



## Washington Street Elementary

325 Washington Street  
Hartsville, South Carolina

<b>Grades</b>	1-3 Elementary School	
<b>Enrollment</b>	374 Students	
<b>Principal</b>	Valerie M. Sawyer	843-383-3141
<b>Superintendent</b>	Dr. Rainey H. Knight	843-398-5200
<b>Board Chair</b>	Dr. Allem McCutcheon	843-332-2852

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Average	Good
2006	Below Average	Excellent
2005	Average	At-Risk
2004	Good	Excellent

## 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**

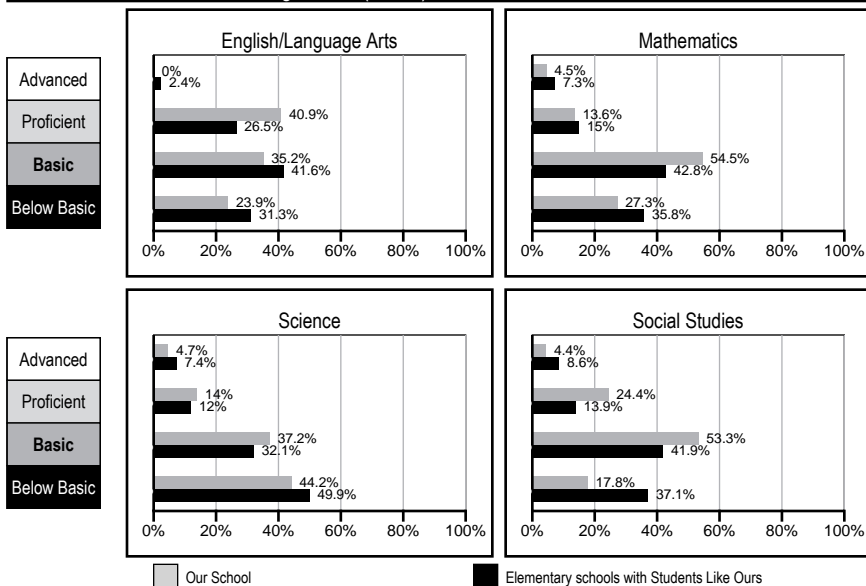
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	13	64	35

\* 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
<b>Students (n=374)</b>				
First graders who attended full-day kindergarten	92.5%	Down from 97.7%	100.0%	100.0%
Retention rate	5.7%	Down from 9.6%	3.0%	2.3%
Attendance rate	95.9%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	2.7%	Up from 2.2%	4.5%	10.4%
With disabilities other than speech	8.7%	Down from 11.6%	8.0%	7.5%
Older than usual for grade	1.6%	Down from 3.8%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	62.5%	Up from 59.4%	53.5%	56.7%
Continuing contract teachers	93.8%	No Change	70.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.4%	Down from 84.6%	83.5%	86.4%
Teacher attendance rate	96.0%	Up from 94.3%	95.0%	94.9%
Average teacher salary	\$48,037	Up 8.2%	\$43,988	\$45,345
Professional development days/teacher	32.3 days	Up from 29.9 days	13.2 days	12.6 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 18.4 to 1	17.0 to 1	18.5 to 1
Prime instructional time	87.3%	Up from 84.6%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil*	\$7,503	Down 2.1%	\$7,747	\$7,052
Percent of expenditures for instruction*	69.1%	Down from 71.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	66.7%	Down from 67.5%	62.6%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Washington Street Elementary School is a Title I school that continues to demonstrate a commitment to the highest standards of student achievement. With our dedication to the improvement of instruction through ongoing professional development, our staff strives to provide quality instruction to our students by participating in a variety of staff and professional development opportunities.

Our English/Language Arts instruction continues to receive a positive boost as our teachers and students participate in the federally funded Reading First Grant. The grant provides our teachers with high quality professional development in best practices for ELA instruction. Student progress is monitored through a variety of assessments, with classroom, individualized and small-group instruction adjusted based upon the strengths and needs of the students.

Math, science, and social studies instructional methods are also targeted for continuous improvement as our teachers receive on-going training through district sponsored professional development in best practices for these core subject areas.

Parental and community involvement remain a priority, and with the addition of a parent liaison this year, opportunities for interaction between all stakeholders at the school have increased. Math, Reading, and PACT Family Nights, Annual Field Day, parent/teacher conference days, and Open House continue to be important events for all stakeholders to work for the improvement of our school. The addition of a Student Talent Showcase and the Master and Miss Washington Street Elementary programs provide the school community with new opportunities to support our students and school.

Working together, we continue to strive for success at Washington Street Elementary School. This effort requires the involvement of all of our stakeholders and is included in our school mission, "United as we strive for excellence in learning and character." Moreover, our commitment to improvement, respect for our stakeholders and community, as well as the drive for the highest achievement for our students is evident in our school motto, "We Strive for Excellence!"

Valerie M. Sawyer, Principal  
 Jada Gore, Chairman,  
 School Improvement Council

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	28	59	48
Percent satisfied with learning environment	96.4%	79.3%	93.5%
Percent satisfied with social and physical environment	92.9%	72.4%	83.0%
Percent satisfied with school-home relations	78.6%	81.0%	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

NO

This school met 10 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. Sanction: Implement the restructuring plan.
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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

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## 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	103	100	25	33.3	39.6	2.1	56.3	36.1	48.2	Yes	Yes
<b>Gender</b>											
Male	59	100	32.1	37.7	28.3	1.9	47.2	31.1	41.7	N/A	N/A
Female	44	100	16.3	27.9	53.5	2.3	67.4	41.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	32	100	9.4	28.1	59.4	3.1	78.1	49.8	60	I/S	I/S
African American	70	100	32.8	35.9	29.7	1.6	45.3	26.4	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	50	29.2	12.5	8.3	25	10.6	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	78	100	29.6	39.4	29.6	1.4	47.9	27.1	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	103	100	27.1	53.1	15.6	4.2	35.4	37.8	45.8	No	Yes
<b>Gender</b>											
Male	59	100	35.8	45.3	11.3	7.5	28.3	38.2	45.6	N/A	N/A
Female	44	100	16.3	62.8	20.9	0	44.2	37.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	32	100	12.5	50	25	12.5	62.5	53.3	59	I/S	I/S
African American	70	100	34.4	54.7	10.9	0	21.9	26.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	58.3	29.2	12.5	0	16.7	12.3	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	78	100	31	56.3	12.7	0	26.8	28.7	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## 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
<b>Science</b>											
All Students	55	100	44	36	14	6	20	29.2	35.7	95.9	95.9
<b>Gender</b>											
Male	36	100	51.6	29	9.7	9.7	19.4	29.9	37.4	95.7	95.7
Female	19	100	31.6	47.4	21.1	0	21.1	28.4	33.8	96.2	96.2
<b>Racial/Ethnic Group</b>											
White	18	100	16.7	44.4	22.2	16.7	38.9	46.4	49.2	95.5	95.5
African American	37	100	59.4	31.3	9.4	0	9.4	16.6	17	96.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	96.2	98
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	95.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.8
<b>Disability Status</b>											
Disabled	17	100	58.8	29.4	5.9	5.9	11.8	9.6	14	94.6	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	96.2	96.9
<b>Socio-Economic Status</b>											
Subsided meals	40	100	54.3	31.4	14.3	0	14.3	19	21.1	95.8	95.6
<b>Social Studies</b>											
All Students	49	100	17	53.2	25.5	4.3	29.8	28.1	34	95.9	95.9
<b>Gender</b>											
Male	23	100	13.6	63.6	13.6	9.1	22.7	31.1	36.6	95.7	95.7
Female	26	100	20	44	36	0	36	24.9	31.3	96.2	96.2
<b>Racial/Ethnic Group</b>											
White	14	100	7.1	57.1	28.6	7.1	35.7	39.4	44.5	95.5	95.5
African American	34	100	21.2	51.5	24.2	3	27.3	19.7	19.1	96.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	96.2	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	95.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.8
<b>Disability Status</b>											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	10.4	14.4	94.6	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	96.2	96.9
<b>Socio-Economic Status</b>											
Subsided meals	39	100	21.6	56.8	18.9	2.7	21.6	19.5	21	95.8	95.6

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	132	100	27.9	38	31.8	2.3	34.1
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	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
<b>2008</b>	3	103	100	25	33.3	39.6	2.1	41.7
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	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	I/S
<b>Mathematics</b>								
<b>2007</b>	3	132	100	25.6	53.5	16.3	4.7	20.9
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	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
<b>2008</b>	3	103	100	27.1	53.1	15.6	4.2	19.8
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	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	I/S
<b>Science</b>								
<b>2007</b>	3	72	100	39.7	34.5	15.5	10.3	25.9
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	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
<b>2008</b>	3	55	100	44	36	14	6	20
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	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	I/S
<b>Social Studies</b>								
<b>2007</b>	3	73	100	17.2	44.8	27.6	10.3	37.9
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	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
<b>2008</b>	3	49	100	17	53.2	25.5	4.3	29.8
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	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	I/S

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