

## WARE SHOALS ELEMENTARY

45 West Main Street  
Ware Shoals, South

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	259 Students	
<b>Principal</b>	Nancy Brown	864-456-2711
<b>Superintendent</b>	Fay S. Sprouse, PhD	864-456-7496
<b>Board Chair</b>	Jack Sullivan	864-456-7496

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Average	Good
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Average

## 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

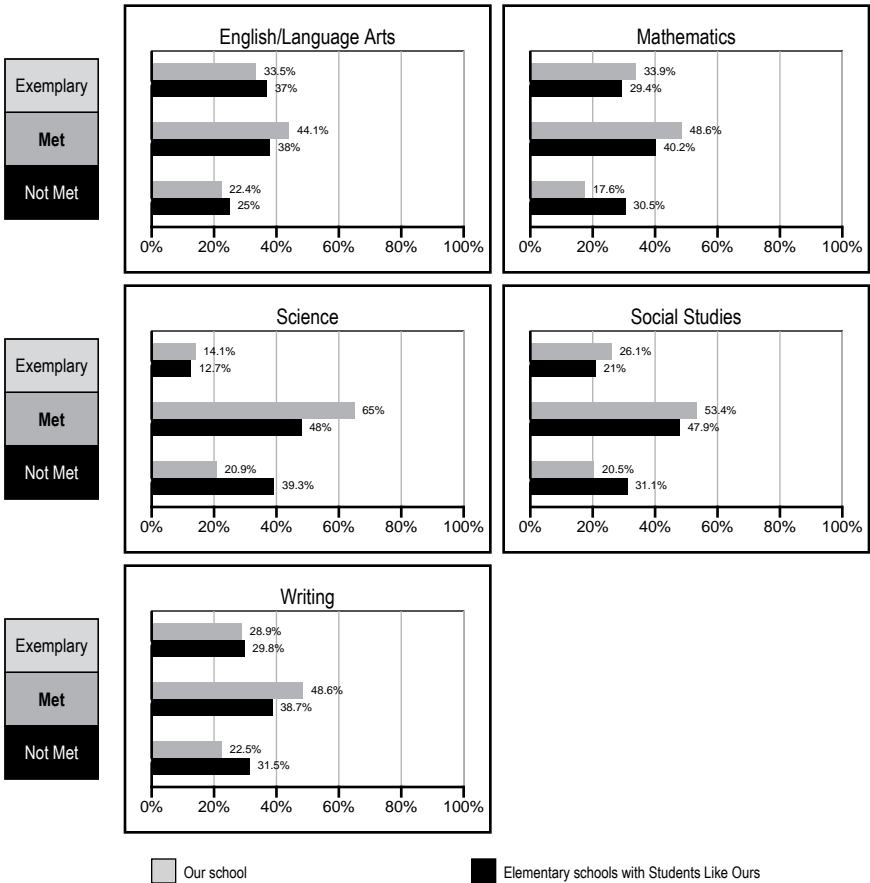
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	20	94	8	0

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=259)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.6%	Up from 1.5%	1.3%	1.2%
Attendance rate	96.2%	No Change	95.8%	96.1%
Eligible for gifted and talented	22.4%	Up from 10.6%	10.5%	11.7%
With disabilities other than speech	17.1%	Down from 17.4%	8.7%	8.0%
Older than usual for grade	1.2%	Down from 2.0%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Down from 4.7%	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	47.1%	No Change	59.8%	60.5%
Continuing contract teachers	94.1%	Up from 64.7%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.8%	Up from 77.9%	87.7%	87.0%
Teacher attendance rate	94.1%	Down from 95.2%	95.0%	95.4%
Average teacher salary*	\$40,106	Up 2.2%	\$47,036	\$47,288
Professional development days/teacher	6.1 days	Down from 9.1 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 18.0 to 1	19.2 to 1	19.2 to 1
Prime instructional time	89.6%	Down from 90.9%	89.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.4%	Down from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,256	Up 2.1%	\$7,482	\$7,548
Percent of expenditures for instruction**	56.9%	No Change	68.0%	68.7%
Percent of expenditures for teacher salaries**	52.8%	Up from 51.6%	64.5%	65.1%

\* 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**

Ware Shoals Elementary School is a community dedicated to educational excellence. Our mission is to provide a foundation of academic excellence that will enable all students to become independent, lifelong learners in today's ever changing society. Ware Shoals Elementary has had an outstanding year! This year Ware Shoals Elementary School met AYP. Our rating on the State School Report Card was an Average Absolute Rating and a Good Improvement Rating. Our school received recognition as a SC Silver Award winner. This award recognizes and rewards academic achievement. Ware Shoals Elementary School was also recognized for Closing the Achievement Gap by reducing the achievement gap for at least one historically underachieving student group.

To maximize academic achievement the following instructional tools are being used: Compass Learning Odyssey allows teachers to create individual learning paths that address each student's unique challenges, MAP (Measures of Academic Progress) reflects the instructional level of students and measures their growth over time, and teachers are participating in Reading and Writing Connections. This professional development raises students' achievement in reading and writing through a model that interconnects these two literacies. At Ware Shoals, students are held accountable to high standards of achievement. We recognize students' academic accomplishments through the Accelerated Reading Program, Semester Awards Day Programs, the District and Regional Spelling Bees, and the Beta Club. Students at Ware Shoals Elementary are given the opportunity to attend the Release Time Program. Our students are also provided an opportunity to participate in service learning activities which allow our students to give back to the community. This year our service learning project was for Relay for Life. Funds toward our \$5,000.00 goal were raised by school dances and contests held throughout the year.

The faculty and staff at Ware Shoals Elementary School are united in our efforts to develop our students socially, emotionally, and intellectually. A combined effort from a dedicated faculty and staff, concerned parents, and a supportive community assures that we are assisting students in reaching their full potential.

Nancy Brown, Principal WSES

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	20	68	50
Percent satisfied with learning environment	90.0%	92.5%	88.0%
Percent satisfied with social and physical environment	100.0%	90.9%	86.0%
Percent satisfied with school-home relations	95.0%	88.1%	84.0%

\* 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 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

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	256	100	22.3	44.1	33.6	89.1	86	83.5	Yes	Yes
<b>Gender</b>										
Male	128	100	31.5	36.3	32.3	83.1	80.2	80.1	N/A	N/A
Female	127	100	13	52	35	95.1	91.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	211	100	20.8	42.1	37.1	90.6	89.2	89.6	Yes	Yes
African American	41	100	31.7	48.8	19.5	80.5	70.8	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	47	100	59.1	38.6	2.3	61.4	61.3	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	170	100	26.5	44.4	29	86.4	81.8	76.9	Yes	Yes

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

All Students	256	100	17.4	48.6	34	85.8	82.5	80.4	Yes	Yes
<b>Gender</b>										
Male	128	100	21	43.5	35.5	82.3	79.8	78.4	N/A	N/A
Female	127	100	13.8	53.7	32.5	89.4	85.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	211	100	15.8	46.5	37.6	87.6	85.1	87.8	Yes	Yes
African American	41	100	24.4	58.5	17.1	78	70.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	47	100	50	43.2	6.8	54.5	56.3	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	170	100	19.1	52.5	28.4	84.6	79.1	72.8	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
<b>Science</b>								
All Students	169	100	20.7	64.6	14.6	79.3	75.2	67.3
<b>Gender</b>								
Male	81	100	25.6	55.1	19.2	74.4	72.4	66.9
Female	87	100	16.3	73.3	10.5	83.7	77.9	67.7
<b>Racial/Ethnic Group</b>								
White	138	100	18.8	63.9	17.3	81.2	78.9	79.6
African American	28	100	28.6	67.9	3.6	71.4	58.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>								
Disabled	30	100	57.1	39.3	3.6	42.9	45.3	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	110	100	23.6	62.3	14.2	76.4	71.4	55.4
<b>Social Studies</b>								
All Students	170	99.4	20.4	53.1	26.5	79.6	76.9	70.9
<b>Gender</b>								
Male	86	100	21.7	49.4	28.9	78.3	76.9	70.1
Female	84	98.8	19	57	24.1	81	77	71.7
<b>Racial/Ethnic Group</b>								
White	143	99.3	20	51.9	28.1	80	79.8	79.2
African American	23	100	26.1	60.9	13	73.9	60.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	34	97.1	51.6	35.5	12.9	48.4	46	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	68
<b>Socio-Economic Status</b>								
Subsidized meals	113	99.1	23.8	48.6	27.6	76.2	70.1	60.8

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
<b>Writing</b>										
All Students	260	99.2	22.5	48.6	28.9	77.5	76.5	72.1	96.2	95.5
<b>Gender</b>										
Male	130	99.2	29.6	44.8	25.6	70.4	69.5	65.2	96.1	95.5
Female	129	99.2	15.3	52.4	32.3	84.7	83.5	79.2	96.3	95.4
<b>Racial/Ethnic Group</b>										
White	214	99.1	21.2	46.3	32.5	78.8	79.6	80.8	95.9	95.3
African American	42	100	28.6	57.1	14.3	71.4	64.4	59.7	97.7	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	64.6	97.6	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	91.1	91.1
<b>Disability Status</b>										
Disabled	46	95.7	61.9	33.3	4.8	38.1	36	27.7	95.1	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	63.7	97.6	97
<b>Socio-Economic Status</b>										
Subsidized meals	173	98.8	24.5	49.1	26.4	75.5	71.3	61.9	95.8	94.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	91	100	20.7	47.1	32.2	79.3
	5	86	100	21.8	57.7	20.5	78.2
	6	81	100	25.6	42.3	32.1	74.4
	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
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	83	100	16.3	46.3	37.5	83.8
	5	89	100	16.1	48.3	35.6	83.9
	6	84	100	35	37.5	27.5	65
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	91	100	18.4	57.5	24.1	81.6
	5	86	100	19.2	50	30.8	80.8
	6	81	100	15.4	33.3	51.3	84.6
	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
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	83	100	22.5	43.8	33.8	77.5
	5	89	100	18.4	44.8	36.8	81.6
	6	84	100	11.3	57.5	31.3	88.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	91	100	26.4	65.5	8	73.6
	5	44	100	27.5	60	12.5	72.5
	6	41	100	25.6	56.4	17.9	74.4
	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
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	82	100	19	65.8	15.2	81
	5	44	100	9.3	79.1	11.6	90.7
	6	43	100	35.7	47.6	16.7	64.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	91	100	23	52.9	24.1	77
	5	42	100	23.7	50	26.3	76.3
	6	40	100	7.7	71.8	20.5	92.3
	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
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	83	98.8	16.5	50.6	32.9	83.5
	5	45	100	25	56.8	18.2	75
	6	42	100	23.1	53.8	23.1	76.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	90	98.9	36	44.2	19.8	64
	5	89	98.9	26.6	46.8	26.6	73.4
	6	83	96.4	26.3	35.5	38.2	73.7
	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
<b>2010</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	84	98.8	22.5	46.3	31.3	77.5
	5	90	100	26.1	44.3	29.5	73.9
	6	86	98.8	18.5	55.6	25.9	81.5
	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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