LUTHER L VAUGHAN ELEMENTARY

192 Vaughan Road
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	306 Students	
Principal	Nanette A. Ruppe	864-489-2424
Superintendent	Dr. Edgar C. Taylor	864-902-3542
Board Chair	Mr. Donnie Smith	(864) 839-3499

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Below Average**	**At-Risk**
2010	Below Average	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	Average
2007	At-Risk	At-Risk

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 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://.eoc.sc.gov

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

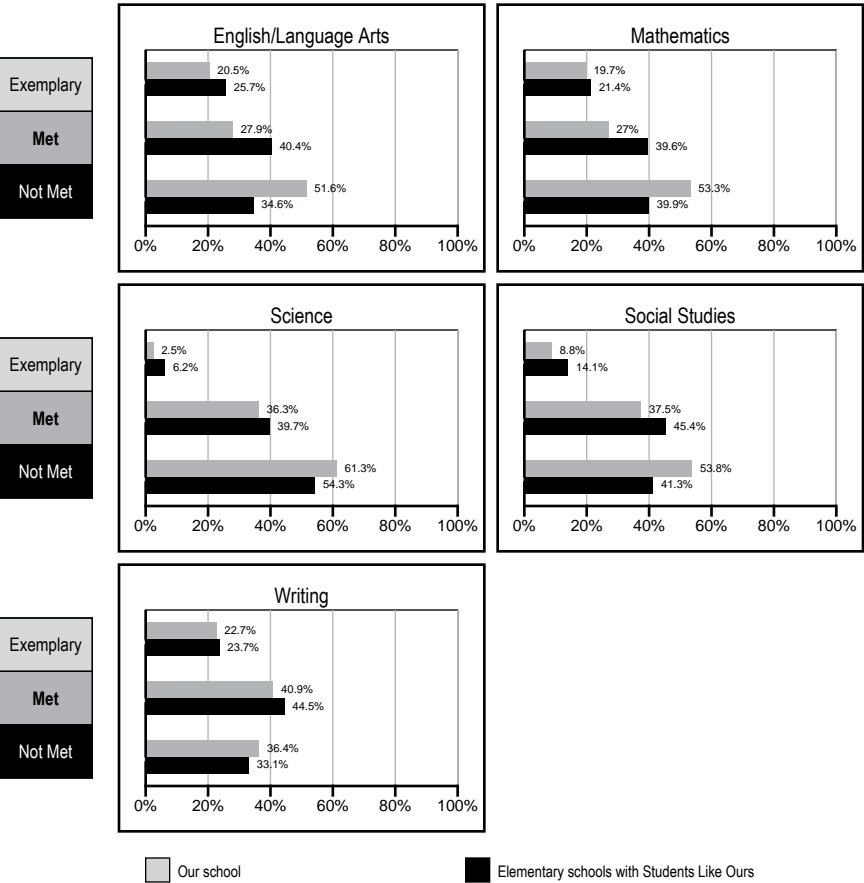Percent of students tested in 2010-11 whose 2009-10 test scores were located | **95.3%**

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	61	43	18

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	20.5%	25.7%
Met	27.9%	40.4%
Not Met	51.6%	34.6%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	19.7%	21.4%
Met	27%	39.6%
Not Met	53.3%	39.9%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	2.5%	6.2%
Met	36.3%	39.7%
Not Met	61.3%	54.3%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	8.8%	14.1%
Met	37.5%	45.4%
Not Met	53.8%	41.3%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	22.7%	23.7%
Met	40.9%	44.5%
Not Met	36.4%	33.1%

☐ Our school   ■ Elementary schools with Students Like Ours

* 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=306)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 3.1%	1.5%	1.1%
Attendance rate	96.2%	Up from 95.4%	96.0%	96.2%
Served by gifted and talented program	12.1%	Up from 10.2%	5.1%	13.4%
With disabilities other than speech	5.1%	Down from 10.7%	4.4%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	73.9%	Down from 76.0%	61.4%	62.5%
Continuing contract teachers	100.0%	Up from 96.0%	81.7%	88.2%
Teachers returning from previous year	93.8%	Up from 86.6%	84.6%	87.8%
Teacher attendance rate	94.6%	Up from 94.0%	95.2%	95.2%
Average teacher salary*	$48,047	Down 2.1%	$45,180	$46,773
Professional development days/teacher	7.5 days	Up from 6.7 days	10.8 days	10.5 days
School				
Principal's years at school	1.0	Down from 9.0	3.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 19.1 to 1	17.5 to 1	19.9 to 1
Prime instructional time	90.3%	Up from 88.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.4%	Up from 93.4%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	$9,077	Down 5.1%	$8,566	$7,447
Percent of expenditures for instruction**	70.5%	Up from 70.2%	67.6%	68.4%
Percent of expenditures for teacher salaries**	70.0%	Up from 69.2%	63.9%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

During the 2010-2011 school year Luther L. Vaughan Elementary continued to strive to achieve excellence in education for all of our students.

The school implemented Positive Behavior Intervention and Support for the first time. PBIS acknowledged positive behaviors of students resulting in an increase of uninterrupted instructional time in the classrooms. An early morning instructional block was added to the school day for early-arriving students. Students participated in quick-pace activities for reading and math during the additional instructional block of time. Grades 3-5 students received small group instruction in reading through a scientifically researched program for 40 minutes each day. Many students were given opportunities to do over graded assignments for improving report card grades during an after school program called Overtime.

Mrs. Angela Bolin was named Teacher of the Year, and Mrs. Kristyn Smalley was named Distinguished Reading Teacher.

Luther Vaughan was awarded the Fruit and Vegetable Grant for the third year in a row. And, we made AYP for the first time in several years.

Nan Ruppe, Prinicipal
Angela Bolin, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	44	36
Percent satisfied with learning environment	100.0%	86.4%	88.2%
Percent satisfied with social and physical environment	100.0%	79.5%	88.9%
Percent satisfied with school-home relations	80.0%	79.5%	88.9%

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

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No Child Left Behind

School Adequate Yearly Progress | NO

This school met 7 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.

School Improvement Status | RP

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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	141	100	50	27.3	22.7	61.7	74.4	82.4	No	Yes
Gender										
Male	68	100	53.8	27.7	18.5	58.5	69.9	78.7	N/A	N/A
Female	73	100	46	27	27	65.1	79	86.2	N/A	N/A
Racial/Ethnic Group										
White	34	100	45.2	25.8	29	61.3	79.7	88.9	I/S	I/S
African American	73	100	53.8	27.7	18.5	66.2	63.1	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.5	93	I/S	I/S
Hispanic	29	100	55.6	25.9	18.5	44.4	59.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	32	100	74.2	12.9	12.9	29	33.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	46.9	28.1	25	53.1	61.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	137	100	50.4	27.2	22.4	61.6	67.3	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	141	100	52.3	25.8	21.9	63.3	76.7	81.9	No	Yes
Gender										
Male	68	100	60	23.1	16.9	53.8	75.2	79.9	N/A	N/A
Female	73	100	44.4	28.6	27	73	78.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	34	100	48.4	22.6	29	71	82	88.9	I/S	I/S
African American	73	100	49.2	33.8	16.9	64.6	64.1	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	29	100	74.1	14.8	11.1	44.4	67.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	32	100	74.2	9.7	16.1	38.7	39.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	62.5	12.5	25	53.1	69.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	137	100	51.2	26.4	22.4	63.2	70.1	74.9	No	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
Science								
All Students	91	100	59.5	34.5	6	40.5	59.3	68.6
Gender								
Male	43	100	58.5	36.6	4.9	41.5	59.7	68.3
Female	48	100	60.5	32.6	7	39.5	58.8	68.9
Racial/Ethnic Group								
White	19	100	35.3	52.9	11.8	64.7	68.3	80.7
African American	53	100	70.8	25	4.2	29.2	39.5	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	78.9	85.3
Hispanic	15	100	N/AV	N/AV	N/AV	33.3	38.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	18	100	66.7	16.7	16.7	33.3	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	19	100	52.6	42.1	5.3	47.4	42.4	60.7
Socio-Economic Status								
Subsidized meals	89	100	59.8	35.4	4.9	40.2	50.4	57.3
Social Studies								
All Students	93	98.9	51.8	37.3	10.8	48.2	57.9	72.5
Gender								
Male	45	100	48.8	37.2	14	51.2	58.2	72
Female	48	97.9	55	37.5	7.5	45	57.7	73.1
Racial/Ethnic Group								
White	24	95.8	50	40.9	9.1	50	63.7	81
African American	45	100	56.4	33.3	10.3	43.6	45.3	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	74.2	89
Hispanic	21	100	47.4	47.4	5.3	52.6	40.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	21	95.2	73.7	15.8	10.5	26.3	23.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	24	100	45.5	40.9	13.6	54.5	46.4	69.7
Socio-Economic Status								
Subsidized meals	90	98.9	51.9	37	11.1	48.1	49.9	62.9

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	48	100	36.4	40.9	22.7	63.6	65.3	73.2	96.2	96.3
Gender										
Male	22	100	52.4	28.6	19	47.6	58.2	67.2	95.9	96.2
Female	26	100	21.7	52.2	26.1	78.3	72.8	79.4	96.4	96.3
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	72.2	81.5	95.1	96
African American	23	100	19	52.4	28.6	81	50.6	61.3	95.9	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	87	98.6	97.8
Hispanic	13	100	66.7	16.7	16.7	33.3	45.3	66.7	97.5	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.4
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	16.9	26	94.6	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	61.5	23.1	15.4	38.5	46.4	65.7	97.6	97.6
Socio-Economic Status										
Subsidized meals	46	100	34.9	41.9	23.3	65.1	56.2	63.2	96.3	96

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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							
2010	3	42	100	30.8	25.6	43.6	69.2
	4	44	100	57.5	35	7.5	42.5
	5	39	100	55.3	26.3	18.4	44.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	49	100	48.8	20.9	30.2	51.2
	4	43	100	32.5	32.5	35	67.5
	5	48	100	68.2	27.3	4.5	31.8
	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
Mathematics							
2010	3	42	100	30.8	25.6	43.6	69.2
	4	44	100	47.5	37.5	15	52.5
	5	39	100	68.4	26.3	5.3	31.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	49	100	60.5	11.6	27.9	39.5
	4	43	100	50	27.5	22.5	50
	5	48	100	45.5	38.6	15.9	54.5
	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
Science							
2010	3	21	95.2	50	33.3	16.7	50
	4	44	100	N/A	N/A	N/A	27.5
	5	18	94.4	N/A	N/A	N/A	11.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	24	100	61.9	28.6	9.5	38.1
	4	43	100	50	45	5	50
	5	23	100	N/AV	N/AV	N/AV	22.7
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	21	100	40	35	25	60
	4	44	100	67.5	25	7.5	32.5
	5	21	90.5	N/A	N/A	N/A	38.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	59.1	18.2	22.7	40.9
	4	43	97.7	35.9	53.8	10.3	64.1
	5	25	100	N/AV	N/AV	N/AV	27.3
	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
Writing							
2010	3	42	97.6	28.9	39.5	31.6	71.1
	4	45	100	63.4	29.3	7.3	36.6
	5	38	89.5	55.9	29.4	14.7	44.1
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	48	100	36.4	40.9	22.7	63.6
	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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