



## WARRENVILLE ELEMENTARY

569 Howlandville Road  
Warrenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	457 Students	
<b>Principal</b>	Brenda Smith	803-663-4270
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Good
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	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

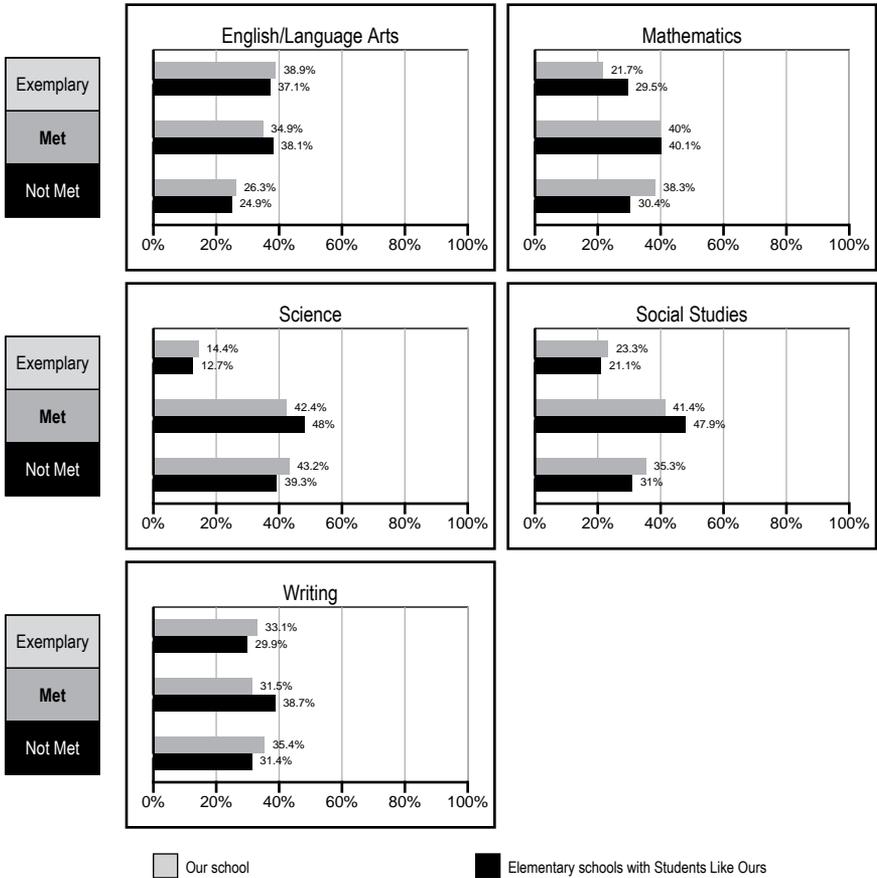
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	20	95	8	0

\* Ratings are calculated with data available by 03/09/2011.

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=457)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.8%	100.0%	100.0%
Retention rate	2.7%	Down from 3.1%	1.3%	1.2%
Attendance rate	95.6%	Down from 95.9%	95.8%	96.1%
Eligible for gifted and talented	9.0%	Up from 7.5%	10.4%	11.7%
With disabilities other than speech	9.7%	Up from 9.5%	8.7%	8.0%
Older than usual for grade	1.6%	Up from 1.5%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	50.0%	No Change	60.0%	60.5%
Continuing contract teachers	89.3%	Down from 90.0%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.7%	Up from 86.2%	88.1%	87.0%
Teacher attendance rate	91.6%	Down from 93.7%	95.0%	95.4%
Average teacher salary*	\$47,146	Down 0.7%	\$47,077	\$47,288
Professional development days/teacher	9.8 days	Up from 9.7 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 10.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 18.6 to 1	19.2 to 1	19.2 to 1
Prime instructional time	85.5%	Down from 88.3%	89.9%	90.8%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,017	Up 1.4%	\$7,486	\$7,548
Percent of expenditures for instruction**	70.6%	Down from 72.0%	68.1%	68.7%
Percent of expenditures for teacher salaries**	67.0%	Up from 56.7%	64.6%	65.1%

\* 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

Warrenville Elementary earned the Palmetto Silver award. This award is based on absolute and improvement ratings on the 2009 school report card. The school also made Adequate Yearly Progress. This year, Warrenville Elementary, in conjunction with other elementary schools, met on several occasions to share best practices. This was an excellent opportunity for educators to learn about best practices in neighboring schools and to help create professional learning communities.

Warrenville Elementary's top priority continues to be academic achievement. This year, our motto "We Are Tracking Success" emphasizes our commitment to support the spirit of our community and provide a quality education for all students. We recognize the importance of an environment that promotes intellectual, emotional, personal, and social growth while preparing our students for success in our changing world.

School-wide, best-practice academic strategies include literacy across the curriculum, vertical planning, interventions and accommodations, and awareness of diverse learning styles. Our computer-assisted instructional lab provides individualized tiered instruction in English/Language Arts and math. School-wide ELA strategies include small group instruction, leveled text usage, Accelerated Reader, and a reading interventionist. Math academic strategies include the use of manipulatives, flexible grouping, and accommodations. Science and social studies strategies include the use of inquiry, exploration, research, and field studies. Additional support comes through partner teachers and collaboration among grade level teachers.

Reading, math, family, and science nights are examples of our monthly educational programs designed to involve and educate parents in the growth and development of their children. We are committed to increasing stakeholder involvement and understanding of our mission and goals which will maximize the total development of each student.

Dana Head, School Improvement Council Chair  
 Brenda J. Smith, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	51	42
Percent satisfied with learning environment	100.0%	78.0%	87.8%
Percent satisfied with social and physical environment	100.0%	70.0%	83.3%
Percent satisfied with school-home relations	93.5%	81.6%	78.6%

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

Abbreviations for Missing Data

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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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	200	99	25.6	35.6	38.9	83.9	85.1	83.5	Yes	Yes
<b>Gender</b>										
Male	110	99.1	24.2	34.3	41.4	81.8	82.1	80.1	N/A	N/A
Female	90	98.9	27.2	37	35.8	86.4	88.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	121	99.2	23.1	36.1	40.7	82.4	89.8	89.6	Yes	Yes
African American	62	98.4	34.5	36.4	29.1	83.6	77.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.1	92.7	I/S	I/S
Hispanic	16	100	12.5	31.3	56.3	93.8	81.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	28	92.9	59.3	22.2	18.5	48.1	50.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	13.3	33.3	53.3	93.3	81.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	139	98.6	29.6	36.8	33.6	80.8	79.4	76.9	Yes	Yes

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

All Students	200	100	38.3	40	21.7	75	79.8	80.4	Yes	Yes
<b>Gender</b>										
Male	110	100	35.4	40.4	24.2	74.7	78.1	78.4	N/A	N/A
Female	90	100	42	39.5	18.5	75.3	81.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	121	100	31.5	39.8	28.7	81.5	86.1	87.8	Yes	Yes
African American	62	100	52.7	40	7.3	61.8	70	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.4	93.5	I/S	I/S
Hispanic	16	100	37.5	43.8	18.8	75	76.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	74.1	18.5	7.4	37	43.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	40	46.7	13.3	73.3	76.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	139	100	44.8	40	15.2	70.4	72.1	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	134	100	42.1	43	14.9	57.9	65.3	67.3
<b>Gender</b>								
Male	75	100	35.3	50	14.7	64.7	65.8	66.9
Female	59	100	50.9	34	15.1	49.1	64.8	67.7
<b>Racial/Ethnic Group</b>								
White	80	100	26.8	54.9	18.3	73.2	76.4	79.6
African American	42	100	65.8	28.9	5.3	34.2	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	87.2	84.4
Hispanic	12	100	58.3	16.7	25	41.7	53.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
<b>Disability Status</b>								
Disabled	18	100	66.7	27.8	5.6	33.3	29.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	63.6	18.2	18.2	36.4	53.7	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	99	100	50	36.7	13.3	50	53	55.4
<b>Social Studies</b>								
All Students	133	99.3	35.3	41.2	23.5	64.7	66.2	70.9
<b>Gender</b>								
Male	73	98.6	33.8	41.5	24.6	66.2	66.5	70.1
Female	60	100	37	40.7	22.2	63	66	71.7
<b>Racial/Ethnic Group</b>								
White	84	100	36	41.3	22.7	64	73.7	79.2
African American	38	97.4	42.4	42.4	15.2	57.6	53.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80.3	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	71.2
<b>Disability Status</b>								
Disabled	19	94.7	64.7	23.5	11.8	35.3	31.4	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	65.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	91	98.9	42	38.3	19.8	58	55.5	60.8

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
<b>Writing</b>										
All Students	197	97.5	35.4	31.5	33.1	64.6	73.1	72.1	95.6	95.9
<b>Gender</b>										
Male	111	95.5	44.9	30.6	24.5	55.1	66.6	65.2	95.6	95.8
Female	86	100	23.8	32.5	43.8	76.3	80	79.2	95.5	96
<b>Racial/Ethnic Group</b>										
White	116	97.4	31.4	30.5	38.1	68.6	79.8	80.8	95.6	95.7
African American	62	96.8	40.7	33.3	25.9	59.3	62.9	59.7	95.1	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	87	88.4	97.6
Hispanic	18	100	44.4	33.3	22.2	55.6	66.1	64.6	96.5	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	73.4	99.4	96.4
<b>Disability Status</b>										
Disabled	28	82.1	N/AV	N/AV	N/AV	13	24.3	27.7	94.1	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
<b>English Proficiency</b>										
Limited English Proficient	14	100	40	33.3	26.7	60	65.3	63.7	96.6	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	138	96.4	41.5	37.4	21.1	58.5	63.6	61.9	95	95.3

Abbreviations for Missing Data

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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	69	100	13.3	31.7	55	86.7
	4	55	100	28	42	30	72
	5	59	100	14.3	44.9	40.8	85.7
	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
<b>2010</b>	3	78	97.4	20	27.1	52.9	80
	4	67	100	19.7	41	39.3	80.3
	5	55	100	40.8	40.8	18.4	59.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	69	100	23.3	46.7	30	76.7
	4	55	100	34	50	16	66
	5	59	100	16.3	59.2	24.5	83.7
	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
<b>2010</b>	3	78	100	41.4	41.4	17.1	58.6
	4	67	100	26.2	42.6	31.1	73.8
	5	55	100	49	34.7	16.3	51
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	36	100	45.5	42.4	12.1	54.5
	4	55	100	34	54	12	66
	5	30	100	24	56	20	76
	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>2010</b>	3	39	100	58.3	30.6	11.1	41.7
	4	67	100	27.9	49.2	23	72.1
	5	28	100	N/A	N/A	N/A	45.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	33	100	25.9	33.3	40.7	74.1
	4	55	100	28	52	20	72
	5	29	100	37.5	37.5	25	62.5
	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
<b>2010</b>	3	39	100	32.4	38.2	29.4	67.6
	4	67	100	27.9	49.2	23	72.1
	5	27	96.3	58.3	25	16.7	41.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	69	98.6	25.8	29	45.2	74.2
	4	54	98.2	52	36	12	48
	5	59	93.2	20.4	36.7	42.9	79.6
	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
<b>2010</b>	3	77	97.4	39.1	29	31.9	60.9
	4	66	97	33.3	36.7	30	66.7
	5	54	98.2	32.7	28.6	38.8	67.3
	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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