



## WEST HARTSVILLE ELEMENTARY

214 Clyde Road  
Hartsville, South Carolina

<b>Grades</b>	4-5 Elementary School	
<b>Enrollment</b>	209 Students	
<b>Principal</b>	Kay S. Howell	843-857-3270
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Charles Govan	843-332-2288

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

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

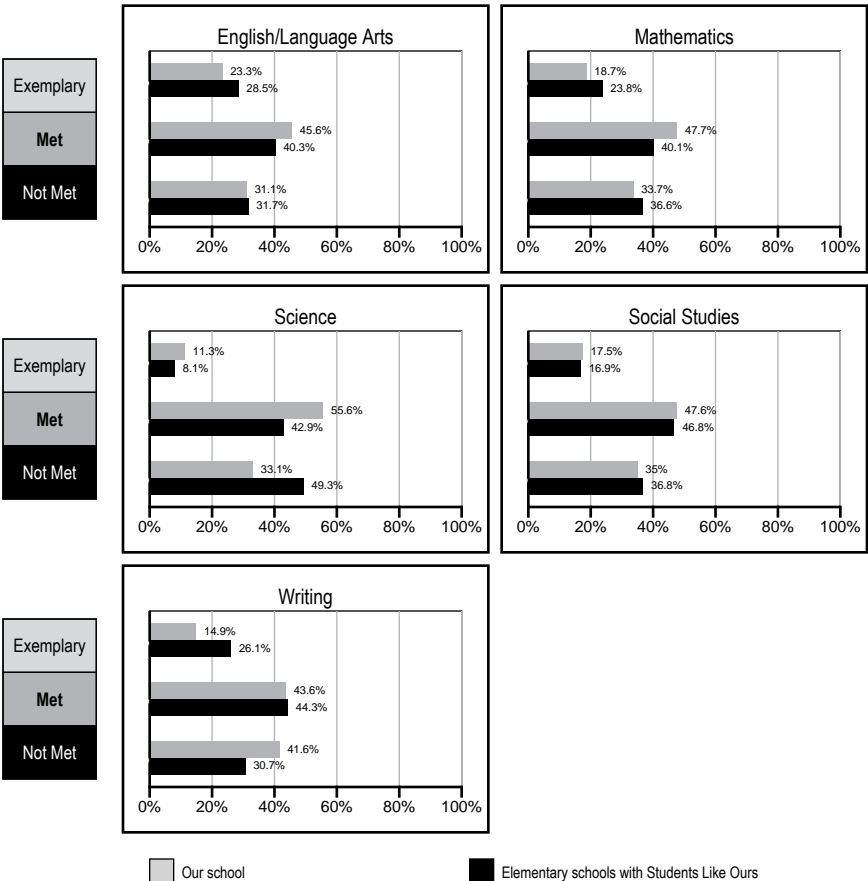
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	7	110	44	15

\* 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=209)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	96.5%	Up from 96.4%	95.9%	96.2%
Served by gifted and talented program	1.5%	Down from 3.6%	6.4%	13.4%
With disabilities other than speech	8.5%	Down from 8.8%	4.4%	4.1%
Older than usual for grade	0.0%	Down from 1.1%	0.5%	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=13)</b>				
Teachers with advanced degrees	69.2%	Up from 50.0%	61.2%	62.5%
Continuing contract teachers	92.3%	Down from 100.0%	83.3%	88.2%
Teachers returning from previous year	78.8%	Up from 74.8%	85.4%	87.8%
Teacher attendance rate	96.4%	Up from 96.3%	95.2%	95.2%
Average teacher salary*	\$46,474	Up 4.3%	\$45,319	\$46,773
Professional development days/teacher	12.9 days	Up from 12.0 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	9.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	26.1 to 1	Down from 26.9 to 1	18.2 to 1	19.9 to 1
Prime instructional time	91.5%	Down from 91.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.2%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,216	Down 28.9%	\$8,021	\$7,447
Percent of expenditures for instruction**	50.2%	Down from 57.0%	67.8%	68.4%
Percent of expenditures for teacher salaries**	48.0%	Down from 54.7%	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

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

What an exciting year for West Hartsville Elementary School. The 2010-11 school year began with a very involved School Improvement Council, who played an active role in the success of our school. The culture of our school has been enhanced through student academic success as well as great parent involvement and teacher growth. The weaving of all these threads have created a school climate that supports academic success for all children. Our school business partners have been instrumental in supporting the students and staff in various ways. A partnership with Sonoco, Coker College, The Governor's School and Hartsville High School called P.U.L.S.E. has provided a connection with Yale University and West Hartsville to create a more child centered school through the use of the six pathways of developmental focus. Kelletown Church, has supported our school this year from the after school, Good News Program, to treats for students and staff, and volunteers and mentors for students, they have provided support for our students.

Student achievement has increased as evidenced by the benchmark tests given in math and reading and our 2011 PASS scores. Several of our fifth grade students had poetry published in a magazine and the after school Spanish Club treated students to a new language and cultural experience. The Junior BETA Club held a food drive for the needy as well as raising money for the Darlington County Humane Society and Pennies For Patients. Honors and awards were presented every nine weeks and students were rewarded for achievement with a dance, water fun day and pizza and ice cream parties.

Two of our staff members completed an advanced degree in reading and Ashley Gedris Taylor, a fifth grade teacher at our school, was selected as the Darlington County Teacher of the Year for 2010-2011. These are some of the reasons we say "West is Best." Elbony Jackson and Kay Howell

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	94	36
Percent satisfied with learning environment	86.7%	74.2%	88.6%
Percent satisfied with social and physical environment	66.7%	84.9%	85.3%
Percent satisfied with school-home relations	46.7%	86.0%	85.3%

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

## Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	205	100	31.1	45.6	23.3	78.2	77.6	82.4	Yes	Yes
<b>Gender</b>										
Male	111	100	39.8	40.8	19.4	72.8	73.7	78.7	N/A	N/A
Female	94	100	21.1	51.1	27.8	84.4	81.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	63	100	12.1	44.8	43.1	91.4	86.6	88.9	Yes	Yes
African American	134	100	38.3	46.9	14.8	74.2	70.9	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.7	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	24	100	60.9	30.4	8.7	52.2	47.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	175	100	33.5	47.6	18.9	76.2	72.5	75.4	Yes	Yes

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

All Students	205	100	33.7	47.7	18.7	79.3	80.5	81.9	Yes	Yes
<b>Gender</b>										
Male	111	100	35.9	46.6	17.5	76.7	78.6	79.9	N/A	N/A
Female	94	100	31.1	48.9	20	82.2	82.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	63	100	15.5	48.3	36.2	96.6	88	88.9	Yes	Yes
African American	134	100	41.4	47.7	10.9	72.7	74.8	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	86.3	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	24	100	65.2	30.4	4.3	60.9	51.2	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	86.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	175	100	35.4	50.6	14	78	76.4	74.9	No	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	150	100	33.1	55.6	11.3	66.9	66.2	68.6
<b>Gender</b>								
Male	83	100	28.6	57.1	14.3	71.4	67.3	68.3
Female	67	100	38.5	53.8	7.7	61.5	65	68.9
<b>Racial/Ethnic Group</b>								
White	43	100	10.3	69.2	20.5	89.7	81.3	80.7
African American	102	100	42.9	50	7.1	57.1	55	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	62.7	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	20	100	N/AV	N/AV	N/AV	47.4	42.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	128	100	37.2	52.9	9.9	62.8	59.3	57.3
<b>Social Studies</b>								
All Students	154	100	35	47.6	17.5	65	71	72.5
<b>Gender</b>								
Male	82	100	37.8	43.2	18.9	62.2	71.1	72
Female	72	100	31.9	52.2	15.9	68.1	70.9	73.1
<b>Racial/Ethnic Group</b>								
White	52	100	12.8	55.3	31.9	87.2	80.9	81
African American	96	100	46.2	44	9.9	53.8	63.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	16	100	60	33.3	6.7	40	42.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	84	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	131	100	38	51.2	10.7	62	65	62.9

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
<b>Writing</b>										
All Students	107	100	41.6	43.6	14.9	58.4	67.4	73.2	96.5	95.4
<b>Gender</b>										
Male	57	100	45.5	45.5	9.1	54.5	61.2	67.2	96.2	95.1
Female	50	100	37	41.3	21.7	63	74	79.4	96.8	95.7
<b>Racial/Ethnic Group</b>										
White	31	100	26.7	53.3	20	73.3	78.1	81.5	96.7	94.9
African American	71	100	44.8	41.8	13.4	55.2	59.5	61.3	96.3	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	97.8	96.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	57.9	66.7	98	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	99.3	93.5
<b>Disability Status</b>										
Disabled	12	100	N/AV	N/AV	N/AV	8.3	19.7	26	96	93.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98.5
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	65.7	97.9	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	92	100	41.9	47.7	10.5	58.1	60.7	63.2	96.4	95.1

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 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	0	N/A	N/A	N/A	N/A	N/A
	4	104	100	44.6	36.6	18.8	55.4
	5	83	100	40	46.7	13.3	60
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	99	100	33.7	39.1	27.2	66.3
	5	106	100	28.7	51.5	19.8	71.3
	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
<b>Mathematics</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	104	100	35.6	50.5	13.9	64.4
	5	83	100	41.3	41.3	17.3	58.7
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	99	100	29.3	48.9	21.7	70.7
	5	106	100	37.6	46.5	15.8	62.4
	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
<b>Science</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	104	100	41.6	49.5	8.9	58.4
	5	42	100	46.2	48.7	5.1	53.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	99	100	34.8	55.4	9.8	65.2
	5	51	100	30	56	14	70
	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

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

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	0	N/A	N/A	N/A	N/A	N/A
	4	104	100	24.8	59.4	15.8	75.2
	5	41	100	55.6	41.7	2.8	44.4
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	99	100	30.4	48.9	20.7	69.6
	5	55	100	43.1	45.1	11.8	56.9
	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
<b>Writing</b>							
<b>2010</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	104	100	37.6	46.5	15.8	62.4
	5	83	100	41.3	34.7	24	58.7
	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>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	107	100	41.6	43.6	14.9	58.4
	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

Abbreviations for Missing Data

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