



## Mauldin Elementary

1194 Holland Road  
Simpsonville, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,056 Students	
<b>Principal</b>	Michael J. Parker	864-355-3700
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	Average
2006	Average	Good
2005	Good	Average
2004	Good	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**

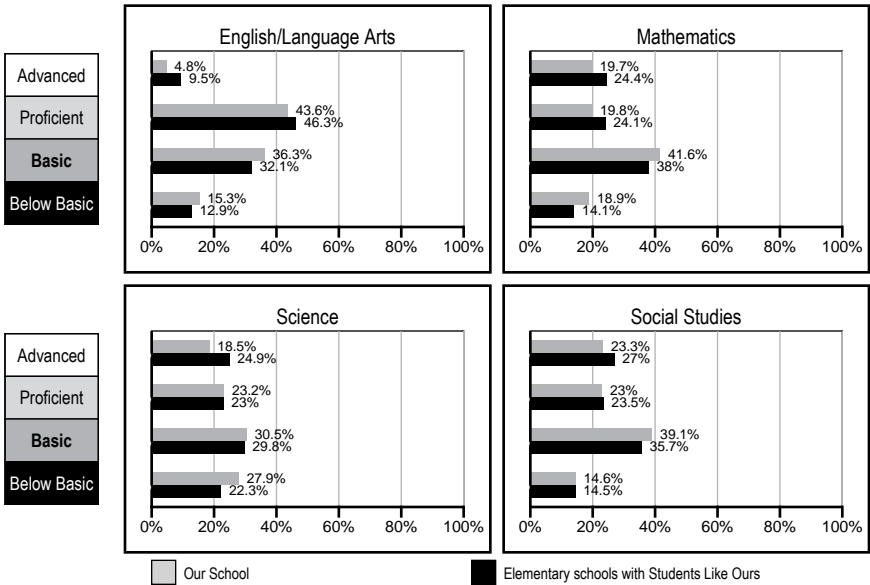
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.2%

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

Excellent	Good	Average	Below Average	At-Risk
5	19	16	2	0

\* 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=1,056)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 94.7%	100.0%	100.0%
Retention rate	0.7%	Down from 2.0%	1.7%	2.3%
Attendance rate	96.6%	No Change	96.7%	96.3%
Eligible for gifted and talented	16.3%	Up from 14.7%	18.7%	10.4%
With disabilities other than speech	7.6%	Down from 8.6%	7.0%	7.5%
Older than usual for grade	0.1%	Down from 0.5%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=62)</b>				
Teachers with advanced degrees	58.1%	Up from 54.5%	59.7%	56.7%
Continuing contract teachers	85.5%	Up from 77.3%	79.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.1%	Down from 88.7%	88.2%	86.4%
Teacher attendance rate	94.8%	Down from 96.0%	95.3%	94.9%
Average teacher salary	\$47,133	Up 5.7%	\$46,290	\$45,345
Professional development days/teacher	12.5 days	Down from 12.9 days	11.7 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 21.1 to 1	20.3 to 1	18.5 to 1
Prime instructional time	89.6%	Down from 90.8%	90.6%	89.8%
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*	\$5,488	Up 7.9%	\$6,506	\$7,052
Percent of expenditures for instruction*	69.7%	Down from 71.2%	70.6%	69.1%
Percent of expenditures for teacher salaries*	65.6%	Down from 67.5%	66.2%	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 was another great one for Mauldin Elementary School. We were disappointed that we did not make AYP but were encouraged by the fact that we met 23 out of our 27 goals. We were very pleased with our State report card ratings that qualified the great work we are doing and confirmed that we are continuing to improve student academic performance each year. We were also honored to be recognized by the EOC, the third year in a row, for the academic performance of our historically underachieving students.

We began the school year with some major organizational changes. Teachers elected Grade Chairs and Team Leaders to serve in leadership roles in the school, and we developed a more formalized organizational chart. Our teacher leaders did an outstanding job of moving our instructional and extracurricular programs forward. The organizational chart improved communications and coordination, as well as allowed us to spend additional time focusing on curriculum and instruction.

During the school year, the entire faculty completed Focused Learning training, and we began a systematic implementation. Focused Learning is a compilation of research-based "best practice" in classroom instruction and should move us toward further gains in student academic performance. We also expanded our academic assistance program to include more third, fourth, and fifth grade students and made refinements to the curriculum that should prove beneficial for the students attending. In addition, we expanded and refined our reading intervention program for kindergarten, first, and second grade students. We are particularly excited about how effective this program has been at improving the reading abilities of our younger students.

Our dedicated teachers continued to hone their skills as professional educators. Many of our teachers attended training, conferences, and other professional development to improve their own skills and to support school initiatives. Several of our teachers have been selected to work on committees at the district and state level to improve curriculum and instruction. We also have several more teachers who are pursuing National Board Certification.

All measures indicate that we are doing the right things for our students. The academic achievement of our students is on the rise, and survey data collected at the state, district, and school level shows improvement and overall positive perceptions about what is taking place at our school. Everyone associated with Mauldin Elementary School should take pride in our accomplishments. We look forward to working with the entire school community, as we continue to move forward in making MES the finest school it can be.

Michael J. Parker, Principal  
Ashley Tingom, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	148	113
Percent satisfied with learning environment	96.8%	90.3%	79.6%
Percent satisfied with social and physical environment	96.8%	82.4%	88.2%
Percent satisfied with school-home relations	98.4%	89.2%	75.7%

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

## Abbreviations for Missing Data

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## School Adequate Yearly Progress

NO

This school met 22 out of 29 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. 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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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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	552	99.8	15.1	36.4	43.7	4.8	60.2	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	291	99.7	19	37.4	38.5	5.1	55.3	46.1	41.7	N/A	N/A
Female	261	100	10.8	35.3	49.4	4.4	65.5	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	293	100	6.4	33.1	54.4	6	73.3	62.3	60	Yes	Yes
African American	169	99.4	30.8	41.5	25.8	1.9	37.7	31.7	31.7	No	Yes
Asian/Pacific Islander	33	100	6.9	31	55.2	6.9	69	74.9	70.4	I/S	I/S
Hispanic	49	100	17.8	44.4	33.3	4.4	51.1	36.7	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	61	98.4	55.2	29.3	15.5	0	17.2	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	55	100	23.4	44.7	29.8	2.1	40.4	36.1	36.9	No	Yes
<b>Socio-Economic Status</b>											
Subsided meals	191	99.5	28.5	44.7	25.1	1.7	38.5	34.3	34	No	Yes

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

All Students	552	100	18.7	41.7	19.9	19.7	53.7	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	291	100	18.2	38.3	20.8	22.6	56.2	49.9	45.6	N/A	N/A
Female	261	100	19.3	45.4	18.9	16.5	51	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	293	100	8.2	41.3	24.2	26.3	65.8	59.4	59	Yes	Yes
African American	169	100	38.1	46.9	10.6	4.4	30.6	27.2	26.9	No	Yes
Asian/Pacific Islander	33	100	6.9	24.1	24.1	44.8	79.3	75.3	71.3	I/S	I/S
Hispanic	49	100	22.2	42.2	20	15.6	42.2	37.4	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	61	100	59.3	30.5	8.5	1.7	15.3	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	55	100	25.5	36.2	23.4	14.9	48.9	38.4	38.7	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	191	100	35	43.3	15	6.7	33.9	32.2	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	363	100	27.6	30.6	23.2	18.5	41.8	39.3	35.7	96.6	96.5
<b>Gender</b>											
Male	189	100	25	30.1	23.9	21	44.9	41.6	37.4	96.6	96.4
Female	174	100	30.5	31.1	22.6	15.9	38.4	36.9	33.8	96.6	96.6
<b>Racial/Ethnic Group</b>											
White	188	100	14	30.2	29.6	26.3	55.9	49.7	49.2	96.6	96.4
African American	109	100	51.5	30.7	12.9	5	17.8	18.2	17	96.3	96.4
Asian/Pacific Islander	26	100	17.4	21.7	30.4	30.4	60.9	60.9	58	97.7	97.7
Hispanic	35	100	34.4	40.6	15.6	9.4	25	23.7	24.9	96.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	95.1	95.3
<b>Disability Status</b>											
Disabled	46	100	62.2	22.2	6.7	8.9	15.6	16.3	14	95.5	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	40	100	38.2	38.2	17.6	5.9	23.5	22.6	24.4	97.5	97.2
<b>Socio-Economic Status</b>											
Subsided meals	129	100	48.7	29.4	11.8	10.1	21.8	21.3	21.1	95.8	95.8
<b>Social Studies</b>											
All Students	363	100	14.6	39.1	23	23.3	46.4	38.1	34	96.6	96.5
<b>Gender</b>											
Male	192	100	15.6	33.5	24.6	26.3	50.8	41	36.6	96.6	96.4
Female	171	100	13.4	45.1	21.3	20.1	41.5	35	31.3	96.6	96.6
<b>Racial/Ethnic Group</b>											
White	195	100	9.7	36	24.7	29.6	54.3	46.1	44.5	96.6	96.4
African American	113	100	23.1	46.3	22.2	8.3	30.6	20.5	19.1	96.3	96.4
Asian/Pacific Islander	19	100	0	37.5	6.3	56.3	62.5	60.2	58.9	97.7	97.7
Hispanic	30	100	18.5	37	22.2	22.2	44.4	27.7	27.5	96.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	95.1	95.3
<b>Disability Status</b>											
Disabled	36	100	52.9	29.4	8.8	8.8	17.6	17.1	14.4	95.5	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	33	100	18.5	37	14.8	29.6	44.4	27.6	27.3	97.5	97.2
<b>Socio-Economic Status</b>											
Subsided meals	116	100	27.3	40.9	21.8	10	31.8	22.8	21	95.8	95.8

\* 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 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	198	100	8.3	33.1	53.6	5	58.6	
	4	190	97.4	14.8	48.5	35.5	1.2	36.7	
	5	170	99.4	16.1	42.2	41	0.6	41.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	185	100	8.4	27.9	53.6	10.1	63.7	
	4	174	100	13.1	36.3	47.5	3.1	50.6	
	5	193	99.5	23.5	44.8	30.6	1.1	31.7	
	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	198	99.5	16	54.1	14.9	14.9	29.8	
	4	190	99.5	22.7	40.1	24.4	12.8	37.2	
	5	170	99.4	21.7	41.6	17.4	19.3	36.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	185	100	15.6	42.5	17.9	24	41.9	
	4	174	100	15	38.8	23.1	23.1	46.3	
	5	193	100	25	43.5	19	12.5	31.5	
	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	102	99	29.5	41.1	20	9.5	29.5	
	4	190	99.5	39	27.9	23.8	9.3	33.1	
	5	85	98.8	28.4	28.4	19.8	23.5	43.2	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	93	100	20	32.2	30	17.8	47.8	
	4	174	100	25	31.3	22.5	21.3	43.8	
	5	96	100	40	27.8	17.8	14.4	32.2	
	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	96	97.9	8.2	60	28.2	3.5	31.8	
	4	190	99.5	22.1	43.6	19.8	14.5	34.3	
	5	85	98.8	25.9	37	24.7	12.3	37	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	92	100	5.6	43.8	25.8	24.7	50.6	
	4	174	100	16.9	31.9	23.1	28.1	51.3	
	5	97	100	19.1	46.8	20.2	13.8	34	
	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	

Abbreviations for Missing Data

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