

LUTHER VAUGHAN ELEMENTARY

192 Vaughan Road
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	291 Students	
Principal	Nan Ruppe	864-489-2424
Superintendent	Kim Bagwell	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

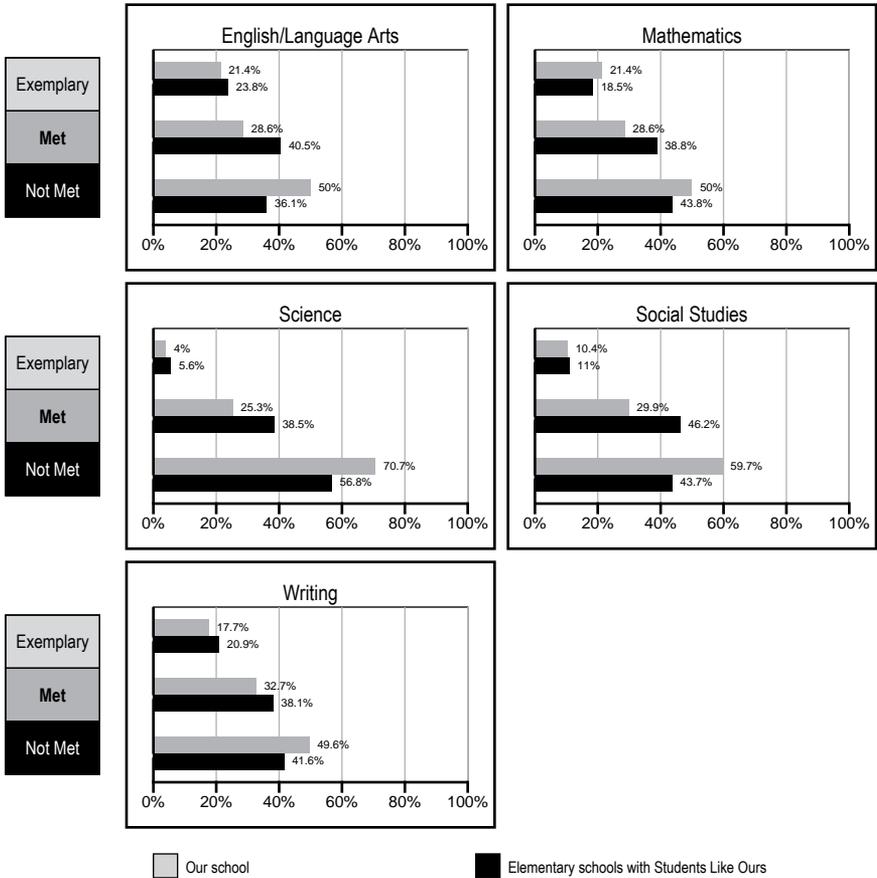
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	58	49	21

* Ratings are calculated with data available by 03/09/2011.

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=291)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Up from 0.7%	1.5%	1.2%
Attendance rate	95.4%	Down from 97.2%	95.9%	96.1%
Eligible for gifted and talented	10.2%	Up from 4.4%	4.1%	11.7%
With disabilities other than speech	10.7%	Down from 11.0%	8.5%	8.0%
Older than usual for grade	0.0%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	76.0%	Up from 74.1%	58.6%	60.5%
Continuing contract teachers	96.0%	Up from 85.2%	78.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.6%	Up from 82.4%	82.3%	87.0%
Teacher attendance rate	94.0%	Up from 93.8%	95.2%	95.4%
Average teacher salary*	\$49,102	Down 2.2%	\$45,085	\$47,288
Professional development days/teacher	6.7 days	Down from 11.0 days	10.5 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 16.2 to 1	17.1 to 1	19.2 to 1
Prime instructional time	88.8%	Down from 90.5%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.4%	Down from 99.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,568	Up 1.1%	\$8,904	\$7,548
Percent of expenditures for instruction**	70.2%	Up from 69.8%	67.8%	68.7%
Percent of expenditures for teacher salaries**	69.2%	Up from 64.6%	62.1%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

During the 2009-2010 school year, the faculty and staff of Luther Vaughan Elementary School continued their growth and improvement in all areas. We continued to strengthen our total school program in order to provide the very best for all students. We maintain high expectations for student learning, achievement, and professionalism.

Luther Vaughan uses a variety of instructional strategies to foster the academic success of our students. Teachers plan lessons based on a rich, standards-based educational program.

Our teachers provide quality, hands-on instruction through the use of technology and manipulatives. The staff diligently works to analyze diagnostic information about students to form small, instructional groups with a focus on differentiation.

Students at Luther Vaughan are also provided opportunities to develop character traits through community service-learning projects, including Peach Center Ministries Canned Food Drive at Christmas and Relay for Life.

We thank you for your continued support.

Nan Ruppe, Principal
Lynda Padgett, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	34	32
Percent satisfied with learning environment	90.0%	61.8%	76.7%
Percent satisfied with social and physical environment	94.4%	67.6%	82.8%
Percent satisfied with school-home relations	50.0%	67.6%	80.0%

* 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 13 out of 13 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

CA-DELAY

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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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 = 58.8% (Met or Exemplary)

All Students	125	100	47.9	29.1	23.1	67.5	77.6	83.5	Yes	Yes
Gender										
Male	64	100	44.8	36.2	19	67.2	73.8	80.1	N/A	N/A
Female	61	100	50.8	22	27.1	67.8	81.4	87	N/A	N/A
Racial/Ethnic Group										
White	33	100	40	30	30	70	82.1	89.6	I/S	I/S
African American	62	100	50	33.3	16.7	70	68.2	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.5	92.7	I/S	I/S
Hispanic	25	100	59.1	18.2	22.7	50	62.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	22	100	55	30	15	60	40.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	50	19.2	30.8	57.7	63.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	123	100	48.7	28.7	22.6	67	71.9	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	125	100	48.7	29.9	21.4	70.9	77.6	80.4	Yes	Yes
Gender										
Male	64	100	48.3	36.2	15.5	70.7	76.1	78.4	N/A	N/A
Female	61	100	49.2	23.7	27.1	71.2	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	33	100	50	23.3	26.7	66.7	82.3	87.8	I/S	I/S
African American	62	100	51.7	31.7	16.7	71.7	67.2	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	93.5	I/S	I/S
Hispanic	25	100	45.5	40.9	13.6	68.2	63.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	22	100	50	40	10	60	41.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	38.5	34.6	26.9	73.1	66.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	123	100	49.6	28.7	21.7	70.4	71.6	72.8	Yes	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	83	97.6	70.7	25.3	4	29.3	56.1	67.3
Gender								
Male	45	97.8	71.8	25.6	2.6	28.2	57.5	66.9
Female	38	97.4	69.4	25	5.6	30.6	54.7	67.7
Racial/Ethnic Group								
White	19	89.5	50	42.9	7.1	50	65.6	79.6
African American	42	100	82.9	14.6	2.4	17.1	34.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	19	100	64.7	29.4	5.9	35.3	38.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	13	84.6	I/S	I/S	I/S	I/S	28	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	21	100	57.9	36.8	5.3	42.1	39.4	58.6
Socio-Economic Status								
Subsidized meals	82	97.6	70.3	25.7	4.1	29.7	46.7	55.4
Social Studies								
All Students	86	97.7	59	30.8	10.3	41	57.8	70.9
Gender								
Male	40	95	64.7	20.6	14.7	35.3	56.6	70.1
Female	46	100	54.5	38.6	6.8	45.5	59.1	71.7
Racial/Ethnic Group								
White	23	95.7	38.1	52.4	9.5	61.9	64.9	79.2
African American	42	97.6	66.7	25.6	7.7	33.3	42.5	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.3	86.8
Hispanic	18	100	80	6.7	13.3	20	38.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	16	87.5	N/A	N/A	N/A	41.7	29.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	21	100	66.7	16.7	16.7	33.3	40.7	68
Socio-Economic Status								
Subsidized meals	85	97.7	59.7	29.9	10.4	40.3	49.3	60.8

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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	125	96	49.6	32.7	17.7	50.4	66.6	72.1	95.4	96.1
Gender										
Male	65	95.4	58.9	35.7	5.4	41.1	59.3	65.2	95.2	96.1
Female	60	96.7	40.4	29.8	29.8	59.6	74	79.2	95.7	96.1
Racial/Ethnic Group										
White	33	87.9	38.5	34.6	26.9	61.5	72.2	80.8	94.4	95.9
African American	61	98.4	49.2	35.6	15.3	50.8	56	59.7	94.8	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	75.9	87	99.1	97.7
Hispanic	26	100	69.6	17.4	13	30.4	43.3	64.6	97.3	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98
Disability Status										
Disabled	22	77.3	N/AV	N/AV	N/AV	20	21.3	27.7	94.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	59.3	25.9	14.8	40.7	45.6	63.7	97.5	97.3
Socio-Economic Status										
Subsidized meals	123	96.8	50	32.1	17.9	50	59.4	61.9	95.4	95.8

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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							
2009	3	47	100	45.5	34.1	20.5	54.5
	4	42	100	57.9	28.9	13.2	42.1
	5	43	100	45	37.5	17.5	55
	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
2010	3	42	100	30.8	25.6	43.6	69.2
	4	44	100	57.5	35	7.5	42.5
	5	39	100	55.3	26.3	18.4	44.7
	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
Mathematics							
2009	3	47	100	50	27.3	22.7	50
	4	42	100	50	39.5	10.5	50
	5	43	100	47.5	42.5	10	52.5
	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
2010	3	42	100	30.8	25.6	43.6	69.2
	4	44	100	47.5	37.5	15	52.5
	5	39	100	68.4	26.3	5.3	31.6
	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
Science							
2009	3	24	100	N/AV	N/AV	N/AV	27.3
	4	42	100	N/AV	N/AV	N/AV	31.6
	5	21	100	65	25	10	35
	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
2010	3	21	95.2	50	33.3	16.7	50
	4	44	100	N/A	N/A	N/A	27.5
	5	18	94.4	N/A	N/A	N/A	11.8
	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

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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							
2009	3	23	100	59.1	31.8	9.1	40.9
	4	42	100	52.6	44.7	2.6	47.4
	5	22	100	65	30	5	35
	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
2010	3	21	100	40	35	25	60
	4	44	100	67.5	25	7.5	32.5
	5	21	90.5	N/A	N/A	N/A	38.9
	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
Writing							
2009	3	48	100	54.5	27.3	18.2	45.5
	4	44	97.7	67.6	16.2	16.2	32.4
	5	43	86.1	52.9	32.4	14.7	47.1
	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
2010	3	42	97.6	28.9	39.5	31.6	71.1
	4	45	100	63.4	29.3	7.3	36.6
	5	38	89.5	55.9	29.4	14.7	44.1
	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

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