



CAMPOBELLO-GRAMLING SCHOOL

250 Fagan Avenue
Campobello, SC 29349

Grades	PK-8 Elementary School	
Enrollment	701 Students	
Principal	John Hodge	864-472-9481
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Mark Rollins	864-472-2846

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	At-Risk
2007	Good	At-Risk
2006	Good	Good

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 2009-10 whose 2008-09 test scores were located

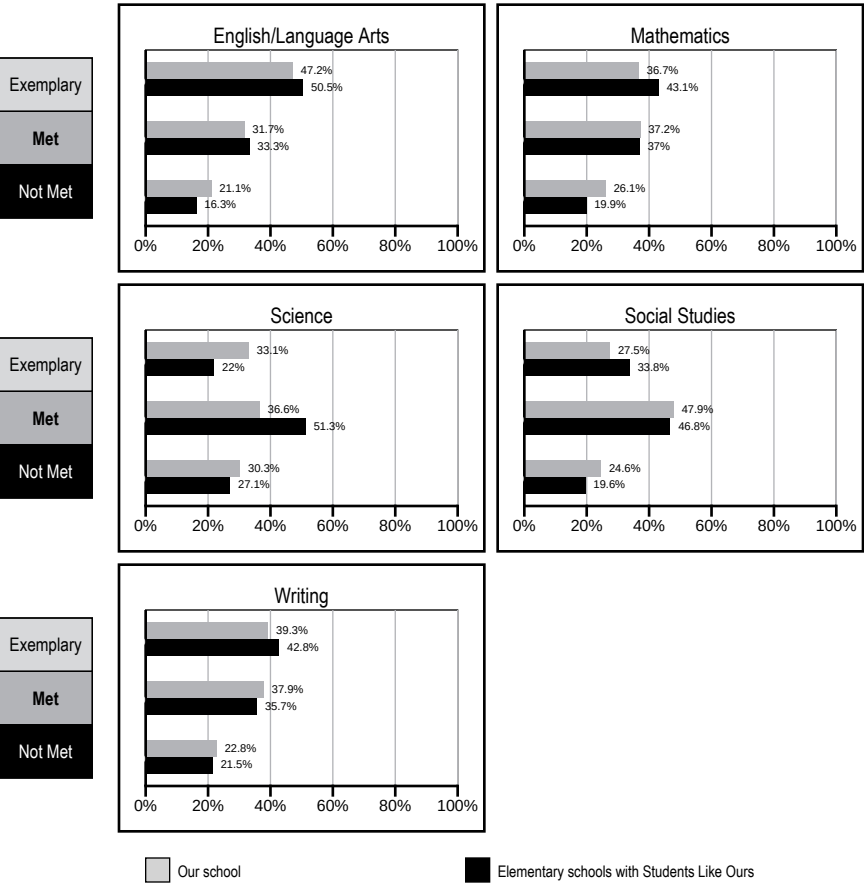
98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	29	16	0	0

* Ratings are calculated with data available by 03/09/2011.

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=701)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.1%	Down from 0.4%	0.8%	1.2%
Attendance rate	96.1%	Down from 96.4%	96.6%	96.1%
Eligible for gifted and talented	19.7%	Down from 22.8%	17.0%	11.7%
With disabilities other than speech	6.8%	Down from 7.1%	6.8%	8.0%
Older than usual for grade	0.2%	Down from 0.7%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	75.5%	Up from 71.4%	62.4%	60.5%
Continuing contract teachers	89.8%	No Change	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.5%	Up from 91.7%	89.4%	87.0%
Teacher attendance rate	96.0%	Up from 95.7%	95.8%	95.4%
Average teacher salary*	\$49,779	Down 1.0%	\$48,360	\$47,288
Professional development days/teacher	14.6 days	Up from 13.4 days	11.4 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 20.1 to 1	19.9 to 1	19.2 to 1
Prime instructional time	91.7%	Up from 91.4%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 89.8%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,202	Up 5.0%	\$7,214	\$7,548
Percent of expenditures for instruction**	70.7%	Up from 68.9%	69.4%	68.7%
Percent of expenditures for teacher salaries**	69.4%	Up from 67.3%	66.3%	65.1%

* 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

Campobello Gramling School completed the 2009-2010 school year with many accomplishments. Academically, seven students were recognized as South Carolina Junior Scholars, and three seventh graders were named Duke Tip Scholars. Campobello Gramling School also had two students selected to attend the Scholars Academy program at the University of South Carolina Upstate for the 2010-2011 school year. In addition, one hundred percent of the 8th grade Algebra I class passed the End of Course testing.

The school received the South Carolina Literacy Spot award for our accomplishments in reading. Campobello Gramling School also received the Palmetto Silver Award for our absolute scores in the PASS testing. In our related arts classes, we continue to offer programs in creative instructional settings. This year we had winners in the South Carolina Department of Natural Resources contest, the Piedmont Interstate Fair photography division, National Career Development Poetry and Poster Contest, and the Discover Manufacturing Design Challenge. In 7th and 8th grade, our band students participated in the Solo & Ensemble Festival in May. Five students received "Excellent" awards and eight students received "Superior" awards.

Campobello Gramling School (SACS) goals are as follows: Improving School Communication, Improving Student Achievement For All Students, and Enhancing Staff Development To Improve Instructional Effectiveness continue to be our goals for improvement. We meet monthly to discuss, revise, design, and implement strategies to address these goals. It is our continued commitment to do so for the success of our students and Campobello Gramling School.

Sincerely,

John M. Hodge, Principal

Brian Riorden, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	69	73
Percent satisfied with learning environment	97.9%	84.1%	94.4%
Percent satisfied with social and physical environment	97.9%	82.4%	89.0%
Percent satisfied with school-home relations	95.8%	86.8%	88.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 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	
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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	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

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	458	100	22.9	31.9	45.3	87.3	89.4	83.5	Yes	Yes
Gender										
Male	232	100	25.5	30.5	44.1	85.9	87.6	80.1	N/A	N/A
Female	226	100	20.2	33.3	46.5	88.7	91.2	87	N/A	N/A
Racial/Ethnic Group										
White	418	100	21.5	31.1	47.3	87.8	90.2	89.6	Yes	Yes
African American	18	100	N/A	N/A	N/A	72.2	82.8	74.6	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	97.9	92.7	I/S	I/S
Hispanic	16	100	28.6	42.9	28.6	85.7	83.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	53	100	72.3	10.6	17	44.7	58.5	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	38.7	35.5	25.8	77.4	86.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	100	33.5	36.9	29.6	81.1	85.2	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	458	100	23.1	36.3	40.6	86.8	88.7	80.4	Yes	Yes
Gender										
Male	232	100	25	30.9	44.1	85.5	87.3	78.4	N/A	N/A
Female	226	100	21.1	41.8	37.1	88.3	90.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	418	100	22	36.2	41.8	87.3	89.3	87.8	Yes	Yes
African American	18	100	50	38.9	11.1	72.2	83.6	69.3	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	16	100	28.6	42.9	28.6	85.7	87	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	53	100	72.3	10.6	17	44.7	51.2	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	38.7	38.7	22.6	67.7	85.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	100	35.9	38.3	25.7	78.2	84	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	308	99.7	26.9	39	34.1	73.1	79.2	67.3
Gender								
Male	160	99.4	24.3	36.8	38.8	75.7	80.5	66.9
Female	148	100	29.7	41.3	29	70.3	77.8	67.7
Racial/Ethnic Group								
White	285	99.7	26.5	37.7	35.8	73.5	81.3	79.6
African American	9	I/S	I/S	I/S	I/S	I/S	63.6	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.8	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	35	97.1	80	10	10	20	39.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	21	100	57.9	36.8	5.3	42.1	71.9	58.6
Socio-Economic Status								
Subsidized meals	145	99.3	38.5	39.3	22.2	61.5	72.3	55.4

Social Studies

All Students	307	99.7	23.4	44.5	32.1	76.6	78.9	70.9
Gender								
Male	147	99.3	20.4	41.6	38	79.6	79.8	70.1
Female	160	100	26.1	47.1	26.8	73.9	77.9	71.7
Racial/Ethnic Group								
White	280	100	22.6	44.4	33.1	77.4	80.5	79.2
African American	12	100	N/A	N/A	N/A	41.7	66.7	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90	86.8
Hispanic	11	90.9	I/S	I/S	I/S	I/S	73.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	32	96.9	53.8	38.5	7.7	46.2	46.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	22	100	23.8	57.1	19	76.2	78.2	68
Socio-Economic Status								
Subsidized meals	138	100	35.4	44.6	20	64.6	70.5	60.8

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
Writing										
All Students	454	99.1	19	41.8	39.2	81	79.8	72.1	96.1	96.3
Gender										
Male	231	99.1	22.4	43.4	34.2	77.6	74.2	65.2	96.1	96.4
Female	223	99.1	15.6	40.1	44.3	84.4	85.7	79.2	96	96.2
Racial/Ethnic Group										
White	414	99.3	17.5	42.4	40.1	82.5	81.4	80.8	96	96.1
African American	18	100	44.4	38.9	16.7	55.6	68.2	59.7	96.8	97.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.4	87	96.3	97.2
Hispanic	16	93.8	38.5	38.5	23.1	61.5	72.5	64.6	96.1	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	96
Disability Status										
Disabled	53	92.5	77.3	13.6	9.1	22.7	31.5	27.7	95.2	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	35.5	38.7	25.8	64.5	77.2	63.7	95.9	96.8
Socio-Economic Status										
Subsidized meals	217	99.1	30.2	46.3	23.4	69.8	72.7	61.9	95.3	95.7

Abbreviations for Missing Data

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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							
2009	3	73	100	19.7	28.2	52.1	80.3
	4	70	100	33.3	43.5	23.2	66.7
	5	74	100	15.9	42	42	84.1
	6	88	100	14.3	32.1	53.6	85.7
	7	64	100	21	43.5	35.5	79
	8	68	100	27.9	26.5	45.6	72.1
2010	3	87	100	20.5	27.7	51.8	79.5
	4	74	100	24.6	29	46.4	75.4
	5	73	100	17.9	38.8	43.3	82.1
	6	77	100	23.3	41.1	35.6	76.7
	7	84	100	19.8	32.1	48.1	80.2
	8	63	100	33.3	21.7	45	66.7
Mathematics							
2009	3	73	100	28.2	43.7	28.2	71.8
	4	70	100	30.4	52.2	17.4	69.6
	5	74	100	23.2	53.6	23.2	76.8
	6	88	100	10.7	32.1	57.1	89.3
	7	64	100	22.6	37.1	40.3	77.4
	8	68	100	16.2	39.7	44.1	83.8
2010	3	87	100	30.1	37.3	32.5	69.9
	4	74	100	18.8	31.9	49.3	81.2
	5	73	100	28.4	43.3	28.4	71.6
	6	77	100	17.8	38.4	43.8	82.2
	7	84	100	16	34.6	49.4	84
	8	63	100	28.3	31.7	40	71.7
Science							
2009	3	36	100	44.1	29.4	26.5	55.9
	4	70	100	30.4	62.3	7.2	69.6
	5	37	100	17.1	65.7	17.1	82.9
	6	45	100	14	60.5	25.6	86
	7	64	100	24.2	41.9	33.9	75.8
	8	34	100	29.4	32.4	38.2	70.6
2010	3	43	100	54.8	23.8	21.4	45.2
	4	74	100	20.3	36.2	43.5	79.7
	5	38	100	20.6	52.9	26.5	79.4
	6	39	97.4	31.4	45.7	22.9	68.6
	7	83	100	16.3	42.5	41.3	83.8
	8	31	100	33.3	33.3	33.3	66.7

Abbreviations for Missing Data

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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							
2009	3	37	100	16.2	29.7	54.1	83.8
	4	70	100	14.5	65.2	20.3	85.5
	5	37	100	11.8	41.2	47.1	88.2
	6	43	100	7.3	51.2	41.5	92.7
	7	64	100	38.7	40.3	21	61.3
	8	34	100	35.3	32.4	32.4	64.7
2010	3	44	100	31.7	48.8	19.5	68.3
	4	74	100	23.2	42	34.8	76.8
	5	35	100	18.2	60.6	21.2	81.8
	6	38	100	10.8	56.8	32.4	89.2
	7	84	98.8	25	37.5	37.5	75
	8	32	100	30	30	40	70
Writing							
2009	3	74	100	25	26.4	48.6	75
	4	71	100	36.2	46.4	17.4	63.8
	5	73	100	11.4	40	48.6	88.6
	6	89	100	14.3	33.3	52.4	85.7
	7	64	100	20.6	49.2	30.2	79.4
	8	68	100	26.5	33.8	39.7	73.5
2010	3	85	100	27.7	34.9	37.3	72.3
	4	75	100	27.1	32.9	40	72.9
	5	72	97.2	12.1	47	40.9	87.9
	6	76	98.7	12.5	45.8	41.7	87.5
	7	84	98.8	15	43.8	41.3	85
	8	62	100	18.3	48.3	33.3	81.7

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