



## SPAULDING ELEMENTARY

204 E. Pearl Street  
Lamar, SC 29069

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	281 Students	
<b>Principal</b>	Vernisa Bodison	843-326-7665
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Charles Govan	843-332-2288

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below 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 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

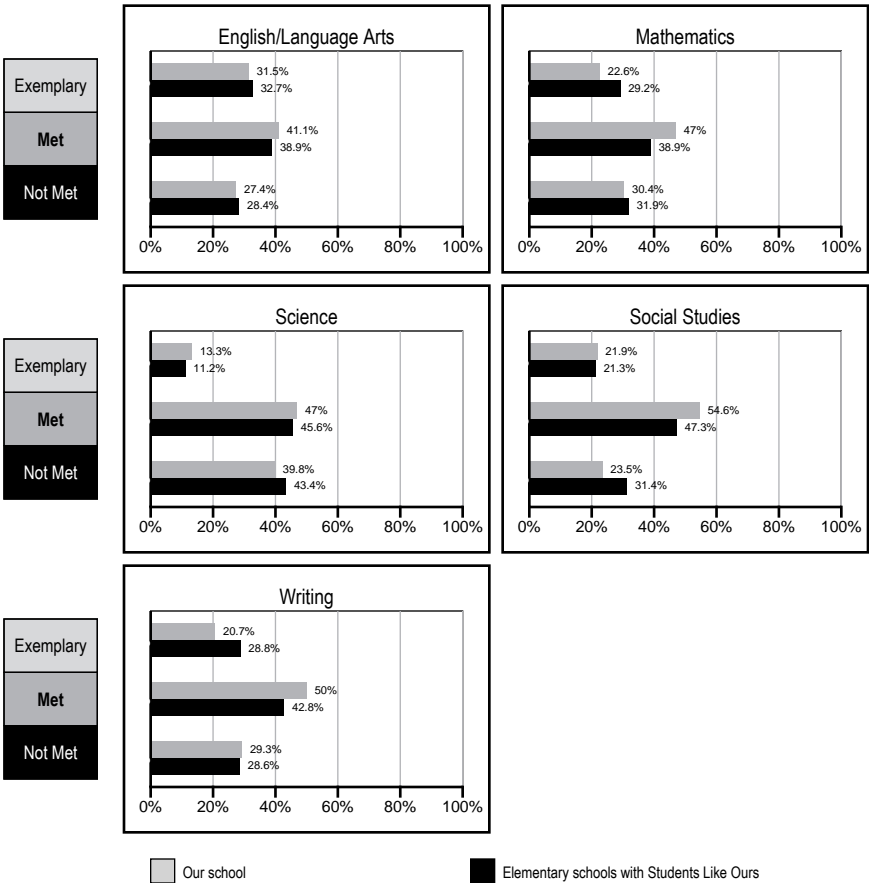
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	12	95	17	4

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

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
<b>Students (n=281)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	95.8%	Up from 95.7%	95.9%	96.2%
Served by gifted and talented program	6.2%	Down from 6.5%	8.8%	13.4%
With disabilities other than speech	3.6%	Down from 6.1%	4.5%	4.1%
Older than usual for grade	0.3%	Down from 0.8%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.0%	0.0%
<b>Teachers (n=13)</b>				
Teachers with advanced degrees	38.5%	Down from 60.0%	60.7%	62.5%
Continuing contract teachers	92.3%	Up from 80.0%	87.1%	88.2%
Teachers returning from previous year	76.4%	Down from 82.6%	86.6%	87.8%
Teacher attendance rate	98.0%	Up from 93.3%	95.1%	95.2%
Average teacher salary*	\$41,148	Down 5.0%	\$45,927	\$46,773
Professional development days/teacher	8.7 days	Down from 15.3 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	24.3 to 1	Up from 24.0 to 1	19.1 to 1	19.9 to 1
Prime instructional time	93.5%	Up from 87.5%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,452	Down 19.0%	\$7,540	\$7,447
Percent of expenditures for instruction**	64.4%	Down from 66.0%	67.2%	68.4%
Percent of expenditures for teacher salaries**	61.7%	Up from 61.0%	64.2%	65.8%

\* 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

## Spaulding Elementary Report Card Narrative 2011

The 2010-2011 school year was an outstanding year for Spaulding Elementary (A Title One and Teacher Advancement Program [TAP] School). Two-hundred-ninety-two third through fifth grade students attended Spaulding along with thirty employees supporting our schoolwide theme, "We're Wild About Learning." Spaulding Elementary met adequate yearly progress (AYP) in 2009 and 2010. Spaulding Elementary was a value added 4 TAP school during the 2009-2010 school year. Spaulding Elementary also won the district's Clean School of the Month award in September 2010 and March 2011.

Throughout the school year, teachers participated in professional development that focused on several research-based reading strategies. Books such as *Strategies That Work* and *On Solid Ground* were used to assist teachers with ways to enhance reading instruction. Teachers also participated in reading, math, and science professional development sessions throughout the year.

Our PTO sponsored events such as the Master and Little Miss Spaulding Elementary Contest, Talent Celebrations, a Spring dance, and a Friday "Good Behavior" Store. Our PTO also purchased honor roll tags and new playground equipment for our students. Title One Family nights were held to inform parents about the curriculum standards, the school and home communication plan, and other important school events. Community members and parents were invited to attend our Volunteer Breakfast, Ministers Luncheon, Scholastic Bookfairs, Career Day, Reading Night, Math Night, Science Night, Father and Daughter Dance, Mother and Son Dance, Gribs for Grandparents Day, Choir Concerts, and Chuck E. Cheese Night.

Our students donated canned food items to the Good Samaritans organization and they also raised funds for the Pennies for Patients program and the American Heart Association. Students participated in Saturday Success Maker reading and math sessions accompanied by their parents. A Spaulding Elementary student won the STAND award for taking a responsible stand against drugs. Our Master and Little Miss Spaulding Elementary participated in the Lamar Egg Scramble parade.

At Spaulding Elementary we're "Wild About Learning!"

Vernisa Y. Bodison, Principal

Monica Byrd, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	89	40
Percent satisfied with learning environment	94.4%	89.9%	89.7%
Percent satisfied with social and physical environment	88.9%	86.7%	89.2%
Percent satisfied with school-home relations	88.9%	90.1%	78.9%

\* 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 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

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

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	289	100	27.4	41.1	31.5	85.9	77.6	82.4	Yes	Yes
<b>Gender</b>										
Male	158	100	27.4	38.4	34.2	82.9	73.7	78.7	N/A	N/A
Female	131	100	27.4	44.4	28.2	89.5	81.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	105	100	10.3	37.1	52.6	97.9	86.6	88.9	Yes	Yes
African American	177	100	38	42.2	19.9	78.3	70.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.7	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
<b>Disability Status</b>										
Disabled	24	100	60.9	21.7	17.4	60.9	47.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	75.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	245	100	30.8	42.3	26.9	83.7	72.5	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	289	100	30.4	47	22.6	80	80.5	81.9	Yes	Yes
<b>Gender</b>										
Male	158	100	28.8	46.6	24.7	80.8	78.6	79.9	N/A	N/A
Female	131	100	32.3	47.6	20.2	79	82.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	105	100	19.6	48.5	32	88.7	88	88.9	Yes	Yes
African American	177	100	36.7	46.4	16.9	75.3	74.8	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	86.3	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
<b>Disability Status</b>										
Disabled	24	100	N/AV	N/AV	N/AV	39.1	51.2	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	86.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	245	100	33	47.6	19.4	77.5	76.4	74.9	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

	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	195	99.5	39.4	47.2	13.3	60.6	66.2	68.6
<b>Gender</b>								
Male	105	100	36.1	48.5	15.5	63.9	67.3	68.3
Female	90	98.9	43.4	45.8	10.8	56.6	65	68.9
<b>Racial/Ethnic Group</b>								
White	65	100	16.9	54.2	28.8	83.1	81.3	80.7
African American	125	99.2	51.7	42.2	6	48.3	55	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	62.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	14	92.9	N/AV	N/AV	N/AV	30.8	42.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	62.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	166	99.4	41.4	49.3	9.2	58.6	59.3	57.3
<b>Social Studies</b>								
All Students	195	100	23.5	54.6	21.9	76.5	71	72.5
<b>Gender</b>								
Male	101	100	25.3	48.4	26.3	74.7	71.1	72
Female	94	100	21.6	61.4	17	78.4	70.9	73.1
<b>Racial/Ethnic Group</b>								
White	73	100	11.9	50.7	37.3	88.1	80.9	81
African American	117	100	31.5	55	13.5	68.5	63.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	16	100	53.3	33.3	13.3	46.7	42.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	84	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	167	100	25.8	54.2	20	74.2	65	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
<b>Writing</b>										
All Students	96	100	29.3	50	20.7	70.7	67.4	73.2	95.8	95.4
<b>Gender</b>										
Male	61	100	28.1	52.6	19.3	71.9	61.2	67.2	95.6	95.1
Female	35	100	31.4	45.7	22.9	68.6	74	79.4	96.2	95.7
<b>Racial/Ethnic Group</b>										
White	31	100	10.3	55.2	34.5	89.7	78.1	81.5	95.3	94.9
African American	63	100	39.3	45.9	14.8	60.7	59.5	61.3	96	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.9	66.7	97.5	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	93.5
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	19.7	26	94.7	93.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98.5
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	65.7	97.5	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	83	100	33.3	48.1	18.5	66.7	60.7	63.2	95.7	95.1

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
<b>English/Language Arts</b>							
<b>2010</b>	3	93	100	15.5	31	53.6	84.5
	4	91	100	28.7	44.8	26.4	71.3
	5	79	100	29.7	41.9	28.4	70.3
	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
<b>2011</b>	3	91	100	31	33.3	35.7	69
	4	101	100	25.5	43.6	30.9	74.5
	5	97	100	26.1	45.7	28.3	73.9
	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>Mathematics</b>							
<b>2010</b>	3	93	100	32.1	36.9	31	67.9
	4	91	100	35.6	41.4	23	64.4
	5	79	100	39.2	45.9	14.9	60.8
	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
<b>2011</b>	3	91	100	39.3	39.3	21.4	60.7
	4	101	100	21.3	54.3	24.5	78.7
	5	97	100	31.5	46.7	21.7	68.5
	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
<b>Science</b>							
<b>2010</b>	3	48	100	44.4	40	15.6	55.6
	4	91	100	40.2	50.6	9.2	59.8
	5	40	97.5	N/A	N/A	N/A	61.1
	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
<b>2011</b>	3	45	100	46.3	36.6	17.1	53.7
	4	101	100	35.1	51.1	13.8	64.9
	5	49	98	42.2	48.9	8.9	57.8
	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

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
<b>Social Studies</b>							
<b>2010</b>	3	45	100	28.2	46.2	25.6	71.8
	4	91	100	34.5	49.4	16.1	65.5
	5	39	100	45.9	43.2	10.8	54.1
	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
<b>2011</b>	3	46	100	23.3	55.8	20.9	76.7
	4	101	100	18.1	58.5	23.4	81.9
	5	48	100	34.8	45.7	19.6	65.2
	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>2010</b>	3	91	100	42.9	35.7	21.4	57.1
	4	93	100	36	44.9	19.1	64
	5	81	98.8	25.7	54.1	20.3	74.3
	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>2011</b>	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	96	100	29.3	50	20.7	70.7
	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

Abbreviations for Missing Data

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