



## Mauldin Elementary

1194 Holland Road  
Simpsonville, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,017 Students	
<b>Principal</b>	Michael J. Parker	864-355-3700
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Average	Average
2007	Average	Average
2006	Average	Good
2005	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 GOAL

By 2010, SC'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.

## 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.

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

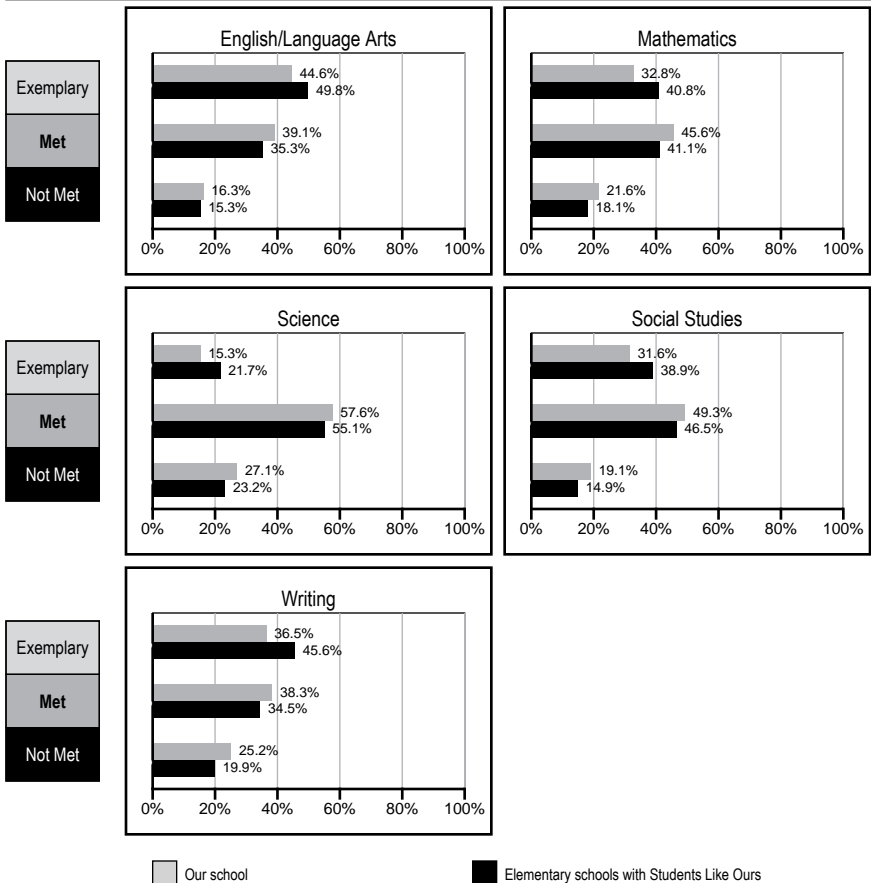
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.6%

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

Excellent	Good	Average	Below Average	At-Risk
20	16	7	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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
<b>Students (n=1,017)</b>				
First graders who attended full-day kindergarten	87.6%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Up from 0.7%	1.5%	1.9%
Attendance rate	96.6%	No Change	96.7%	96.3%
Eligible for gifted and talented	14.5%	Down from 16.3%	17.8%	10.0%
With disabilities other than speech	7.2%	Down from 7.6%	8.6%	7.7%
Older than usual for grade	0.2%	Up from 0.1%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=63)</b>				
Teachers with advanced degrees	55.6%	Down from 58.1%	60.5%	59.4%
Continuing contract teachers	88.9%	Up from 85.5%	80.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.0%	Down from 88.1%	86.4%	85.9%
Teacher attendance rate	95.9%	Up from 94.8%	95.3%	95.1%
Average teacher salary*	\$46,962	Down 0.4%	\$47,858	\$47,149
Professional development days/teacher	5.8 days	Down from 12.5 days	10.2 days	11.1 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	21.4 to 1	Down from 21.8 to 1	20.0 to 1	18.8 to 1
Prime instructional time	92.0%	Up from 89.6%	91.4%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,764	Up 5.0%	\$6,629	\$7,458
Percent of expenditures for instruction**	70.7%	Up from 69.7%	70.6%	68.8%
Percent of expenditures for teacher salaries**	67.1%	Up from 65.6%	67.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2008/2009 school year was one of continued improvement for Mauldin Elementary School. We were disappointed that we did not make Adequate Yearly Progress (AYP) again, in light of the fact that we made overall gains in student performance. 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.

During the school year, the entire faculty continued implementation of Learning Focused best practices in classroom instruction. We further refined our academic assistance program for third, fourth, and fifth grade students and further refined and expanded our reading intervention program for kindergarten, first, and second grade students. We also implemented a research-based model for students with special needs that more effectively meets their learning needs in the classroom.

Three of our faculty and staff were recognized at the district level this year for their outstanding performance. JoAnn Bankhead was selected as district School Support Staff Employee of the Year, Christine Johnson was selected as district Elementary Science Teacher of the Year, and Katrina Miller was selected as district Assistant Principal of the Year. We are very proud of these individuals who are a reflection of the many outstanding people we have who are dedicated to the ongoing improvement of our school.

Our end of year student performance data from MAP (Measures of Academic Progress) was very strong, particularly in Mathematics. This data also indicated strong progress among the under-performing sub groups identified in our AYP objectives last year. This is very promising as it demonstrates the success of our efforts to ensure the academic progress of each and every student in our school.

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 show 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  
Julie Hathaway, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	163	132
Percent satisfied with learning environment	98.4%	86.4%	90.6%
Percent satisfied with social and physical environment	95.2%	84.0%	88.2%
Percent satisfied with school-home relations	96.8%	88.3%	83.5%

\* 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 28 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	96.6%	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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	526	100	16.3	39.1	44.6	91.2	84	82.8	Yes	Yes
<b>Gender</b>										
Male	265	100	18.5	38.3	43.1	91.9	80.8	79.3	N/A	N/A
Female	261	100	14	39.9	46.1	90.5	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	280	100	10.6	35.5	54	95.5	89.5	89.5	Yes	Yes
African American	153	100	27.6	46.2	26.2	84.1	72.7	73.7	Yes	Yes
Asian/Pacific Islander	44	100	10.5	34.2	55.3	97.4	93	92.3	I/S	Yes
Hispanic	40	100	14.3	42.9	42.9	88.6	74.8	76.5	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	52.8	34	13.2	64.2	52.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	46	100	22.7	31.8	45.5	84.1	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	193	100	23.6	44.8	31.6	86.2	74.4	75.5	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	526	100	21.6	45.6	32.8	84.5	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	265	100	19.8	44.8	35.5	87.9	79.6	77	N/A	N/A
Female	261	100	23.5	46.5	30	81.1	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	280	100	12.8	46	41.1	90.2	87	87.2	Yes	Yes
African American	153	100	39.3	48.3	12.4	71.7	66.3	66.7	Yes	Yes
Asian/Pacific Islander	44	100	7.9	36.8	55.3	94.7	94.3	93	I/S	Yes
Hispanic	40	100	25.7	48.6	25.7	85.7	75.3	76	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	62.3	30.2	7.5	50.9	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	46	100	22.7	47.7	29.5	84.1	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	193	100	33.9	47.7	18.4	77	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	361	100	27.3	57.5	15.2	72.7	71.3	67.5
<b>Gender</b>								
Male	187	100	22.6	62.1	15.3	77.4	70.8	67
Female	174	100	32.3	52.4	15.2	67.7	71.8	68
<b>Racial/Ethnic Group</b>								
White	191	100	18.8	60.8	20.4	81.2	79.5	79.5
African American	108	100	48.5	47.6	3.9	51.5	53	50.3
Asian/Pacific Islander	31	100	10.3	58.6	31	89.7	86.9	84.3
Hispanic	24	100	13.6	77.3	9.1	86.4	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	38	100	N/AV	N/AV	N/AV	40.5	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	27	100	13.8	69	17.2	86.2	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	133	100	41.7	50	8.3	58.3	57.5	55.1
<b>Social Studies</b>								
All Students	359	100	19.5	49.1	31.4	80.5	75.7	72.3
<b>Gender</b>								
Male	176	100	20.4	42.5	37.1	79.6	75.1	71.5
Female	183	100	18.7	55.6	25.7	81.3	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	195	100	17.2	47.3	35.5	82.8	81.7	80.7
African American	98	100	23.7	53.8	22.6	76.3	61.5	60
Asian/Pacific Islander	29	100	16	52	32	84	88	88.5
Hispanic	30	100	22.2	48.1	29.6	77.8	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	38	100	52.8	30.6	16.7	47.2	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	34	100	32.4	44.1	23.5	67.6	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	137	100	22.7	58.6	18.8	77.3	63.9	62.1

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
<b>Writing</b>										
All Students	522	99.6	25	38.4	36.6	75	72.9	70.2	96.6	96.5
<b>Gender</b>										
Male	264	99.2	30.2	39.5	30.2	69.8	66.4	63.2	96.5	96.4
Female	258	100	19.7	37.3	43	80.3	79.7	77.5	96.7	96.5
<b>Racial/Ethnic Group</b>										
White	276	100	18.5	39.2	42.3	81.5	80.5	79.1	96.8	96.3
African American	153	99.4	35.6	40.4	24	64.4	57.1	57.6	96.2	96.5
Asian/Pacific Islander	44	97.7	10.5	34.2	55.3	89.5	87.3	86.2	98.1	97.6
Hispanic	40	100	42.9	31.4	25.7	57.1	61.3	62.6	96	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	98.3	95.2
<b>Disability Status</b>										
Disabled	57	98.3	64.8	22.2	13	35.2	28.4	26.1	95.4	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	46	100	34.1	29.5	36.4	65.9	60.5	61.2	97.4	97.2
<b>Socio-Economic Status</b>										
Subsided meals	187	98.9	37.4	40.4	22.2	62.6	58.8	58.9	95.8	95.8

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	164	100	14.7	26	59.3	85.3
	4	194	100	20.8	39.9	39.3	79.2
	5	168	100	12.7	50.6	36.7	87.3
	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
<b>Mathematics</b>							
<b>2009</b>	3	164	100	21.3	38.7	40	78.7
	4	194	100	19.7	48.1	32.2	80.3
	5	168	100	24.1	49.4	26.6	75.9
	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
<b>Science</b>							
<b>2009</b>	3	81	100	32	50.7	17.3	68
	4	194	100	29.9	56	14.1	70.1
	5	86	100	17.1	67.1	15.9	82.9
	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
<b>Social Studies</b>							
<b>2009</b>	3	83	100	15.8	48.7	35.5	84.2
	4	194	100	20.1	48.4	31.5	79.9
	5	82	100	21.8	51.3	26.9	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
<b>Writing</b>							
<b>2009</b>	3	163	100	24.5	31.1	44.4	75.5
	4	194	99.5	31.1	39.9	29	68.9
	5	165	99.4	18.4	43.7	38	81.6
	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

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