



## HENRY TIMROD ELEMENTARY

1901 East Old Marion  
Florence, SC 29506

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	480 Students	
<b>Principal</b>	Carol Holliday-Schweitz	843-664-8454
<b>Superintendent</b>	Allie E. Brooks	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Average	Average
2006	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 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

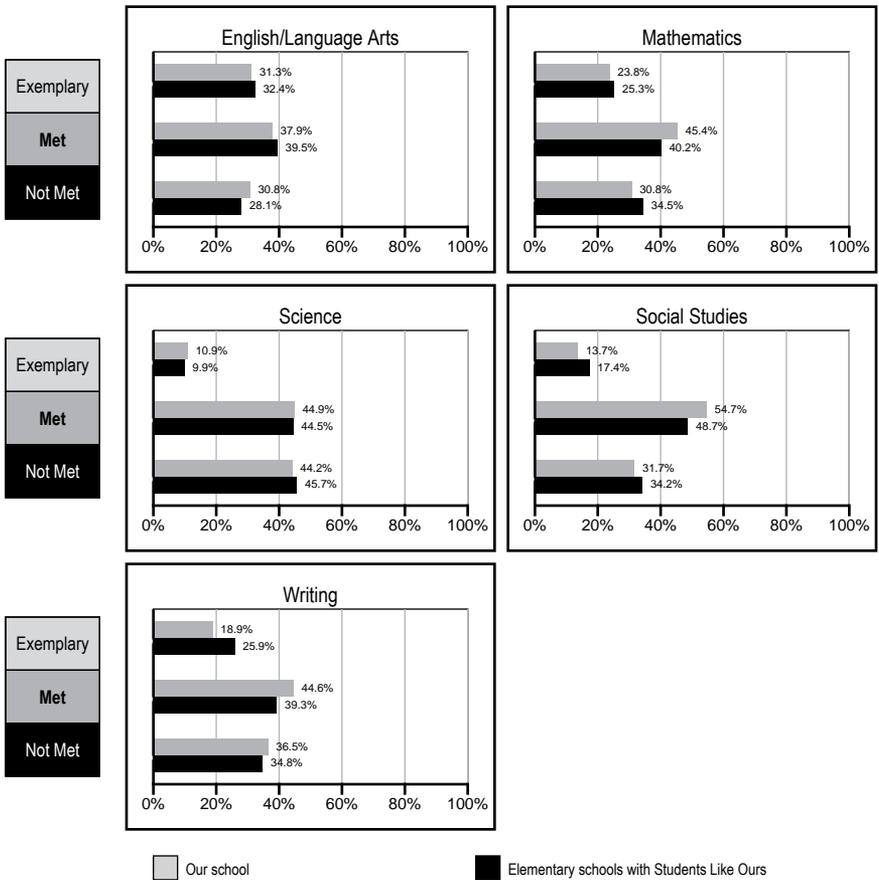
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	10	96	23	4

\* 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
<b>Students (n=480)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Down from 4.0%	1.7%	1.2%
Attendance rate	95.4%	Down from 95.9%	95.7%	96.1%
Eligible for gifted and talented	2.5%	Down from 3.9%	7.6%	11.7%
With disabilities other than speech	11.0%	Up from 9.2%	8.8%	8.0%
Older than usual for grade	2.4%	Down from 2.8%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	51.5%	Down from 56.3%	59.2%	60.5%
Continuing contract teachers	75.8%	Down from 78.1%	84.0%	84.6%
Teachers with emergency or provisional certificates	3.6%	Down from 10.0%	0.0%	0.0%
Teachers returning from previous year	91.5%	Down from 92.6%	86.0%	87.0%
Teacher attendance rate	96.2%	No Change	95.0%	95.4%
Average teacher salary*	\$43,437	Down 1.1%	\$46,445	\$47,288
Professional development days/teacher	17.2 days	Up from 11.7 days	11.2 days	10.5 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.5	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 20.3 to 1	19.1 to 1	19.2 to 1
Prime instructional time	91.0%	Down from 91.5%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,907	Down 9.9%	\$7,788	\$7,548
Percent of expenditures for instruction**	67.5%	Up from 65.9%	68.3%	68.7%
Percent of expenditures for teacher salaries**	65.1%	Up from 63.2%	64.5%	65.1%

\* 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

Timrod Elementary School had a very good school year. We continue to strive to meet the needs of all of our children. Our faculty is interested in meeting the needs of the whole child. We truly do not want to leave any child behind.

Our school is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission on International and Trans-Regional Accreditation (CITA).

The goal of our school this past year was to use data to increase student achievement. Our staff development supported this goal. We used student data to direct our instruction. A yearlong consultant and two instructional coaches provided embedded professional development the entire school year, helping us achieve our goal.

Timrod met 20 of 21 AYP objectives for 2009. The only objective we did not meet was mathematics for our disabled students. A math consultant instructed the entire faculty in using math strategies designed specifically to meet the needs of disabled students. Some of our faculty members attended a math workshop sponsored by Clemson University on working with special needs students. In 2010-2011 a math coach will focus on meeting the needs of special needs students through embedded professional development.

This year we implemented most current technology tools and methods to improve instruction and increase student achievement. Teachers use SmartBoard technology to present lessons, and students are increasing knowledge of basic math facts with FlashMasters. We have installed wireless hubs, so that students have computer access anywhere in the building.

Instruction in strings and band was available for sixth grade students. Timrod received a grant from First Reliant Bank and Florence Rotary Club to purchase a class set of violins. Students received violin lessons from FSD1 instructors.

Timrod School's mission is to prepare our students for a lifetime of learning through human relationships, appropriate curriculum, and the use of technology, in an environment conducive to learning. Our commitment to this mission is evident every day. Our faculty and staff are committed to this mission, and are dedicated to providing an excellent education to every child.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	70	68
Percent satisfied with learning environment	91.2%	73.9%	87.9%
Percent satisfied with social and physical environment	88.6%	75.0%	86.8%
Percent satisfied with school-home relations	77.8%	88.2%	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 20 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

CSI

## 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	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.0%	0.0%	No
Student attendance rate	95.4%	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 = 58.8% (Met or Exemplary)

All Students	252	100	30.8	37.9	31.3	86.3	84.6	83.5	Yes	Yes
<b>Gender</b>										
Male	148	100	33.6	33.6	32.8	87	82.1	80.1	N/A	N/A
Female	104	100	27.1	43.8	29.2	85.4	87.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	99	100	23.9	36.4	39.8	85.2	90.9	89.6	Yes	Yes
African American	148	100	35	38.7	26.3	86.9	78.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.3	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	85.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	45	100	66.7	19	14.3	66.7	56.1	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	84.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	198	100	33.5	41.5	25	84.1	79.2	76.9	Yes	Yes

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

All Students	252	100	30.8	45.4	23.8	81.9	78.9	80.4	Yes	Yes
<b>Gender</b>										
Male	148	100	30.5	43.5	26	80.9	77.1	78.4	N/A	N/A
Female	104	100	31.3	47.9	20.8	83.3	80.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	99	100	21.6	46.6	31.8	87.5	88.2	87.8	Yes	Yes
African American	148	100	36.5	44.5	19	78.1	69.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.9	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	81.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	45	100	64.3	28.6	7.1	52.4	46.5	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	85.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	198	100	33	50	17	79.5	71.5	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	155	99.4	43.5	44.9	11.6	56.5	67.8	67.3
<b>Gender</b>								
Male	92	98.9	41.8	43	15.2	58.2	68.4	66.9
Female	63	100	45.8	47.5	6.8	54.2	67.2	67.7
<b>Racial/Ethnic Group</b>								
White	61	100	30.2	47.2	22.6	69.8	82.4	79.6
African American	90	98.9	51.9	44.4	3.7	48.1	53.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.9	69.5
<b>Disability Status</b>								
Disabled	29	96.6	N/A	N/A	N/A	44	42	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70.1	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	123	99.2	49.1	46.3	4.6	50.9	57	55.4
<b>Social Studies</b>								
All Students	152	100	31.9	53.9	14.2	68.1	71	70.9
<b>Gender</b>								
Male	88	100	33.3	48.1	18.5	66.7	70.6	70.1
Female	64	100	30	61.7	8.3	70	71.4	71.7
<b>Racial/Ethnic Group</b>								
White	60	100	24.1	61.1	14.8	75.9	80.2	79.2
African American	90	100	36.5	50.6	12.9	63.5	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.2	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	20	100	57.9	36.8	5.3	42.1	45.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73.6	68
<b>Socio-Economic Status</b>								
Subsidized meals	119	100	34.2	54.1	11.7	65.8	62.2	60.8

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	264	100	36.7	43.9	19.4	63.3	73	72.1	95.4	95.8
<b>Gender</b>										
Male	157	100	39.4	44.5	16.1	60.6	66	65.2	95.3	95.6
Female	107	100	33	43	24	67	80.3	79.2	95.5	95.9
<b>Racial/Ethnic Group</b>										
White	104	100	34.1	40.7	25.3	65.9	81.4	80.8	94.4	95.6
African American	154	100	37.9	47.1	15	62.1	64.8	59.7	96	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.1	87	N/A	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.7	64.6	95.6	94.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	73.4	N/A	97
<b>Disability Status</b>										
Disabled	48	100	63.6	27.3	9.1	36.4	30.8	27.7	94.3	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	63.7	97.5	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	206	100	39.6	46.5	13.9	60.4	64.9	61.9	95.1	95.3

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
<b>English/Language Arts</b>							
<b>2009</b>	3	67	100	25.8	38.7	35.5	74.2
	4	56	100	30.2	49.1	20.8	69.8
	5	75	100	34.3	46.3	19.4	65.7
	6	71	100	24.6	44.6	30.8	75.4
	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>2010</b>	3	68	100	27.4	30.6	41.9	72.6
	4	55	100	26.5	42.9	30.6	73.5
	5	62	100	37	38.9	24.1	63
	6	67	100	32.3	40.3	27.4	67.7
	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>Mathematics</b>							
<b>2009</b>	3	67	100	46.8	35.5	17.7	53.2
	4	56	100	24.5	62.3	13.2	75.5
	5	75	100	40.3	46.3	13.4	59.7
	6	71	100	15.4	56.9	27.7	84.6
	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>2010</b>	3	68	100	27.4	50	22.6	72.6
	4	55	100	30.6	53.1	16.3	69.4
	5	62	100	38.9	38.9	22.2	61.1
	6	67	100	27.4	40.3	32.3	72.6
	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>Science</b>							
<b>2009</b>	3	33	100	46.7	43.3	10	53.3
	4	56	100	28.3	62.3	9.4	71.7
	5	38	100	61.8	29.4	8.8	38.2
	6	35	100	25	65.6	9.4	75
	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>2010</b>	3	36	100	30.3	42.4	27.3	69.7
	4	55	100	38	56	6	62
	5	30	100	51.9	40.7	7.4	48.1
	6	34	97.1	60.7	32.1	7.1	39.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
<b>Social Studies</b>							
<b>2009</b>	3	34	100	21.9	65.6	12.5	78.1
	4	56	100	13.2	64.2	22.6	86.8
	5	37	100	39.4	45.5	15.2	60.6
	6	36	100	36.4	54.5	9.1	63.6
	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>2010</b>	3	32	100	20	53.3	26.7	80
	4	55	100	36	52	12	64
	5	32	100	28.6	50	21.4	71.4
	6	33	100	N/A	N/A	N/A	60.6
	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>Writing</b>							
<b>2009</b>	3	67	100	41.3	28.6	30.2	58.7
	4	57	96.5	28.8	40.4	30.8	71.2
	5	78	96.2	36.2	40.6	23.2	63.8
	6	71	97.2	20	44.6	35.4	80
	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>2010</b>	3	69	100	39.7	46	14.3	60.3
	4	62	100	39.6	37.7	22.6	60.4
	5	63	100	37.5	41.1	21.4	62.5
	6	70	100	30.8	49.2	20	69.2
	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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