



Luther Vaughan Elementary

192 Vaughan Road
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	292 Students	
Principal	Dr. Ronald W. Cope	864-489-2424
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	Good

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

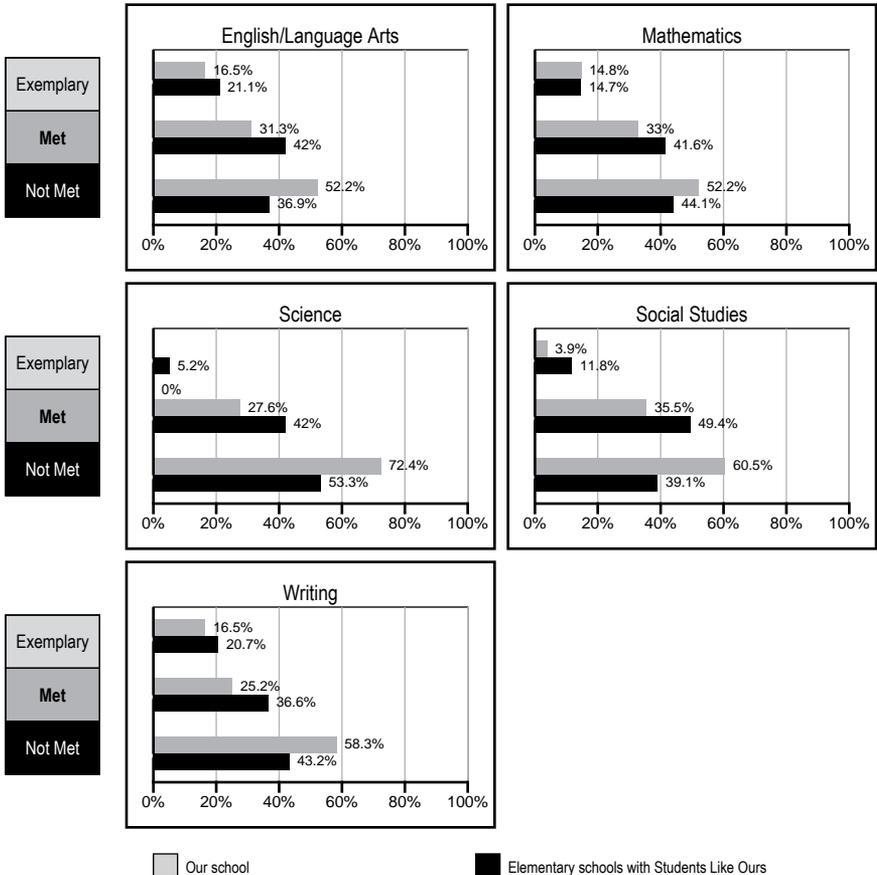
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	52	50	30

* Ratings are calculated with data available by 06/01/2010.

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=292)				
First graders who attended full-day kindergarten	100.0%	Up from 53.1%	100.0%	100.0%
Retention rate	0.7%	Down from 2.1%	2.5%	1.9%
Attendance rate	97.2%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	4.4%	Up from 3.7%	2.8%	10.0%
With disabilities other than speech	11.0%	Up from 9.9%	7.4%	7.7%
Older than usual for grade	0.0%	Down from 0.4%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	74.1%	Up from 58.6%	56.8%	59.4%
Continuing contract teachers	85.2%	Up from 79.3%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.4%	Down from 84.8%	81.2%	85.9%
Teacher attendance rate	93.8%	Up from 92.7%	95.2%	95.1%
Average teacher salary*	\$50,216	Up 4.8%	\$45,710	\$47,149
Professional development days/teacher	11.0 days	Down from 18.7 days	11.0 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 15.9 to 1	16.4 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 87.4%	90.1%	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 94.7%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$9,464	Up 7.8%	\$8,727	\$7,458
Percent of expenditures for instruction**	69.8%	Up from 67.4%	68.3%	68.8%
Percent of expenditures for teacher salaries**	64.6%	Up from 63.5%	61.8%	63.2%

* 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 2008-09 school year Luther L. Vaughan Elementary School continued to strive to achieve excellence in all areas of the education of our students. There are still many challenges to face in our quest, but our faculty, staff, parents, students, and community partners remain united in our efforts to reach our goals.

Some of the many successes achieved at Luther L. Vaughan Elementary School during this past year include:

Fourth grade teacher Mrs. Jennifer Taylor was selected as Teacher-of-the-Year for Luther L. Vaughan Elementary School.

Media specialist Mrs. Lynda Padgett was chosen as Reading Teacher-of-the-Year for Luther L. Vaughan Elementary School.

We completed our fifth year of Year-Round classes. During our intersession times we continued to offer both remedial and enrichment classes for our students.

Our standardized achievement test scores continued to improve at a rate faster than the state average.

We continued to employ instructional facilitators to assist students in reaching academic achievement goals.

We continued to offer free English language classes for our non-English speaking parents and their families.

Our community partnerships with Freightliner Custom Chassis Corp., Timberline, The Gaffney Ledger Newspaper, Dr. Mac Carroll, DDS, Restoration Church, and Camp BOB were maintained. (All rising fourth and fifth graders are eligible to attend a free summer camp program at Camp BOB.)

Members of Restoration Church provided lunch buddies for our students and provided an after school program for our students. Also, parents and other community members continue to volunteer the time and energy to assist both teachers and students.

We understand that our greatest challenge is to continue to improve our standardized achievement test scores. It is our goal that at least 70% of our students score proficient or above.

We look forward to the challenges and potential rewards that the future holds for our school and students.

Dr. Ron Cope, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	38	30
Percent satisfied with learning environment	88.9%	92.1%	82.8%
Percent satisfied with social and physical environment	96.3%	84.2%	92.9%
Percent satisfied with school-home relations	74.1%	92.1%	82.8%

* 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 16 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

CA

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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	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	132	100	49.2	33.6	17.2	65.6	78.1	82.8	Yes	Yes
Gender										
Male	67	100	52.4	31.7	15.9	63.5	74.5	79.3	N/A	N/A
Female	65	100	45.8	35.6	18.6	67.8	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	48	100	39	29.3	31.7	73.2	83.3	89.5	Yes	Yes
African American	52	100	47.1	45.1	7.8	74.5	68.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.7	92.3	I/S	I/S
Hispanic	30	100	69	20.7	10.3	37.9	53	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	21	100	45	40	15	60	47.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	66.7	20	13.3	40	54.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	126	100	50.9	33.6	15.5	63.8	71.5	75.5	Yes	Yes

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

All Students	132	100	49.2	36.1	14.8	60.7	77.5	78.9	Yes	Yes
Gender										
Male	67	100	47.6	36.5	15.9	61.9	76	77	N/A	N/A
Female	65	100	50.8	35.6	13.6	59.3	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	48	100	41.5	36.6	22	70.7	83.3	87.2	Yes	Yes
African American	52	100	51	39.2	9.8	56.9	64.9	66.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	30	100	58.6	31	10.3	51.7	62.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	21	100	50	45	5	55	40.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	56.7	30	13.3	53.3	63.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	126	100	50.9	36.2	12.9	58.6	71	70.2	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	87	100	68.8	28.8	2.5	31.3	56.6	67.5
Gender								
Male	47	100	64.4	31.1	4.4	35.6	56.7	67
Female	40	100	N/AV	N/AV	N/AV	25.7	56.4	68
Racial/Ethnic Group								
White	31	100	46.2	46.2	7.7	53.8	65.2	79.5
African American	37	100	N/AV	N/AV	N/AV	16.7	37.2	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	69.2	84.3
Hispanic	17	100	N/AV	N/AV	N/AV	23.5	40.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	100	50	33.3	16.7	50	23.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	19	100	N/AV	N/AV	N/AV	27.8	38.2	59.6
Socio-Economic Status								
Subsided meals	83	100	71.1	26.3	2.6	28.9	47	55.1
Social Studies								
All Students	87	100	57.5	37.5	5	42.5	58.5	72.3
Gender								
Male	44	100	56.1	36.6	7.3	43.9	58.2	71.5
Female	43	100	59	38.5	2.6	41	58.8	73.2
Racial/Ethnic Group								
White	35	100	35.5	61.3	3.2	64.5	65.8	80.7
African American	30	100	75.9	17.2	6.9	24.1	42.8	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	68.8	88.5
Hispanic	20	100	68.4	26.3	5.3	31.6	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	12	100	50	41.7	8.3	50	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	22	100	65	30	5	35	42.6	67.9
Socio-Economic Status								
Subsided meals	82	100	61.3	34.7	4	38.7	49.1	62.1

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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	135	94.8	58.3	25.2	16.5	41.7	64.3	70.2	97.2	96.4
Gender										
Male	68	91.2	71.9	17.5	10.5	28.1	57.9	63.2	97.3	96.4
Female	67	98.5	44.8	32.8	22.4	55.2	70.9	77.5	97.1	96.5
Racial/Ethnic Group										
White	50	90	50	25	25	50	70.4	79.1	96.2	96.2
African American	53	96.2	63.3	24.5	12.2	36.7	51.6	57.6	97.1	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	76.2	86.2	99.2	98.2
Hispanic	30	100	62.1	27.6	10.3	37.9	43.9	62.6	98.7	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.8
Disability Status										
Disabled	21	66.7	N/AV	N/AV	N/AV	30.8	18.7	26.1	96	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
English Proficiency										
Limited English Proficient	32	100	60	26.7	13.3	40	45.7	61.2	98.7	98
Socio-Economic Status										
Subsided meals	129	96.1	59.5	24.3	16.2	40.5	55.1	58.9	97.2	96.2

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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
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
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
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
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

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