

## WHITEHALL ELEMENTARY

702 Whitehall Road  
Anderson, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	482 Students	
<b>Principal</b>	Kevin Snow	864-260-5255
<b>Superintendent</b>	Betty T Bagley	864-260-5000
<b>Board Chair</b>	Mr. Al Norris Jr.	864-260-5042

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Good</b>
2010	Good	Excellent
2009	Average	Average
2008	Average	Below Average
2007	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 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

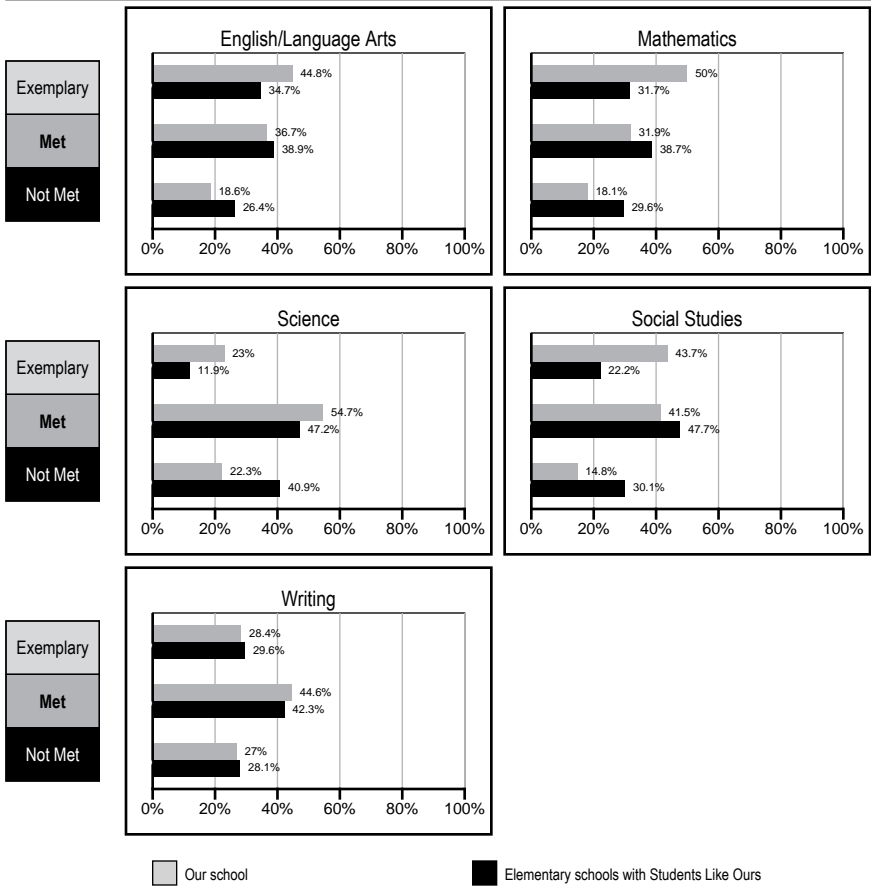
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	16	92	12	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
<b>Students (n=482)</b>				
First graders who attended full-day kindergarten	97.5%	Down from 100.0%	100.0%	100.0%
Retention rate	3.0%	Up from 2.6%	1.3%	1.1%
Attendance rate	96.6%	Down from 99.9%	95.8%	96.2%
Served by gifted and talented program	21.6%	Up from 20.8%	11.0%	13.4%
With disabilities other than speech	3.0%	Down from 7.9%	4.8%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	36.7%	Down from 41.7%	59.7%	62.5%
Continuing contract teachers	83.3%	Down from 86.1%	88.2%	88.2%
Teachers returning from previous year	76.8%	Down from 83.6%	87.4%	87.8%
Teacher attendance rate	93.8%	Up from 93.4%	94.9%	95.2%
Average teacher salary*	\$41,936	Down 5.1%	\$46,452	\$46,773
Professional development days/teacher	7.4 days	Down from 8.3 days	11.2 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 19.2 to 1	19.5 to 1	19.9 to 1
Prime instructional time	89.9%	Down from 92.9%	89.7%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,468	Down 12.2%	\$7,476	\$7,447
Percent of expenditures for instruction**	66.2%	Down from 69.0%	67.3%	68.4%
Percent of expenditures for teacher salaries**	65.5%	Down from 67.5%	64.2%	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

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 2010-2011 year, Whitehall Elementary served 472 students in kindergarten through fifth grade. Two 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 PASS, 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.

The 2010-11 school year was Whitehall's first year as a Title 1 school. Meeting the criteria to become a Title 1 school qualified Whitehall for much needed funding for support staff, instructional materials, technology, and programs not available to non-Title schools. These resources were used wisely to support the needs of students and to increase student achievement.

On the 2010 Annual School Report Card issued by the State Department of Education, Whitehall made great strides. Its "Absolute Rating" moved from "Average" in 2009 to "Good" in 2010. Its "Growth Rating" moved from "Average" up two levels to "Excellent" in 2010! This was quite an accomplishment! Whitehall also made AYP, as measured by the Federal Government's "No Child Left Behind" law! Whitehall has much of which to be proud! Staff dedication and sustained effort have produced results. The faculty and staff of Whitehall remain committed to its mission of developing responsible, knowledgeable, and ethical students by providing challenging learning opportunities.

This year, Whitehall students participated in an Artist-in-Residency program that focused on developing the creativity of students. Student art was placed on display at the Anderson County Arts Center. Students also participated in a number of service learning activities to give back to the community. 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 accomplishments.

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

Kevin Snow, Principal

Mohan Gurung, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	73	67
Percent satisfied with learning environment	93.8%	75.3%	89.2%
Percent satisfied with social and physical environment	93.8%	78.9%	90.8%
Percent satisfied with school-home relations	75.0%	84.7%	77.3%

\* 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	232	99.1	17.8	37	45.2	92.3	85.7	82.4	Yes	Yes
<b>Gender</b>										
Male	120	98.3	19.6	36.4	43.9	90.7	82.5	78.7	N/A	N/A
Female	112	100	15.8	37.6	46.5	94.1	89	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	95	100	8	28.7	63.2	96.6	91	88.9	Yes	Yes
African American	104	99	26.9	46.2	26.9	90.3	77.4	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	27	96.3	22.7	40.9	36.4	81.8	86.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	27	96.3	52.4	28.6	19	76.2	51.3	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	96.4	25	33.3	41.7	83.3	85	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	174	98.9	22.7	39.6	37.7	89.6	78.8	75.4	Yes	Yes

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

All Students	232	99.6	17.7	32.1	50.2	85.6	85	81.9	Yes	Yes
<b>Gender</b>										
Male	120	99.2	15.7	30.6	53.7	86.1	83.6	79.9	N/A	N/A
Female	112	100	19.8	33.7	46.5	85.1	86.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	95	100	6.9	23	70.1	96.6	90.6	88.9	Yes	Yes
African American	104	100	27.7	43.6	28.7	76.6	75.7	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.7	94.6	I/S	I/S
Hispanic	27	96.3	22.7	27.3	50	77.3	91.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	54.5	36.4	9.1	50	49.3	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	96.4	20.8	25	54.2	79.2	91.2	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	174	99.4	21.3	36.1	42.6	81.9	77.7	74.9	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	153	100	22.3	54.7	23	77.7	77.8	68.6
<b>Gender</b>								
Male	78	100	16.9	52.1	31	83.1	77.6	68.3
Female	75	100	27.9	57.4	14.7	72.1	78	68.9
<b>Racial/Ethnic Group</b>								
White	65	100	11.7	55	33.3	88.3	85.8	80.7
African American	68	100	33.9	54.8	11.3	66.1	65.1	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.1	85.3
Hispanic	14	100	27.3	63.6	9.1	72.7	78	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	18	100	N/AV	N/AV	N/AV	46.7	41.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	14	100	25	50	25	75	77.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	116	100	24.8	61.9	13.3	75.2	67.9	57.3
<b>Social Studies</b>								
All Students	158	99.4	14.2	41.8	44	85.8	80.6	72.5
<b>Gender</b>								
Male	85	98.8	14.5	35.5	50	85.5	78.3	72
Female	73	100	13.8	49.2	36.9	86.2	83.1	73.1
<b>Racial/Ethnic Group</b>								
White	58	100	7.5	32.1	60.4	92.5	87.4	81
African American	75	100	17.9	49.3	32.8	82.1	70.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	89
Hispanic	23	95.7	21.1	47.4	31.6	78.9	83.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	19	100	46.7	33.3	20	53.3	46.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	24	95.8	20	40	40	80	85	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	120	99.2	17.9	49.1	33	82.1	71.7	62.9

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	80	98.8	26	45.2	28.8	74	76.3	73.2	96.6	96
<b>Gender</b>										
Male	42	97.6	32.4	45.9	21.6	67.6	70.7	67.2	96.4	95.9
Female	38	100	19.4	44.4	36.1	80.6	81.6	79.4	96.8	96
<b>Racial/Ethnic Group</b>										
White	36	100	8.8	50	41.2	91.2	83.4	81.5	96.2	95.7
African American	33	100	46.7	43.3	10	53.3	65.4	61.3	97	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.3	87	96.6	97.1
Hispanic	9	I/S	I/S	I/S	I/S	I/S	75.4	66.7	96.6	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
<b>Disability Status</b>										
Disabled	13	100	81.8	9.1	9.1	18.2	28.8	26	96.4	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	90.9	I/S	I/S	I/S	I/S	71.6	65.7	96.8	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	59	98.3	34.6	44.2	21.2	65.4	64.9	63.2	96.5	95.4

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>2010</b>	3	78	98.7	17.4	21.7	60.9	82.6
	4	90	92.2	19	44.3	36.7	81
	5	92	100	11.3	53.8	35	88.8
	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
<b>2011</b>	3	71	100	10.9	31.3	57.8	89.1
	4	79	98.7	21.4	37.1	41.4	78.6
	5	82	98.8	20.3	41.9	37.8	79.7
	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
<b>Mathematics</b>							
<b>2010</b>	3	78	100	27.5	31.9	40.6	72.5
	4	90	98.9	19	51.9	29.1	81
	5	92	100	21.3	43.8	35	78.8
	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
<b>2011</b>	3	71	100	20.3	25	54.7	79.7
	4	79	100	14.1	43.7	42.3	85.9
	5	82	98.8	18.9	27	54.1	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
<b>Science</b>							
<b>2010</b>	3	38	100	36.4	42.4	21.2	63.6
	4	90	100	16.5	65.8	17.7	83.5
	5	47	100	17.1	65.9	17.1	82.9
	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
<b>2011</b>	3	34	100	30	33.3	36.7	70
	4	79	100	16.9	66.2	16.9	83.1
	5	40	100	26.3	50	23.7	73.7
	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

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>Social Studies</b>							
<b>2010</b>	3	40	100	19.4	61.1	19.4	80.6
	4	90	100	17.7	57	25.3	82.3
	5	45	100	17.9	51.3	30.8	82.1
	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
<b>2011</b>	3	37	100	5.9	41.2	52.9	94.1
	4	79	100	15.5	42.3	42.3	84.5
	5	42	97.6	19.4	41.7	38.9	80.6
	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
<b>Writing</b>							
<b>2010</b>	3	77	100	31.4	31.4	37.1	68.6
	4	88	100	25	46.3	28.8	75
	5	89	100	20	45	35	80
	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
<b>2011</b>	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	80	98.8	26	45.2	28.8	74
	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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