



## MAMIE WHITESIDES ELEMENTARY

1120 Rifle Range Road  
Mt. Pleasant, SC 29464

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	628 Students	
<b>Principal</b>	Lona Pounder	843-849-2838
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

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

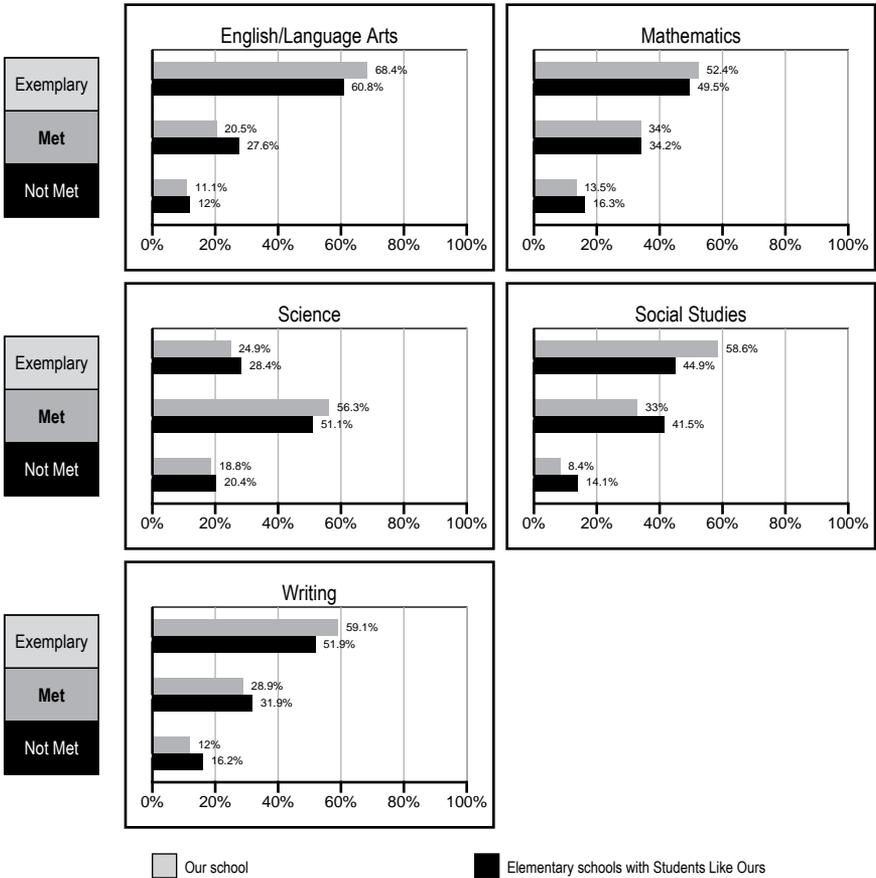
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	3	2	0	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=628)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 92.3%	100.0%	100.0%
Retention rate	0.4%	Down from 1.1%	0.7%	1.2%
Attendance rate	95.7%	Down from 96.0%	96.4%	96.1%
Eligible for gifted and talented	29.3%	Up from 28.0%	21.7%	11.7%
With disabilities other than speech	5.6%	Up from 5.4%	5.6%	8.0%
Older than usual for grade	0.4%	Down from 0.6%	0.3%	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=39)</b>				
Teachers with advanced degrees	74.4%	Up from 73.7%	63.0%	60.5%
Continuing contract teachers	100.0%	Up from 94.7%	88.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 87.6%	88.7%	87.0%
Teacher attendance rate	98.0%	Up from 95.6%	95.6%	95.4%
Average teacher salary*	\$50,794	Up 1.5%	\$49,938	\$47,288
Professional development days/teacher	12.1 days	Up from 11.8 days	9.2 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 21.0 to 1	20.9 to 1	19.2 to 1
Prime instructional time	93.5%	Up from 91.3%	91.8%	90.8%
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**	\$6,398	Down 2.9%	\$7,070	\$7,548
Percent of expenditures for instruction**	73.1%	Down from 74.5%	70.7%	68.7%
Percent of expenditures for teacher salaries**	70.3%	Down from 72.0%	67.5%	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

A new campus located at 1565 Rifle Range Road will welcome Mamie P. Whitesides Elementary students in 2010-2011, and continue the tradition of excellence that was established when Whitesides opened in 1956. Through the collaborative efforts of a highly qualified professional staff, devoted parents, and a supportive community, Whitesides' students thrive. Students in grades K-5 participate in the Measures of Academic Progress (MAP) and assessments to determine growth, identify goals for student achievement, and guide instructional priorities. Students receive additional reading and/or math instruction based on MAP results during scheduled periods. The SAIL Program for gifted and talented students in grades three through five provides opportunities for student acceleration, as do Renaissance programs in reading and math.

Child development programs have been expanded to include all-day and enable us to serve more four year-old children in a school setting. 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. Additional support is provided to students in need of assistance.

Our PTA coordinates many functions throughout the year. Volunteers are present on a daily basis and make significant contributions to the support of classrooms and school functions. We engage families through game night, No TV week, book character day, the holiday parade, grade level plays, concerts, and grade-level initiatives. A variety show and semi-annual concerts accentuate student talent. Chorus is offered in fourth and fifth grades, as well as strings in grade five. Local opportunities for student recognition are numerous. Our student council provides opportunities for service learning and works closely with advisors and the community on recycling and environmental projects. Students are responsible for our school newspaper, and Whitesides' students have earned recognition throughout the year for their involvement in local, regional, and state events.

Whitesides earned an Excellent "Absolute" achievement rating and an Excellent "Growth" rating on the state report card for 2009, thereby earning the Palmetto Gold Award for Excellence. We also earned the Palmetto Silver Award for Closing the Achievement Gap and met state and federal Adequate Yearly Progress goals in 2009. For thirteen consecutive years, Whitesides has been applauded for our involvement in the Community of Readers.

Our instructional programs are delivered by a professional staff that is truly devoted to children. Grants, the PTA, local businesses, and the community have enriched classroom instruction by providing swimming lessons for kindergarten and grade level field trips that allow students to experience and apply concepts learned at school.

Marjorie Clark & Carla Campbell, SIC Chairs  
Lona Pounder, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	91	79
Percent satisfied with learning environment	100.0%	84.3%	89.6%
Percent satisfied with social and physical environment	100.0%	82.4%	87.2%
Percent satisfied with school-home relations	100.0%	90.0%	87.2%

\* 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

<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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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	307	100	11	20.3	68.6	94.1	85	83.5	Yes	Yes
<b>Gender</b>										
Male	159	100	9.8	21.6	68.6	94.1	81.6	80.1	N/A	N/A
Female	148	100	12.4	19	68.6	94.2	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	231	100	5.5	18.3	76.1	96.3	95.3	89.6	Yes	Yes
African American	54	100	35.3	27.5	37.3	84.3	75.2	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	15	100	14.3	21.4	64.3	92.9	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	41.7	16.7	41.7	70.8	49	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	17	100	11.1	27.8	61.1	94.4	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	98	100	24.2	27.5	48.4	87.9	76.4	76.9	Yes	Yes

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

All Students	307	100	13.5	34.3	52.2	92	81	80.4	Yes	Yes
<b>Gender</b>										
Male	159	100	12.4	32.7	54.9	93.5	78.9	78.4	N/A	N/A
Female	148	100	14.7	36	49.3	90.4	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	231	100	6.9	33.6	59.4	95.9	94.5	87.8	Yes	Yes
African American	54	100	39.2	41.2	19.6	76.5	68	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	15	100	28.6	35.7	35.7	85.7	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	52.2	34.8	13	56.5	43.8	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	17	100	22.2	27.8	50	88.9	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	98	100	26.4	42.9	30.8	82.4	70.2	72.8	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	212	100	18.6	55.8	25.6	81.4	67.4	67.3
<b>Gender</b>								
Male	100	100	13.4	57.7	28.9	86.6	66.2	66.9
Female	112	100	23.5	53.9	22.5	76.5	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	160	100	10	60	30	90	89	79.6
African American	36	100	58.8	35.3	5.9	41.2	46.7	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
<b>Disability Status</b>								
Disabled	22	100	61.9	23.8	14.3	38.1	29.2	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	11	100	16.7	75	8.3	83.3	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	60	100	42.1	52.6	5.3	57.9	49.3	55.4
<b>Social Studies</b>								
All Students	213	100	8.3	32.8	58.8	91.7	73.8	70.9
<b>Gender</b>								
Male	106	100	5	31.7	63.4	95	72.3	70.1
Female	107	100	11.7	34	54.4	88.3	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	158	100	3.3	28.9	67.8	96.7	90.1	79.2
African American	39	100	29.7	40.5	29.7	70.3	58.4	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	13	100	8.3	58.3	33.3	91.7	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
<b>Disability Status</b>								
Disabled	14	100	28.6	57.1	14.3	71.4	38.9	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	13	100	7.7	53.8	38.5	92.3	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	70	100	19.7	40.9	39.4	80.3	60.2	60.8

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	308	99.4	12	28.9	59.1	88	75	72.1	95.7	95.7
<b>Gender</b>										
Male	159	99.4	12.4	29.4	58.2	87.6	69.1	65.2	95.7	95.5
Female	149	99.3	11.6	28.3	60.1	88.4	81	79.2	95.6	95.8
<b>Racial/Ethnic Group</b>										
White	231	99.6	8.2	23.7	68	91.8	91	80.8	95.9	95.8
African American	55	98.2	27.5	49	23.5	72.5	60.2	59.7	95.2	95.5
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.2	87	94.9	97
Hispanic	15	100	21.4	50	28.6	78.6	63.7	64.6	95.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	97.8	95.6
<b>Disability Status</b>										
Disabled	27	92.6	54.2	25	20.8	45.8	28.4	27.7	95.4	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	17	100	16.7	44.4	38.9	83.3	63.5	63.7	96.1	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	96	99	23.1	42.9	34.1	76.9	61.1	61.9	94.4	95.2

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	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
<b>2010</b>	3	92	100	9.5	11.9	78.6	90.5
	4	117	100	11.6	25.9	62.5	88.4
	5	98	100	11.7	21.3	67	88.3
	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	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
<b>2010</b>	3	92	100	13.3	27.7	59	86.7
	4	117	100	14.3	36.6	49.1	85.7
	5	98	100	12.8	37.2	50	87.2
	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>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	46	100	25	40	35	75
	4	117	100	17	64.3	18.8	83
	5	49	100	17	48.9	34	83
	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	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
<b>2010</b>	3	47	100	4.4	22.2	73.3	95.6
	4	117	100	7.1	34.8	58	92.9
	5	49	100	14.9	38.3	46.8	85.1
	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	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
<b>2010</b>	3	93	97.9	12	30.1	57.8	88
	4	117	100	16.7	27.2	56.1	83.3
	5	98	100	6.4	29.8	63.8	93.6
	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

Abbreviations for Missing Data

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