



Whittaker Elementary

790 Whittaker Parkway
Orangeburg, South

Grades	PK-5 Elementary School	
Enrollment	579 Students	
Principal	Dr. Bettie W. Hicks	803-534-6559
Superintendent	Mr. Melvin Smoak	803-534-5454
Board Chair	Dr. Kalu Kalu	803-534-5454

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	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	At-Risk

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

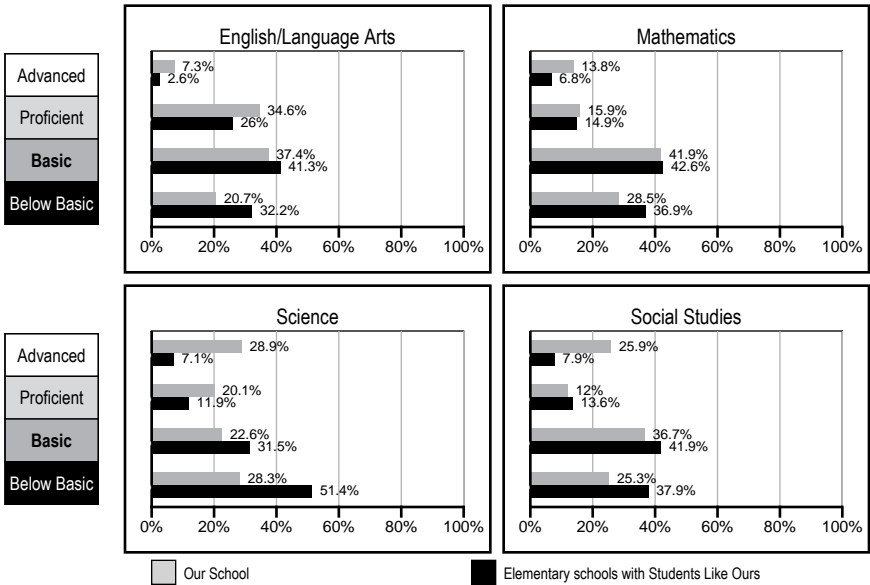
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	59	42

* 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=579)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Down from 4.1%	3.0%	2.3%
Attendance rate	97.5%	Down from 98.3%	96.0%	96.3%
Eligible for gifted and talented	2.7%	Down from 4.2%	3.7%	10.4%
With disabilities other than speech	4.7%	Down from 6.6%	7.9%	7.5%
Older than usual for grade	1.2%	Down from 2.0%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	83.7%	Up from 80.4%	54.8%	56.7%
Continuing contract teachers	88.4%	Up from 84.8%	70.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.2%	Down from 88.6%	83.4%	86.4%
Teacher attendance rate	95.2%	Down from 95.9%	95.0%	94.9%
Average teacher salary	\$47,951	Up 3.7%	\$43,988	\$45,345
Professional development days/teacher	12.6 days	Up from 9.3 days	13.3 days	12.6 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 16.4 to 1	16.8 to 1	18.5 to 1
Prime instructional time	91.5%	Down from 92.3%	89.3%	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	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,686	Up 6.0%	\$7,984	\$7,052
Percent of expenditures for instruction*	72.6%	Down from 72.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	51.1%	Down from 64.4%	63.1%	64.2%

* 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 approximately 87 percent of our students receiving free or reduced-price lunch. 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 this mission: the percentage of students who score Basic 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; 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. Our major focus for the 2008-2009 school year will be to continue to improve and enhance our students' applications of mathematical skills and concepts.

On the 2007 state department's report card, our Absolute Rating was Average. Our students performed better overall in ELA. Our school met the requirements for Adequate Yearly Progress since its inception by the State Department of Education. We made improvements in the use of integrating technology throughout the school with the assistance of a technology instructional facilitator. We are constantly enhancing our Character Education Program and focusing on career awareness for our students. We have two National Board certified teachers.

During the 2007/2008 school year, we continued the use of positive behavior intervention strategies through the School Improvement Grant offered by the State Department of Education which we received during the 2006/2007 school year. We are also a Red Carpet School as awarded by the State Department of Education.

Finally, as we continue to strive to increase student achievement, the involvement of our parents in their child(ren)'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 is at-risk. Parental involvement and community participation are keys to our students' success. We welcome your input.

Bettie W. Hicks, Ed. D., Principal
Patricia Goldsmith, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	80	31
Percent satisfied with learning environment	97.2%	77.5%	87.1%
Percent satisfied with social and physical environment	97.2%	76.3%	90.3%
Percent satisfied with school-home relations	77.1%	70.0%	90.3%

* 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 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

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	97.5%	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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	281	99.6	20.2	37.2	34.4	8.1	55.1	35	48.2	Yes	Yes
Gender											
Male	162	99.4	20.7	36.6	37.9	4.8	55.2	29.1	41.7	N/A	N/A
Female	119	100	19.6	38.2	29.4	12.7	54.9	41.3	55	N/A	N/A
Racial/Ethnic Group											
White	13	100	41.7	33.3	25	0	50	46	60	I/S	I/S
African American	265	99.6	19.3	37.8	34.3	8.6	54.9	33.6	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	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
Disability Status											
Disabled	38	100	45.5	27.3	18.2	9.1	27.3	12.9	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	35.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	247	99.6	21	39.7	32.7	6.5	52.8	30.7	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	281	99.6	27.9	41.7	16.2	14.2	43.7	29	45.8	Yes	Yes
Gender											
Male	162	99.4	27.6	46.9	13.8	11.7	40	27.4	45.6	N/A	N/A
Female	119	100	28.4	34.3	19.6	17.6	49	30.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	13	100	41.7	41.7	8.3	8.3	41.7	43.3	59	I/S	I/S
African American	265	99.6	27.5	42.1	16.7	13.7	43.3	27.4	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	27.3	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
Disability Status											
Disabled	38	100	54.5	30.3	6.1	9.1	30.3	13.1	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	21.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	247	99.6	29.9	43.5	14.5	12.1	41.1	25.4	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
Science											
All Students	182	98.9	27.5	22.5	20.6	29.4	50	22	35.7	97.5	96
Gender											
Male	104	98.1	20.9	28.6	24.2	26.4	50.5	23.5	37.4	97.6	95.8
Female	78	100	36.2	14.5	15.9	33.3	49.3	20.5	33.8	97.3	96.2
Racial/Ethnic Group											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	36.6	49.2	96	94.6
African American	171	98.8	27.8	23.2	20.5	28.5	49	20.1	17	97.5	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	97.9	95.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	96.7	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	84.6
Disability Status											
Disabled	26	96.2	59.1	13.6	4.5	22.7	27.3	8.1	14	97.3	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	92.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	96.7	94
Socio-Economic Status											
Subsided meals	160	98.8	29.5	24.5	18.7	27.3	46	18.7	21.1	97.4	95.8
Social Studies											
All Students	182	99.5	24.7	36.7	12.7	25.9	38.6	24.2	34	97.5	96
Gender											
Male	110	99.1	23.2	36.4	12.1	28.3	40.4	25.8	36.6	97.6	95.8
Female	72	100	27.1	37.3	13.6	22	35.6	22.4	31.3	97.3	96.2
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	30.5	44.5	96	94.6
African American	172	99.4	24	37.3	12.7	26	38.7	23.5	19.1	97.5	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	97.9	95.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	96.7	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	84.6
Disability Status											
Disabled	20	100	55.6	33.3	5.6	5.6	11.1	9.8	14.4	97.3	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	92.8
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.7	94
Socio-Economic Status											
Subsided meals	158	99.4	27.4	37.8	11.1	23.7	34.8	20.9	21	97.4	95.8

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

Abbreviations for Missing Data

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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	74	96	8.1	29	46.8	16.1	62.9	
	4	90	98.9	27.2	35.8	35.8	1.2	37	
	5	93	98.9	25.3	54	20.7	0	20.7	
	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	11.3	29.9	41.2	17.5	58.8	
	4	83	98.8	16.9	35.2	45.1	2.8	47.9	
	5	92	100	34.2	48.1	16.5	1.3	17.7	
	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	74	97.3	11.1	42.9	25.4	20.6	46	
	4	90	98.9	32.1	40.7	19.8	7.4	27.2	
	5	93	98.9	32.2	55.2	9.2	3.4	12.6	
	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	16.5	40.2	14.4	28.9	43.3	
	4	83	98.8	32.4	46.5	16.9	4.2	21.1	
	5	92	100	38	39.2	17.7	5.1	22.8	
	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	37	97.3	27.6	34.5	24.1	13.8	37.9	
	4	90	98.9	50.6	32.1	14.8	2.5	17.3	
	5	46	97.8	46.5	30.2	11.6	11.6	23.3	
	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	14	14	10	62	72	
	4	83	98.8	31	28.2	28.2	12.7	40.8	
	5	46	97.8	38.5	23.1	20.5	17.9	38.5	
	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	
Social Studies									
2007	3	37	97.3	2.9	23.5	44.1	29.4	73.5	
	4	90	98.9	33.3	43.2	18.5	4.9	23.5	
	5	47	100	29.5	54.5	11.4	4.5	15.9	
	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	53	100	14.9	25.5	2.1	57.4	59.6	
	4	82	98.8	28.6	42.9	18.6	10	28.6	
	5	47	100	29.3	39	14.6	17.1	31.7	
	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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