



E B MORSE ELEMENTARY

200 Parkview Drive
Laurens, South Carolina

Grades	PK-5 Elementary School	
Enrollment	626 Students	
Principal	Dr. Ameca Thomas	864-984-7777
Superintendent	Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

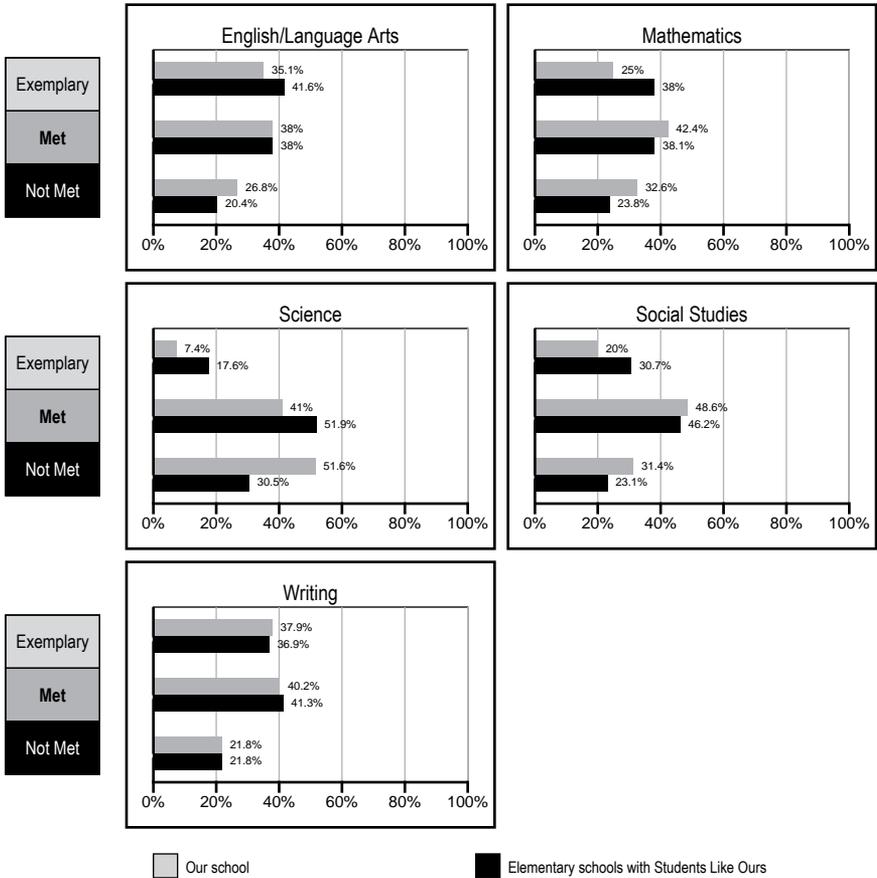
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	35	57	1	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=626)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.7%	1.3%	1.1%
Attendance rate	95.2%	Down from 95.3%	96.1%	96.2%
Served by gifted and talented program	11.8%	Down from 13.4%	14.3%	13.4%
With disabilities other than speech	4.0%	Down from 5.7%	4.8%	4.1%
Older than usual for grade	0.2%	Down from 0.4%	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=34)				
Teachers with advanced degrees	67.6%	Up from 48.6%	61.1%	62.5%
Continuing contract teachers	97.1%	Up from 94.6%	90.1%	88.2%
Teachers returning from previous year	88.0%	Up from 86.0%	88.3%	87.8%
Teacher attendance rate	94.3%	Down from 95.3%	95.2%	95.2%
Average teacher salary*	\$45,571	Up 1.5%	\$46,521	\$46,773
Professional development days/teacher	15.9 days	Down from 16.2 days	10.5 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.5	4.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 19.6 to 1	20.1 to 1	19.9 to 1
Prime instructional time	88.6%	Down from 89.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,158	Down 1.5%	\$7,094	\$7,447
Percent of expenditures for instruction**	67.0%	Down from 69.8%	68.4%	68.4%
Percent of expenditures for teacher salaries**	65.1%	Down from 67.2%	65.4%	65.8%

* 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

The staff of E. B. Morse Elementary School continues to strive to improve the academic achievement of all students. We live by our motto, "Putting Children First-Everyday in Everyway". We are committed to providing a challenging, safe, and positive learning environment where children can reach their highest potential. Our dedicated staff, supportive parents, active Parent Teacher Organization, School Improvement Council, and Michelin business partner work very closely to make learning meaningful and enjoyable for our students. E. B. Morse Elementary School is a Title I school, and a place where we strive for excellence, and learning has no boundaries. We are committed and confident that we are successfully accomplishing our mission to create a community of learners who are responsible and productive citizens. Our warm and inviting school serves approximately 620 4K-fifth grade students. We offer a choice of Montessori or traditional education for all grade levels. Teachers attend ongoing staff development sessions in order to provide students with a quality education. The teachers work to provide innovative teaching strategies and rigorous standards-based instruction to ensure that our students acquire the skills needed to grow to greater academic heights. Students needing additional support receive tutoring services in reading, writing, and/or math during the school day and in the afterschool tutorial program.

All of E. B. Morse's teachers are highly qualified. Our 21st Century After School program ranked in the top five in the state. We are proud of our accomplishments and continually strive to improve student achievement. Our primary focus is meeting the individual needs of students. Data analysis, differentiated instruction, and guided reading have been and will continue to be the focus as we strive for continued growth and academic success for all students. Our well-trained professional faculty and staff works diligently to provide every child with academic experiences that extend beyond the classroom so that students will reach their fullest potential.

This year we continued to implement Positive Behavior Interventions and Supports (PBIS). PBIS develops schoolwide systems that support staff to teach and to promote positive, appropriate behavior in all students. This enabled us to be more consistent with our schoolwide expectations and procedures, and we reduced our discipline referrals this year by another 20%. This year we implemented morning clubs that met before school, and we offered additional instruction on technology, reading, math, and physical fitness.

We recognize that education is a team effort. Therefore, we appreciate the support of our parents and community in educating our young learners. Please continue to partner with us as we strive for academic excellence. We thank everyone who made this a wonderful year and look forward to greater achievements in the future. E. B. Morse Elementary is a special place to learn and grow!

Sincerely,
Ameca C. Thomas, Ph.D., Principal
Sharon Thomason, SIC, Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	67	47
Percent satisfied with learning environment	80.6%	94.0%	89.4%
Percent satisfied with social and physical environment	80.6%	91.0%	85.1%
Percent satisfied with school-home relations	61.3%	92.4%	72.3%

* 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 17 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

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	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	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	295	99.7	26.5	38.2	35.3	85.1	79.7	82.4	Yes	Yes
Gender										
Male	144	99.3	29.9	38.1	32.1	80.6	76.1	78.7	N/A	N/A
Female	151	100	23.4	38.3	38.3	89.4	83.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	151	100	15.2	33.1	51.7	91.7	84.9	88.9	Yes	Yes
African American	142	99.3	39.1	43.8	17.2	77.3	71.8	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	46	97.8	47.5	32.5	20	67.5	51.3	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	191	99.5	33.9	39.5	26.6	80.2	75.6	75.4	Yes	Yes

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

All Students	295	100	32.6	42.4	25	78.3	78.6	81.9	Yes	Yes
Gender										
Male	144	100	37	38.5	24.4	76.3	76.8	79.9	N/A	N/A
Female	151	100	28.4	46.1	25.5	80.1	80.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	151	100	22.1	37.2	40.7	86.2	83.6	88.9	Yes	Yes
African American	142	100	44.2	48.1	7.8	69	70.7	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	46	100	65.9	26.8	7.3	53.7	48.9	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	71.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	191	100	40.4	45.5	14	71.3	74.3	74.9	No	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	200	100	51.6	41	7.4	48.4	62.4	68.6
Gender								
Male	94	100	51.7	42.7	5.6	48.3	63	68.3
Female	106	100	51.5	39.4	9.1	48.5	61.9	68.9
Racial/Ethnic Group								
White	93	100	35.6	48.9	15.6	64.4	73.1	80.7
African American	106	100	N/AV	N/AV	N/AV	34	46.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	47.7	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	34	100	N/AV	N/AV	N/AV	30	34.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	47.7	60.7
Socio-Economic Status								
Subsidized meals	142	100	61.1	36.6	2.3	38.9	55.6	57.3
Social Studies								
All Students	202	99.5	31	48.9	20.1	69	67.7	72.5
Gender								
Male	102	100	27.4	53.7	18.9	72.6	68.3	72
Female	100	99	34.8	43.8	21.3	65.2	66.9	73.1
Racial/Ethnic Group								
White	104	99	17.5	52.6	29.9	82.5	75.2	81
African American	97	100	46.5	44.2	9.3	53.5	57.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	50.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	26	100	28.6	61.9	9.5	71.4	41.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	50	69.7
Socio-Economic Status								
Subsidized meals	128	100	40.2	49.6	10.3	59.8	61.3	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	92	100	21.8	40.2	37.9	78.2	70.2	73.2	95.2	95.8
Gender										
Male	42	100	37.8	29.7	32.4	62.2	61.8	67.2	95.1	95.8
Female	50	100	10.2	49	40.8	89.8	79	79.4	95.3	95.9
Racial/Ethnic Group										
White	53	100	19.6	37.3	43.1	80.4	75	81.5	95.1	95.5
African American	38	100	25.7	45.7	28.6	74.3	61.8	61.3	95.3	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	96.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.1	66.7	89.7	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	94.8	94.5
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	27.3	28.7	26	94.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.3
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	64.4	65.7	91.4	97.4
Socio-Economic Status										
Subsidized meals	52	100	27.5	45.1	27.5	72.5	64.5	63.2	94.6	95.5

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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	99	100	29.8	33	37.2	70.2
	4	97	100	20.7	44.6	34.8	79.3
	5	102	100	20.4	45.9	33.7	79.6
	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
2011	3	96	99	23.1	27.5	49.5	76.9
	4	107	100	38.1	43.3	18.6	61.9
	5	92	100	17.2	43.7	39.1	82.8
	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	99	100	40.4	28.7	30.9	59.6
	4	97	100	20.7	48.9	30.4	79.3
	5	102	100	32.7	46.9	20.4	67.3
	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	96	100	43.5	23.9	32.6	56.5
	4	107	100	34	49.5	16.5	66
	5	92	100	19.5	54	26.4	80.5
	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							
2010	3	49	100	61.7	31.9	6.4	38.3
	4	97	100	35.9	59.8	4.3	64.1
	5	51	100	46	48	6	54
	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	48	100	56.3	29.2	14.6	43.8
	4	107	100	48.5	45.4	6.2	51.5
	5	45	100	53.5	44.2	2.3	46.5
	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

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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	50	100	40.4	40.4	19.1	59.6
	4	97	100	27.2	62	10.9	72.8
	5	51	100	47.9	43.8	8.3	52.1
	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	48	100	34.1	36.4	29.5	65.9
	4	107	100	33	55.7	11.3	67
	5	47	97.9	23.3	46.5	30.2	76.7
	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	100	100	39.4	37.2	23.4	60.6
	4	97	99	25	40.2	34.8	75
	5	102	100	24.5	40.8	34.7	75.5
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	92	100	21.8	40.2	37.9	78.2
	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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