

Whitehall Elementary

702 Whitehall Road
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	520 Students	
Principal	Kevin Snow	864-260-5255
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Average
2006	Average	Average
2005	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

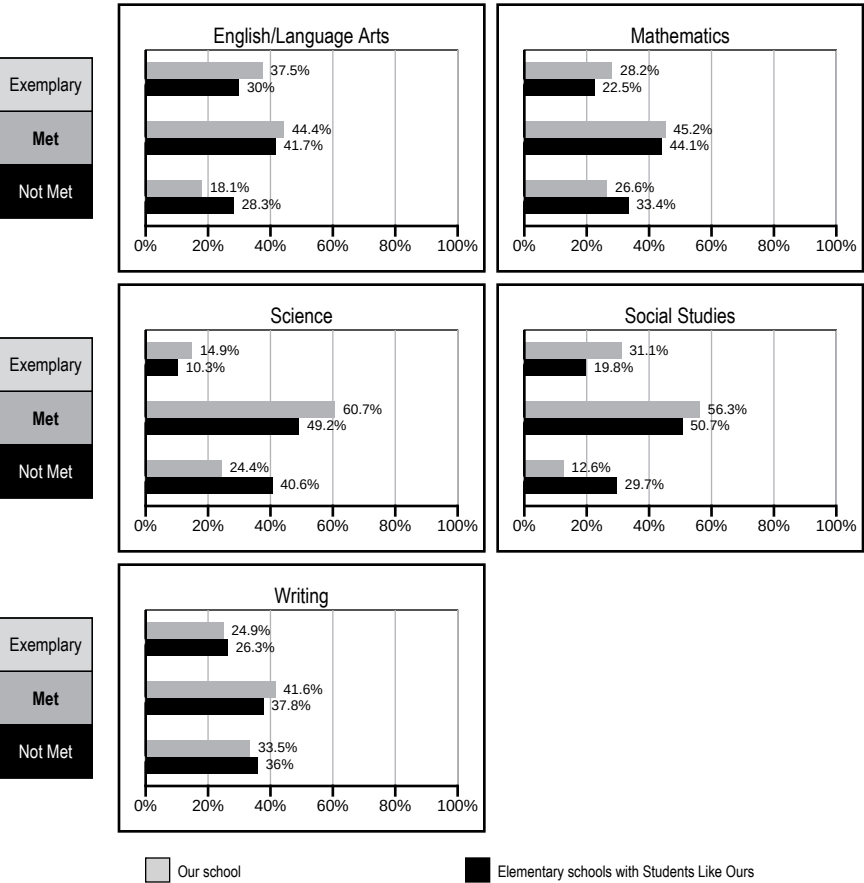
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	93	19	1

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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=520)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Down from 4.4%	2.4%	1.9%
Attendance rate	96.1%	Up from 95.7%	96.1%	96.3%
Eligible for gifted and talented	11.5%	Up from 5.8%	7.3%	10.0%
With disabilities other than speech	12.0%	No Change	9.1%	7.7%
Older than usual for grade	0.0%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	45.2%	Up from 40.9%	57.7%	59.4%
Continuing contract teachers	71.4%	Down from 72.7%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.0%	0.0%	0.0%
Teachers returning from previous year	82.4%	Up from 80.4%	86.1%	85.9%
Teacher attendance rate	94.4%	Down from 95.6%	95.0%	95.1%
Average teacher salary*	\$44,015	Up 5.9%	\$46,531	\$47,149
Professional development days/teacher	8.8 days	Up from 7.6 days	11.7 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 16.7 to 1	18.5 to 1	18.8 to 1
Prime instructional time	90.0%	Down from 90.2%	89.9%	90.4%
Opportunities in the arts	Excellent	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**	\$7,706	Up 7.0%	\$7,539	\$7,458
Percent of expenditures for instruction**	70.8%	Up from 69.1%	68.1%	68.8%
Percent of expenditures for teacher salaries**	69.9%	Up from 67.8%	61.6%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The faculty and staff of Whitehall Elementary School are committed to serving children according to their individual needs and helping them develop to their fullest potential. In addition to a rigorous curriculum, we teach our students to respect their own and other's talents, skills, and cultural backgrounds. During the 2008-2009 year, Whitehall Elementary served 521 students in kindergarten through fifth grade. Three emotionally disabled classes were housed at the school to meet the needs of district students.

Whitehall Elementary is fully accredited by the Southern Association of Colleges and Schools (SACSCASI). The school's five-year improvement plan focuses on the following goals: 1) Increase student achievement for all demographic groups based on Similar Schools data and at all levels on PACT; 2) Improve school climate by increasing the level of students' personal and social responsibility, increasing parent involvement and increasing teacher morale; and 3) Increase the teacher retention rate. In an effort to address these goals, professional development for teachers, curriculum initiatives, and other activities have been implemented.

Whitehall received an index score of 3.2 on the 2008 State Report Card from the State Department of Education (SDE). This is the same score earned over the past four years. Two years ago, however, the "bar was raised" for all schools. For this reason, the school's Absolute Rating dropped from "Good" to "Average," indicating that the school meets the standards for progress toward the 2010 South Carolina Performance Goal. Whitehall received a Growth Rating of "Below Average." The school met 18 out of 21 objectives as defined by the "No Child Left Behind" (NCLB) law. It did not meet "Adequate Yearly Progress" (AYP) as determined by NCLB, because the school must meet 21 out of 21 of its objectives to receive AYP. Despite these changes, the faculty and staff of Whitehall remain committed to its mission of developing responsible, knowledgeable, and ethical students by providing challenging learning opportunities.

This was a year where Whitehall and its students were recognized for a number of achievements. Whitehall teachers were recognized by the district for writing and receiving funding for over \$23,000 in EIA grants. Whitehall placed first in the district in EIA grants funded. In all, over \$36,000 in grants were received by teachers. As an Exemplary Writing school, for the second year in a row a fifth grade student was recognized as the district winner in the Superintendent's Writing Contest. Another student participated in the SC Young Writer's Conference. Two students were recognized and honored at Clemson University for their entries in the Martin Luther King, Jr. poster contest. A fifth grade student was recognized in Columbia for the Governor's Good Citizenship Award. In addition to being an Exemplary Writing School, a Schools of Promise school, and a Red Carpet school, the Whitehall community is proud of this year's achievements.

Whitehall Elementary continues to be a school where "Learning is an Adventure and Character Counts!"

Kevin Snow, Principal; Sandra Dove, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	80	70
Percent satisfied with learning environment	76.9%	81.3%	91.3%
Percent satisfied with social and physical environment	87.2%	75.0%	88.4%
Percent satisfied with school-home relations	68.4%	86.3%	82.4%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 out of 21 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	265	100	18.1	44.4	37.5	87.9	88.1	82.8	Yes	Yes
Gender										
Male	128	100	19.2	41.7	39.2	87.5	84.9	79.3	N/A	N/A
Female	137	100	17.2	46.9	35.9	88.3	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	126	100	7.7	40.2	52.1	94.9	92.9	89.5	Yes	Yes
African American	117	100	26.4	50	23.6	83.6	80.4	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.4	92.3	I/S	I/S
Hispanic	17	100	43.8	43.8	12.5	62.5	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	51	100	39.6	45.8	14.6	70.8	57	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	47.1	41.2	11.8	58.8	83.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	100	22.8	48.5	28.7	84.8	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	265	100	26.6	45.2	28.2	80.6	84.4	78.9	Yes	Yes
Gender										
Male	128	100	26.7	45	28.3	81.7	82.7	77	N/A	N/A
Female	137	100	26.6	45.3	28.1	79.7	86.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	126	100	12.8	47	40.2	92.3	90.7	87.2	Yes	Yes
African American	117	100	43.6	41.8	14.5	66.4	73.2	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	98.8	93	I/S	I/S
Hispanic	17	100	18.8	50	31.3	87.5	91.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	51	100	70.8	27.1	2.1	43.8	50.6	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	23.5	52.9	23.5	82.4	87.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	100	33.9	46.2	19.9	73.7	76.2	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	181	100	24.4	60.7	14.9	75.6	80.8	67.5
Gender								
Male	77	100	20	61.4	18.6	80	79.8	67
Female	104	100	27.6	60.2	12.2	72.4	81.8	68
Racial/Ethnic Group								
White	93	100	15.3	64.7	20	84.7	89.3	79.5
African American	72	100	40.3	53.7	6	59.7	66.2	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.7	84.3
Hispanic	12	100	8.3	66.7	25	91.7	84.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	34	100	N/AV	N/AV	N/AV	34.4	44.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	12	100	16.7	66.7	16.7	83.3	82	59.6
Socio-Economic Status								
Subsided meals	130	100	30.8	59.2	10	69.2	71.3	55.1

Social Studies								
All Students	177	99.4	12.5	56.5	31	87.5	84.5	72.3
Gender								
Male	89	100	12.9	51.8	35.3	87.1	83.1	71.5
Female	88	98.9	12	61.4	26.5	88	86	73.2
Racial/Ethnic Group								
White	80	98.8	3.9	51.3	44.7	96.1	89.9	80.7
African American	80	100	22.7	61.3	16	77.3	75.3	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.9	88.5
Hispanic	13	100	7.7	69.2	23.1	92.3	88.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	34	97.1	34.4	56.3	9.4	65.6	56.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	14	100	7.1	71.4	21.4	92.9	85.7	67.9
Socio-Economic Status								
Subsided meals	118	99.2	15.5	64.5	20	84.5	76.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	271	100	33.5	41.6	24.9	66.5	75.7	70.2	96.1	96
Gender										
Male	129	100	40	34.4	25.6	60	68.6	63.2	96	95.8
Female	142	100	27.3	48.5	24.2	72.7	83	77.5	96.1	96.1
Racial/Ethnic Group										
White	124	100	20.3	45.8	33.9	79.7	82.8	79.1	96.1	95.8
African American	123	100	42.7	40.2	17.1	57.3	64.3	57.6	96	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.6	86.2	96.4	97.2
Hispanic	19	100	70.6	23.5	5.9	29.4	71.1	62.6	96.8	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	99.1
Disability Status										
Disabled	53	100	70.6	25.5	3.9	29.4	30.6	26.1	95.5	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	19	100	58.8	23.5	17.6	41.2	68.5	61.2	97.4	96.7
Socio-Economic Status										
Subsidized meals	186	100	39.9	41	19.1	60.1	63.7	58.9	95.6	95.3

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	87	100	17.3	39.5	43.2	82.7
	4	93	100	24.1	41.4	34.5	75.9
	5	85	100	12.5	52.5	35	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	87	100	32.1	42	25.9	67.9
	4	93	100	28.7	43.7	27.6	71.3
	5	85	100	18.8	50	31.3	81.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	27.5	52.5	20	72.5
	4	93	100	23	64.4	12.6	77
	5	44	100	24.4	61	14.6	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	43	100	16.3	51.2	32.6	83.7
	4	93	98.9	8.1	61.6	30.2	91.9
	5	41	100	17.9	51.3	30.8	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	90	100	32.1	41.7	26.2	67.9
	4	93	100	40	38.9	21.1	60
	5	88	100	27.7	44.6	27.7	72.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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