

Houston Elementary

1475 Skylyn drive
Spartanburg, SC 29349

Grades	PK-6 Elementary School	
Enrollment	335 Students	
Principal	Thomas Stokes	864-594-4448
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Below Average
2006	Below Average	Good
2005	Below Average	At-Risk
2004	Average	Average

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

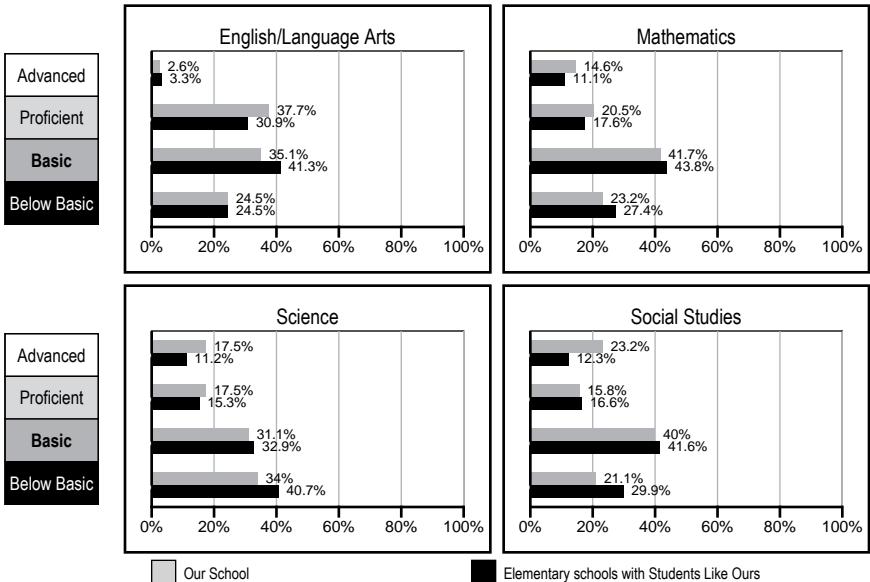
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	30	56	3

* 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
Students (n=335)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 1.8%	2.9%	2.3%
Attendance rate	96.1%	Up from 95.6%	96.0%	96.3%
Eligible for gifted and talented	13.3%	Down from 15.3%	6.8%	10.4%
With disabilities other than speech	9.0%	Up from 7.2%	8.7%	7.5%
Older than usual for grade	0.4%	Down from 0.7%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	64.3%	Down from 71.9%	54.2%	56.7%
Continuing contract teachers	78.6%	Up from 68.8%	76.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	71.2%	Down from 77.9%	86.0%	86.4%
Teacher attendance rate	93.1%	Down from 94.3%	94.6%	94.9%
Average teacher salary	\$48,316	Up 5.7%	\$44,586	\$45,345
Professional development days/teacher	16.7 days	Down from 19.6 days	13.0 days	12.6 days
School				
Principal's years at school	1.0	Down from 11.0	4.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Up from 14.9 to 1	18.2 to 1	18.5 to 1
Prime instructional time	88.0%	Up from 87.6%	88.9%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,662	Up 9.1%	\$7,363	\$7,052
Percent of expenditures for instruction*	65.9%	Up from 64.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	63.9%	Up from 61.2%	63.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Houston Elementary has had a year of change. We have implemented the Teacher Advancement Program (TAP). This program has enabled the school to implement weekly staff development focused on the educational needs of our student population. We have strived to teach strategies to the students for them to continually apply in all areas of their learning. TAP has also helped the teachers to refine our practices and grow as learners through nationally researched best practices.

We have provided many incentives and learning opportunities for our students with the support and involvement from our parents, volunteers, and business partners. Spartanburg High School Service Learning Students and Helping Hands Volunteers provided countless hours tutoring and individualized student assistance. The Healing Touch, Hardee's, Applebee's, McDonald's, Chick-fil-A, Mamma Shack's, and Pizza Hut all provided numerous achievement prizes and much needed school supplies for our students. The PTO provided books for all students to read during the summer and discuss in schoolwide book clubs the night of PTO open house. These invaluable gifts demonstrate the appreciation and dedication our community has for the hard work of our staff and children.

We believe it is our responsibility to prepare our students to be productive citizens and to expose them to the world beyond the classroom. Our students have participated in giving back to the community through performing concerts and gift giving in the area nursing homes; service learning projects including Zig the Pig, which helps care for families in South Carolina who face pediatric cancer; writing letters of encouragement to our troops serving in the military; and providing care packages for troops in Iraq and Afghanistan.

We also provide our students with field trips designed to enrich the students culturally and educationally. We have visited the public library, state museum, the zoo, businesses, a Renaissance festival, Camp Greenville, Barrier Island Environmental Education Camp, and Charleston. All of these trips are available to all of our students, thanks to our PTO, fundraisers, and donations from members of the community.

We encourage parents and the community to take an active role in the education of our students at Houston. They are our legacy and our hope for the future!

Eric Mathison, Principal
Sally Richards, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	33	29
Percent satisfied with learning environment	81.8%	60.6%	72.4%
Percent satisfied with social and physical environment	97.1%	81.8%	72.4%
Percent satisfied with school-home relations	70.6%	87.9%	75.9%

* 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 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

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	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	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	166	100	24.5	35.1	37.7	2.6	54.3	46.5	48.2	Yes	Yes
Gender											
Male	95	100	27.3	34.1	36.4	2.3	50	42.8	41.7	N/A	N/A
Female	71	100	20.6	36.5	39.7	3.2	60.3	50.3	55	N/A	N/A
Racial/Ethnic Group											
White	58	100	21.2	42.3	34.6	1.9	48.1	69.9	60	Yes	Yes
African American	94	100	28.2	35.3	32.9	3.5	52.9	29.9	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	66.1	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	54.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	26	100	66.7	16.7	16.7	0	16.7	15.3	16	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	23.1	7.7	69.2	0	76.9	55.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	132	100	29.9	35.9	34.2	0	47.9	31.7	34	Yes	Yes

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

All Students	166	100	23.2	41.7	20.5	14.6	50.3	42.2	45.8	Yes	Yes
Gender											
Male	95	100	22.7	40.9	21.6	14.8	50	43.1	45.6	N/A	N/A
Female	71	100	23.8	42.9	19	14.3	50.8	41.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	58	100	25	34.6	21.2	19.2	50	69.6	59	Yes	Yes
African American	94	100	24.7	48.2	17.6	9.4	45.9	24.2	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	54.5	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	48.1	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	26	100	58.3	33.3	4.2	4.2	16.7	14	17.1	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	7.7	30.8	38.5	23.1	76.9	48.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	132	100	26.5	43.6	17.1	12.8	43.6	26.3	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
Science											
All Students	110	100	34	31.1	17.5	17.5	35	31.8	35.7	96.1	95.3
Gender											
Male	60	100	25.5	40	16.4	18.2	34.5	32.8	37.4	95.9	95.1
Female	50	100	43.8	20.8	18.8	16.7	35.4	30.8	33.8	96.5	95.5
Racial/Ethnic Group											
White	39	100	40	20	17.1	22.9	40	58.9	49.2	95.2	95.5
African American	65	100	33.9	38.7	14.5	12.9	27.4	14.1	17	96.4	95
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	40	58	97.6	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.8	24.9	97.2	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	92.8	95.9
Disability Status											
Disabled	13	100	75	16.7	0	8.3	8.3	11	14	94.8	93.9
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	97.8	97.8
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	32.8	24.4	97.5	96
Socio-Economic Status											
Subsided meals	89	100	36.6	32.9	15.9	14.6	30.5	17.6	21.1	95.9	94.7
Social Studies											
All Students	105	100	21.1	40	15.8	23.2	38.9	31.3	34	96.1	95.3
Gender											
Male	59	100	21.8	34.5	14.5	29.1	43.6	34.8	36.6	95.9	95.1
Female	46	100	20	47.5	17.5	15	32.5	27.5	31.3	96.5	95.5
Racial/Ethnic Group											
White	37	100	11.8	52.9	14.7	20.6	35.3	57.4	44.5	95.2	95.5
African American	58	100	29.4	37.3	17.6	15.7	33.3	14.3	19.1	96.4	95
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	39.7	58.9	97.6	96
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.5	97.2	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	92.8	95.9
Disability Status											
Disabled	18	100	47.1	41.2	0	11.8	11.8	11.2	14.4	94.8	93.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	97.8	97.8
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	97.5	96
Socio-Economic Status											
Subsided meals	81	100	26.8	36.6	11.3	25.4	36.6	17.7	21	95.9	94.7

* 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*	
English/Language Arts									
2007	3	47	100	14.3	38.1	45.2	2.4	47.6	
	4	39	100	15.8	52.6	28.9	2.6	31.6	
	5	39	100	32.3	45.2	22.6	0	22.6	
	6	44	100	26.2	45.2	26.2	2.4	28.6	
	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
2008	3	49	100	23.3	25.6	46.5	4.7	51.2	
	4	49	100	25.5	34	38.3	2.1	40.4	
	5	37	100	21.2	45.5	30.3	3	33.3	
	6	31	100	28.6	39.3	32.1	0	32.1	
	7	N/A	I/S	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	I/S
Mathematics									
2007	3	47	100	23.8	45.2	28.6	2.4	31	
	4	39	100	21.1	47.4	18.4	13.2	31.6	
	5	39	100	29	45.2	19.4	6.5	25.8	
	6	44	100	23.8	50	21.4	4.8	26.2	
	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
2008	3	49	100	25.6	48.8	14	11.6	25.6	
	4	49	100	31.9	40.4	12.8	14.9	27.7	
	5	37	100	12.1	33.3	36.4	18.2	54.5	
	6	31	100	17.9	42.9	25	14.3	39.3	
	7	N/A	I/S	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	I/S
Science									
2007	3	24	100	39.1	47.8	8.7	4.3	13	
	4	39	100	42.1	34.2	18.4	5.3	23.7	
	5	19	100	50	35.7	14.3	0	14.3	
	6	21	100	15	50	20	15	35	
	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
2008	3	25	100	22.7	36.4	40.9	0	40.9	
	4	49	100	42.6	31.9	12.8	12.8	25.5	
	5	19	100	16.7	33.3	5.6	44.4	50	
	6	17	100	43.8	18.8	12.5	25	37.5	
	7	N/A	I/S	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	I/S
Social Studies									
2007	3	23	100	5.3	47.4	36.8	10.5	47.4	
	4	39	100	26.3	34.2	26.3	13.2	39.5	
	5	20	100	35.3	41.2	5.9	17.6	23.5	
	6	23	100	22.7	59.1	13.6	4.5	18.2	
	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
2008	3	24	100	23.8	42.9	14.3	19	33.3	
	4	49	100	21.3	38.3	14.9	25.5	40.4	
	5	18	100	13.3	46.7	20	20	40	
	6	14	100	25	33.3	16.7	25	41.7	
	7	N/A	I/S	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	I/S

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