

**Felton Lab**300 College Street N E
Orangeburg SC 29117

Grades	K-8 Middle	
Enrollment	226	
Director	Dr. Samuel Alston	803-536-8565
Dean	Dr. Leonard A. McIntyre	803-536-7173

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

<http://ed.sc.gov>
<http://www.sceoc.org>

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2007–08 whose 2006–07 test scores were located. | 97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

English/Language Arts		Mathematics		Science		Social Studies	
Advanced	1.3%	Advanced	2.6%	Advanced	9.3%	Advanced	0.0%
Proficient	26.0%	Proficient	19.5%	Proficient	11.6%	Proficient	12.2%
Basic	57.1%	Basic	54.5%	Basic	39.5%	Basic	56.1%
Below Basic	15.6%	Below Basic	23.4%	Below Basic	39.5%	Below Basic	31.7%

DEFINITIONS OF CRITICAL TERMS

Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School
Algebra 1/Math for the Technologies 2	93.3%
English 1	93.8%
All Subjects	93.5%

Abbreviations for Missing Data

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

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced (Adj.)*	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 58.8%									
All Students	130	100.0	16.4	48.4	34.4	0.8	52.3	Yes	Yes
Gender									
Male	74	100.0	17.8	49.3	32.9	0.0	47.9	N/A	N/A
Female	56	100.0	14.5	47.3	36.4	1.8	58.2	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	128	100.0	16.5	48.0	34.6	0.8	52.0	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status									
Disabled	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status									
Subsidized Meals	61	100.0	23.0	42.6	34.4	0.0	54.1	Yes	Yes

Mathematics – State Performance Objective = 57.8%									
All Students	130	100.0	25.0	50.0	21.1	3.9	35.9	No	Yes
Gender									
Male	74	100.0	27.4	43.8	24.7	4.1	42.5	N/A	N/A
Female	56	100.0	21.8	58.2	16.4	3.6	27.3	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	128	100.0	24.4	50.4	21.3	3.9	36.2	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status									
Disabled	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status									
Subsidized Meals	61	100.0	29.5	45.9	19.7	4.9	34.4	No	Yes

* Adj.—Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
Science							
All Students	85	100.0	36.9	42.9	13.1	7.1	20.2
Gender							
Male	52	100.0	40.4	36.5	13.5	9.6	23.1
Female	33	100.0	31.3	53.1	12.5	3.1	15.6
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	84	100.0	36.9	42.9	13.1	7.1	20.2
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	4	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized Meals	37	100.0	37.8	40.5	16.2	5.4	21.6

Social Studies							
All Students	88	100.0	30.2	51.2	15.1	3.5	18.6
Gender							
Male	47	100.0	26.1	52.2	15.2	6.5	21.7
Female	41	100.0	35.0	50.0	15.0	0.0	15.0
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	86	100.0	30.6	50.6	15.3	3.5	18.8
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	3	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized Meals	41	100.0	19.5	56.1	22.0	2.4	24.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
ENGLISH/LANGUAGE ARTS								
2007	3	22	100.0	4.5	27.3	59.1	9.1	68.2
	4	23	100.0	21.7	52.2	26.1	0.0	26.1
	5	18	100.0	16.7	44.4	38.9	0.0	38.9
	6	28	100.0	11.1	59.3	22.2	7.4	29.6
	7	23	100.0	21.7	34.8	43.5	0.0	43.5
	8	28	100.0	21.4	50.0	28.6	0.0	28.6
2008	3	23	100.0	13.0	30.4	56.5	0.0	56.5
	4	20	100.0	20.0	40.0	40.0	0.0	40.0
	5	23	100.0	17.4	56.5	26.1	0.0	26.1
	6	19	100.0	26.3	63.2	10.5	0.0	10.5
	7	23	100.0	13.6	40.9	40.9	4.5	45.5
	8	22	100.0	9.5	61.9	28.6	0.0	28.6
MATHEMATICS								
2007	3	22	100.0	13.6	54.5	22.7	9.1	31.8
	4	23	100.0	43.5	43.5	13.0	0.0	13.0
	5	18	100.0	27.8	66.7	5.6	0.0	5.6
	6	28	100.0	14.8	40.7	25.9	18.5	44.4
	7	23	100.0	13.0	47.8	34.8	4.3	39.1
	8	28	100.0	50.0	42.9	7.1	0.0	7.1
2008	3	23	100.0	21.7	30.4	39.1	8.7	47.8
	4	20	100.0	35.0	45.0	20.0	0.0	20.0
	5	23	100.0	26.1	56.5	13.0	4.3	17.4
	6	19	100.0	42.1	52.6	5.3	0.0	5.3
	7	23	100.0	9.1	45.5	36.4	9.1	45.5
	8	22	100.0	19.0	71.4	9.5	0.0	9.5
SCIENCE								
2007	3	11	100.0	18.2	27.3	45.5	9.1	54.5
	4	23	100.0	69.6	17.4	8.7	4.3	13.0
	5	9	100.0	I/S	I/S	I/S	I/S	I/S
	6	14	100.0	21.4	28.6	14.3	35.7	50.0
	7	23	100.0	17.4	43.5	30.4	8.7	39.1
	8	14	100.0	50.0	42.9	7.1	0.0	7.1
2008	3	10	100.0	0.0	30.0	60.0	10.0	70.0
	4	20	100.0	50.0	50.0	0.0	0.0	0.0
	5	11	100.0	36.4	54.5	0.0	9.1	9.1
	6	10	100.0	60.0	40.0	0.0	0.0	0.0
	7	23	100.0	22.7	45.5	13.6	18.2	31.8
	8	11	100.0	54.5	27.3	18.2	0.0	18.2
SOCIAL STUDIES								
2007	3	11	100.0	0.0	27.3	36.4	36.4	72.7
	4	23	100.0	21.7	52.2	8.7	17.4	26.1
	5	9	100.0	I/S	I/S	I/S	I/S	I/S
	6	14	100.0	7.7	53.8	30.8	7.7	38.5
	7	23	100.0	56.5	39.1	4.3	0.0	4.3
	8	14	100.0	57.1	35.7	0.0	7.1	7.1
2008	3	13	100.0	0.0	61.5	30.8	7.7	38.5
	4	20	100.0	45.0	40.0	15.0	0.0	15.0
	5	12	100.0	33.3	41.7	8.3	16.7	25.0
	6	9	100.0	I/S	I/S	I/S	I/S	I/S
	7	23	100.0	36.4	50.0	13.6	0.0	13.6
	8	11	100.0	30.0	70.0	0.0	0.0	0.0

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SCHOOL PROFILE

	Our School	Change from Last Year
STUDENTS (n=226)		
First graders who attended full-day kindergarten	100%	No Change
Retention rate	0%	No Change
Attendance rate	96%	No Change
Students with disabilities other than speech taking PACT (ELA) off grade level	N/A	N/A
Students with disabilities other than speech taking PACT (Math) off grade level	N/A	N/A
Eligible for gifted and talented	N/A	N/A
On academic plans	23%	Up from 15%
On academic probation	N/AV	N/AV
With disabilities other than speech	1%	No Change
Older than usual for grade	0%	No Change
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0%	No Change
TEACHERS (n=14)		
Teachers with advanced degrees	94%	Up from 93%
Continuing contract teachers	88%	Up from 79%
Percent of classes not taught by highly qualified teachers	7.02%	N/A
Teachers with emergency or provisional certificates	N/A	N/A
Teachers returning from previous year	88%	Up from 86%
Teacher attendance rate	96%	Down from 97.6%
Average teacher salary	\$52,636	Up from \$48,552
Professional development days/teacher	10	No Change
SCHOOL		
Principal's years at school	1	Down from 2
Student-teacher ratio in core subjects	15.1	Down from 17.3
Prime instructional time	93.3%	No Change
Dollars spent per pupil*	\$12,026	Up from \$10,121
Percent of expenditures for instruction*	97%	Down from 98%
Percent of expenditures for teacher salaries*	84%	Down from 86%
Opportunities in the arts	N/A	N/A
SACS accreditation	No	No Change
Parents attending conferences	100%	No Change
Character development program	N/A	N/A

*Prior year audited financial data are reported.

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Report From Director

Felton Laboratory School serves as a Professional Development School for the Teacher Education Program at South Carolina State University (SCSU). The organization of the school includes an elementary and middle school, serving students kindergarten through eighth grade. The partnership between Felton and SCSU promotes teamwork, a positive and active learning environment, and a vision for success that encourages students to strive for excellence.

During the 2007–08 school year, the administration provided parents and students with feedback via parent conferences, general assemblies, newsletters, workshops for parents, EdLine (a web-based communication tool), PTA meetings, and family-oriented events. For the continued professional development of the administration and faculty, several facilitators worked throughout the year with team building and curriculum planning in all core and fine arts subject areas. Many staff members attended in-services, workshops and graduate classes to strengthen their instructional skills and increase their understanding of the South Carolina State Standards.

Instruction and instructional effectiveness is assessed through regular classroom observations by the Director, Assistant Director, Curriculum Coordinator, and University Consultants to ensure teachers have planned and carried out developmentally appropriate standards-based lessons. In addition, approximately 300 university students participated in the Felton Laboratory School program during the 2007–08 school year. Included were student teachers for professional clinical experience and Pre-step students.

Felton Laboratory School is proud of their school-wide initiatives and service learning programs. The students at Felton have participated in Read Across America, Walk to School Day and collecting and donating items to the needy such as socks for seniors.

The School Improvement Council continues to meet monthly to plan and ensure that the bylaws are being implemented according to state guidelines. The Felton PTA meets monthly for student-sponsored programs/events and to share pertinent business information.

Dr. Samuel Alston, Director

Mrs. Gloria Arrington, Chairman, SIC

Dr. Gail Fleming, Superintendent/Dean

EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS

	Students	Teachers	Parents
Number of surveys returned*	22	17	30
Satisfied with learning environment	68.2%	94.1%	76.7%
Satisfied with social and physical environment	68.2%	87.5%	86.7%
Satisfied with school-home relations	81.8%	88.2%	83.3%

- 5th grade students and 5th and 8th grade parents were surveyed.

NO CHILD LEFT BEHIND

SCHOOL ADEQUATE YEARLY PROGRESS NOT MET

- 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.

TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.0%	0.0%	No
Student attendance rate	98.0%	94.0%*	Yes

* or greater than last year

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