

WEBBER ELEMENTARY

140 Webber School

Eastover, South Carolina

Grades	PK-5 Elementary School	
Enrollment	333 Students	
Principal	Dorothy G. Ham	803-353-8771
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

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	At-Risk	Below Average
2007	At-Risk	Below Average
2006	Below Average	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 2009-10 whose 2008-09 test scores were located

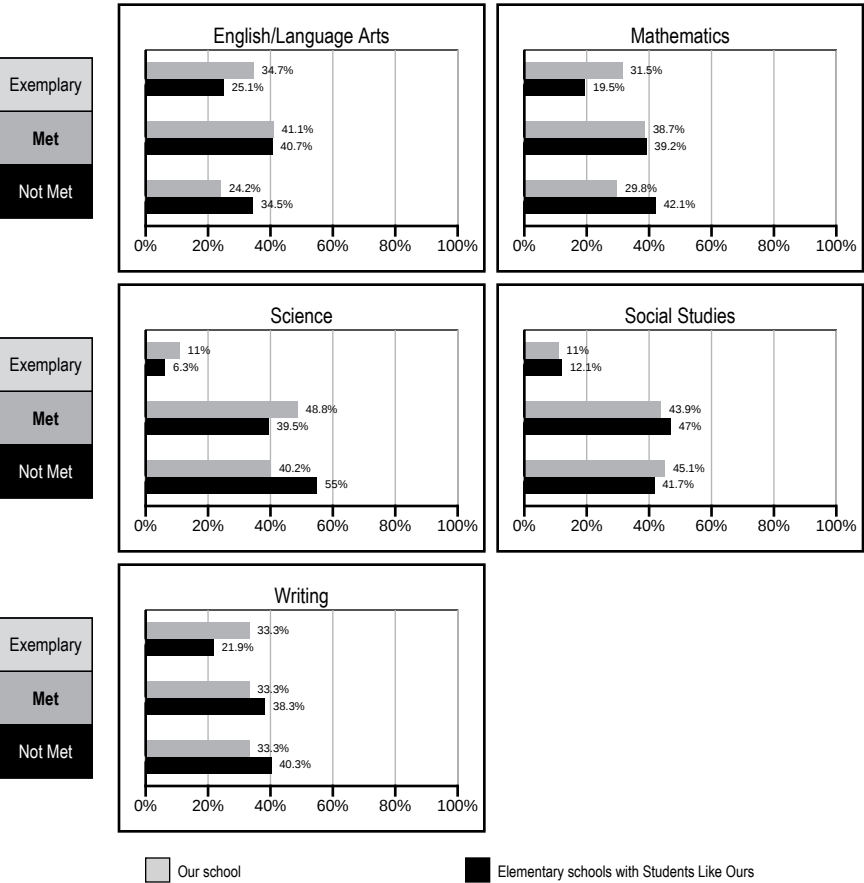
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	86	58	23

* 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=333)				
First graders who attended full-day kindergarten	81.3%	Down from 100.0%	100.0%	100.0%
Retention rate	0.7%	Down from 1.0%	1.5%	1.2%
Attendance rate	96.1%	Down from 97.1%	95.9%	96.1%
Eligible for gifted and talented	3.9%	Down from 4.7%	4.6%	11.7%
With disabilities other than speech	6.9%	Down from 9.6%	8.4%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	57.1%	Up from 51.9%	60.0%	60.5%
Continuing contract teachers	57.1%	Up from 48.1%	79.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.6%	Up from 78.2%	83.5%	87.0%
Teacher attendance rate	97.8%	Up from 96.2%	95.4%	95.4%
Average teacher salary*	\$46,386	Up 0.1%	\$45,509	\$47,288
Professional development days/teacher	7.0 days	Up from 5.3 days	10.6 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 16.7 to 1	17.2 to 1	19.2 to 1
Prime instructional time	93.7%	Up from 92.9%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,598	Up 2.5%	\$8,670	\$7,548
Percent of expenditures for instruction**	73.3%	Down from 76.4%	68.1%	68.7%
Percent of expenditures for teacher salaries**	63.1%	Down from 63.7%	62.4%	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

Webber Elementary became a Palmetto Gold AND a Palmetto Silver Award-winning Red Carpet School during the 2009-2010 school year. What an exciting accomplishment for this beautiful rural community school.

The school met AYP and our instructional goals. We closed the achievement gap for ALL of our male students, and as a result of that effort, the boys outscored the girls in 3 of the 4 areas tested last year. Bitter sweet, to say the least. Our challenge now is to close the gender gap at our school with the girls rising to meet the improvement gains of the boys.

Our school's improvement index, moved from Below Average to an astounding EXCELLENT growth rating, earning the school its first GOLD award and acquiring the 3rd highest growth rate in the district. Our absolute rating also improved from At-risk up two levels to Average, which also earned the school a Silver Award last year as well. To round out the year, Webber earned two EXEMPLARY PROGRAM AWARDS from the SC Department of Education this year for our After School/Summer School program's diverse enrichment/cultural activities and our superior staff.

By no means are we at rest. Celebrate? Staff, students, and parents...we all did. However, we are moving even more deliberately to better prepare students by increasing our focus in Literacy across grade levels, continuing to monitor the Success Maker Lab progress reports for students in grades 2-5, and insisting that our MAP scores and other data sources serve as the primary tools for planning instruction and monitoring student progress more frequently throughout the year.

Student recognitions for meeting their MAP, Reading Challenge, Success Maker, Honor Roll as well as behavioral goals were elevated. It is critical that we continue to improve on this factor to further reinforce the enthusiasm of the students for being accountable for their own learning.

The review of our data showed an increase in student, teacher, and parent conference attendance. There was an increase in instructional time, character education programs, and overall parent participation as well. Still, we are fully aware of the constant need to nurture and build upon this commitment in order to sustain a quality education for all of our children.

And finally, while usually ending our report to the community with a challenge, we must take this opportunity to extend a huge THANK YOU to our parents, our beautiful children, our ever-supportive business partners, our churches, our community, and our Mayor for supporting the work of our district, our faculty, staff, and students at Webber Elementary School.

What a great year!

Dorothy G. Ham, Principal

Yvonne Hall, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	41	34
Percent satisfied with learning environment	78.6%	92.7%	88.2%
Percent satisfied with social and physical environment	89.3%	95.1%	88.2%
Percent satisfied with school-home relations	82.1%	95.1%	87.9%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

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

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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	134	100	24.2	41.1	34.7	84.7	78.2	83.5	Yes	Yes
Gender										
Male	66	100	22.2	39.7	38.1	90.5	74.7	80.1	N/A	N/A
Female	68	100	26.2	42.6	31.1	78.7	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	13	100	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	119	100	24.6	40.4	35.1	84.2	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	33	100	45.2	38.7	16.1	67.7	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	123	100	25.2	41.7	33	83.5	73.1	76.9	Yes	Yes

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

All Students	134	100	29.8	38.7	31.5	83.1	72	80.4	Yes	Yes
Gender										
Male	66	100	22.2	46	31.7	90.5	70.3	78.4	N/A	N/A
Female	68	100	37.7	31.1	31.1	75.4	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	13	100	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	119	100	30.7	38.6	30.7	82.5	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	33	100	54.8	29	16.1	58.1	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	123	100	30.4	39.1	30.4	82.6	65.9	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
Science								
All Students	90	100	40.2	48.8	11	59.8	56.5	67.3
Gender								
Male	49	100	25.5	61.7	12.8	74.5	56.1	66.9
Female	41	100	60	31.4	8.6	40	56.8	67.7
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	78	100	41.9	48.6	9.5	58.1	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	20	100	N/A	N/A	N/A	38.9	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.7	58.6
Socio-Economic Status								
Subsidized meals	82	100	40.8	47.4	11.8	59.2	46.5	55.4

Social Studies

All Students	88	100	45.1	43.9	11	54.9	64	70.9
Gender								
Male	40	100	33.3	51.3	15.4	66.7	61.9	70.1
Female	48	100	55.8	37.2	7	44.2	66.1	71.7
Racial/Ethnic Group								
White	9	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	79	100	46.1	42.1	11.8	53.9	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	23	100	72.7	22.7	4.5	27.3	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	81	100	46.7	42.7	10.7	53.3	56.5	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	133	100	33.3	33.3	33.3	66.7	63.4	72.1	96.1	95.9
Gender										
Male	68	100	29.2	38.5	32.3	70.8	56.3	65.2	95.7	95.7
Female	65	100	37.7	27.9	34.4	62.3	70.4	79.2	96.5	96.1
Racial/Ethnic Group										
White	15	100	27.3	36.4	36.4	72.7	86.2	80.8	93.4	96
African American	117	100	34.2	33.3	32.5	65.8	57.3	59.7	96.4	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	94.4	96.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.9	64.6	96.2	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	35	100	60.6	30.3	9.1	39.4	21.1	27.7	95.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.7	63.7	96	96.3
Socio-Economic Status										
Subsidized meals	123	100	34.5	33.6	31.9	65.5	55.2	61.9	96.2	95.7

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	49	100	37.5	27.5	35	62.5
	4	46	100	41.9	39.5	18.6	58.1
	5	47	100	17.1	56.1	26.8	82.9
	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	44	100	22	29.3	48.8	78
	4	44	100	25	50	25	75
	5	46	100	25.6	44.2	30.2	74.4
	6	0	N/A	N/A	N/A	N/A	N/A
	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	49	100	57.5	40	2.5	42.5
	4	46	100	18.6	65.1	16.3	81.4
	5	47	100	34.1	39	26.8	65.9
	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	44	100	39	24.4	36.6	61
	4	44	100	20	52.5	27.5	80
	5	46	100	30.2	39.5	30.2	69.8
	6	0	N/A	N/A	N/A	N/A	N/A
	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	26	100	N/AV	N/AV	N/AV	36.4
	4	46	100	N/AV	N/AV	N/AV	62.8
	5	24	100	35	60	5	65
	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	76.2	9.5	14.3	23.8
	4	44	100	37.5	60	2.5	62.5
	5	23	100	9.5	66.7	23.8	90.5
	6	0	N/A	N/A	N/A	N/A	N/A
	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
Social Studies							
2009	3	23	100	72.2	22.2	5.6	27.8
	4	46	100	30.2	67.4	2.3	69.8
	5	23	100	47.6	33.3	19	52.4
	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	100	50	40	10	50
	4	44	100	27.5	62.5	10	72.5
	5	23	100	72.7	13.6	13.6	27.3
	6	0	N/A	N/A	N/A	N/A	N/A
	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	50	100	35.7	26.2	38.1	64.3
	4	46	100	34.1	40.9	25	65.9
	5	47	100	31	45.2	23.8	69
	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	34.1	26.8	39	65.9
	4	45	100	33.3	42.9	23.8	66.7
	5	44	100	32.6	30.2	37.2	67.4
	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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