



## Spaulding Elementary

204 E. Pearl Street  
Lamar, SC 29069

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	240 Students	
<b>Principal</b>	Vernisa Bodison	843-326-7665
<b>Superintendent</b>	Dr. Rainey H. Knight	843-398-5200
<b>Board Chair</b>	Dr. Allem McCutcheon	843-332-2852

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	Below Average
2006	Below Average	Good
2005	At-Risk	At-Risk
2004	Below Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

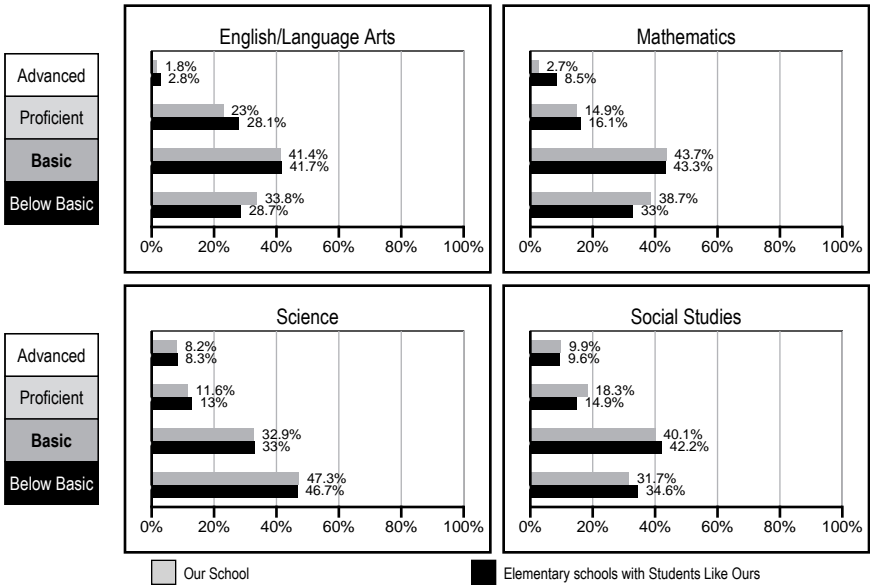
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	16	66	20

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=240)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	Down from 0.9%	2.9%	2.3%
Attendance rate	96.0%	No Change	96.0%	96.3%
Eligible for gifted and talented	6.3%	Up from 5.3%	5.7%	10.4%
With disabilities other than speech	11.5%	Down from 12.0%	8.0%	7.5%
Older than usual for grade	0.4%	Down from 1.4%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.5%	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	31.6%	Down from 36.8%	54.4%	56.7%
Continuing contract teachers	52.6%	Up from 42.1%	71.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	65.1%	Up from 54.7%	84.4%	86.4%
Teacher attendance rate	95.6%	Down from 96.5%	94.9%	94.9%
Average teacher salary	\$40,006	Up 6.0%	\$44,191	\$45,345
Professional development days/teacher	20.2 days	Up from 13.4 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 18.9 to 1	17.0 to 1	18.5 to 1
Prime instructional time	88.6%	Down from 89.5%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.8%	Down from 95.4%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,412	Up 14.3%	\$7,801	\$7,052
Percent of expenditures for instruction*	67.3%	Up from 65.9%	69.1%	69.1%
Percent of expenditures for teacher salaries*	61.2%	Down from 61.9%	62.5%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

The 2007-2008 school year brought many honors to Spaulding Elementary (A Title One and Teacher Advancement Program (TAP) School). Two hundred and forty-two third through fifth grade students attended Spaulding along with thirty-one employees supporting our school wide theme, "We're Wild About Learning."

Spaulding received recognition for being a Palmetto Silver Showcase School from the SDE for improvement in academic achievement. Spaulding Elementary also received district recognition for winning the Clean School of the Month Award in October and January and the Darlington County Five Star Customer Service Award in May.

Throughout the school year, teachers participated in professional development that focused on several research-based reading strategies. Books such as Strategies That Work and The Question Answer Relationship were used to assist teachers with ways to enhance reading instruction. Teachers also participated in math, science, and social studies workshops provided by the school district.

Our PTO sponsored events such as the Master and Little Miss Spaulding Elementary Contest, Talent Celebrations, a Spring dance and a Friday Fun Store. Our PTO also purchased honor roll t-shirts for students. Title One Family nights were held to inform parents about the curriculum and important school events. Community members and parents were invited to attend our Volunteer Breakfast, Ministers Luncheon, Parent University, Reading Campout Night and our Dedicated Dads and Motivated Moms Programs.

Over sixty students participated in the after school program in April and May. Students also participated in Success Maker Saturday sessions in April. A Spaulding student won a state citizenship award while another student won the STAND award for taking a responsible stand against drugs. Our honor roll students participated in the Lamar Egg Scramble parade.

Spaulding Elementary will continue to be "Wild About Learning!"

Vernisa Y. Bodison, Principal  
Monica Byrd, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	74	38
Percent satisfied with learning environment	83.3%	90.4%	84.2%
Percent satisfied with social and physical environment	88.9%	87.7%	86.8%
Percent satisfied with school-home relations	77.8%	86.5%	81.6%

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

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School Adequate Yearly Progress

NO

This school met 11 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

Restructure

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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	238	100	33.8	41.4	23	1.8	34.7	36.1	48.2	No	Yes
<b>Gender</b>											
Male	120	100	33.9	45.5	19.6	0.9	30.4	31.1	41.7	N/A	N/A
Female	118	100	33.6	37.3	26.4	2.7	39.1	41.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	65	100	16.9	50.8	27.1	5.1	39	49.8	60	Yes	Yes
African American	170	100	39.8	38.5	21.1	0.6	32.9	26.4	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	34	100	73.3	26.7	0	0	0	10.6	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	201	100	36.7	41.5	20.7	1.1	31.9	27.1	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	238	100	38.7	43.7	14.9	2.7	28.8	37.8	45.8	No	Yes
<b>Gender</b>											
Male	120	100	36.6	41.1	20.5	1.8	33	38.2	45.6	N/A	N/A
Female	118	100	40.9	46.4	9.1	3.6	24.5	37.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	65	100	18.6	52.5	23.7	5.1	39	53.3	59	Yes	Yes
African American	170	100	46	41	11.2	1.9	24.8	26.7	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	34	100	76.7	20	3.3	0	10	12.3	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	201	100	42.6	42	12.8	2.7	26.1	28.7	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	157	100	47.3	32.9	11.6	8.2	19.9	29.2	35.7	96	95.9
<b>Gender</b>											
Male	80	100	43.4	36.8	11.8	7.9	19.7	29.9	37.4	95.5	95.7
Female	77	100	51.4	28.6	11.4	8.6	20	28.4	33.8	96.4	96.2
<b>Racial/Ethnic Group</b>											
White	42	100	18.9	45.9	16.2	18.9	35.1	46.4	49.2	95.5	95.5
African American	113	100	56.5	28.7	10.2	4.6	14.8	16.6	17	96.1	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	98.6	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	99.7	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.8
<b>Disability Status</b>											
Disabled	22	100	80	20	0	0	0	9.6	14	94.9	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	99.7	96.9
<b>Socio-Economic Status</b>											
Subsided meals	132	100	54.5	29.3	9.8	6.5	16.3	19	21.1	95.9	95.6
<b>Social Studies</b>											
All Students	153	100	31.7	40.1	18.3	9.9	28.2	28.1	34	96	95.9
<b>Gender</b>											
Male	77	100	28.6	32.9	22.9	15.7	38.6	31.1	36.6	95.5	95.7
Female	76	100	34.7	47.2	13.9	4.2	18.1	24.9	31.3	96.4	96.2
<b>Racial/Ethnic Group</b>											
White	46	100	19.5	43.9	19.5	17.1	36.6	39.4	44.5	95.5	95.5
African American	105	100	37.4	38.4	17.2	7.1	24.2	19.7	19.1	96.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	98.6	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	99.7	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.8
<b>Disability Status</b>											
Disabled	17	100	64.3	28.6	0	7.1	7.1	10.4	14.4	94.9	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	99.7	96.9
<b>Socio-Economic Status</b>											
Subsided meals	131	100	34.4	41.8	17.2	6.6	23.8	19.5	21	95.9	95.6

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	66	98.5	40	31.7	28.3	0	28.3
	4	83	100	38.2	35.5	25	1.3	26.3
	5	70	100	32.3	55.4	12.3	0	12.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	84	100	19	45.6	31.6	3.8	35.4
	4	72	100	40.9	36.4	21.2	1.5	22.7
	5	82	100	42.9	41.6	15.6	0	15.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	66	100	36.1	57.4	6.6	0	6.6
	4	83	100	31.6	38.2	23.7	6.6	30.3
	5	70	100	38.5	49.2	7.7	4.6	12.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	84	100	39.2	46.8	10.1	3.8	13.9
	4	72	100	30.3	48.5	19.7	1.5	21.2
	5	82	100	45.5	36.4	15.6	2.6	18.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	33	100	41.9	45.2	12.9	0	12.9
	4	83	100	53.9	26.3	14.5	5.3	19.7
	5	34	100	46.9	43.8	6.3	3.1	9.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	44	100	42.9	35.7	16.7	4.8	21.4
	4	72	100	42.4	34.8	13.6	9.1	22.7
	5	41	100	60.5	26.3	2.6	10.5	13.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	33	100	20	46.7	30	3.3	33.3
	4	83	100	40.8	40.8	17.1	1.3	18.4
	5	36	100	45.5	45.5	9.1	0	9.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	40	100	16.2	51.4	24.3	8.1	32.4
	4	72	100	34.8	37.9	16.7	10.6	27.3
	5	41	100	41	33.3	15.4	10.3	25.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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