



## West Hartsville Elementary

214 Clyde Road  
Hartsville, South Carolina

<b>Grades</b>	4-5 Elementary School	
<b>Enrollment</b>	180 Students	
<b>Principal</b>	Kay S. Howell	843-857-3270
<b>Superintendent</b>	Dr. Rainey H. Knight	843-398-5200
<b>Board Chair</b>	Connell Delaine	843-332-2852

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

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

## 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

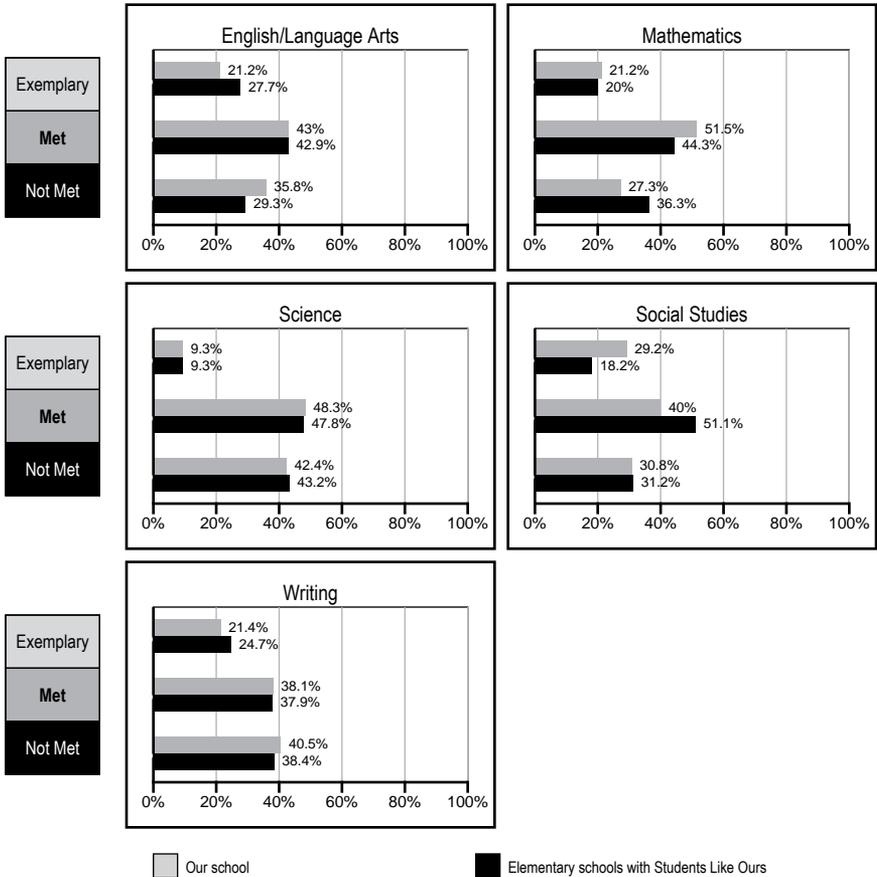
97%

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

Excellent	Good	Average	Below Average	At-Risk
0	5	83	28	4

\* 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=180)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.6%	Up from 0.5%	2.5%	1.9%
Attendance rate	96.8%	Down from 96.9%	96.0%	96.3%
Eligible for gifted and talented	6.0%	Up from 3.9%	6.2%	10.0%
With disabilities other than speech	10.9%	Down from 17.4%	9.0%	7.7%
Older than usual for grade	0.0%	Down from 1.0%	0.7%	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=19)</b>				
Teachers with advanced degrees	57.9%	Up from 23.8%	57.1%	59.4%
Continuing contract teachers	68.4%	Down from 71.4%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	70.9%	Up from 64.4%	84.7%	85.9%
Teacher attendance rate	95.6%	Down from 96.2%	95.0%	95.1%
Average teacher salary*	\$45,104	Up 9.4%	\$46,051	\$47,149
Professional development days/teacher	18.7 days	Up from 16.1 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 11.5 to 1	18.0 to 1	18.8 to 1
Prime instructional time	89.8%	Down from 90.1%	89.9%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,458	Down 6.6%	\$7,754	\$7,458
Percent of expenditures for instruction**	60.5%	Down from 62.1%	68.1%	68.8%
Percent of expenditures for teacher salaries**	57.2%	Down from 57.4%	62.2%	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

The mission of West Hartsville Elementary School is to provide positive learning experiences in a safe and orderly environment, where students can achieve success in an ever-changing world. Our commitment to this mission is evident every day. The faculty and staff are dedicated to providing the best possible educational opportunities to the children in our care.

During the 2008-2009 school year, our faculty and staff used diagnostic information from Measures of Academic Progress (MAP) to determine each child's strengths and needs. A profile sheet was created for each child, and achievement goals were set in reading and math. Students were awarded a pizza party for reading growth and an ice cream sundae party for mathematics growth.

As we prepare our students for the future, our staff has continued emphasis on balanced literacy, hands on math, writing, social studies, and science instruction. Technology is continuously integrated into all our instructional programs through the use of video streaming, Promethean Boards, and Success Maker.

We are very proud of our accomplishments. Three of our fifth grade students were recognized for all A's for five years. Another student earned a trip to Washington D.C. in August for his academic achievement in science and mathematics. Staff members Julie King and Bonnie Saleeby earned media awards for a math night video and school web page. Stacey Johnson was awarded a camera for her teacher web page and also earned the school a video camera for best school web page. Ashley Gedris' class had several poems published, and her student's essays won an SPC award of \$1000 for West Hartsville. Our school has set high expectations for our children and ourselves. We will continue to strive to meet these expectations in the future.

West Hartsville is an exciting, innovative place where teachers love to teach and students are challenged to achieve. Our school motto is "Where West is Best," and we are moving forward toward being the best!

Gretchen Johnson, School Improvement Chairperson  
Kay Howell, Ed.D., Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	91	44
Percent satisfied with learning environment	93.8%	85.7%	75.0%
Percent satisfied with social and physical environment	100.0%	94.4%	83.3%
Percent satisfied with school-home relations	81.3%	95.6%	88.1%

\* 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

R-DELAY

## 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	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	175	100	35.8	43	21.2	80.6	76.8	82.8	Yes	Yes
<b>Gender</b>										
Male	93	100	41.9	34.9	23.3	76.7	74.1	79.3	N/A	N/A
Female	82	100	29.1	51.9	19	84.8	79.6	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	51	100	21.3	48.9	29.8	87.2	86.7	89.5	Yes	Yes
African American	118	100	42	41.1	17	78.6	70.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	70.7	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	24	100	N/AV	N/AV	N/AV	54.5	48.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	138	100	43	39.1	18	77.3	71.8	75.5	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	175	100	27.3	51.5	21.2	81.8	74.6	78.9	Yes	Yes
<b>Gender</b>										
Male	93	100	25.6	47.7	26.7	83.7	74	77	N/A	N/A
Female	82	100	29.1	55.7	15.2	79.7	75.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	51	100	12.8	46.8	40.4	93.6	84.6	87.2	Yes	Yes
African American	118	100	32.1	54.5	13.4	77.7	67.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81	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	24	100	36.4	59.1	4.5	72.7	44.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	82.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	138	100	33.6	49.2	17.2	77.3	69.1	70.2	Yes	Yes

\* 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

## 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	125	100	42.4	48.3	9.3	57.6	61.7	67.5
<b>Gender</b>								
Male	65	100	41.7	43.3	15	58.3	62	67
Female	60	100	43.1	53.4	3.4	56.9	61.4	68
<b>Racial/Ethnic Group</b>								
White	33	100	19.4	61.3	19.4	80.6	78.5	79.5
African American	87	100	51.2	43.9	4.9	48.8	50.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.1	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	16	100	40	53.3	6.7	60	36.7	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	59	59.6
<b>Socio-Economic Status</b>								
Subsided meals	99	100	50	43.5	6.5	50	53.4	55.1
<b>Social Studies</b>								
All Students	128	100	30.8	40	29.2	69.2	67.2	72.3
<b>Gender</b>								
Male	70	100	37.5	29.7	32.8	62.5	67.1	71.5
Female	58	100	23.2	51.8	25	76.8	67.4	73.2
<b>Racial/Ethnic Group</b>								
White	41	100	23.7	31.6	44.7	76.3	78.8	80.7
African American	85	100	33.8	45	21.3	66.3	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.7	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	20	100	21.1	63.2	15.8	78.9	44.3	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.2	67.9
<b>Socio-Economic Status</b>								
Subsided meals	103	100	35.8	38.9	25.3	64.2	61.2	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## 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	179	99.4	40.1	38.3	21.6	59.9	60	70.2	96.8	95.8
<b>Gender</b>										
Male	96	99	50	28.4	21.6	50	52.8	63.2	96.4	95.5
Female	83	100	29.1	49.4	21.5	70.9	67.5	77.5	97.3	96
<b>Racial/Ethnic Group</b>										
White	53	98.1	23.4	44.7	31.9	76.6	72.3	79.1	96.4	95.3
African American	120	100	47.4	37.7	14.9	52.6	51.3	57.6	96.9	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	86.2	99.9	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.3	62.6	97.3	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	90.8
<b>Disability Status</b>										
Disabled	23	95.7	N/AV	N/AV	N/AV	42.9	19.1	26.1	96.6	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	59.6	61.2	97.2	97.2
<b>Socio-Economic Status</b>										
Subsided meals	141	99.3	45.4	36.9	17.7	54.6	52.6	58.9	96.6	95.5

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	78	100	46.6	35.6	17.8	53.4
	5	97	100	27.2	48.9	23.9	72.8
	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
<b>Mathematics</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	78	100	28.8	52.1	19.2	71.2
	5	97	100	26.1	51.1	22.8	73.9
	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>Science</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	78	100	45.2	47.9	6.8	54.8
	5	47	100	37.8	48.9	13.3	62.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	78	100	27.4	47.9	24.7	72.6
	5	50	100	36.2	27.7	36.2	63.8
	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
<b>Writing</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	81	98.8	45.9	37.8	16.2	54.1
	5	98	100	35.5	38.7	25.8	64.5
	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

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