

WHITTAKER ELEMENTARY

790 Whittaker Parkway
Orangeburg, South

Grades	PK-5 Elementary School	
Enrollment	575 Students	
Principal	Dr. Bettie W. Hicks	803-534-6559
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Lisa Jenkins	803-533-7927

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Average	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

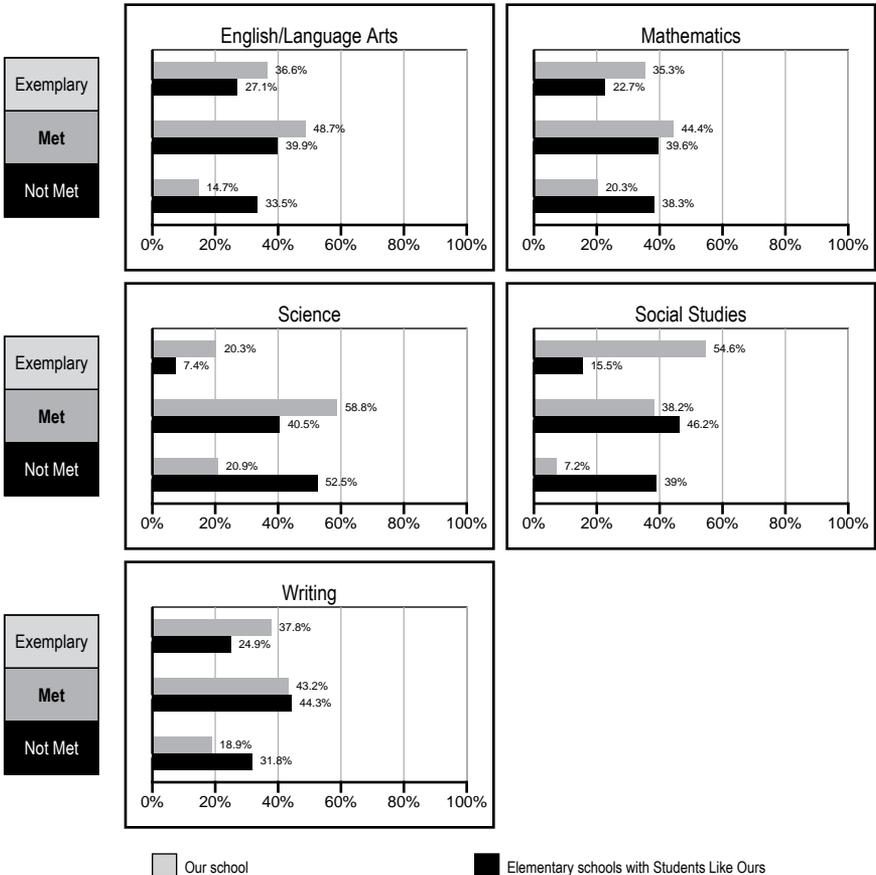
99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	98	53	23

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=575)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Up from 2.0%	1.5%	1.1%
Attendance rate	96.9%	Up from 96.6%	96.1%	96.2%
Served by gifted and talented program	2.0%	Down from 3.0%	5.6%	13.4%
With disabilities other than speech	0.4%	Down from 5.9%	4.3%	4.1%
Older than usual for grade	1.0%	Down from 1.4%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	100.0%	Up from 96.8%	61.5%	62.5%
Continuing contract teachers	93.9%	Down from 100.0%	82.7%	88.2%
Teachers returning from previous year	90.9%	Up from 86.8%	84.9%	87.8%
Teacher attendance rate	96.1%	Up from 95.4%	95.1%	95.2%
Average teacher salary*	\$51,910	Up 2.2%	\$44,889	\$46,773
Professional development days/teacher	14.0 days	Down from 14.9 days	10.5 days	10.5 days
School				
Principal's years at school	16.0	Up from 15.0	3.5	4.0
Student-teacher ratio in core subjects	24.5 to 1	Up from 22.4 to 1	17.6 to 1	19.9 to 1
Prime instructional time	90.9%	No Change	90.3%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,492	Down 3.6%	\$8,344	\$7,447
Percent of expenditures for instruction**	67.3%	Up from 67.1%	67.8%	68.4%
Percent of expenditures for teacher salaries**	64.1%	Down from 64.9%	64.2%	65.8%

* 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

Whittaker Elementary School is a Title I School with a poverty level of 97.0%. Our mission is to provide a challenging and stimulating curriculum in a safe and nurturing environment that prepares all students to function successfully in a diverse society. Recently, using the school renewal process, stakeholders worked together to develop the following nine (9) performance goals to accomplish the mission: the percentage of students who score Met and Above on English Language Arts, mathematics, science and social studies will increase annually; school climate will be maintained satisfactorily; 100 percent technology integration by all faculty and staff; increased participation by parents in school activities/events; all administrators, teachers and paraprofessionals will maintain a highly-qualified status; and Arts Education programs and experiences will increase.

On the 2010 state department's report card, our Absolute rating of Average was maintained and our Growth Rating improved from At-Risk to Good. As a result, we were awarded the Palmetto Silver Award in two categories: (1) Overall Achievement and (2) Closing the Achievement Gap. The students overall performance in ELA was better than in math. Therefore, our focus for 2011-2012 will be to continue to improve and enhance our students' applications of mathematical skills and concepts. Also, our school met the requirements for Adequate Yearly Progress. We continue to make improvements in the use of integrating technology throughout the school with the help of a Technology Instructional Facilitator. We are also constantly enhancing our Character Education Program and focusing on career awareness for our students. During the 2010-2011 school year, we continued the use of Positive Behavior Intervention Strategies (PBIS) throughout the school to help decrease the number of student referrals.

Finally, as we continue to increase student achievement, the involvement of our parents in their children's education continues to be a major concern. We are constantly implementing activities and strategies to motivate parents to become more actively involved. We believe that until this becomes a reality, the future of our students remain at risk. Parent involvement and community participation are keys to our students' success. We welcome your input.

Bettie W. Hicks, Ed. D., Principal
Hercules Mack, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	81	47
Percent satisfied with learning environment	94.7%	93.8%	95.6%
Percent satisfied with social and physical environment	100.0%	95.1%	95.7%
Percent satisfied with school-home relations	94.7%	88.9%	91.3%

* 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

YES

This school met 13 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	256	99.6	15	48.7	36.3	88.9	75.1	82.4	Yes	Yes
Gender										
Male	121	99.2	18.6	50.4	31	85	71.9	78.7	N/A	N/A
Female	135	100	11.6	47.1	41.3	92.6	78.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	11	100	N/AV	N/AV	N/AV	100	81.9	88.9	I/S	I/S
African American	243	99.6	15.8	50	34.2	88.3	74.1	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	34	100	31.3	43.8	25	75	48.7	48.1	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	82.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	100	16.2	50.5	33.3	87.3	72.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	256	99.6	20.5	44.4	35	86.3	72.4	81.9	Yes	Yes
Gender										
Male	121	99.2	24.8	44.2	31	81.4	69.7	79.9	N/A	N/A
Female	135	100	16.5	44.6	38.8	90.9	75.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	11	100	27.3	18.2	54.5	90.9	76.6	88.9	I/S	I/S
African American	243	99.6	19.8	45.9	34.2	86	71.5	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	34	100	31.3	37.5	31.3	75	45.1	47.3	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	88.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	100	19.6	45.1	35.3	86.8	70.1	74.9	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	168	98.8	21.3	58.7	20	78.7	57.9	68.6
Gender								
Male	83	98.8	25	56.3	18.8	75	58.9	68.3
Female	85	98.8	17.3	61.3	21.3	82.7	57	68.9
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	72.5	80.7
African American	159	98.7	22.6	58.9	18.5	77.4	56.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	47.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	20	100	45	40	15	55	38.6	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	50	60.7
Socio-Economic Status								
Subsidized meals	147	99.3	23.2	59.4	17.4	76.8	54.3	57.3
Social Studies								
All Students	168	98.8	7.8	37.9	54.2	92.2	65	72.5
Gender								
Male	75	98.7	10.1	36.2	53.6	89.9	61.8	72
Female	93	98.9	6	39.3	54.8	94	68.4	73.1
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	74.2	81
African American	162	98.8	7.5	37.4	55.1	92.5	63.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	23	95.7	4.8	42.9	52.4	95.2	44.1	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80	69.7
Socio-Economic Status								
Subsidized meals	144	99.3	7.6	38.6	53.8	92.4	61.8	62.9

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	81	100	18.9	43.2	37.8	81.1	66.9	73.2	96.9	95.9
Gender										
Male	36	100	24.2	51.5	24.2	75.8	59.8	67.2	96.5	95.5
Female	45	100	14.6	36.6	48.8	85.4	74.1	79.4	97.3	96.3
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	65.2	81.5	95	94.3
African American	76	100	20.3	43.5	36.2	79.7	66.9	61.3	97	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	96.4	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	94.6
Disability Status										
Disabled	11	100	N/AV	N/AV	N/AV	36.4	27.2	26	96.5	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	97	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	97.2	96.2
Socio-Economic Status										
Subsidized meals	68	100	22.2	44.4	33.3	77.8	63	63.2	96.8	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							
2010	3	78	98.7	12	38.7	49.3	88
	4	85	100	26.5	41	32.5	73.5
	5	89	100	23.5	38.8	37.6	76.5
	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
2011	3	94	100	12.6	37.9	49.4	87.4
	4	80	98.8	16.4	54.8	28.8	83.6
	5	82	100	16.2	55.4	28.4	83.8
	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
Mathematics							
2010	3	78	98.7	21.3	37.3	41.3	78.7
	4	85	100	24.1	53	22.9	75.9
	5	89	100	38.8	51.8	9.4	61.2
	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
2011	3	94	100	16.1	27.6	56.3	83.9
	4	80	98.8	15.1	58.9	26	84.9
	5	82	100	31.1	50	18.9	68.9
	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
Science							
2010	3	39	100	32.4	48.6	18.9	67.6
	4	85	100	31.3	53	15.7	68.7
	5	44	100	28.6	47.6	23.8	71.4
	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
2011	3	47	97.9	28.9	40	31.1	71.1
	4	80	98.8	23.3	68.5	8.2	76.7
	5	41	100	8.1	62.2	29.7	91.9
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	38	100	26.3	34.2	39.5	73.7
	4	85	100	8.4	55.4	36.1	91.6
	5	45	100	27.9	51.2	20.9	72.1
	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
2011	3	47	97.9	18.6	34.9	46.5	81.4
	4	80	98.8	1.4	31.5	67.1	98.6
	5	41	100	8.1	54.1	37.8	91.9
	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
Writing							
2010	3	79	98.7	24	33.3	42.7	76
	4	86	100	22.6	44	33.3	77.4
	5	90	100	26.1	40.9	33	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	81	100	18.9	43.2	37.8	81.1
	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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