



## Ware Shoals Elementary

45 West Main Street  
Ware Shoals, South

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	259 Students	
<b>Principal</b>	Nancy Brown	864-456-2711
<b>Superintendent</b>	Fay S. Sprouse	864-456-7496
<b>Board Chair</b>	Jack Sullivan	864-456-7496

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

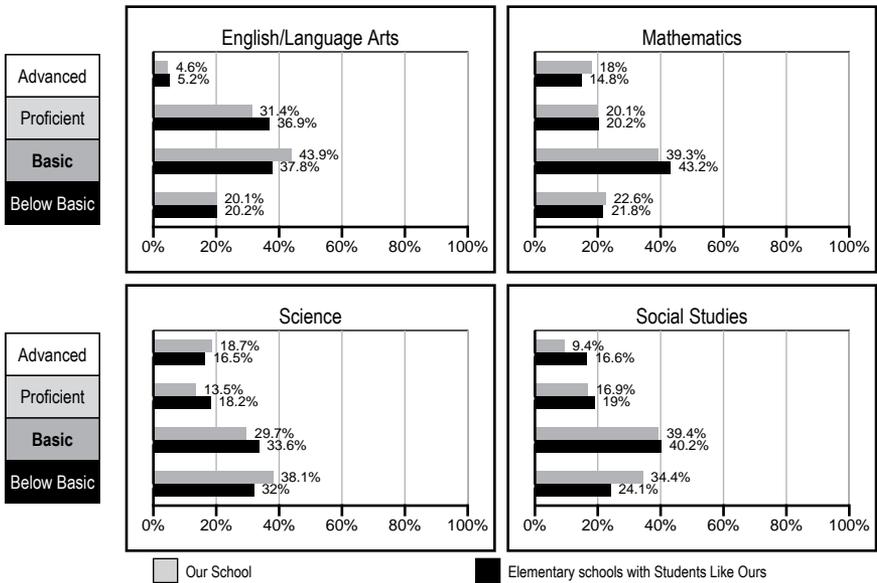
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.8%

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

Excellent	Good	Average	Below Average	At-Risk
0	8	61	24	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=259)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.2%	No Change	2.9%	2.3%
Attendance rate	96.0%	Down from 96.7%	96.2%	96.3%
Eligible for gifted and talented	10.9%	Down from 11.6%	9.6%	10.4%
With disabilities other than speech	14.7%	Up from 13.2%	8.7%	7.5%
Older than usual for grade	2.3%	Up from 2.0%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.1%	Down from 3.6%	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	41.2%	Up from 31.3%	57.9%	56.7%
Continuing contract teachers	64.7%	Down from 68.8%	81.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.7%	Up from 72.5%	87.2%	86.4%
Teacher attendance rate	96.4%	Up from 96.3%	94.7%	94.9%
Average teacher salary	\$39,127	Up 0.7%	\$45,421	\$45,345
Professional development days/teacher	6.9 days	Up from 4.5 days	12.9 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	17.3 to 1	Up from 15.9 to 1	18.6 to 1	18.5 to 1
Prime instructional time	91.0%	Down from 91.4%	89.3%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,771	Up 1.8%	\$6,949	\$7,052
Percent of expenditures for instruction*	56.0%	Down from 56.4%	68.8%	69.1%
Percent of expenditures for teacher salaries*	49.7%	Down from 52.2%	65.3%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

The mission of Ware Shoals Elementary School is to provide a foundation of academic excellence that will enable all students to become independent, lifelong learners in today's ever changing society.

Ware Shoals Elementary School believes our main purpose is to prepare our students academically. Building on previously acquired skills, we work with our students on developing critical thinking skills and applying their knowledge in solving more challenging problems. We provide opportunities for students to work independently; however, we continue to supervise their work and monitor their academic and social skills. We believe in maintaining contact with parents and enlisting their assistance to assure educational success for each student. To maximize academic achievement the following instructional tools are being used: Bridges' Online Learning Style Inventory, which provides teachers with advice for instructional and environmental alternatives; Compass Learning Odyssey, which allows teachers to create individual learning paths that address each student's unique challenges; and MAP, which reflects the instructional level of students and measures their growth over time.

Students were also recognized for their academic accomplishments through the Accelerated Reading Program, the Young Writers' Conference, the District and Regional Spelling Bees, and the Lt. Governor's Writing Essay Contest. Our students were given the opportunity to attend the Release Time Program. Students in grades three through six were encouraged to attend the 21st Century After School Program. Each grade level attended a performance at the Greenwood Lander Performing Arts Center. This years' Service Learning Projects included Pennies for Patients, Jump Rope for Heart, and raising funds to purchase a memorial for Nasjma Kellar.

The faculty and staff at Ware Shoals Elementary School are united in our efforts to develop our students socially, emotionally, and intellectually. A combined effort from a dedicated faculty and staff, concerned parents, and a supportive community assures that we are assisting students in reaching their full potential.

Nancy Brown, Principal WSES  
Alethea Hudgens, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	78	57
Percent satisfied with learning environment	100.0%	89.6%	89.3%
Percent satisfied with social and physical environment	100.0%	94.8%	76.8%
Percent satisfied with school-home relations	81.0%	93.6%	80.4%

\* 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 15 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

## 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	N/A	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.0%	0.0%	No
Student attendance rate	96.0%	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	259	100	19.8	43.2	30.9	6.2	51	44.3	48.2	Yes	Yes
<b>Gender</b>											
Male	136	100	24.4	45.7	23.6	6.3	45.7	37.6	41.7	N/A	N/A
Female	123	100	14.7	40.5	38.8	6	56.9	51.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	193	100	15.4	41.8	35.7	7.1	59.3	51.9	60	Yes	Yes
African American	65	100	33.3	46.7	16.7	3.3	26.7	20.8	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	39	100	48.6	32.4	8.1	10.8	21.6	13.1	16	I/S	I/S
<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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	161	100	25.7	43.9	27	3.4	42.6	35.2	34	Yes	Yes

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

All Students	259	100	22.2	38.7	19.8	19.3	47.3	36.4	45.8	Yes	Yes
<b>Gender</b>											
Male	136	100	26	38.6	16.5	18.9	44.1	35.1	45.6	N/A	N/A
Female	123	100	18.1	38.8	23.3	19.8	50.9	37.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	193	100	16.5	37.9	21.4	24.2	53.8	42.6	59	Yes	Yes
African American	65	100	40	41.7	13.3	5	26.7	17.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	39	100	45.9	32.4	5.4	16.2	27	13.1	17.1	I/S	I/S
<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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	161	100	27	43.9	16.2	12.8	37.8	29.1	31.4	No	Yes

\* 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 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	169	100	37.6	29.3	13.4	19.7	33.1	27.1	35.7	96	96
<b>Gender</b>											
Male	91	100	36.9	27.4	15.5	20.2	35.7	29.2	37.4	96.1	95.7
Female	78	100	38.4	31.5	11	19.2	30.1	24.7	33.8	95.9	96.4
<b>Racial/Ethnic Group</b>											
White	122	100	29.5	28.6	15.2	26.8	42	34.2	49.2	95.7	95.7
African American	46	100	59.1	29.5	9.1	2.3	11.4	9.1	17	97.1	97
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	97.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	94.8	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	30	100	64.3	21.4	0	14.3	14.3	6.3	14	95.4	95.7
<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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	94.8	96.9
<b>Socio-Economic Status</b>											
Subsided meals	106	100	44.8	32.3	10.4	12.5	22.9	19.1	21.1	95.6	95.6
<b>Social Studies</b>											
All Students	171	100	34	38.9	16.7	10.5	27.2	23.9	34	96	96
<b>Gender</b>											
Male	91	100	32.6	37.2	19.8	10.5	30.2	26.5	36.6	96.1	95.7
Female	80	100	35.5	40.8	13.2	10.5	23.7	21.1	31.3	95.9	96.4
<b>Racial/Ethnic Group</b>											
White	131	100	31.7	35.7	20.6	11.9	32.5	28	44.5	95.7	95.7
African American	40	100	41.7	50	2.8	5.6	8.3	10.4	19.1	97.1	97
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	97.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	94.8	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	27	100	65.4	23.1	3.8	7.7	11.5	7.4	14.4	95.4	95.7
<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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	94.8	96.9
<b>Socio-Economic Status</b>											
Subsided meals	104	100	43.9	36.7	11.2	8.2	19.4	17.8	21	95.6	95.6

\* 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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	86	98.8	15.2	44.3	34.2	6.3	40.5
	5	90	100	22.4	43.5	31.8	2.4	34.1
	6	77	100	46.5	45.1	7	1.4	8.5
	7	N/A	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
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	82	100	27.3	46.8	23.4	2.6	26
	5	86	100	17.1	40.2	35.4	7.3	42.7
	6	91	100	15.5	42.9	33.3	8.3	41.7
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	86	100	21.3	38.8	18.8	21.3	40
	5	90	100	14.1	55.3	17.6	12.9	30.6
	6	77	100	26.8	47.9	19.7	5.6	25.4
	7	N/A	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
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	82	100	28.6	33.8	18.2	19.5	37.7
	5	86	100	14.6	41.5	19.5	24.4	43.9
	6	91	100	23.8	40.5	21.4	14.3	35.7
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	86	100	21.8	41	10.3	26.9	37.2
	5	45	97.8	46.5	27.9	16.3	9.3	25.6
	6	38	97.4	50	22.2	16.7	11.1	27.8
	7	N/A	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
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	82	100	35.1	35.1	13	16.9	29.9
	5	41	100	34.2	28.9	10.5	26.3	36.8
	6	46	100	45.2	19	16.7	19	35.7
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	86	100	35.9	35.9	15.4	12.8	28.2
	5	45	100	28.6	45.2	11.9	14.3	26.2
	6	39	97.4	45.7	45.7	5.7	2.9	8.6
	7	N/A	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
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	81	100	39.5	40.8	15.8	3.9	19.7
	5	45	100	31.8	31.8	18.2	18.2	36.4
	6	45	100	26.2	42.9	16.7	14.3	31
	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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