



Mamie Whitesides Elementary

1120 Rifle Range Road
Mt. Pleasant, SC 29464

Grades	PK-5 Elementary School	
Enrollment	590 Students	
Principal	Lona Pounder	843-849-2838
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	Excellent	Excellent
2008	Excellent	Below Average
2007	Good	Below Average
2006	Excellent	Good
2005	Excellent	Good

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

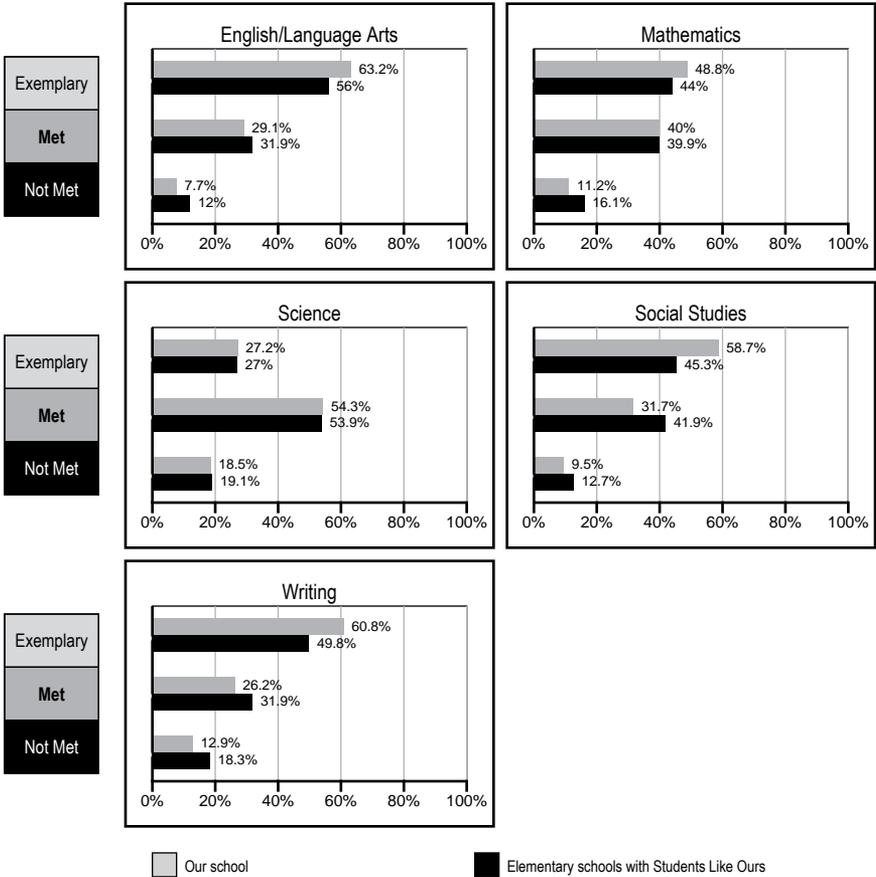
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	4	4	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
Students (n=590)				
First graders who attended full-day kindergarten	92.3%	Down from 96.3%	100.0%	100.0%
Retention rate	1.1%	Down from 2.5%	1.1%	1.9%
Attendance rate	96.0%	Down from 96.7%	96.6%	96.3%
Eligible for gifted and talented	28.0%	Down from 36.1%	22.5%	10.0%
With disabilities other than speech	5.4%	Up from 4.5%	5.6%	7.7%
Older than usual for grade	0.6%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	73.7%	Up from 65.9%	63.2%	59.4%
Continuing contract teachers	94.7%	Up from 92.7%	81.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.6%	Up from 86.6%	87.6%	85.9%
Teacher attendance rate	95.6%	Up from 95.2%	95.4%	95.1%
Average teacher salary*	\$50,035	Up 4.5%	\$48,760	\$47,149
Professional development days/teacher	11.8 days	Down from 14.7 days	11.3 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.9 to 1	19.9 to 1	18.8 to 1
Prime instructional time	91.3%	Up from 90.8%	91.3%	90.4%
Opportunities in the arts	Good	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,586	Up 3.6%	\$6,633	\$7,458
Percent of expenditures for instruction**	74.5%	Down from 75.8%	71.7%	68.8%
Percent of expenditures for teacher salaries**	72.0%	Up from 58.6%	67.0%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Mamie P. Whitesides Elementary has been providing a quality education to Mt. Pleasant residents since 1956. Through the collaborative efforts of a highly qualified professional staff, devoted parents, and a supportive community, Whitesides' students are well prepared for middle school. Students in grades 2-5 participate in the Measures of Academic Progress (MAP) and assessment to determine growth, identify goals for student achievement and guide instructional priorities. Students receive reading and math instruction based on MAP results during scheduled periods. Our Gifted and Talented Program along with Renaissance programs in reading and math provide opportunities for student acceleration. Additional tutors work with students in grades 3-5 from February through May in the areas of science and social studies, our target areas for improvement.

DIBELS assessments are conducted in grades K-1 three times annually to monitor student progress and fluency in literacy and to guide instructional decisions and groupings. Interventionists work with identified students in need of assistance.

Volunteers are present on a daily basis and make significant contributions to the support of classrooms and school operation. Our PTA coordinates many functions throughout the year to engage families and extend bonds within our community including game night, No TV week, book character day, the angel tree, Christmas Parade float, and participates in wrapping paper and savings card drives. A variety show and spring fling highlight a broad range of student talent. Chorus is offered in fourth and fifth grades as well as strings in grade five. Our choral program hosts concerts twice yearly in conjunction with extensive standards based grade level productions. Each year fifth graders are selected by audition to participate in the select SC Elementary Honor Choir. Local opportunities for student recognition are numerous. Our students have responsibility for our school newspaper, and Whitesides' students have earned recognition throughout the year for their involvement in local, regional, and state events.

For seven years, Whitesides has earned an Excellent or Good absolute rating on the state report card. We have also met Adequate Yearly Progress goals for the last four years, and four times have been recognized for Closing the Achievement Gap. For twelve consecutive years, Whitesides has been applauded for our involvement in the Community of Readers.

Our instructional programs are designed to support Charleston Achieving Excellence and victory in the classroom. We offer rigor and relevance through instruction that is delivered by a truly devoted professional staff. We have seven National Board Certified teachers as well as a National Board Certified nurse.

Marjorie Clark/ Carla Campbell, SIC Chair
Lona Pounder, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	94	92
Percent satisfied with learning environment	100.0%	89.1%	87.9%
Percent satisfied with social and physical environment	100.0%	79.6%	88.0%
Percent satisfied with school-home relations	97.4%	93.6%	95.6%

* 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

YES

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

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	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	302	100	7.7	29.6	62.7	97.6	84.9	82.8	Yes	Yes
Gender										
Male	148	100	5.7	34.8	59.6	99.3	81.8	79.3	N/A	N/A
Female	154	100	9.6	24.7	65.8	95.9	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	241	100	4.8	26.9	68.3	98.7	95.8	89.5	Yes	Yes
African American	43	100	25.6	44.2	30.2	90.7	74.8	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	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	26	100	41.7	37.5	20.8	79.2	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	15	100	N/AV	N/AV	N/AV	100	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	64	100	15.5	41.4	43.1	94.8	74.9	75.5	Yes	Yes

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

All Students	302	100	11.1	40.4	48.4	92.3	81	78.9	Yes	Yes
Gender										
Male	148	100	9.2	39.7	51.1	94.3	79.3	77	N/A	N/A
Female	154	100	13	41.1	45.9	90.4	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	241	100	6.6	38.8	54.6	96	94.6	87.2	Yes	Yes
African American	43	100	30.2	53.5	16.3	74.4	67.9	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	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	26	100	50	45.8	4.2	58.3	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	15	100	30.8	15.4	53.8	84.6	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	64	100	24.1	50	25.9	81	69.2	70.2	Yes	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	195	100	18.3	54.8	26.9	81.7	68.9	67.5
Gender								
Male	96	100	8.8	57.1	34.1	91.2	68.2	67
Female	99	100	27.4	52.6	20	72.6	69.6	68
Racial/Ethnic Group								
White	156	100	11.5	58.8	29.7	88.5	90.4	79.5
African American	29	100	51.7	41.4	6.9	48.3	48.1	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	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	16	100	N/AV	N/AV	N/AV	40	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	11	100	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	41	100	46.2	46.2	7.7	53.8	50.2	55.1
Social Studies								
All Students	198	100	9.5	32.1	58.4	90.5	76.8	72.3
Gender								
Male	108	100	11.5	29.8	58.7	88.5	75.3	71.5
Female	90	100	7	34.9	58.1	93	78.4	73.2
Racial/Ethnic Group								
White	164	100	8.3	31.4	60.3	91.7	91.5	80.7
African American	23	100	13	43.5	43.5	87	62.7	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	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	14	100	38.5	46.2	15.4	61.5	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	6	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	44	100	23.1	46.2	30.8	76.9	64	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
Writing										
All Students	301	98.7	12.9	26.2	60.8	87.1	74.1	70.2	96	96
Gender										
Male	147	98	12.9	36.7	50.4	87.1	67.8	63.2	96.1	95.9
Female	154	99.4	12.9	16.3	70.7	87.1	80.6	77.5	95.9	96.1
Racial/Ethnic Group										
White	240	98.8	7.9	25.6	66.5	92.1	90.4	79.1	96	95.9
African American	43	97.7	40.5	26.2	33.3	59.5	59.2	57.6	95.7	96
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.9	86.2	97.6	97
Hispanic	11	100	I/S	I/S	I/S	I/S	61.1	62.6	96.5	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	27	88.9	58.3	29.2	12.5	41.7	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	15	100	15.4	46.2	38.5	84.6	60.2	61.2	96.7	96.5
Socio-Economic Status										
Subsidized meals	62	95.2	25	35.7	39.3	75	59.1	58.9	94.7	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	112	100	8.5	24.5	67	91.5
	4	91	100	8	26.1	65.9	92
	5	99	100	6.5	38.7	54.8	93.5
	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
Mathematics							
2009	3	112	100	15.1	30.2	54.7	84.9
	4	91	100	10.2	40.9	48.9	89.8
	5	99	100	7.5	51.6	40.9	92.5
	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
Science							
2009	3	55	100	21.2	42.3	36.5	78.8
	4	91	100	17	55.7	27.3	83
	5	49	100	17.4	67.4	15.2	82.6
	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
Social Studies							
2009	3	57	100	7.4	24.1	68.5	92.6
	4	91	100	11.4	39.8	48.9	88.6
	5	50	100	8.3	27.1	64.6	91.7
	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
Writing							
2009	3	112	99.1	15.1	23.6	61.3	84.9
	4	92	100	10.1	32.6	57.3	89.9
	5	97	96.9	13.2	23.1	63.7	86.8
	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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