

## Felton Lab

300 College Street N E  
Orangeburg SC 29117

Grades	K-8 Elementary	
Enrollment	188	
Director	Dr. Loretta J. Leaphart	803-536-8565
Dean	Dr. Ronald Speight	803-536-8501

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2010	Below Average	Below Average
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	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, 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.

## 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

**PERCENT OF STUDENT PASS RECORDS MATCHED FOR PURPOSES OF COMPUTING GROWTH RATING**

Percent of students tested in 2009–10 whose 2008–09 test scores were located. | 93.33%

**PALMETTO ASSESSMENT OF STATE STANDARDS (PASS)**

**Our School**

English/Language Arts		Mathematics		Science		Social Studies	
Exemplary	23%	Exemplary	9.5%	Exemplary	0%	Exemplary	13.3%
Met	45.9%	Met	35.1%	Met	38.3%	Met	53.3%
Not Met	31.1%	Not Met	55.4%	Not Met	61.7%	Not Met	33.3%
				Writing			
				Exemplary	28.4%		
				Met	29.7%		
				Not Met	41.9%		

**DEFINITIONS 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
<b>STUDENTS (n=188)</b>		
First graders who attended full-day kindergarten	100%	No Change
Retention rate	0%	No Change
Attendance rate	98.3%	Up from 96%
Students with disabilities other than speech taking PACT (ELA) off grade level	N/A	N/A
Students with disabilities other than speech taking PACT (Math) off grade level	N/A	N/A
Eligible for gifted and talented	1%	N/A
On academic plans	N/A	N/A
On academic probation	N/AV	N/AV
With disabilities other than speech	1%	No Change
Older than usual for grade	0%	No Change
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0%	No Change
<b>TEACHERS (n=18)</b>		
Teachers with advanced degrees	76%	Down from 94%
Continuing contract teachers	94%	Up from 88%
Percent of classes not taught by highly qualified teachers	9%	Down from 14.04%
Teachers with emergency or provisional certificates	1	N/A
Teachers returning from previous year	99%	Up from 88%
Teacher attendance rate	97%	Up from 96%
Average teacher salary	\$50,683	Down from \$52,636
Professional development days/teacher	10	No Change
<b>SCHOOL</b>		
Principal's years at school	1	Up from 0
Student-teacher ratio in core subjects	14.8	Down from 15.1
Prime instructional time	93.3%	No Change
Dollars spent per pupil*	\$11,211	Down from \$12,026
Percent of expenditures for instruction*	93%	Down from 97%
Percent of expenditures for teacher salaries*	86%	Up from 84%
Opportunities in the arts	Yes	N/A
SACS accreditation	Yes	Yes
Parents attending conferences	100%	No Change
Character development program	Yes	N/A

\*Prior year audited financial data are reported.

## Abbreviations for Missing Data

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I/S–Insufficient Sample

## Report From Director

Felton Laboratory School serves students in grades kindergarten through eighth grade. We take pride in promoting excellence in learning and instruction. In partnership with South Carolina State University, we provide opportunities for future educators to become highly qualified.

During the 2009-2010 school year, we instituted an array of initiatives and programs including, but not limited to the following:

- ✚ SACS approved Afterschool Program;
- ✚ Accelerated Learning Program (K-8);
- ✚ Writing Across the Curriculum;
- ✚ Grade Level Authors' Tea;
- ✚ Quarterly Honors and Awards Programs;
- ✚ Science and Social Studies Fairs; and
- ✚ Character Education

We also implemented the Paideia Professional Model; that is a model that purports to create confidence in our school; increased parental participation, support, responsibility and accountability in all aspects of our students' education; create alternative learning environments for students who are not successful in regular settings and prepare all students to become life-long learners and contributing members of society.

Academic effectiveness for students was evaluated through standardized assessments, namely MAP (Measure of Academic Progress), STAR, and PASS (Palmetto Assessment of State Standards) and through non-standardized assessments such as chapter/unit assessments, teacher observations, and project-based assessments Instruction. Instructional effectiveness was assessed through scheduled and non-scheduled observations and evaluations (ADEPT) to ensure teachers planned and executed developmentally standards-based lessons.

The administration provided parents and students with feedback via parent conferences, general assemblies, newsletters, workshops for parents, EdLine (a web-based communication tool), Parent Teacher Association (PTA) meetings, and family-oriented events. For the continued professional development of the administration and faculty, several facilitators worked throughout the year with team building and curriculum planning in all core and fine arts subject areas. Many staff members attended in-services, workshops and graduate classes to strengthen their instructional skills and increase their understanding of the South Carolina State Standards.

We are very proud of our school-wide initiatives and service learning programs. The students at Felton participated in The Orangeburg County Community of Characters, Read Across America, Walk to School Day and collecting and donating items to the local shelters and organizations.

The School Improvement Council, which consists of representatives from the faculty, parents, and community, assessed the state of the school in meeting previous goals and evaluated the progress made toward current goals. The Council continues to meet monthly to plan and ensure that the bylaws are implemented according to state guidelines. The Felton PTA meets monthly for student-sponsored programs/events and to share pertinent business information.

We look forward to having another productive year!

Dr. Loretta J. Leaphart, Director  
 Mr. Roger Ideozu, Chairman, SIC  
 Dr. Ronald Speight, Superintendent/Dean

**EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS**

	Students	Teachers	Parents
Number of surveys returned*	N/R	1	N/R
Satisfied with learning environment	N/R	I/S	N/R
Satisfied with social and physical environment	N/R	I/S	N/R
Satisfied with school-home relations	N/R	I/S	N/R

- 5<sup>th</sup> grade students and 5<sup>th</sup> and 8<sup>th</sup> grade parents were surveyed.

**NO CHILD LEFT BEHIND**

**SCHOOL ADEQUATE YEARLY PROGRESS** YES

This school met 13 out of 13 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.

## TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	N/AV
Classes in high poverty schools not taught by highly qualified teachers	N/A	N/AV

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	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/AV	N/AV	N/A
Student attendance rate	98.3%	94.0%*	Yes

\* or greater than last year

### Abbreviations for Missing Data

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

## PASS PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary *	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 58.8%</b>								
All Students	138	98.6	28.1	43.7	28.1	86.7	Yes	Yes
<b>Gender</b>								
Male	75	97.3	38.4	35.6	26	80.0	N/A	N/A
Female	63	100	16.1	53.2	30.6	93.5	N/A	N/A
<b>Racial/Ethnic Group</b>								
White	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	135	98.5	28.6	43.6	27.8	86.5	Yes	Yes
Asian/Pacific Islander	1	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>								
Disabled	9	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>								
Subsidized Meals	56	96.4	38.2	34.5	27.3	83.6	Yes	Yes

<b>Mathematics – State Performance Objective = 57.8%</b>								
All Students	138	99.3	40.7	51.1	8.1	73.3	Yes	Yes
<b>Gender</b>								
Male	75	98.7	43.8	47.9	8.2	71.2	N/A	N/A
Female	63	100	37.1	54.8	8.1	75.8	N/A	N/A
<b>Racial/Ethnic Group</b>								
White	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	135	99.3	40.6	51.1	8.3	72.9	Yes	Yes
Asian/Pacific Islander	1	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>								
Disabled	9	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>								
Subsidized Meals	56	98.2	47.3	49.1	3.6	67.3	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	% Met or Exemplary
<b>Science</b>						
All Students	90	100	44.9	51.7	3.4	55.1
<b>Gender</b>						
Male	50	100	46.9	49.0	4.1	53.1
Female	40	100	42.5	55.0	2.5	57.1
<b>Racial/Ethnic Group</b>						
White	0	N/A	N/A	N/A	N/A	N/A
African American	88	100	44.8	51.7	3.4	55.2
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	4	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>						
Migrant	0	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized Meals	35	100	42.9	54.3	2.9	57.1

<b>Social Studies</b>						
All Students	87	100	38.4	50.0	11.6	61.6
<b>Gender</b>						
Male	48	100	47.9	35.4	16.7	52.1
Female	39	100	26.3	68.4	53.3	73.7
<b>Racial/Ethnic Group</b>						
White	0	N/A	N/A	N/A	N/A	N/A
African American	84	100	38.1	50.0	11.9	61.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	8	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>						
Migrant	0	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized Meals	35	100	45.7	45.7	8.6	54.3

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**PASS PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Writing</b>						
All Students	139	83.5	27.8	42.6	29.6	72.2
<b>Gender</b>						
Male	77	83.1	40.6	40.6	18.8	59.4
Female	62	83.9	11.8	45.1	43.1	88.2
<b>Racial/Ethnic Group</b>						
White	0	N/A	N/A	N/A	N/A	N/A
African American	132	82.6	28.4	40.4	31.2	71.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	10	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>						
Migrant	0	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized Meals	56	83.9	38.3	38.3	23.4	61.7

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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	23	100	N/R	N/R	N/R	N/R
	4	25	100	N/R	N/R	N/R	N/R
	5	19	100	N/R	N/R	N/R	N/R
	6	21	100	N/R	N/R	N/R	N/R
	7	20	100	N/R	N/R	N/R	N/R
	8	25	100	N/R	N/R	N/R	N/R
<b>ENGLISH/LANGUAGE ARTS</b>							
<b>2010</b>	3	30	100	23.0	46.7	30.0	76.7
	4	18	94.44	38.9	33.3	27.8	61.1
	5	27	100	34.6	53.8	11.5	65.4
	6	22	95.45	28.6	38.1	33.3	71.4
	7	22	100	13.6	45.5	40.9	86.4
	8	19	100	33.3	38.9	27.8	66.7
<b>MATHEMATICS</b>							
<b>2009</b>	3	23	100	N/R	N/R	N/R	N/R
	4	25	100	N/R	N/R	N/R	N/R
	5	19	100	N/R	N/R	N/R	N/R
	6	21	100	N/R	N/R	N/R	N/R
	7	20	100	N/R	N/R	N/R	N/R
	8	25	100	N/R	N/R	N/R	N/R
<b>MATHEMATICS</b>							
<b>2010</b>	3	30	100	56.7	36.7	6.7	43.3
	4	18	100	33.3	38.9	27.8	66.7
	5	27	100	N/A	N/A	N/A	30.8
	6	22	95.45	33.3	61.9	4.8	66.7
	7	22	100	22.7	68.2	9.1	77.3
	8	19	100	11.1	83.3	5.6	88.9
<b>SCIENCE</b>							
<b>2009</b>	3	13	100	N/R	N/R	N/R	N/R
	4	25	100	N/R	N/R	N/R	N/R
	5	10	100	N/R	N/R	N/R	N/R
	6	10	100	N/R	N/R	N/R	N/R
	7	20	100	N/R	N/R	N/R	N/R
	8	13	100	N/R	N/R	N/R	N/R
<b>SCIENCE</b>							
<b>2010</b>	3	15	100	N/A	N/A	N/A	26.7
	4	18	100	N/A	N/A	N/A	44.4
	5	14	100	N/A	N/A	N/A	42.9
	6	11	100	N/A	N/A	N/A	72.7
	7	22	100	31.8	59.1	9.1	68.2
	8	10	I/S	I/S	I/S	I/S	I/S
<b>SOCIAL STUDIES</b>							
<b>2009</b>	3	10	100	N/R	N/R	N/R	N/R
	4	25	100	N/R	N/R	N/R	N/R
	5	9	100	N/R	N/R	N/R	N/R
	6	11	100	N/R	N/R	N/R	N/R
	7	20	100	N/R	N/R	N/R	N/R
	8	12	100	N/R	N/R	N/R	N/R

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**PASS PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>SOCIAL STUDIES</b>							
<b>2010</b>	3	15	100	13.3	73.3	13.3	86.7
	4	18	100	44.4	38.9	16.7	55.6
	5	13	100	41.7	50.0	8.3	58.3
	6	10	I/S	I/S	I/S	I/S	I/S
	7	22	100	45.5	45.5	9.1	54.5
	8	9	I/S	I/S	I/S	I/S	I/S
<b>WRITING</b>							
<b>2009</b>	3	23	73.91	N/R	N/R	N/R	N/R
	4	24	83.33	N/R	N/R	N/R	N/R
	5	19	100	N/R	N/R	N/R	N/R
	6	22	90.91	N/R	N/R	N/R	N/R
	7	20	100	N/R	N/R	N/R	N/R
	8	25	96.00	N/R	N/R	N/R	N/R
<b>WRITING</b>							
<b>2010</b>	3	30	76.7	34.8	26.1	39.1	65.2
	4	18	83.3	40.0	6.7	53.3	60.0
	5	27	96.3	24.0	60.0	16.0	76.0
	6	22	72.7	18.8	43.8	37.5	81.3
	7	23	82.6	36.8	52.6	10.5	63.2
	8	19	89.5	11.8	58.8	29.4	88.2

Abbreviations for Missing Data

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