



Mauldin Elementary School

1194 Holland Road
Simpsonville, SC 29681

Grades	PK-5 Elementary School	
Enrollment	928 Students	
Principal	Michael J. Parker	864-355-3700
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Below Average
2012	Good	Good
2011	Good	Average
2010	Good	Excellent
2009	Good	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://www.eoc.sc.gov>

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

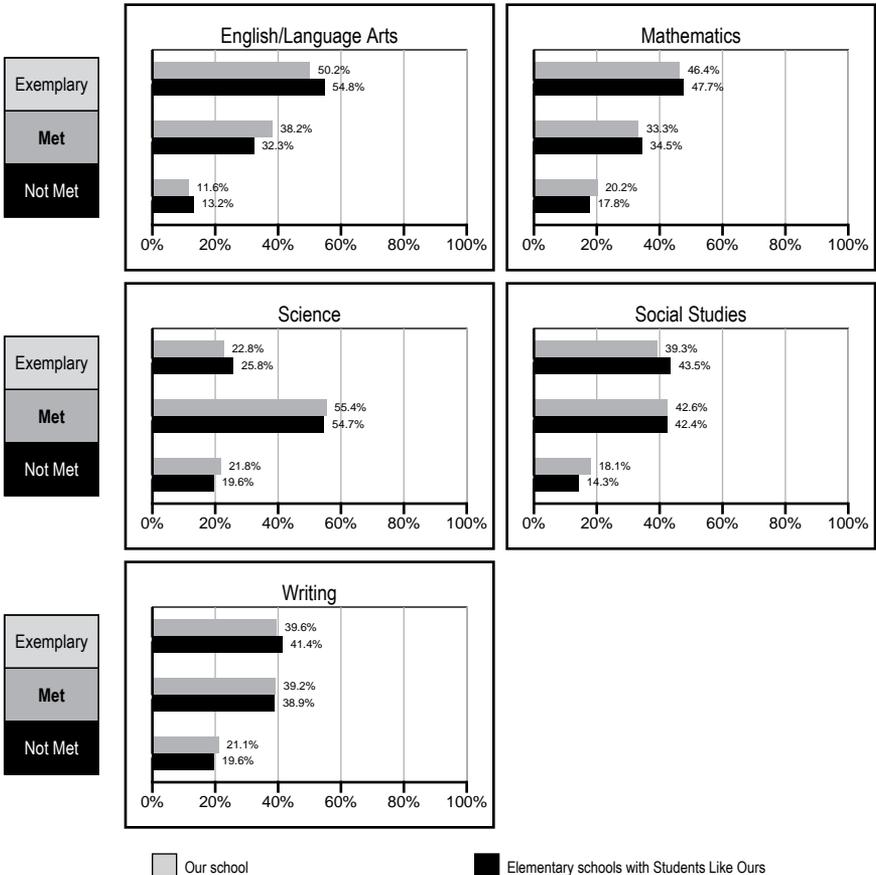
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
40	18	2	1	0

* Ratings are calculated with data available by 12/14/2013.

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=928)				
First graders who attended full-day kindergarten	99.4%	Down from 100.0%	100.0%	100.0%
Retention rate	1.6%	Up from 1.5%	0.8%	0.9%
Attendance rate	96.5%	Down from 96.8%	96.7%	96.3%
Served by gifted and talented program	13.9%	N/A	10.6%	7.2%
With disabilities	11.4%	N/A	11.3%	12.4%
Older than usual for grade	1.5%	N/A	1.3%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	53.8%	Up from 51.9%	64.4%	62.5%
Continuing contract teachers	100.0%	Up from 98.1%	83.3%	83.3%
Teachers returning from previous year	90.4%	Up from 90.1%	89.7%	88.3%
Teacher attendance rate	95.1%	Up from 93.9%	95.3%	95.0%
Average teacher salary*	\$50,384	Up 4.3%	\$49,245	\$48,193
Professional development days/teacher	9.7 days	Up from 7.6 days	10.5 days	11.0 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 23.0 to 1	20.9 to 1	20.1 to 1
Prime instructional time	89.8%	Up from 89.5%	90.8%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,535	Up 3.8%	\$7,001	\$7,364
Percent of expenditures for instruction**	68.0%	Down from 68.8%	69.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Down from 68.3%	67.0%	66.0%

* 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 2012/2013 school year was one of continued improvement for Mauldin Elementary School. We were pleased to open the year with an "A" report card rating under the new federal accountability system for Adequate Yearly Progress (AYP). We were also very pleased with our state report card ratings of "Good" for an absolute rating and "Good" for improvement. These ratings are based on our students' academic performance and earned MES a Palmetto Silver Award for overall achievement. These ratings once again confirm the great work we are doing to improve student academic performance each year.

During the school year our teachers continued implementation of Learning Focused best practices in classroom instruction. We also maintained our reading intervention program for kindergarten, first and second grade students, and once again included some third graders. We expanded our inclusion model for students with special needs and now serve qualifying students in grades two through five, ensuring their participation in the regular education curriculum. With the help of volunteers across our faculty and staff we further expanded our tutoring programs, providing some direct instruction along with the use of computer based programs.

We continued to work with our parent leadership and community to implement programs to address the total health and welfare needs of our students. As a part of the Coordinated Approach to Child Health (CATCH), we fully implemented the Culinary Creations healthy menu in our cafeteria, and completed a walking track on our lower field. We also continued with the Closet for Hope that provides donated clothing for families in need and the Back Pack program which provides students with meals on weekends and holidays.

Our school does face challenges that are brought on by necessary adjustments as the state transitions to the common core instructional standards. In addition, we are making the transition to a new balanced literacy curriculum that has been adopted by the district. However, both have long term benefits and have been embraced by our faculty. Even though we continue to face challenges with the resources available to us, we have been able to maintain our curriculum initiatives, as well as non-instructional initiatives that support the total school program.

During the school year we sent teams from our faculty to a number of different high performing schools in order to obtain fresh ideas on how to improve upon our own practice. In April our Faculty Council met as a final part of this process to synthesize what we learned and reach consensus on the most important changes to consider for the 2013/2014 year. We also updated our school improvement plan and made preparations for accreditation, as did all schools in the district. This combination of activities helped establish fresh goals for continued improvement and afforded us the opportunity to adjust strategies to reach those goals. We look to the coming years with a renewed focus on continuing improvements in student learning.

Michael J. Parker, Principal Craig Clayton, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	172	112
Percent satisfied with learning environment	82%	86%	87.5%
Percent satisfied with social and physical environment	96%	86%	91.8%
Percent satisfied with school-home relations	96%	84.4%	82.9%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	91.7
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Mauldin Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	673.4	661.4	633.2	651.9	99.8	99.8
Male	668.0	663.1	638.1	659.4	100.0	100.0
Female	678.1	659.9	629.1	645.3	99.6	99.6
White	685.6	675.9	647.1	662.9	100.0	100.0
African American	652.3	634.9	606.6	632.7	99.3	99.3
Asian/Pacific Islander	678.2	676.4	650.5	652.0	100.0	100.0
Hispanic	661.3	640.0	598.7	643.3	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	615.9	607.1	588.6	605.9	100.0	100.0
Limited English Proficient	663.7	660.6	622.6	648.1	100.0	100.0
Subsidized meals	652.9	638.2	610.5	633.0	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	172	93	8	21.3	70.7	92
	4	186	96.8	14.4	35.3	50.3	85.6
	5	164	100	14.6	41.7	43.7	85.4
	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
2013	3	145	100	14.6	22.6	62.8	85.4
	4	158	100	9	40	51	91
	5	179	99.4	10.8	49.7	39.5	89.2
	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
Mathematics							
2012	3	172	100	22.4	24.8	52.8	77.6
	4	186	100	14.5	39.3	46.2	85.5
	5	164	100	19.2	48.3	32.5	80.8
	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
2013	3	145	100	26.3	24.1	49.6	73.7
	4	158	100	10.3	39.3	50.3	89.7
	5	179	99.4	23.4	35.9	40.7	76.6
	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							
2012	3	87	97.7	33.3	42	24.7	66.7
	4	186	100	20.2	63.6	16.2	79.8
	5	83	98.8	16	69.3	14.7	84
	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
2013	3	73	100	30	42.9	27.1	70
	4	158	100	17.9	58.6	23.4	82.1
	5	88	100	20.7	61	18.3	79.3
	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							
2012	3	85	100	21	37	42	79
	4	186	100	17.3	42.2	40.5	82.7
	5	81	100	28	40	32	72
	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
2013	3	72	98.6	20.6	51.5	27.9	79.4
	4	158	99.4	9.7	42.4	47.9	90.3
	5	91	97.8	28.7	36.8	34.5	71.3
	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							
2012	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	163	99.4	16.7	41.3	42	83.3
	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
2013	3	146	100	23.9	27.5	48.6	76.1
	4	156	99.4	18.6	40.7	40.7	81.4
	5	181	98.3	19.6	48.2	32.1	80.4
	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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