



WHITESVILLE ELEMENTARY

324 Gaillard Road
Moncks Corner, SC 29461

Grades	PK-5 Elementary School	
Enrollment	735 Students	
Principal	Julia Taylor	843-899-8880
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

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	Good
2009	Average	Average
2008	Below Average	Below Average
2007	Below 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

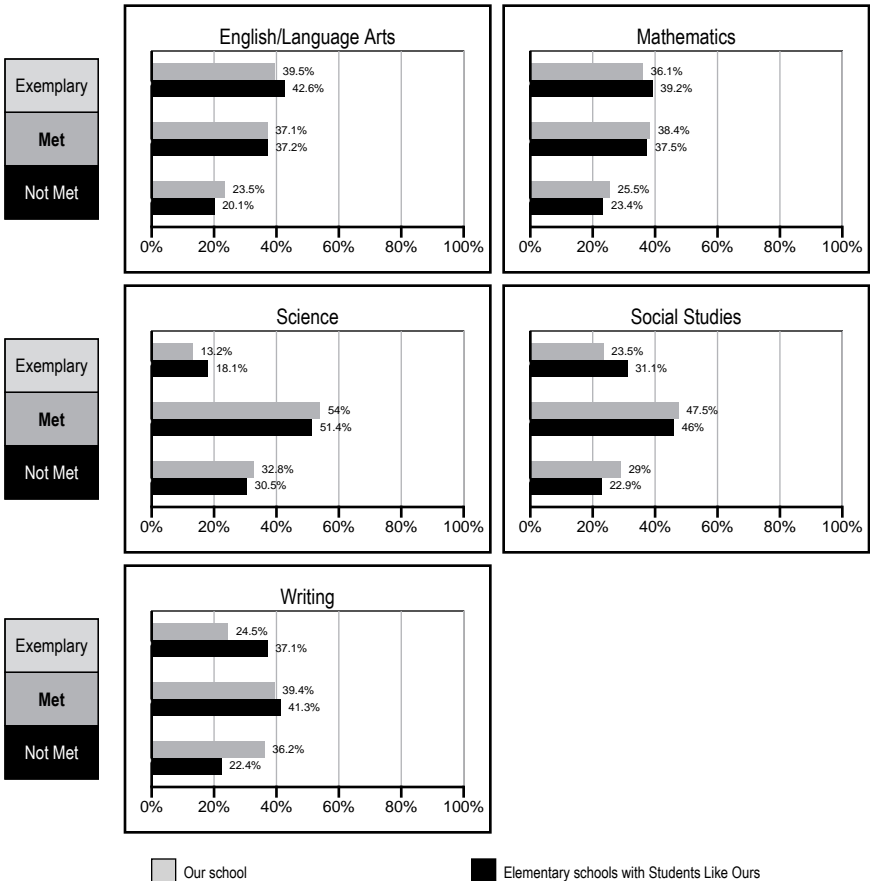
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	34	48	1	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=735)				
First graders who attended full-day kindergarten	87.7%	Down from 96.0%	100.0%	100.0%
Retention rate	1.5%	Down from 2.0%	1.2%	1.1%
Attendance rate	96.1%	Up from 95.9%	96.1%	96.2%
Served by gifted and talented program	10.9%	Up from 10.4%	14.4%	13.4%
With disabilities other than speech	3.2%	Down from 10.9%	4.8%	4.1%
Older than usual for grade	0.8%	Down from 1.1%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	55.3%	Down from 56.8%	60.9%	62.5%
Continuing contract teachers	72.3%	Up from 63.6%	90.0%	88.2%
Teachers returning from previous year	82.1%	Up from 80.8%	88.5%	87.8%
Teacher attendance rate	95.5%	Down from 95.6%	95.2%	95.2%
Average teacher salary*	\$43,067	Down 2.1%	\$46,510	\$46,773
Professional development days/teacher	13.8 days	Up from 13.1 days	10.3 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 21.9 to 1	20.2 to 1	19.9 to 1
Prime instructional time	91.3%	Up from 90.9%	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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,051	Up 13.6%	\$6,992	\$7,447
Percent of expenditures for instruction**	62.5%	Down from 63.7%	68.3%	68.4%
Percent of expenditures for teacher salaries**	58.1%	Down from 60.2%	65.8%	65.8%

* 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

Whitesville Elementary is a Pre-K4 through 5th grade school located in a high growth area between Moncks Corner and Goose Creek. Our population increased 15% over the past year, bringing our enrollment to nearly 800 students.

We are excited about our academic progress. The State Department of Education awarded our school the Silver Palmetto Star for our academic growth. This year we continued many of our more successful programs and interventions for our struggling students. We had an interventionist on staff and 4 computer labs with appropriate software focusing on individual student needs.

This year our faculty focused on community engagement, dedicating over 1,200 hours. Teachers participated in Sonic Night, PTO meetings, SIC meetings, county library lock-ins, and a variety of other similar activities.

Professional Learning Communities continued to be a focus and through collaboration teachers used data to drive instruction. Individual students' needs were met through the implementation of various programs which included an interventionist, computer labs which used software targeting their weaknesses and capitalizing on their strengths, as well as incorporating an instructional coach to help support the teachers in their professional growth.

Students were engaged in a variety of activities outside the classroom. Students in 4th and 5th grade led the daily WES News show. Our special education department participated in the Special Olympics. All of our students had the opportunity to participate in Jump Rope for Heart, raising over \$6,000.

We are extremely pleased with all of our students' and staff's successes and look forward to the 2011-12 school year.

Julia Taylor, Principal
Tara Baker, SIC chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	96	69
Percent satisfied with learning environment	91.7%	78.1%	89.6%
Percent satisfied with social and physical environment	94.4%	83.0%	82.6%
Percent satisfied with school-home relations	94.4%	89.5%	86.8%

* 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 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

R

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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	96.1%	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 = 79.4% (Met or Exemplary)

All Students	341	98.5	23.2	37.2	39.6	83.2	85.3	82.4	Yes	Yes
Gender										
Male	186	98.9	25.7	40.7	33.5	79	81.3	78.7	N/A	N/A
Female	155	98.1	19.8	32.8	47.3	88.5	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	181	100	19	34.4	46.6	87.7	89	88.9	Yes	Yes
African American	131	96.2	31.3	42.9	25.9	75	78.6	72.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	18	100	20	26.7	53.3	86.7	85	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
Disability Status										
Disabled	63	93.7	64.8	20.4	14.8	46.3	54.4	48.1	No	Yes
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	16	100	25	16.7	58.3	83.3	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	97.7	28.6	39.7	31.7	78.3	80.4	75.4	Yes	Yes

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

All Students	341	99.7	26.8	38.1	35.1	83.1	84.4	81.9	Yes	Yes
Gender										
Male	186	100	27.2	38.5	34.3	82.8	82.7	79.9	N/A	N/A
Female	155	99.4	26.3	37.6	36.1	83.5	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	181	100	20.2	37.4	42.3	87.7	88.6	88.9	Yes	Yes
African American	131	99.2	37.1	39.7	23.3	75.9	77.1	71.4	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.2	94.6	I/S	I/S
Hispanic	18	100	26.7	33.3	40	80	83.3	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
Disability Status										
Disabled	63	100	65.5	24.1	10.3	41.4	53	47.3	No	Yes
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	16	100	25	25	50	75	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	99.5	33.2	38.9	28	78.2	79.5	74.9	No	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	223	100	33.5	53.1	13.4	66.5	70.9	68.6
Gender								
Male	121	100	32.7	53.6	13.6	67.3	70.4	68.3
Female	102	100	34.5	52.4	13.1	65.5	71.4	68.9
Racial/Ethnic Group								
White	124	100	21.1	61.5	17.4	78.9	79.9	80.7
African American	80	100	50	45.7	4.3	50	56.5	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	64.3	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	67.4	70.8
Disability Status								
Disabled	36	100	68.8	21.9	9.4	31.3	39.6	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	8	I/S	I/S	I/S	I/S	I/S	65.3	60.7
Socio-Economic Status								
Subsidized meals	144	100	44	44.8	11.2	56	61.8	57.3
Social Studies								
All Students	225	99.1	29.4	47.5	23	70.6	75.7	72.5
Gender								
Male	120	100	28.2	48.2	23.6	71.8	74.3	72
Female	105	98.1	30.9	46.8	22.3	69.1	77.1	73.1
Racial/Ethnic Group								
White	113	100	23.8	45.7	30.5	76.2	81.1	81
African American	93	97.9	36.6	52.4	11	63.4	66.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.7	89
Hispanic	13	100	41.7	33.3	25	58.3	73.2	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.5	73.5
Disability Status								
Disabled	40	97.5	75.7	13.5	10.8	24.3	43.5	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	12	100	I/S	I/S	I/S	I/S	73.4	69.7
Socio-Economic Status								
Subsidized meals	149	99.3	35.3	50	14.7	64.7	68.4	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
Writing										
All Students	111	95.5	36.2	39.4	24.5	63.8	73.5	73.2	96.1	96.3
Gender										
Male	63	95.2	40	40	20	60	66.8	67.2	95.8	96.3
Female	48	95.8	30.8	38.5	30.8	69.2	80.6	79.4	96.4	96.3
Racial/Ethnic Group										
White	50	96	29.5	40.9	29.5	70.5	78.5	81.5	95.8	95.9
African American	51	96.1	47.7	36.4	15.9	52.3	64.8	61.3	96.5	96.9
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	87	87	97.8	97.1
Hispanic	8	I/S	I/S	I/S	I/S	I/S	72.1	66.7	96.4	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.7	72.2	96.5	95.5
Disability Status										
Disabled	23	82.6	N/AV	N/AV	N/AV	17.6	27.7	26	94.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69	65.7	97.7	97
Socio-Economic Status										
Subsidized meals	65	95.4	47.3	34.5	18.2	52.7	65.4	63.2	96	96

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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	94	100	11.1	26.7	62.2	88.9
	4	108	100	33	45.7	21.3	67
	5	103	100	18.7	39.6	41.8	81.3
	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
2011	3	120	96.7	19.8	25.5	54.7	80.2
	4	107	100	22.9	40.6	36.5	77.1
	5	113	99.1	27.4	47.4	25.3	72.6
	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
Mathematics							
2010	3	94	100	22.2	33.3	44.4	77.8
	4	108	100	30.9	42.6	26.6	69.1
	5	103	100	25.3	49.5	25.3	74.7
	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	120	100	31.8	30.9	37.3	68.2
	4	107	100	24	39.6	36.5	76
	5	113	99.1	24.2	44.2	31.6	75.8
	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
Science							
2010	3	46	100	46.7	37.8	15.6	53.3
	4	108	100	44.7	51.1	4.3	55.3
	5	52	100	28.9	60	11.1	71.1
	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
2011	3	59	100	38.9	38.9	22.2	61.1
	4	107	100	30.2	57.3	12.5	69.8
	5	57	100	34.1	61.4	4.5	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

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							
2010	3	48	97.9	36.4	38.6	25	63.6
	4	108	100	44.7	48.9	6.4	55.3
	5	51	100	58.7	28.3	13	41.3
	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
2011	3	62	98.4	24.6	57.9	17.5	75.4
	4	107	100	30.2	45.8	24	69.8
	5	55	100	33.3	39.2	27.5	66.7
	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
Writing							
2010	3	95	97.9	37.8	28.9	33.3	62.2
	4	106	98.1	44.1	32.3	23.7	55.9
	5	102	98	30.3	33.7	36	69.7
	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
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	111	95.5	36.2	39.4	24.5	63.8
	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

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