



Waterloo Elementary

10457 Hwy. 221 South
Waterloo, South Carolina

Grades	PK-5 Elementary School	
Enrollment	385 Students	
Principal	Taria Stokes	864-677-4670
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

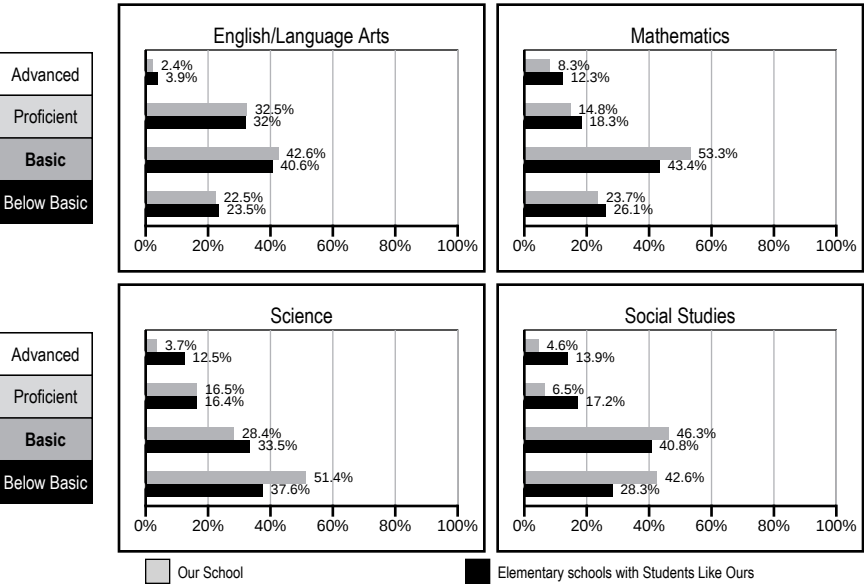
99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	36	49	2

* 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=385)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Up from 3.6%	2.9%	2.3%
Attendance rate	96.1%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	4.4%	Up from 2.9%	7.7%	10.4%
With disabilities other than speech	5.4%	Up from 3.5%	9.0%	7.5%
Older than usual for grade	1.0%	Down from 2.1%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	31.8%	Up from 23.8%	54.3%	56.7%
Continuing contract teachers	63.6%	Down from 81.0%	76.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.1%	Down from 80.4%	86.2%	86.4%
Teacher attendance rate	94.1%	Up from 93.5%	94.7%	94.9%
Average teacher salary	\$41,348	Up 1.1%	\$45,014	\$45,345
Professional development days/teacher	4.2 days	Down from 17.0 days	12.8 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.7 to 1	18.2 to 1	18.5 to 1
Prime instructional time	88.7%	Up from 87.1%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 98.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,831	Up 7.9%	\$7,363	\$7,052
Percent of expenditures for instruction*	62.5%	Up from 60.2%	68.6%	69.1%
Percent of expenditures for teacher salaries*	57.7%	Up from 57.6%	63.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Waterloo Elementary continues to be a "Beacon for the Community." Our school lights the way for increased success for our teachers, students, parents, and community throughout the year.

The teachers continue to use the analysis of MAP data, Best Practices strategies, and differentiated instruction to help students reach their goals. This year, a math/science coach worked with teachers to plan and implement hands-on lessons. Waterloo Elementary finished SCRI training in literacy, but the literacy coach will continue to provide support to teachers and students. The media center sponsored various literacy initiatives (literacy parade, Read across America, storyteller, Reading on the Green, Books and Breakfast, Warm Up with Reading, etc.) to involve everyone in reading. Opportunities for students to receive free books for their home library were held throughout the year. Writing across the curriculum was emphasized this year, and Thinking Maps training has helped teachers provide visual clues for writers.

The community was an integral part of our school. Groups from the community sponsored events (Easter Egg Hunt, after school program, career day, fire prevention, etc.) for students and their families. Parents were involved in our volunteer program, SIC, and PTO. Donations from parents and businesses are always appreciated. A computer class for adults was offered through Lifelong Learning.

Character education continued to be a focus. Programs (Pro Kids show, Yellow Dino, Hospice grief counseling, etc.) for parents and children were available. Kiwanis Terrific Kids were chosen each month. Celebrations were held for attendance and improvement in academics. Ronald McDonald visited with a character message for all.

Waterloo Elementary strives to educate the "whole" child, providing engaging lessons and promoting good citizenship. Parents may choose traditional or Montessori education for their children. Whether it is traditional or Montessori, we know one day each of our students will be a "Beacon for the Community" in which they live.

Sherry E. Abrams, Principal
Kathy Richardson, Chairman SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	65	52
Percent satisfied with learning environment	90.9%	87.7%	88.2%
Percent satisfied with social and physical environment	95.5%	81.5%	86.3%
Percent satisfied with school-home relations	90.9%	85.5%	82.7%

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

School Adequate Yearly Progress	NO
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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	
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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		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	177	100	22.5	42.6	32.5	2.4	45	46	48.2	Yes	Yes
Gender											
Male	88	100	27.9	40.7	30.2	1.2	34.9	38.2	41.7	N/A	N/A
Female	89	100	16.9	44.6	34.9	3.6	55.4	54.5	55	N/A	N/A
Racial/Ethnic Group											
White	132	100	20.8	42.4	33.6	3.2	48.8	52.6	60	Yes	Yes
African American	42	100	28.6	40.5	31	0	35.7	33.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.4	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
Disability Status											
Disabled	23	100	68.2	13.6	18.2	0	18.2	13.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S
Socio-Economic Status											
Subsided meals	135	100	25.6	38.8	34.1	1.6	45.7	38.4	34	Yes	Yes

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

All Students	177	100	23.7	53.3	14.8	8.3	33.1	41.6	45.8	No	Yes
Gender											
Male	88	100	23.3	55.8	14	7	32.6	42.1	45.6	N/A	N/A
Female	89	100	24.1	50.6	15.7	9.6	33.7	40.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	132	100	23.2	48	17.6	11.2	38.4	48.1	59	Yes	Yes
African American	42	100	26.2	66.7	7.1	0	19	26.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	44.8	38.1	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
Disability Status											
Disabled	23	100	45.5	31.8	18.2	4.5	31.8	14.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46	38.7	I/S
Socio-Economic Status											
Subsided meals	135	100	24.8	56.6	10.9	7.8	30.2	34.2	31.4	No	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
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Science

All Students	115	99.1	51.4	28.4	16.5	3.7	20.2	23.6	35.7	96.1	96
Gender											
Male	59	98.3	45.6	31.6	19.3	3.5	22.8	24.6	37.4	96.4	96
Female	56	100	57.7	25	13.5	3.8	17.3	22.5	33.8	95.8	96
Racial/Ethnic Group											
White	83	98.8	48.7	25.6	20.5	5.1	25.6	30.9	49.2	95.8	95.8
African American	30	100	56.7	36.7	6.7	0	6.7	10.6	17	97.3	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	11.2	24.9	92.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.6
Disability Status											
Disabled	17	100	62.5	25	12.5	0	12.5	9.7	14	95.3	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	93.1
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	12.8	24.4	93.1	97.1
Socio-Economic Status											
Subsided meals	88	100	51.8	27.7	18.1	2.4	20.5	17.4	21.1	95.8	95.6

Social Studies

All Students	113	100	42.6	46.3	6.5	4.6	11.1	21.4	34	96.1	96
Gender											
Male	59	100	41.4	48.3	6.9	3.4	10.3	25.6	36.6	96.4	96
Female	54	100	44	44	6	6	12	16.8	31.3	95.8	96
Racial/Ethnic Group											
White	85	100	37	49.4	7.4	6.2	13.6	25.9	44.5	95.8	95.8
African American	25	100	56	40	4	0	4	11.9	19.1	97.3	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	17.6	27.5	92.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.6
Disability Status											
Disabled	18	100	44.4	38.9	11.1	5.6	16.7	13	14.4	95.3	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	93.1
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	18	27.3	93.1	97.1
Socio-Economic Status											
Subsided meals	87	100	45.8	44.6	6	3.6	9.6	16.4	21	95.8	95.6

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

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	56	100	17	38.3	36.2	8.5	44.7
	4	69	100	20.3	48.4	31.3	0	31.3
	5	46	100	16.3	58.1	23.3	2.3	25.6
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	7.1	39.3	46.4	7.1	53.6
	4	51	100	20.8	43.8	35.4	0	35.4
	5	68	100	36.9	44.6	18.5	0	18.5
	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	56	100	29.8	55.3	10.6	4.3	14.9
	4	69	100	34.4	48.4	14.1	3.1	17.2
	5	46	100	4.7	67.4	20.9	7	27.9
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	16.1	62.5	8.9	12.5	21.4
	4	51	100	18.8	52.1	22.9	6.3	29.2
	5	68	100	33.8	46.2	13.8	6.2	20
	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	29	100	39.1	39.1	21.7	0	21.7
	4	69	100	57.8	28.1	10.9	3.1	14.1
	5	23	100	38.1	23.8	28.6	9.5	38.1
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	34.5	27.6	27.6	10.3	37.9
	4	51	100	47.9	35.4	14.6	2.1	16.7
	5	34	97.1	71.9	18.8	9.4	0	9.4
	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	27	100	29.2	66.7	0	4.2	4.2
	4	69	100	54.7	34.4	9.4	1.6	10.9
	5	23	100	31.8	45.5	18.2	4.5	22.7
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	29.6	66.7	3.7	0	3.7
	4	51	100	37.5	52.1	6.3	4.2	10.4
	5	34	100	60.6	21.2	9.1	9.1	18.2
	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

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N/A--Not Applicable

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