



WARRENVILLE ELEMENTARY

569 Howlandville Road
Warrenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	489 Students	
Principal	Brenda Smith	803-663-4270
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Good
2008	Below Average	At-Risk
2007	Average	Below 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

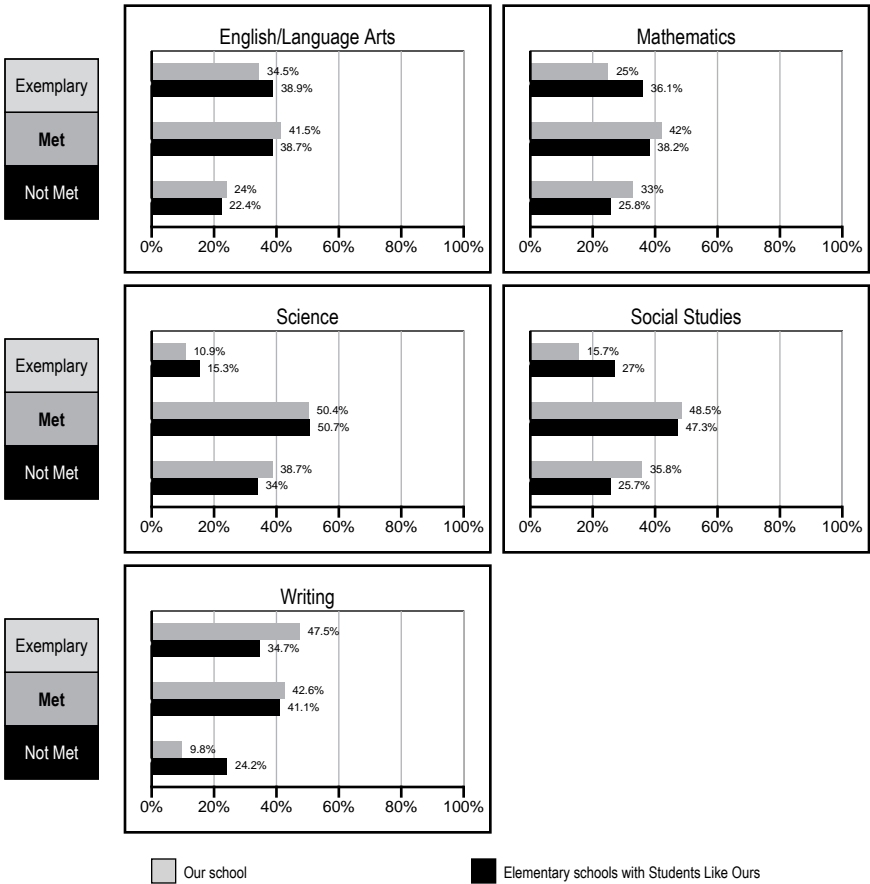
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	33	77	5	0

* Ratings are calculated with data available by 11/09/2011.

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=489)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 2.7%	1.0%	1.1%
Attendance rate	96.1%	Up from 95.6%	96.0%	96.2%
Served by gifted and talented program	11.9%	Up from 9.0%	12.8%	13.4%
With disabilities other than speech	5.2%	Down from 9.7%	4.8%	4.1%
Older than usual for grade	1.0%	Down from 1.6%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	44.8%	Down from 50.0%	60.3%	62.5%
Continuing contract teachers	89.7%	Up from 89.3%	90.6%	88.2%
Teachers returning from previous year	90.6%	Up from 88.7%	87.9%	87.8%
Teacher attendance rate	93.8%	Up from 91.6%	95.1%	95.2%
Average teacher salary*	\$46,183	Down 2.0%	\$46,621	\$46,773
Professional development days/teacher	11.6 days	Up from 9.8 days	10.9 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	23.0 to 1	Up from 20.4 to 1	19.7 to 1	19.9 to 1
Prime instructional time	87.0%	Up from 85.5%	90.2%	90.4%
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**	\$6,651	Down 5.2%	\$7,336	\$7,447
Percent of expenditures for instruction**	72.1%	Up from 70.6%	67.9%	68.4%
Percent of expenditures for teacher salaries**	67.6%	Up from 67.0%	65.2%	65.8%

* 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

PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

Warrenville Elementary has experienced a successful school year. We were recognized for earning the Palmetto Silver award for student achievement. This award is based on absolute and improvement rating on the 2010 school report card. The school also made Adequate Yearly Progress. Warrenville Elementary is extremely proud of the accomplishments and successes made by our students, faculty and staff. Our school successes are based on our academic programs, data-driven decision-making, good home-school relations, professional development activities, teacher collaboration and teamwork. We accept the challenge to continue to strive for academic excellence and meet the needs of all of our students.

As we emphasize our commitment to support the spirit of our community and provide a quality education for all students, student achievement remains our number one priority. We recognize the importance of an environment that promotes intellectual, emotional, personal, and social growth while preparing our students for success in our changing world.

School-wide best practice academic strategies include the literacy reading model, reading across the curriculum, vertical team planning, interventions and accommodations and awareness of diverse learning styles. Study Island, our computer assisted instructional lab, provides individualized tiered instruction in English/Language Arts and math. School-wide ELA strategies include small group instruction, leveled text usage, Accelerated Reader, and a reading interventionist. Math academic strategies include the use of manipulatives, flexible grouping and accommodations. Science and social studies strategies include the use of inquiry, exploration, research and field studies. Additional support comes through partner teachers and collaboration among grade level teachers.

Reading, math, family and science nights are examples of our monthly educational programs designed to involve and educate parents in the growth and development of their children. We have increased our stakeholder involvement and their understanding of our mission. Our goal is to ensure that each child is prepared academically, socially and emotionally for the 21st century.

Dana Head, School Improvement Council Chair
 Brenda J. Smith, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	60	64
Percent satisfied with learning environment	100.0%	86.4%	91.8%
Percent satisfied with social and physical environment	100.0%	84.5%	84.4%
Percent satisfied with school-home relations	88.9%	86.4%	87.3%

* 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 16 out of 17 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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	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

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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 = 79.4% (Met or Exemplary)

All Students	216	99.5	24	40.7	35.3	88.2	82.9	82.4	Yes	Yes
Gender										
Male	123	100	21.6	45.7	32.8	86.2	79.3	78.7	N/A	N/A
Female	93	98.9	27.3	34.1	38.6	90.9	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	124	100	17.8	39	43.2	89	87.5	88.9	Yes	Yes
African American	67	98.5	38.7	45.2	16.1	85.5	75.5	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	93	I/S	I/S
Hispanic	22	100	14.3	42.9	42.9	95.2	81.2	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	95.7	83	I/S	I/S
Disability Status										
Disabled	31	96.8	60.7	28.6	10.7	60.7	43.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	15.8	42.1	42.1	94.7	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	144	99.3	29.6	40.7	29.6	86.7	76.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	216	100	32.7	42.9	24.4	80.5	80.6	81.9	Yes	Yes
Gender										
Male	123	100	29.3	46.6	24.1	83.6	79	79.9	N/A	N/A
Female	93	100	37.1	38.2	24.7	76.4	82.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	124	100	23.7	44.1	32.2	86.4	86	88.9	Yes	Yes
African American	67	100	54	38.1	7.9	63.5	71.7	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	94.6	I/S	I/S
Hispanic	22	100	14.3	52.4	33.3	95.2	78.5	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.5	84.4	I/S	I/S
Disability Status										
Disabled	31	100	N/AV	N/AV	N/AV	41.4	41.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	15.8	52.6	31.6	94.7	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	144	100	38.2	41.9	19.9	75.7	73.6	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	147	100	37.9	50	12.1	62.1	64.8	68.6
Gender								
Male	83	100	34.6	53.8	11.5	65.4	65.1	68.3
Female	64	100	41.9	45.2	12.9	58.1	64.4	68.9
Racial/Ethnic Group								
White	82	100	27.8	54.4	17.7	72.2	74.3	80.7
African American	49	100	N/AV	N/AV	N/AV	41.3	49.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	85.3
Hispanic	14	100	23.1	61.5	15.4	76.9	59.8	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	70.8
Disability Status								
Disabled	21	100	68.4	21.1	10.5	31.6	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	12	100	25	66.7	8.3	75	58.9	60.7
Socio-Economic Status								
Subsidized meals	100	100	46.9	43.8	9.4	53.1	53.6	57.3
Social Studies								
All Students	146	100	35.8	48.9	15.3	64.2	66.7	72.5
Gender								
Male	86	100	35.8	48.1	16	64.2	67.1	72
Female	60	100	35.7	50	14.3	64.3	66.2	73.1
Racial/Ethnic Group								
White	79	100	34.7	40	25.3	65.3	72.6	81
African American	48	100	43.2	52.3	4.5	56.8	56.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	89
Hispanic	17	100	N/AV	N/AV	N/AV	75	67	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.4	73.5
Disability Status								
Disabled	20	100	72.2	22.2	5.6	27.8	30.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	15	100	N/AV	N/AV	N/AV	73.3	64.6	69.7
Socio-Economic Status								
Subsidized meals	93	100	41.9	45.3	12.8	58.1	57.8	62.9

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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	66	97	9.8	42.6	47.5	90.2	76.1	73.2	96.1	95.9
Gender										
Male	35	94.3	6.3	43.8	50	93.8	71.4	67.2	96	95.9
Female	31	100	13.8	41.4	44.8	86.2	81	79.4	96.4	96
Racial/Ethnic Group										
White	42	95.2	8.1	48.6	43.2	91.9	82.3	81.5	96	95.8
African American	17	100	11.8	35.3	52.9	88.2	66.3	61.3	95.9	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.6	87	N/A	96.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.9	66.7	97.3	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	72.2	98.5	95.6
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	24.3	26	94.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	68.6	65.7	97.3	96.4
Socio-Economic Status										
Subsidized meals	45	97.8	14.3	40.5	45.2	85.7	66.2	63.2	95.7	95.4

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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							
2010	3	78	97.4	20	27.1	52.9	80
	4	67	100	19.7	41	39.3	80.3
	5	55	100	40.8	40.8	18.4	59.2
	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
2011	3	72	100	25	36.8	38.2	75
	4	77	98.7	25.4	49.3	25.4	74.6
	5	65	100	20.6	36.5	42.9	79.4
	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
Mathematics							
2010	3	78	100	41.4	41.4	17.1	58.6
	4	67	100	26.2	42.6	31.1	73.8
	5	55	100	49	34.7	16.3	51
	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
2011	3	72	100	36.8	36.8	26.5	63.2
	4	77	100	36.1	52.8	11.1	63.9
	5	65	100	25.4	36.5	38.1	74.6
	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
Science							
2010	3	39	100	58.3	30.6	11.1	41.7
	4	67	100	27.9	49.2	23	72.1
	5	28	100	N/A	N/A	N/A	45.8
	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
2011	3	36	100	51.4	34.3	14.3	48.6
	4	77	100	29.2	59.7	11.1	70.8
	5	33	100	43.8	43.8	12.5	56.3
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	39	100	32.4	38.2	29.4	67.6
	4	67	100	27.9	49.2	23	72.1
	5	27	96.3	58.3	25	16.7	41.7
	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
2011	3	36	100	33.3	33.3	33.3	66.7
	4	77	100	40.3	55.6	4.2	59.7
	5	32	100	29	48.4	22.6	71
	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							
2010	3	77	97.4	39.1	29	31.9	60.9
	4	66	97	33.3	36.7	30	66.7
	5	54	98.2	32.7	28.6	38.8	67.3
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	66	97	9.8	42.6	47.5	90.2
	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

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