



WARE SHOALS PRIMARY

15269 Indian Mound Road
Ware Shoals, South

Grades	PK-3 Elementary School	
Enrollment	313 Students	
Principal	Frank Cason	864-861-2261
Superintendent	Dr. Fay S. Sprouse	864-456-7496
Board Chair	Mark Lowe	864-456-7496

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

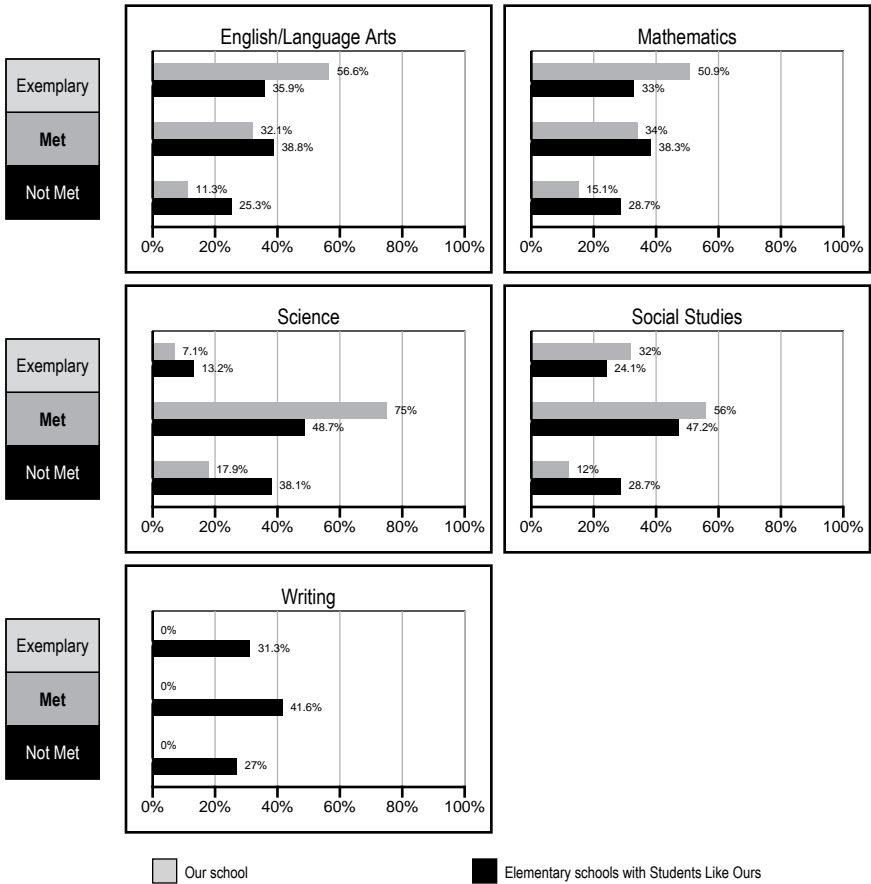
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	19	89	9	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=313)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 2.6%	1.3%	1.1%
Attendance rate	96.0%	Up from 95.3%	95.9%	96.2%
Served by gifted and talented program	3.4%	Down from 5.3%	11.9%	13.4%
With disabilities other than speech	3.9%	Down from 9.0%	5.0%	4.1%
Older than usual for grade	0.0%	No Change	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=24)				
Teachers with advanced degrees	62.5%	Up from 57.1%	60.3%	62.5%
Continuing contract teachers	91.7%	Up from 89.3%	89.6%	88.2%
Teachers returning from previous year	94.3%	Up from 92.2%	87.6%	87.8%
Teacher attendance rate	95.5%	Down from 96.8%	95.2%	95.2%
Average teacher salary*	\$43,157	Down 1.4%	\$46,621	\$46,773
Professional development days/teacher	6.6 days	Up from 5.6 days	11.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	12.4 to 1	Up from 11.2 to 1	19.6 to 1	19.9 to 1
Prime instructional time	90.4%	Down from 91.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 89.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,707	Down 0.1%	\$7,400	\$7,447
Percent of expenditures for instruction**	66.5%	Up from 59.6%	67.2%	68.4%
Percent of expenditures for teacher salaries**	59.7%	Up from 53.0%	64.6%	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

This has been a very busy and exciting year at Ware Shoals Primary School. Our staff has analyzed a variety of data as we worked on our five year strategic plan. Included in this information was our academic progress on MAP, PASS, DIBELS and classroom assessments. Surveys from parents, students and our teachers also helped us develop our direction for the future.

We are glad to report our school made AYP and we maintained our Absolute Rating of Good on the South Carolina Annual Report Card. We were one of the 21 schools out of 123 schools rated like ours to score Good or better on the yearly report.

We were very fortunate to be able to add an additional four year old kindergarten class. We now have one full day class and two half day four year old classes allowing us to serve 55 students. In five year old kindergarten, we have adopted standards based report cards. This helps establish the groundwork for future staff development.

This summer, we will send a team of five staff members to Curriculum Mapping training. Next year, we will use this training to allow us to establish a map for math. Our goal will be to make sure all standards are covered in a logical sequence and during the appropriate grade. Planning within and between grades will allow us to fulfill our district motto, "Learning, Serving and Leading."

W. Frank Cason, Principal
 Janice Bishop, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	53	37
Percent satisfied with learning environment	90.5%	88.7%	94.4%
Percent satisfied with social and physical environment	95.5%	96.2%	100.0%
Percent satisfied with school-home relations	76.2%	88.7%	91.7%

* 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

YES

This school met 11 out of 11 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	58	96.6	9.6	32.7	57.7	94.2	83.8	82.4	Yes	Yes
Gender										
Male	30	100	10.7	39.3	50	92.9	78.3	78.7	N/A	N/A
Female	28	92.9	8.3	25	66.7	95.8	89.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	46	95.7	10	35	55	95	85.1	88.9	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	76.1	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	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
Disability Status										
Disabled	12	91.7	27.3	45.5	27.3	81.8	52.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	42	97.6	10.8	29.7	59.5	91.9	79.6	75.4	I/S	Yes

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

All Students	58	100	15.1	34	50.9	94.3	89	81.9	Yes	Yes
Gender										
Male	30	100	17.9	32.1	50	92.9	83.8	79.9	N/A	N/A
Female	28	100	12	36	52	96	94.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	46	100	14.6	31.7	53.7	92.7	89.8	88.9	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	83.1	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	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
Disability Status										
Disabled	12	100	41.7	25	33.3	75	57.5	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	42	100	18.9	32.4	48.6	91.9	85.6	74.9	I/S	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	29	100	17.9	75	7.1	82.1	77.8	68.6
Gender								
Male	15	100	20	73.3	6.7	80	74.7	68.3
Female	14	100	15.4	76.9	7.7	84.6	81.1	68.9
Racial/Ethnic Group								
White	20	100	15.8	73.7	10.5	84.2	79.1	80.7
African American	7	I/S	I/S	I/S	I/S	I/S	68.6	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	52.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	21	100	20	75	5	80	73.2	57.3
Social Studies								
All Students	29	100	12	56	32	88	84.7	72.5
Gender								
Male	15	100	7.7	69.2	23.1	92.3	83.1	72
Female	14	100	16.7	41.7	41.7	83.3	86.4	73.1
Racial/Ethnic Group								
White	26	100	13.6	63.6	22.7	86.4	85.4	81
African American	2	I/S	I/S	I/S	I/S	I/S	78.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	60.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	21	100	17.6	58.8	23.5	82.4	82.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	79.6	73.2	96	95.7
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	67.2	96.1	95.4
Female	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	79.4	96	95.9
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	81.5	96	95.5
African American	N/A	N/AV	N/A	N/A	N/A	N/A	54.2	61.3	95.9	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.3	96.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	97.5	97.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	N/A	98.5
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	38.1	26	95.2	94.8
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	97.6	97.9
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	72.3	63.2	95.6	95.1

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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	69	100	25	25	50	75
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	58	96.6	9.6	32.7	57.7	90.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	69	100	17.6	35.3	47.1	82.4
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	58	100	15.1	34	50.9	84.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	37	97.3	36.1	47.2	16.7	63.9
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	29	100	17.9	75	7.1	82.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	32	100	25.8	51.6	22.6	74.2
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	29	100	12	56	32	88
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	71	98.6	36.2	47.8	15.9	63.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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