



GADSDEN ELEMENTARY

1660 South Goodwin Circle
Gadsden, South Carolina

Grades	PK-5 Elementary School	
Enrollment	162 Students	
Principal	Karis M. Mazyck	803-353-2231
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Good	Excellent
2009	Excellent	Excellent
2008	Average	Good
2007	Below Average	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 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 | 97.1%

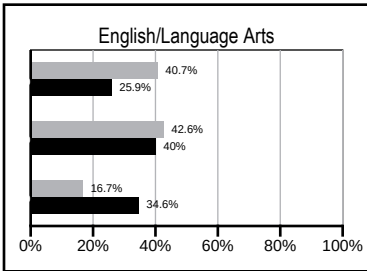
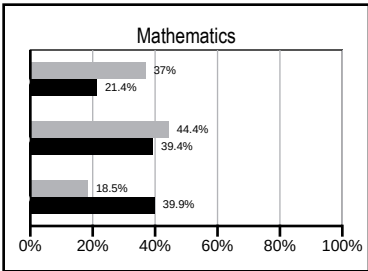
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	78	49	23

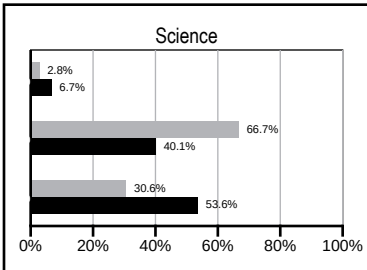
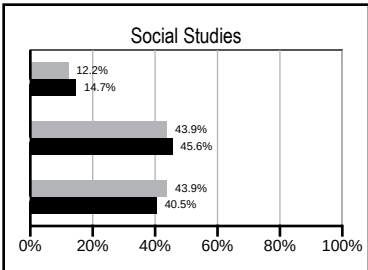
* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

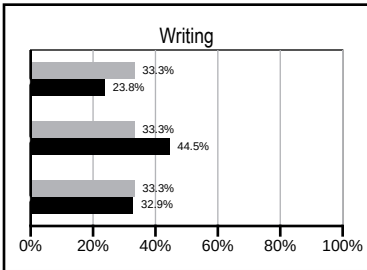
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



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=162)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 4.5%	1.5%	1.1%
Attendance rate	95.6%	Up from 95.0%	96.1%	96.2%
Served by gifted and talented program	10.0%	Up from 4.8%	5.2%	13.4%
With disabilities other than speech	3.9%	No Change	4.3%	4.1%
Older than usual for grade	0.0%	No Change	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	61.1%	Down from 65.0%	61.9%	62.5%
Continuing contract teachers	66.7%	Down from 70.0%	81.8%	88.2%
Teachers returning from previous year	86.4%	Up from 78.9%	84.3%	87.8%
Teacher attendance rate	92.9%	Down from 94.0%	95.2%	95.2%
Average teacher salary*	\$45,644	Down 2.1%	\$45,168	\$46,773
Professional development days/teacher	7.7 days	Down from 11.1 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 10.0	3.0	4.0
Student-teacher ratio in core subjects	13.2 to 1	Down from 13.7 to 1	17.5 to 1	19.9 to 1
Prime instructional time	87.9%	Up from 87.3%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.1%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,014	Down 16.7%	\$8,515	\$7,447
Percent of expenditures for instruction**	70.6%	No Change	67.7%	68.4%
Percent of expenditures for teacher salaries**	68.7%	Up from 62.3%	64.0%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

During the 2010-11 school year, Gadsden Elementary maintained its focus on teaching and learning and demonstrated to all that its motto, "A Place of Great Expectations," is indeed fitting. The faculty/staff and students were recognized with several outstanding accomplishments: National Title I Distinguished School; South Carolina Title I Distinguished School and nominated as one of five elementary schools from the state of South Carolina for recognition in the 2011 National Blue Ribbon Schools Program.

As the school continued to teach to the learning needs of every child, a "Response to Intervention/Balanced Literacy" block was built into the master schedule. This block allowed teachers to assess students' individual learning needs in the core content areas and individualize instruction based on each students' needs. To aid teachers in constantly looking at student data, the school implemented a data room in which student test data was readily accessible. The data room included student data on magnetic business cards complete with student photos and the students' MAP scores (Fall, Winter & Spring), Lexile score, and the previous year's PASS scores. Teachers were able to use the data room as a means for gathering information on one student, groups of students, or grouping students into differentiated learning groups. Additionally, utilizing data from MAP, common assessments, teacher-made assessments and previous PASS scores, teachers focused on developing students areas of weakness and customizing instruction specific to the individual student.

This past school year, we continued to increase parental, community and stakeholder involvement and saw our parents/guardians and students celebrate and share in family-oriented curriculum nights such as Family Science Night and Family Reading Night. Gadsden Elementary also increased our business partnerships to include SCE&G Wateree; The Solomon Law Group, LLC; Hope in Christ Ministries; Lowes and Superior Mailing. Our PTO and SIC was further developed and proved to be a huge support in assisting with many of the extra incentives/endeavors for our students and the school.

As a small, rural school, Gadsden Elementary has realized many successes. Many of the successes were achieved as a result of allocations through ATA funds and our Title I status. However, during the 2010-11 school year, Gadsden Elementary did not receive any ATA funds and will lose its Title I status during the 2011-12 school year. Our challenge will lie in our ability to consistently show academic gains with the same population of students, yet limited/decreased funding/resources in which to achieve academic success. Gadsden Elementary is a community school and as such, the school must continuously strive to build community within the walls of school as well. Through our professional development and school-wide reads, the goal for 2011-12 will be to renew our commitment to building a sense of community within the school.

Frank Adams, SIC President

Karis M. Mazyck, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	13	11
Percent satisfied with learning environment	77.3%	91.7%	100.0%
Percent satisfied with social and physical environment	86.4%	84.6%	100.0%
Percent satisfied with school-home relations	86.4%	69.2%	100.0%

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

Abbreviations for Missing Data

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

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.

School Improvement Status	
---------------------------	--

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	59	98.3	15.1	43.4	41.5	94.3	78.3	82.4	Yes	Yes
Gender										
Male	37	97.3	18.8	40.6	40.6	93.8	74.3	78.7	N/A	N/A
Female	22	100	9.5	47.6	42.9	95.2	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	58	98.3	15.4	42.3	42.3	94.2	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	45.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	53	98.1	17	42.6	40.4	93.6	73.5	75.4	Yes	Yes

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

All Students	59	100	18.5	44.4	37	88.9	75.1	81.9	Yes	Yes
Gender										
Male	37	100	18.2	48.5	33.3	93.9	73.5	79.9	N/A	N/A
Female	22	100	19	38.1	42.9	81	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	58	100	17	45.3	37.7	90.6	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	40.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	53	100	18.8	47.9	33.3	87.5	69.8	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
Science								
All Students	41	100	30.6	66.7	2.8	69.4	58.7	68.6
Gender								
Male	26	100	27.3	68.2	4.5	72.7	58.2	68.3
Female	15	100	N/AV	N/AV	N/AV	64.3	59.2	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	40	100	28.6	68.6	2.9	71.4	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	37	100	34.4	62.5	3.1	65.6	50.1	57.3

Social Studies

All Students	42	100	43.9	43.9	12.2	56.1	64.7	72.5
Gender								
Male	27	100	50	38.5	11.5	50	63.6	72
Female	15	100	33.3	53.3	13.3	66.7	65.8	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	41	100	45	42.5	12.5	55	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	33.1	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	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	37	100	44.4	44.4	11.1	55.6	56.8	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	13	100	33.3	33.3	33.3	66.7	66.5	73.2	95.6	96.1
Gender										
Male	8	I/S	I/S	I/S	I/S	I/S	62	67.2	95.5	95.9
Female	5	I/S	I/S	I/S	I/S	I/S	71.2	79.4	95.7	96.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	81.5	93.2	96.2
African American	13	100	33.3	33.3	33.3	66.7	60.7	61.3	95.7	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	92	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	94.8	94.5
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	23.7	26	94.6	95.1
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	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	N/A	95.9
Socio-Economic Status										
Subsidized meals	12	100	36.4	36.4	27.3	63.6	59.1	63.2	95.4	95.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	24	100	4.5	36.4	59.1	95.5
	4	15	100	33.3	33.3	33.3	66.7
	5	21	100	4.8	42.9	52.4	95.2
	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	22	100	10.5	31.6	57.9	89.5
	4	24	95.8	13.6	54.5	31.8	86.4
	5	13	100	25	41.7	33.3	75
	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	24	100	13.6	40.9	45.5	86.4
	4	15	100	N/A	N/A	N/A	100
	5	21	100	4.8	42.9	52.4	95.2
	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	22	100	21.1	36.8	42.1	78.9
	4	24	100	26.1	39.1	34.8	73.9
	5	13	100	N/AV	N/AV	N/AV	100
	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	13	100	75	16.7	8.3	25
	4	15	100	N/A	N/A	N/A	41.7
	5	10	I/S	I/S	I/S	I/S	I/S
	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	10	I/S	I/S	I/S	I/S	I/S
	4	24	100	17.4	78.3	4.3	82.6
	5	7	I/S	I/S	I/S	I/S	I/S
	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

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	11	100	I/S	I/S	I/S	I/S
	4	15	100	41.7	50	8.3	58.3
	5	11	100	N/A	N/A	N/A	100
	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	12	100	25	66.7	8.3	75
	4	24	100	56.5	34.8	8.7	43.5
	5	6	I/S	I/S	I/S	I/S	I/S
	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	24	100	18.2	45.5	36.4	81.8
	4	15	100	16.7	50	33.3	83.3
	5	21	100	23.8	38.1	38.1	76.2
	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
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	13	100	33.3	33.3	33.3	66.7
	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

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