



Wateree Elementary

424 Wildwood Lane
Lugoff, SC 29078

Grades	PK-5 Elementary School	
Enrollment	672 Students	
Principal	Janice K. Wood	803-438-8018
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

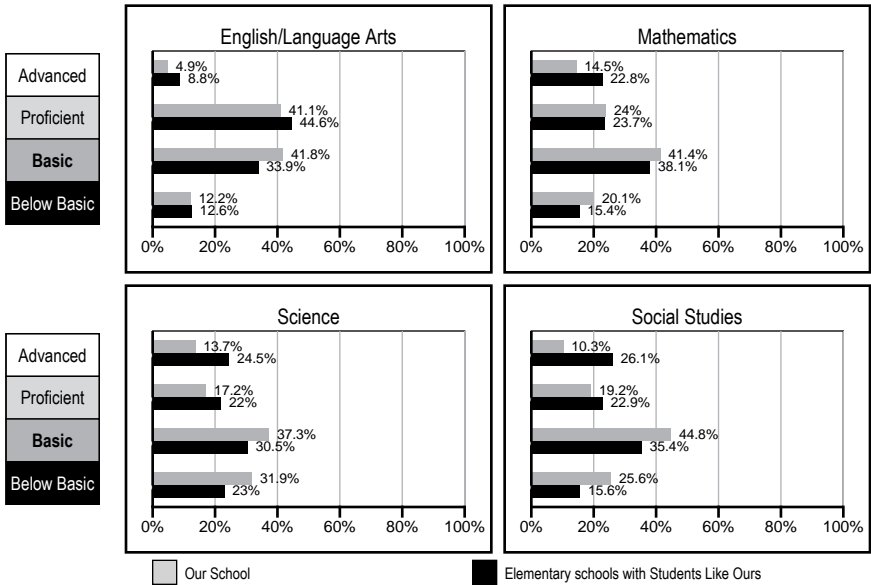
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	27	40	0	0

* 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=672)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 1.6%	1.8%	2.3%
Attendance rate	95.3%	Down from 96.1%	96.5%	96.3%
Eligible for gifted and talented	17.9%	Down from 19.2%	18.0%	10.4%
With disabilities other than speech	5.3%	Down from 6.5%	6.6%	7.5%
Older than usual for grade	0.6%	Down from 1.0%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	77.8%	Up from 73.5%	61.0%	56.7%
Continuing contract teachers	91.7%	Up from 91.2%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.5%	Up from 91.3%	88.0%	86.4%
Teacher attendance rate	94.8%	Down from 95.6%	94.9%	94.9%
Average teacher salary	\$48,737	Up 5.5%	\$46,861	\$45,345
Professional development days/teacher	16.7 days	Down from 18.1 days	13.0 days	12.6 days
School				
Principal's years at school	6.0	Up from 0.0	3.5	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 20.9 to 1	19.5 to 1	18.5 to 1
Prime instructional time	87.9%	Down from 88.8%	90.2%	89.8%
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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,382	Down 5.0%	\$6,542	\$7,052
Percent of expenditures for instruction*	69.9%	Down from 70.1%	69.9%	69.1%
Percent of expenditures for teacher salaries*	68.1%	Down from 68.3%	66.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Wateree Elementary stakeholders have made every effort to foster a safe and nurturing school climate that encourages excellence for every student during the 2007-2008 school year. Our motto is, "Children First...A Cardinal Investment." We expect continuous student improvement as we focus on targeted specific instructional goals.

Our School Renewal Plan's goals emphasize student achievement, good character, and increased parent/community involvement. A dedicated, talented, highly-qualified instructional staff is vital to our school's progress. This year four teachers received National Board Certification (8 total) and over \$7000 in teacher grants were funded.

The implementation of instructional initiatives enhances teaching and learning. The Measures of Academic Progress (MAP) results were fundamental in guiding differentiated instruction and identifying instructional focus groups in grades 2-5. Teachers in grades K-1 used Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results. Each grade level determined their ELA or math academic need, and planned hands-on enrichment and remediation instruction. The after-school Extended Day Program, a district-funded twelve week remediation program, was offered once a week to all students in grades 2-5 scoring Basic or below in Math/ELA on the most recent PACT or MAP. Our Science Coach continues to oversee our Believing, Understanding, and Growing in Science program and offer science kit training.

Educational opportunities outside the traditional classroom include standards-based field studies, Math-Science Nights, Kindergarten Parent Workshop, Book-It and Accelerated Reading goal celebrations, Awards Days, service learning projects, and our talent show and district chorus experiences for older students.

Our PTO, SIC, family volunteers, and community business friends impart endless support. The PTO fundraising efforts, such as the proceeds from individual family contributions and Market Day and Cookie Dough sales, helped to purchase necessary materials and playground equipment. Student success is promoted by our SIC. This year our SIC started a campaign to secure donations for school supplies and materials to be distributed to students on an as-needed basis. Our valued business friends and parents were very supportive.

Ongoing is the challenge of affording our school access to the latest technological advances. We have one technology lab with 29 computers, which limits instruction during the MAP administrations, and three SMARTBoards, limiting access to the instructional innovation of this interactive, electronic whiteboard. Our school and district continue to seek funding.

The students at Wateree are reminded every day to "dream, discover, and achieve!" Wateree is proud to have a dedicated team of stakeholders who all work together to educate and sustain quality educational experiences for every child.

Kristin Barrett, SIC Chair
 Janice K. Wood, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	93	39
Percent satisfied with learning environment	59.4%	66.7%	81.6%
Percent satisfied with social and physical environment	67.7%	51.1%	73.7%
Percent satisfied with school-home relations	93.5%	76.1%	84.2%

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

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 Adequate Yearly Progress

NO

This school met 14 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. 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	3.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	95.3%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	313	100	12.2	41.8	41.1	4.9	59.5	53	48.2	Yes	Yes
Gender											
Male	164	100	16.5	44.9	36.1	2.5	51.9	46.4	41.7	N/A	N/A
Female	149	100	7.5	38.4	46.6	7.5	67.8	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	243	100	10.5	37.2	46	6.3	66.9	61	60	Yes	Yes
African American	58	100	16.4	61.8	21.8	0	30.9	35.3	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.9	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	34	100	46.9	46.9	3.1	3.1	18.8	19.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	29.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	126	100	20.2	49.6	26.9	3.4	42	37.9	34	No	Yes

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

All Students	313	100	20.1	41.4	24	14.5	51	50.4	45.8	Yes	Yes
Gender											
Male	164	100	20.9	39.2	27.2	12.7	55.1	50.6	45.6	N/A	N/A
Female	149	100	19.2	43.8	20.5	16.4	46.6	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	243	100	14.6	40.6	27.6	17.2	57.7	59	59	Yes	Yes
African American	58	100	43.6	41.8	10.9	3.6	21.8	31.3	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	39.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	34	100	59.4	28.1	9.4	3.1	15.6	21.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	32.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	126	100	31.9	42.9	15.1	10.1	40.3	35.8	31.4	Yes	Yes

* 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	211	100	31.9	37.3	17.2	13.7	30.9	41.7	35.7	95.3	95.8
Gender											
Male	109	100	28.6	35.2	19	17.1	36.2	45	37.4	95.2	95.6
Female	102	100	35.4	39.4	15.2	10.1	25.3	38.2	33.8	95.4	95.9
Racial/Ethnic Group											
White	166	100	25.9	40.1	17.3	16.7	34	50.7	49.2	95.1	95.5
African American	37	100	57.1	25.7	14.3	2.9	17.1	22.7	17	96.4	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.3	58	96.1	96.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	94.1	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.4	91.2
Disability Status											
Disabled	19	100	44.4	44.4	11.1	0	11.1	19.5	14	94	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	15.5	24.4	96.2	96.7
Socio-Economic Status											
Subsized meals	82	100	42.9	36.4	15.6	5.2	20.8	26.8	21.1	94.5	95.2
Social Studies											
All Students	209	100	25.6	44.8	19.2	10.3	29.6	34.5	34	95.3	95.8
Gender											
Male	105	100	22	42	27	9	36	38.2	36.6	95.2	95.6
Female	104	100	29.1	47.6	11.7	11.7	23.3	30.6	31.3	95.4	95.9
Racial/Ethnic Group											
White	167	100	23	44.2	21.2	11.5	32.7	41.4	44.5	95.1	95.5
African American	36	100	38.2	47.1	8.8	5.9	14.7	19.8	19.1	96.4	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.1	96.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	94.1	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.4	91.2
Disability Status											
Disabled	22	100	55	35	5	5	10	13.1	14.4	94	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	12.9	27.3	96.2	96.7
Socio-Economic Status											
Subsized meals	89	100	36.9	42.9	14.3	6	20.2	20.4	21	94.5	95.2

* 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	97	100	10.9	26.1	48.9	14.1	63	
	4	100	100	9.7	36.6	50.5	3.2	53.8	
	5	97	100	26.1	45.7	26.1	2.2	28.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	106	100	11.4	29.5	49.5	9.5	59	
	4	107	100	11.7	40.8	43.7	3.9	47.6	
	5	100	100	13.5	56.3	29.2	1	30.2	
	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	
Mathematics									
2007	3	97	100	17.4	57.6	18.5	6.5	25	
	4	100	100	20.4	38.7	22.6	18.3	40.9	
	5	97	100	33.7	42.4	8.7	15.2	23.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	106	100	19	39	23.8	18.1	41.9	
	4	107	100	13.6	44.7	26.2	15.5	41.7	
	5	100	100	28.1	40.6	21.9	9.4	31.3	
	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	
Science									
2007	3	48	100	28.9	55.6	11.1	4.4	15.6	
	4	100	100	22.6	29	29	19.4	48.4	
	5	49	100	46.7	20	8.9	24.4	33.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	17	49.1	20.8	13.2	34	
	4	107	100	32	38.8	16.5	12.6	29.1	
	5	51	100	47.9	20.8	14.6	16.7	31.3	
	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	
Social Studies									
2007	3	49	100	8.5	36.2	38.3	17	55.3	
	4	100	100	25.8	49.5	15.1	9.7	24.7	
	5	48	100	48.9	34	10.6	6.4	17	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	15.4	42.3	26.9	15.4	42.3	
	4	107	100	25.2	44.7	21.4	8.7	30.1	
	5	49	100	37.5	47.9	6.3	8.3	14.6	
	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	

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample