3-5 attended twice a week. Additionally, what we believe is a first for Berkeley County, we held a social studies fair at the school. Students created projects on a wide range of topics and shared their knowledge on one special evening. Student and parent participation was overwhelming.

With our desire to have every child reading and writing on grade level, we continued our efforts to support a strong early literacy program already in place. We had our kindergarten, 1st, and 2nd grade teachers receive additional training throughout the year on the teaching of reading. We hired two interventionists to provide extra assistance to students in kindergarten-2nd grade that were experiencing difficulty. Our 4-K program was expanded from 40 students to 60 students. We sent 3 teachers to become trained in the 6+1 writing model and they provided staff development for our faculty throughout the year.

We applied for and received a state math grant which we will utilize during the 2008-09 school year. We will employ a math coach that will work directly with the teachers to improve our math instruction.

Finally, we continued our efforts to stay current with technology. We added a 4th computer lab and finished outfitting all classrooms with Smart Boards. Computer software was added in the area of early literacy and math.

We are proud of our accomplishments this year and expect this progress will continue as we plan for the 2008-09 school year.

Julia Taylor, Principal  
Leila O'Neal, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	43	109	47
Percent satisfied with learning environment	90.7%	89.0%	83.0%
Percent satisfied with social and physical environment	93.0%	84.4%	73.9%
Percent satisfied with school-home relations	73.2%	87.2%	76.6%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 14 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

Restructure

## 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. Sanction: Implement the restructuring plan.
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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	343	100	23.6	42.4	30.4	3.6	46.9	48.6	48.2	Yes	Yes
<b>Gender</b>											
Male	159	100	29.2	39.6	27.8	3.5	40.3	40.8	41.7	N/A	N/A
Female	184	100	18.8	44.8	32.7	3.6	52.7	56.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	232	100	21.6	40.9	34.6	2.9	50.5	55.4	60	Yes	Yes
African American	90	100	29.3	48.8	19.5	2.4	35.4	36.5	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	17	100	20	33.3	26.7	20	53.3	39.9	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	65	100	58.7	28.6	11.1	1.6	19	12.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	27.3	36.4	18.2	18.2	45.5	37.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	207	100	27.4	43	26.3	3.2	40.3	38.5	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	343	100	29.8	45.3	12.3	12.6	36.6	44.2	45.8	No	Yes
<b>Gender</b>											
Male	159	100	27.1	42.4	16	14.6	43.8	44.4	45.6	N/A	N/A
Female	184	100	32.1	47.9	9.1	10.9	30.3	43.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	232	100	23.6	47.1	14.9	14.4	42.3	52.8	59	Yes	Yes
African American	90	100	48.8	43.9	3.7	3.7	17.1	28.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	17	100	6.7	40	20	33.3	60	38.9	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	65	100	61.9	31.7	4.8	1.6	15.9	14.6	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	9.1	45.5	18.2	27.3	54.5	38.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	207	100	37.6	45.2	10.2	7	27.4	33.8	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	226	99.1	33	37.9	15.8	13.3	29.1	35.1	35.7	96.3	96.4
<b>Gender</b>											
Male	102	100	31.2	32.3	18.3	18.3	36.6	36.3	37.4	96.3	96.3
Female	124	98.4	34.5	42.7	13.6	9.1	22.7	33.9	33.8	96.3	96.5
<b>Racial/Ethnic Group</b>											
White	153	98.7	27	39.4	17.5	16.1	33.6	44.8	49.2	95.9	96
African American	57	100	51.9	34.6	9.6	3.8	13.5	18.5	17	97.3	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	96.9	97.5
Hispanic	13	100	27.3	27.3	27.3	18.2	45.5	26.8	24.9	96.8	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	94.9	95.2
<b>Disability Status</b>											
Disabled	42	100	63.4	26.8	7.3	2.4	9.8	9.8	14	96.1	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	24.3	24.4	97	96.9
<b>Socio-Economic Status</b>											
Subsided meals	139	98.6	40.3	40.3	12.1	7.3	19.4	23.7	21.1	96.2	96.1
<b>Social Studies</b>											
All Students	221	100	31.9	39.7	20.1	8.3	28.4	34.6	34	96.3	96.4
<b>Gender</b>											
Male	110	100	30	35	23	12	35	36.3	36.6	96.3	96.3
Female	111	100	33.7	44.2	17.3	4.8	22.1	32.8	31.3	96.3	96.5
<b>Racial/Ethnic Group</b>											
White	152	100	27.9	39.3	22.1	10.7	32.9	40.9	44.5	95.9	96
African American	54	100	42	46	12	0	12	22.7	19.1	97.3	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	96.9	97.5
Hispanic	12	100	45.5	9.1	27.3	18.2	45.5	31.3	27.5	96.8	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	94.9	95.2
<b>Disability Status</b>											
Disabled	45	100	56.8	34.1	6.8	2.3	9.1	11.8	14.4	96.1	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	29.6	27.3	97	96.9
<b>Socio-Economic Status</b>											
Subsided meals	125	100	40.5	39.7	14.7	5.2	19.8	25.5	21	96.2	96.1

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	108	99.1	22.2	33.3	38.9	5.6	44.4	
	4	111	100	19.1	48.9	28.7	3.2	31.9	
	5	98	100	30.7	47.7	20.5	1.1	21.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	117	100	13.5	33.7	45.2	7.7	52.9	
	4	105	100	33.7	39.8	25.5	1	26.5	
	5	121	100	24.3	53.3	20.6	1.9	22.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	108	100	26.4	47.3	13.2	13.2	26.4	
	4	111	100	26.6	43.6	18.1	11.7	29.8	
	5	98	100	23.9	48.9	14.8	12.5	27.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	117	100	34.6	48.1	10.6	6.7	17.3	
	4	105	100	31.6	34.7	14.3	19.4	33.7	
	5	121	100	23.4	52.3	12.1	12.1	24.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	57	100	41.3	45.7	8.7	4.3	13	
	4	111	100	52.9	21.8	18.4	6.9	25.3	
	5	50	100	31.8	43.2	9.1	15.9	25	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	59	98.3	21.2	53.8	15.4	9.6	25	
	4	105	100	29.6	35.7	17.3	17.3	34.7	
	5	62	98.4	50.9	26.4	13.2	9.4	22.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	53	100	25.6	46.5	20.9	7	27.9	
	4	111	100	43.7	39.1	9.2	8	17.2	
	5	49	100	30.2	37.2	23.3	9.3	32.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	58	100	44.2	32.7	17.3	5.8	23.1	
	4	104	100	26.5	42.9	20.4	10.2	30.6	
	5	59	100	29.6	40.7	22.2	7.4	29.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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