

Wilmot Fraser Elementary

63 Columbus Street
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	217 Students	
Principal	Perren Peterson	843-724-7766
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	Below Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

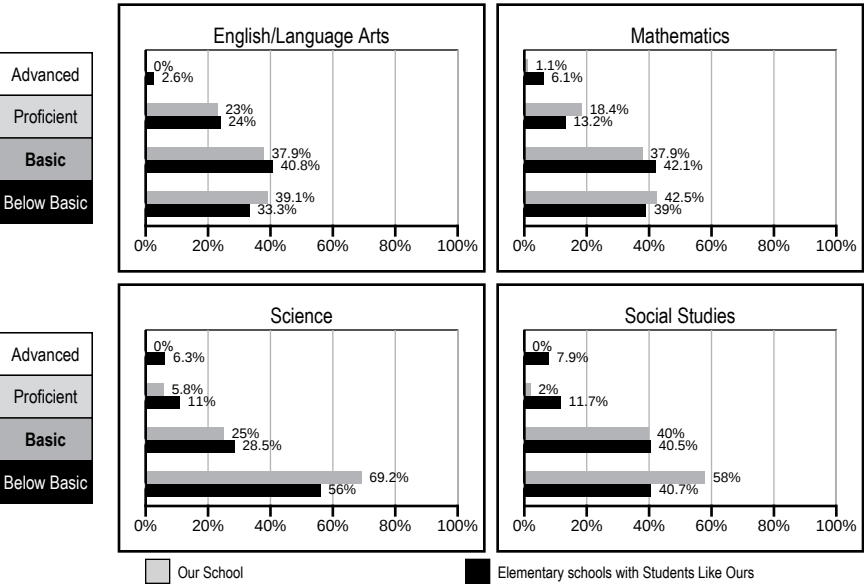
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	36	54

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=217)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.3%	Down from 4.9%	3.1%	2.3%
Attendance rate	95.3%	Down from 95.4%	96.0%	96.3%
Eligible for gifted and talented	1.0%	Down from 4.0%	2.7%	10.4%
With disabilities other than speech	7.5%	Down from 8.5%	7.6%	7.5%
Older than usual for grade	1.2%	Up from 0.6%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	76.2%	Up from 56.5%	53.3%	56.7%
Continuing contract teachers	66.7%	Down from 73.9%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.8%	Up from 74.4%	82.5%	86.4%
Teacher attendance rate	99.0%	Up from 95.6%	94.8%	94.9%
Average teacher salary	\$47,266	Up 3.5%	\$43,596	\$45,345
Professional development days/teacher	28.0 days	Up from 7.5 days	13.6 days	12.6 days
School				
Principal's years at school	1.0	Up from 0.5	3.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 15.1 to 1	16.4 to 1	18.5 to 1
Prime instructional time	94.1%	Up from 89.4%	89.2%	89.8%
Opportunities in the arts	Fair	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 57.1%	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil*	\$11,006	Up 21.8%	\$8,228	\$7,052
Percent of expenditures for instruction*	64.6%	Down from 71.1%	68.3%	69.1%
Percent of expenditures for teacher salaries*	56.1%	Down from 68.2%	60.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Fraser Elementary School, a Title I school located on the Charleston peninsula, serves students in grades PK-6th. The 2007-08 school year brought two new administrators to Wilmot J. Fraser. We were excited to welcome MiShawna Moore, Principal, and Perren Peterson, Associate Principal, to the Fraser family. Our talented faculty and staff of 43 serve approximately 215 students in a caring and engaging learning environment. The student population is 99.56% African-American, and all students receive free/reduced lunch.

This school year, Fraser saw numerous changes, and we decided to adopt the themes “Operating at 212 degrees” and “Victory in the Classroom.” We developed common planning times per grade level, refined Teacher Curriculum Team meetings to provide instructional support to teachers, and began having courageous conversations about the state of affairs at Wilmot J. Fraser. It is indeed working.

After analyzing 2006-2007 test data and parent, teacher, and student surveys, the leadership team met to review priorities for Fraser Elementary. The need for improved student achievement prompted the team to focus the majority of resources on reducing pupil-teacher ratios school-wide. Technology will continue to be a major focus for our school. Finally, with early literacy being a key to school success, we have made family education a high priority. This includes having a GED program housed at our school.

We all understand the importance of having parent participation in schools. At Fraser, parents have become the heartbeat of developing a positive school environment. This year, a full-time Parent Advocate, Gail Blair, came aboard and became the thread that held the school and home relationship together. Our family-friendly Parenting Center gives parents and the community a special place to call their own within our school. It also allows them to use provided materials to meet their parenting needs.

We invite you to come and see the transformation at Fraser.

MiShawna DeLaine Moore, Principal
Annette Dickerson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	21	17
Percent satisfied with learning environment	88.2%	100.0%	88.2%
Percent satisfied with social and physical environment	100.0%	95.2%	82.4%
Percent satisfied with school-home relations	82.4%	100.0%	88.2%

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

School Adequate Yearly Progress

NO

This school met 12 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

Corrective Action

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. Sanction: Implement the restructuring plan.
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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.1%	0.0%	No
Student attendance rate	95.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	94	100	39.1	37.9	23	0	29.9	53.5	48.2	Yes	Yes
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Gender

Male	47	100	46.7	40	13.3	0	15.6	47.3	41.7	N/A	N/A
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Female	47	100	31	35.7	33.3	0	45.2	59.9	55	N/A	N/A
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Racial/Ethnic Group

White	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
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African American	92	100	39.5	38.4	22.1	0	29.1	32.1	31.7	Yes	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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Disability Status

Disabled	11	100	80	20	0	0	0	20.4	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	91	100	40.5	38.1	21.4	0	28.6	33	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	94	100	42.5	37.9	18.4	1.1	27.6	49.7	45.8	Yes	Yes
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Gender

Male	47	100	46.7	37.8	15.6	0	26.7	49.5	45.6	N/A	N/A
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Female	47	100	38.1	38.1	21.4	2.4	28.6	49.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	1	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
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African American	92	100	43	37.2	18.6	1.2	26.7	26.2	26.9	Yes	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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Disability Status

Disabled	11	100	80	20	0	0	0	20.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	91	100	44	36.9	19	0	26.2	28.3	31.4	No	Yes
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* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	56	100	69.2	25	5.8	0	5.8	39.2	35.7	95.3	96
Gender											
Male	29	100	82.1	17.9	0	0	0	40.8	37.4	95.1	95.8
Female	27	100	54.2	33.3	12.5	0	12.5	37.6	33.8	95.5	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	92.5	96.1
African American	56	100	69.2	25	5.8	0	5.8	15.3	17	95.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	N/A	96.3
Socio-Economic Status											
Subsided meals	54	100	70	26	4	0	4	17.1	21.1	95.2	95.5

Social Studies											
All Students	55	100	58	40	2	0	2	40.2	34	95.3	96
Gender											
Male	27	100	69.2	30.8	0	0	0	42	36.6	95.1	95.8
Female	28	100	45.8	50	4.2	0	4.2	38.3	31.3	95.5	96.1
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	92.5	96.1
African American	53	100	59.2	38.8	2	0	2	19.1	19.1	95.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	N/A	96.3
Socio-Economic Status											
Subsided meals	54	100	59.2	38.8	2	0	2	20.1	21	95.2	95.5

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	28	100	50	34.6	15.4	0	15.4
	4	27	100	56.5	39.1	4.3	0	4.3
	5	21	100	52.6	31.6	15.8	0	15.8
	6	21	100	63.2	36.8	0	0	0
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	24.3	37.8	37.8	0	37.8
	4	17	100	53.3	33.3	13.3	0	13.3
	5	18	100	46.7	53.3	0	0	0
	6	20	100	50	30	20	0	20
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	28	100	50	50	0	0	0
	4	27	100	73.9	21.7	4.3	0	4.3
	5	21	100	26.3	42.1	21.1	10.5	31.6
	6	21	100	42.1	31.6	15.8	10.5	26.3
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	43.2	43.2	13.5	0	13.5
	4	17	100	26.7	40	33.3	0	33.3
	5	18	100	73.3	26.7	0	0	0
	6	20	100	30	35	30	5	35
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	13	100	84.6	15.4	0	0	0
	4	27	100	95.7	4.3	0	0	0
	5	11	100	60	30	10	0	10
	6	12	100	81.8	18.2	0	0	0
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	20	100	73.7	15.8	10.5	0	10.5
	4	17	100	60	40	0	0	0
	5	9	I/S	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	15	100	84.6	15.4	0	0	0
	4	27	100	65.2	34.8	0	0	0
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	19	100	33.3	61.1	5.6	0	5.6
	4	17	100	73.3	26.7	0	0	0
	5	9	I/S	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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