

## HOUSTON ELEMENTARY

1475 Skylyn drive  
Spartanburg, SC 29349

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	429 Students	
<b>Principal</b>	Thomas Stokes	864-594-4448
<b>Superintendent</b>	Dr. Russell W. Booker	864-594-4400
<b>Board Chair</b>	Sharon D. Porter	864-594-4400

# 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	Average	Good
2007	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

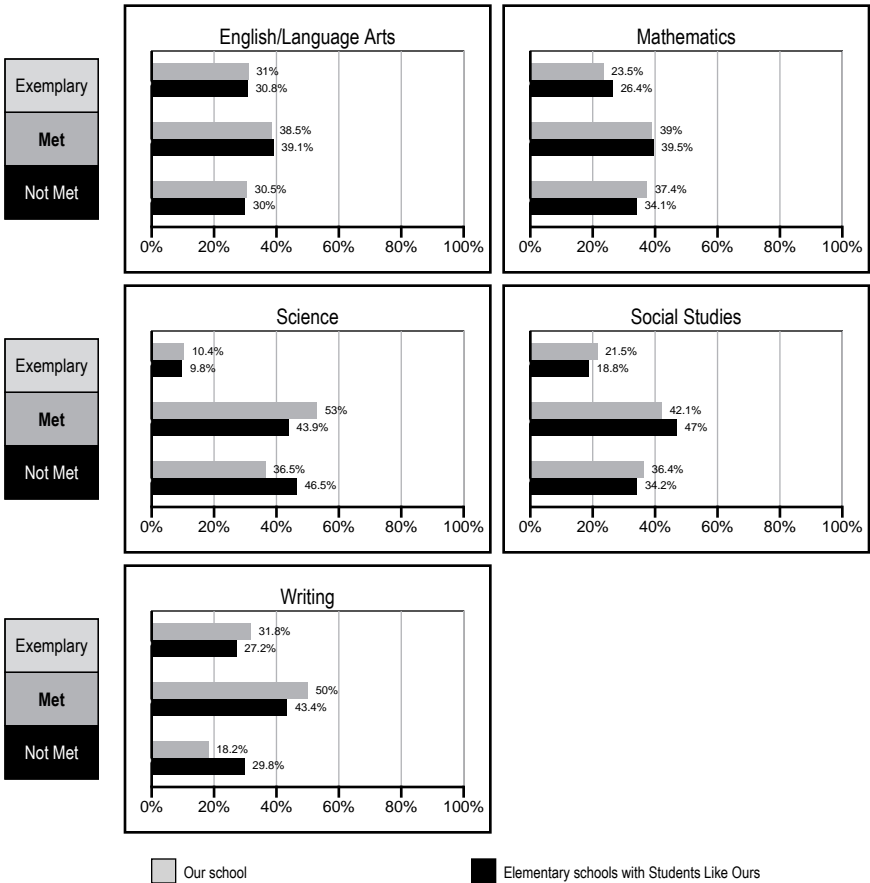
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	11	95	27	6

\* 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=429)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Up from 0.8%	1.4%	1.1%
Attendance rate	94.4%	Down from 94.8%	95.9%	96.2%
Served by gifted and talented program	10.1%	Down from 13.1%	8.3%	13.4%
With disabilities other than speech	8.2%	Down from 11.3%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 0.6%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	75.0%	Up from 67.5%	61.9%	62.5%
Continuing contract teachers	83.3%	Down from 85.0%	85.6%	88.2%
Teachers returning from previous year	83.3%	Up from 78.3%	86.4%	87.8%
Teacher attendance rate	95.2%	Up from 94.8%	95.1%	95.2%
Average teacher salary*	\$46,735	Down 6.9%	\$45,695	\$46,773
Professional development days/teacher	10.6 days	Down from 14.7 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 19.0 to 1	18.3 to 1	19.9 to 1
Prime instructional time	88.1%	Down from 88.7%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.3%	Down from 98.3%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$10,033	Up 3.6%	\$7,797	\$7,447
Percent of expenditures for instruction**	66.9%	Up from 63.1%	67.9%	68.4%
Percent of expenditures for teacher salaries**	66.4%	Up from 62.1%	64.7%	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

Houston Elementary students strive to achieve excellence on a daily basis. Our well-trained and dedicated faculty works diligently to provide each of our students with an enriched educational experience. For the fourth consecutive year, Houston received an AVERAGE absolute rating on the state report card. Houston is currently in the fourth year of the South Carolina Teacher Advancement Program, SC TAP. Houston is proud of the success of teachers and students. Six teachers have obtained National Board Certification and 100% of the faculty is highly qualified.

Our students distinguish themselves in numerous academic and special areas. Twenty-four students participated in our gifted and talented program. Our students were represented in the Piedmont Interstate Fair Arts Awards, State Superintendents Writing Award and Kiwanis Club of Spartanburg Terrific Kids and Math Excellence in Multiplication Tables Medallion Awards. Nine students participated in our district's Honors Band and Honors Orchestra, 12 participated in Honors Chorus and six received recognition during Youth Art Month. Several students received recognition for successfully completing the Academy of Reading.

To promote wellness and commitment to the total growth of the child, our students had opportunities to participate in Walk to School, Bike to School, Girls on the Run, Houston Running Club, and Creative Expressions Dance Club. Our Chick-Fil-A Family First meets monthly to promote family and the school/family connection.

Houston Elementary has received numerous awards and set an expectation of excellence during 2010-2011. The Academy of Creative Expression and Problem Based Learning has enhanced teaching and learning. Grants have been received through the Junior League of Spartanburg, the Mary Black Foundation, First Tee, and Donor's Choose. The Bookapalooza grant from the American Library Association has increased our library by approximately 1,300 books.

We are pleased to serve your children and encourage each of you to continue to take an active role in the education of your children.

Thomas Stokes, Principal  
Julie Delaney, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	54	42
Percent satisfied with learning environment	69.2%	75.9%	81.0%
Percent satisfied with social and physical environment	73.7%	77.4%	87.8%
Percent satisfied with school-home relations	61.5%	76.9%	83.3%

\* 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 13 out of 21 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	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	94.4%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	207	100	30.5	38.5	31	79.1	77.9	82.4	No	Yes
<b>Gender</b>										
Male	114	100	35.2	38.1	26.7	72.4	73.7	78.7	N/A	N/A
Female	93	100	24.4	39	36.6	87.8	82.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	56	100	33.3	38.9	27.8	79.6	88.3	88.9	Yes	Yes
African American	133	100	30.3	38.7	31.1	79	70.2	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.1	93	I/S	I/S
Hispanic	14	100	25	41.7	33.3	75	78.4	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
<b>Disability Status</b>										
Disabled	47	100	67.4	23.3	9.3	46.5	37.3	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	183	100	33.1	41	25.9	77.1	71	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	207	100	37.4	39	23.5	72.7	75.6	81.9	No	Yes
<b>Gender</b>										
Male	114	100	39	36.2	24.8	66.7	73	79.9	N/A	N/A
Female	93	100	35.4	42.7	22	80.5	78.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	56	100	31.5	44.4	24.1	70.4	87.5	88.9	No	Yes
African American	133	100	41.2	37	21.8	73.1	66.9	71.4	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.2	94.6	I/S	I/S
Hispanic	14	100	33.3	41.7	25	75	74.8	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	47	100	76.7	18.6	4.7	34.9	30.9	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	82.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	183	100	41.6	39.2	19.3	69.9	67.6	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
<b>Science</b>								
All Students	127	100	36.5	53	10.4	63.5	64.1	68.6
<b>Gender</b>								
Male	73	100	43.3	46.3	10.4	56.7	63.4	68.3
Female	54	100	27.1	62.5	10.4	72.9	64.8	68.9
<b>Racial/Ethnic Group</b>								
White	32	100	33.3	50	16.7	66.7	83.8	80.7
African American	84	100	35.5	55.3	9.2	64.5	50.5	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	79	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.6	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	24	100	81.8	13.6	4.5	18.2	27.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	68.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	108	100	41.8	50	8.2	58.2	53	57.3
<b>Social Studies</b>								
All Students	132	100	36.4	42.1	21.5	63.6	69.7	72.5
<b>Gender</b>								
Male	76	100	40.8	33.8	25.4	59.2	67.7	72
Female	56	100	30	54	16	70	72	73.1
<b>Racial/Ethnic Group</b>								
White	36	100	37.1	42.9	20	62.9	85.7	81
African American	86	100	35.9	43.6	20.5	64.1	58.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.1	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	70.8	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	35	100	65.6	25	9.4	34.4	34	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	122	100	38.1	43.4	18.6	61.9	60.4	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
<b>Writing</b>										
All Students	53	98.1	18.2	50	31.8	81.8	69	73.2	94.4	95.7
<b>Gender</b>										
Male	23	100	16.7	61.1	22.2	83.3	63.3	67.2	94.1	95.5
Female	30	96.7	19.2	42.3	38.5	80.8	75.1	79.4	94.8	95.8
<b>Racial/Ethnic Group</b>										
White	14	100	7.7	53.8	38.5	92.3	83.4	81.5	93.9	95.6
African American	31	96.8	20	48	32	80	57.7	61.3	94.6	95.6
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	92.3	87	95.8	97.1
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.2	66.7	94.8	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	94.2	94.4
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	14	26	93.5	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	80.3	65.7	95.1	97
<b>Socio-Economic Status</b>										
Subsidized meals	47	97.9	21.1	52.6	26.3	78.9	57.5	63.2	94.3	95.3

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	58	100	36.5	28.8	34.6	63.5
	4	55	100	34.7	40.8	24.5	65.3
	5	57	100	36.5	36.5	26.9	63.5
	6	58	100	27.3	36.4	36.4	72.7
	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	47	100	34.9	32.6	32.6	65.1
	4	52	100	26.5	42.9	30.6	73.5
	5	54	100	20.5	52.3	27.3	79.5
	6	54	100	39.2	27.5	33.3	60.8
	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	58	100	46.2	21.2	32.7	53.8
	4	55	100	32.7	51	16.3	67.3
	5	57	100	44.2	32.7	23.1	55.8
	6	58	100	34.5	47.3	18.2	65.5
	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	47	100	39.5	27.9	32.6	60.5
	4	52	100	38.8	38.8	22.4	61.2
	5	54	100	31.8	50	18.2	68.2
	6	54	100	39.2	39.2	21.6	60.8
	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	29	100	59.3	25.9	14.8	40.7
	4	54	100	38.8	51	10.2	61.2
	5	28	100	48.1	40.7	11.1	51.9
	6	28	100	50	39.3	10.7	50
	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	22	100	47.4	31.6	21.1	52.6
	4	52	100	34.7	57.1	8.2	65.3
	5	27	100	27.3	63.6	9.1	72.7
	6	26	100	40	52	8	60
	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	28	100	32	48	20	68
	4	55	98.2	18.4	55.1	26.5	81.6
	5	29	100	48	24	28	52
	6	30	96.7	14.8	51.9	33.3	85.2
	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	25	100	50	41.7	8.3	50
	4	52	100	38.8	42.9	18.4	61.2
	5	27	100	27.3	36.4	36.4	72.7
	6	28	100	26.9	46.2	26.9	73.1
	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	57	98.3	50.9	39.6	9.4	49.1
	4	55	98.2	35.3	49	15.7	64.7
	5	58	100	37.7	35.8	26.4	62.3
	6	59	100	33.3	33.3	33.3	66.7
	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	53	98.1	18.2	50	31.8	81.8
	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

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