



WATERLOO ELEMENTARY

10457 Hwy. 221 South
Waterloo, South Carolina

Grades	PK-6 Elementary School	
Enrollment	373 Students	
Principal	Taria D.Stokes	864-677-4670
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Excellent
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Average	At-Risk

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

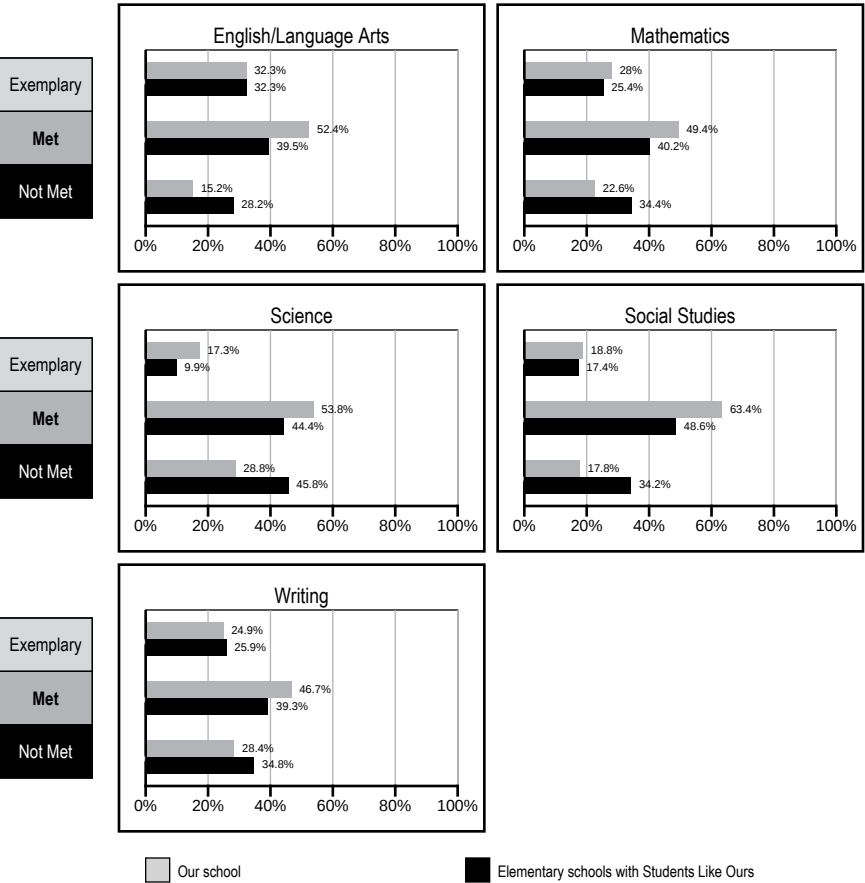
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	10	96	23	4

* 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
Students (n=373)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Down from 5.1%	1.7%	1.2%
Attendance rate	95.3%	Down from 95.6%	95.7%	96.1%
Eligible for gifted and talented	7.5%	Up from 5.8%	7.6%	11.7%
With disabilities other than speech	6.1%	Down from 7.1%	8.8%	8.0%
Older than usual for grade	1.8%	Up from 1.7%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	28.0%	Down from 30.0%	58.7%	60.5%
Continuing contract teachers	72.0%	Up from 70.0%	84.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.6%	Up from 75.5%	86.0%	87.0%
Teacher attendance rate	95.1%	Down from 96.4%	95.0%	95.4%
Average teacher salary*	\$43,183	Up 1.4%	\$46,445	\$47,288
Professional development days/teacher	7.5 days	Down from 15.9 days	11.1 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 21.3 to 1	19.1 to 1	19.2 to 1
Prime instructional time	89.6%	Down from 91.4%	90.0%	90.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,376	Up 14.0%	\$7,788	\$7,548
Percent of expenditures for instruction**	60.2%	Down from 62.8%	68.3%	68.7%
Percent of expenditures for teacher salaries**	55.6%	Down from 59.7%	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

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

Waterloo Elementary is a Title I school in Laurens School District 55 that is located approximately seven miles from downtown Laurens. The learning community at Waterloo is committed to providing all students with the education they need to be successful in life.

Student learning is the primary focus at Waterloo. Students are exposed to rich, interesting lessons on a daily basis. Students have the opportunity to participate in the Limos for Learning reading program, Math/Science Night, Literacy Night, Family Fun Night, Fall Festival, spring dances, and archery competitions at the local, state, and national levels. Students are celebrated for their achievements frequently through MAP growth/achievement parties, a PASS pep rally, and our annual Awards Day program. Due to this focus on achievement, Waterloo has had the privilege of receiving a Palmetto Gold Award in 2009-2010 for improvement and a Palmetto Silver Award for closing the gap!

The faculty and staff believe that school is a place for not only student learning, but also adult learning. Teachers engage in collaborative planning sessions weekly with our instructional coach and administrative staff to ensure they are delivering age appropriate, standards-based lessons. In addition, teachers attend numerous after school professional development sessions to enhance their knowledge and skills across subject areas.

Waterloo Elementary is committed to serving the whole child. Therefore, students attend computer, media center, art, music, physical education, and guidance classes. Guidance sessions assist students in dealing with issues such as peer-pressure, divorce, or other emotional issues as well as teaching lessons focusing on honesty, integrity, and responsibility. Our students live in the age of worldwide media. Visiting the media center and computer lab frequently helps them develop skills they will need in the 21st century.

Building a strong home/school connection is essential to the growth of our young learners. Therefore, we invite parents to visit and participate in our school activities. Through the assistance of our PTO and Parent Volunteer Program, Waterloo Elementary has a strong support system that will help our students continue to strive for excellence.

The Waterloo learning community is excited and proud of the strides students have made in academic achievement. The faculty/staff look forward to continuing to provide students with the quality education they need and deserve.

Taria Stokes, Principal
Melody Sarmento, SIC chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	22	39	18
Percent satisfied with learning environment	90.0%	66.7%	66.7%
Percent satisfied with social and physical environment	95.2%	79.5%	66.7%
Percent satisfied with school-home relations	95.5%	79.5%	66.7%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 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	
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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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	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	180	100	15.2	52.4	32.3	90.2	83.5	83.5	Yes	Yes
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Gender										
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Male	100	100	18.9	52.6	28.4	87.4	80.1	80.1	N/A	N/A
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Female	80	100	10.1	52.2	37.7	94.2	87.2	87	N/A	N/A
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Racial/Ethnic Group										
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White	140	100	12.6	52.8	34.6	91.3	88.5	89.6	Yes	Yes
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African American	36	100	27.3	51.5	21.2	84.8	74.8	74.6	I/S	I/S
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.4	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
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Disability Status										
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Disabled	20	100	27.8	66.7	5.6	94.4	62.7	51.7	I/S	I/S
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Migrant Status										
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Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
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English Proficiency										
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Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77	79	I/S	I/S
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Socio-Economic Status										
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Subsidized meals	138	100	15.3	58.1	26.6	89.5	80.3	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	180	100	22.6	49.4	28	90.2	80.2	80.4	Yes	Yes
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Gender										
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Male	100	100	25.3	50.5	24.2	86.3	78.4	78.4	N/A	N/A
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Female	80	100	18.8	47.8	33.3	95.7	82.2	82.5	N/A	N/A
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Racial/Ethnic Group										
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White	140	100	23.6	44.9	31.5	89.8	85.8	87.8	Yes	Yes
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African American	36	100	21.2	63.6	15.2	90.9	71.1	69.3	I/S	I/S
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	70.8	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
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Disability Status										
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Disabled	20	100	38.9	44.4	16.7	83.3	52.2	46.1	I/S	I/S
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Migrant Status										
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Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
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English Proficiency										
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Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	71.1	78.9	I/S	I/S
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Socio-Economic Status										
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Subsidized meals	138	100	23.4	51.6	25	89.5	76.1	72.8	Yes	Yes
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* 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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	115	99.1	28.8	53.8	17.3	71.2	63.9	67.3
Gender								
Male	63	100	28.8	54.2	16.9	71.2	63.4	66.9
Female	52	98.1	28.9	53.3	17.8	71.1	64.5	67.7
Racial/Ethnic Group								
White	91	98.9	24.4	53.7	22	75.6	74.8	79.6
African American	21	100	N/A	N/A	N/A	52.6	43.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	50.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	14	100	25	66.7	8.3	75	43.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	51.9	58.6
Socio-Economic Status								
Subsidized meals	90	98.9	28.8	60	11.3	71.3	57.1	55.4

Social Studies

All Students	111	99.1	17.8	63.4	18.8	82.2	65.8	70.9
Gender								
Male	63	100	18.3	58.3	23.3	81.7	65.7	70.1
Female	48	97.9	17.1	70.7	12.2	82.9	66	71.7
Racial/Ethnic Group								
White	85	98.8	18.4	60.5	21.1	81.6	72.7	79.2
African American	24	100	17.4	73.9	8.7	82.6	53.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	56.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	14	100	15.4	69.2	15.4	84.6	42.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.1	68
Socio-Economic Status								
Subsidized meals	86	100	18.2	70.1	11.7	81.8	60.8	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	183	100	28.4	46.7	24.9	71.6	71.7	72.1	95.3	95.5
Gender										
Male	102	100	35.7	44.9	19.4	64.3	64.7	65.2	95.3	95.3
Female	81	100	18.3	49.3	32.4	81.7	79.3	79.2	95.3	95.6
Racial/Ethnic Group										
White	142	100	27.5	45	27.5	72.5	78.2	80.8	95	95.2
African American	36	100	30.3	51.5	18.2	69.7	60.8	59.7	96.3	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.4	64.6	93	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	87.8
Disability Status										
Disabled	21	100	42.9	42.9	14.3	57.1	35.8	27.7	95.4	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	91.5
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61	63.7	86.8	97.3
Socio-Economic Status										
Subsidized meals	142	100	31	48.1	20.9	69	66.2	61.9	94.9	95.1

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
English/Language Arts							
2009	3	44	100	20.9	27.9	51.2	79.1
	4	47	100	16.3	46.5	37.2	83.7
	5	41	100	10.8	51.4	37.8	89.2
	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
2010	3	44	100	10.5	42.1	47.4	89.5
	4	46	100	7.3	61	31.7	92.7
	5	46	100	13.3	55.6	31.1	86.7
	6	44	100	30	50	20	70
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	44	100	27.9	37.2	34.9	72.1
	4	47	100	16.3	62.8	20.9	83.7
	5	41	100	18.9	64.9	16.2	81.1
	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
2010	3	44	100	23.7	50	26.3	76.3
	4	46	100	24.4	43.9	31.7	75.6
	5	46	100	15.6	51.1	33.3	84.4
	6	44	100	27.5	52.5	20	72.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	23	100	18.2	59.1	22.7	81.8
	4	47	100	16.3	69.8	14	83.7
	5	20	100	22.2	55.6	22.2	77.8
	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
2010	3	23	100	38.1	38.1	23.8	61.9
	4	46	100	24.4	61	14.6	75.6
	5	23	100	13.6	59.1	27.3	86.4
	6	23	95.7	45	50	5	55
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
Social Studies							
2009	3	21	100	38.1	28.6	33.3	61.9
	4	47	100	7	81.4	11.6	93
	5	21	100	36.8	42.1	21.1	63.2
	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
2010	3	21	95.2	23.5	47.1	29.4	76.5
	4	46	100	9.8	73.2	17.1	90.2
	5	23	100	39.1	47.8	13	60.9
	6	21	100	5	75	20	95
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	43	100	27.9	34.9	37.2	72.1
	4	46	100	18.2	50	31.8	81.8
	5	41	100	21.1	50	28.9	78.9
	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
2010	3	45	100	37.5	37.5	25	62.5
	4	46	100	17.1	51.2	31.7	82.9
	5	47	100	15.2	60.9	23.9	84.8
	6	45	100	45.2	35.7	19	54.8
	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

Abbreviations for Missing Data

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