



Wilmot Fraser Elementary

63 Columbus Street
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	222 Students	
Principal	Perren Peterson	843-724-7766
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk

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

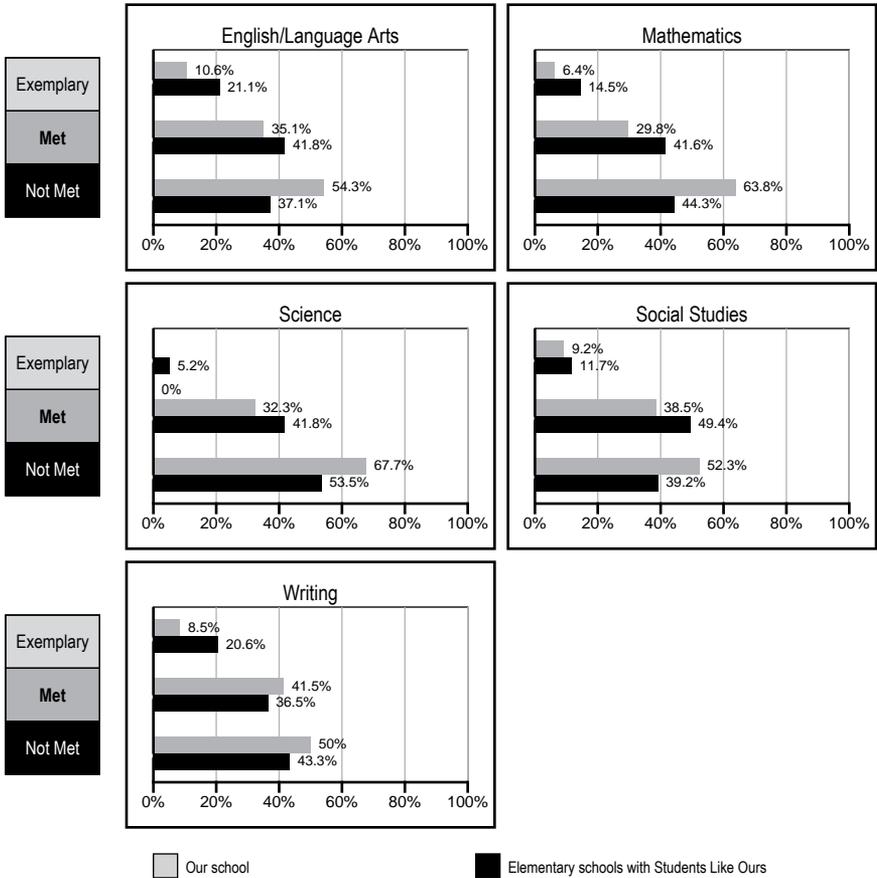
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	50	49	30

* 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
Students (n=222)				
First graders who attended full-day kindergarten	93.1%	Down from 100.0%	100.0%	100.0%
Retention rate	7.5%	Up from 4.3%	2.6%	1.9%
Attendance rate	95.5%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 1.0%	2.7%	10.0%
With disabilities other than speech	6.5%	Down from 7.5%	7.4%	7.7%
Older than usual for grade	1.8%	Up from 1.2%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	63.6%	Down from 76.2%	57.0%	59.4%
Continuing contract teachers	63.6%	Down from 66.7%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	71.3%	Down from 74.8%	81.2%	85.9%
Teacher attendance rate	94.7%	Down from 99.0%	95.2%	95.1%
Average teacher salary*	\$47,660	Up 0.8%	\$45,574	\$47,149
Professional development days/teacher	5.7 days	Down from 28.0 days	11.0 days	11.1 days
School				
Principal's years at school	1.0	No Change	2.5	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 14.5 to 1	16.3 to 1	18.8 to 1
Prime instructional time	89.5%	Down from 94.1%	90.1%	90.4%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Good	Excellent
Dollars spent per pupil**	\$13,900	Up 26.3%	\$8,730	\$7,458
Percent of expenditures for instruction**	62.6%	Down from 64.6%	68.3%	68.8%
Percent of expenditures for teacher salaries**	54.8%	Down from 56.1%	61.8%	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

Wilmot J. Fraser Elementary School opened in 1957. Unfortunately, Wilmot J. Fraser Elementary School will close at the conclusion of the 2008-2009 school year. Although Wilmot J. Fraser Elementary School experienced some decline in recent years, the school recently began to improve academically. During the 2007-2008 school term Wilmot J. Fraser Elementary School met 12 of 13 Adequate Yearly Progress (AYP) objectives.

Wilmot J. Fraser Elementary, located on the Charleston peninsula, serves approximately 240 African American students. The faculty and staff are comprised of a new principal, 14 classroom teachers, 1 Media Specialist, and 7 paraprofessionals. Approximately 70 percent of the staff has been at Fraser for more than 5 years.

Fraser Elementary is a Title I school with approximately 96% of its students receiving free and reduced lunch. All students receive breakfast at no charge. Roughly 4% of the students receiving Special Education services under the Individuals with Disabilities Education Act have a primary disability of Educable Mentally Disabled (EMD).

Mrs. Annette Dickerson, SIC President
Mr. Perren Q. Peterson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	16	16
Percent satisfied with learning environment	91.3%	100.0%	100.0%
Percent satisfied with social and physical environment	91.3%	87.5%	93.3%
Percent satisfied with school-home relations	78.3%	73.3%	93.3%

* 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 10 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

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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.8%	0.0%	No
Student attendance rate	95.5%	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	97	100	54.3	35.1	10.6	62.8	84.9	82.8	Yes	Yes
Gender										
Male	46	100	65.1	23.3	11.6	53.5	81.8	79.3	N/A	N/A
Female	51	100	45.1	45.1	9.8	70.6	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	89.5	I/S	I/S
African American	97	100	54.3	35.1	10.6	62.8	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	14	100	58.3	25	16.7	41.7	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	93	100	54.4	35.6	10	62.2	74.9	75.5	Yes	Yes

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

All Students	97	100	63.8	29.8	6.4	46.8	81	78.9	No	Yes
Gender										
Male	46	100	72.1	20.9	7	37.2	79.3	77	N/A	N/A
Female	51	100	56.9	37.3	5.9	54.9	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	87.2	I/S	I/S
African American	97	100	63.8	29.8	6.4	46.8	67.9	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	16.7	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	93	100	65.6	28.9	5.6	45.6	69.2	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	68	100	N/AV	N/AV	N/AV	32.3	68.9	67.5
Gender								
Male	35	100	N/AV	N/AV	N/AV	21.9	68.2	67
Female	33	100	N/AV	N/AV	N/AV	42.4	69.6	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.5
African American	68	100	N/AV	N/AV	N/AV	32.3	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
Socio-Economic Status								
Subsidized meals	65	100	N/AV	N/AV	N/AV	32.3	50.2	55.1
Social Studies								
All Students	67	100	52.3	38.5	9.2	47.7	76.8	72.3
Gender								
Male	30	100	60.7	32.1	7.1	39.3	75.3	71.5
Female	37	100	45.9	43.2	10.8	54.1	78.4	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	80.7
African American	67	100	52.3	38.5	9.2	47.7	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
Socio-Economic Status								
Subsidized meals	65	100	54	36.5	9.5	46	64	62.1

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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
Writing										
All Students	96	100	50	41.5	8.5	50	74.1	70.2	95.5	96
Gender										
Male	45	100	65.1	27.9	7	34.9	67.8	63.2	94.5	95.9
Female	51	100	37.3	52.9	9.8	62.7	80.6	77.5	96.3	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.1	92.2	95.9
African American	96	100	50	41.5	8.5	50	59.2	57.6	95.5	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	62.6	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	N/AV	29.6	26.1	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	N/A	96.5
Socio-Economic Status										
Subsided meals	92	100	51.1	40	8.9	48.9	59.1	58.9	95.5	95.7

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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	23	100	30.4	43.5	26.1	69.6
	4	37	100	61.1	33.3	5.6	38.9
	5	19	100	52.6	42.1	5.3	47.4
	6	18	100	75	18.8	6.3	25
	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
Mathematics							
2009	3	23	100	47.8	34.8	17.4	52.2
	4	37	100	66.7	27.8	5.6	33.3
	5	19	100	N/AV	N/AV	N/AV	26.3
	6	18	100	N/AV	N/AV	N/AV	31.3
	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
Science							
2009	3	12	100	N/AV	N/AV	N/AV	25
	4	37	100	N/AV	N/AV	N/AV	38.9
	5	9	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	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
Social Studies							
2009	3	11	100	9.1	45.5	45.5	90.9
	4	37	100	58.3	38.9	2.8	41.7
	5	10	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	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
Writing							
2009	3	23	100	43.5	39.1	17.4	56.5
	4	37	100	66.7	30.6	2.8	33.3
	5	19	100	52.6	42.1	5.3	47.4
	6	17	100	18.8	68.8	12.5	81.3
	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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