



## Spaulding Elementary School

204 E. Smith Avenue

Lamar, SC 29069

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	231 Students	
<b>Principal</b>	Lillkenya R. Jenkins	843-326-7666
<b>Superintendent</b>	Dr. Rainey H. Knight	843-398-5100
<b>Board Chair</b>	Warren Jeffords	843-326-5970

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	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 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 Purpose of Computing Growth Rating**

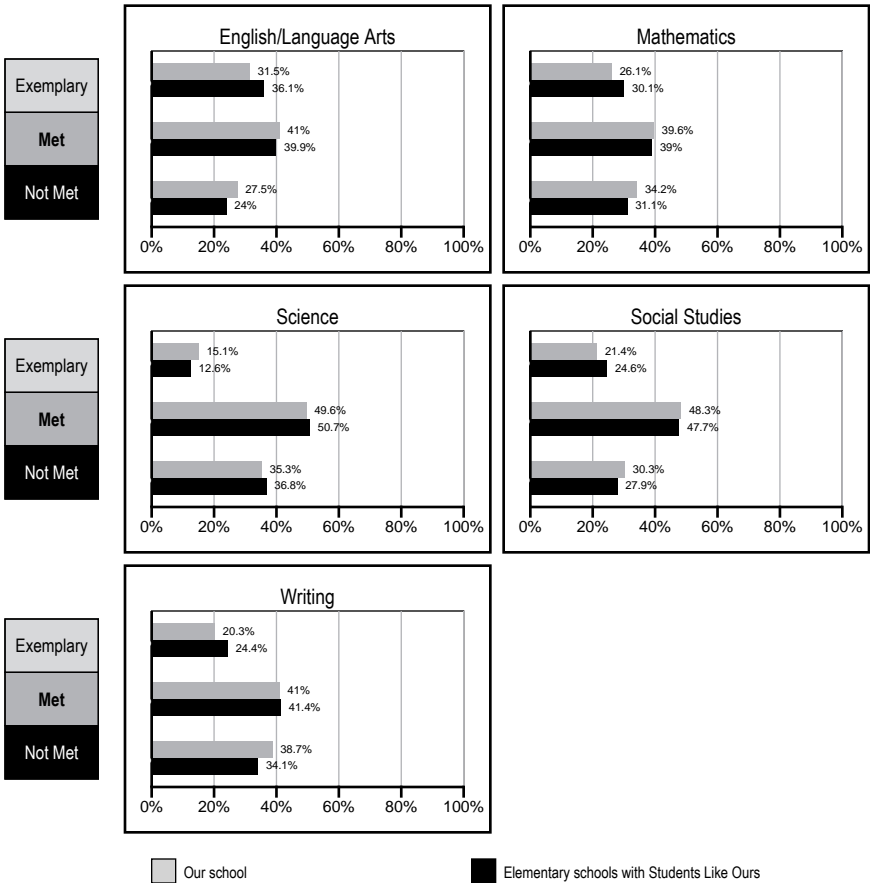
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
10	19	95	14	1

\* Ratings are calculated with data available by 12/14/2013.

**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=231)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.9%	Up from 1.2%	1.2%	0.9%
Attendance rate	96.3%	Down from 96.6%	96.0%	96.3%
Served by gifted and talented program	11.3%	N/A	4.9%	7.2%
With disabilities	8.4%	N/A	14.1%	12.4%
Older than usual for grade	5.9%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	63.6%	Up from 50.0%	61.0%	62.5%
Continuing contract teachers	100.0%	Up from 91.7%	83.0%	83.3%
Teachers returning from previous year	83.1%	Up from 81.9%	87.7%	88.3%
Teacher attendance rate	95.5%	Up from 92.5%	94.7%	95.0%
Average teacher salary*	\$43,520	Up 4.9%	\$47,320	\$48,193
Professional development days/teacher	16.5 days	No Change	11.0 days	11.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	Down from 24.1 to 1	19.7 to 1	20.1 to 1
Prime instructional time	89.6%	Up from 86.1%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,309	Up 5.0%	\$7,511	\$7,364
Percent of expenditures for instruction**	59.0%	Down from 63.3%	68.0%	68.0%
Percent of expenditures for teacher salaries**	58.0%	Down from 61.5%	65.0%	66.0%

\* 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

In the 2012-13 school year, Spaulding Elementary continued with our theme of "Achieving Excellence through Teamwork." Spaulding Elementary, a SC TAP (The System for Teacher and Student Advancement) and Title One School, knows the importance of teamwork and its positive impact on student achievement. Serving approximately 241 students in third through fifth grades, our "Team Spaulding" consisting of teachers, parents, administration, support staff, and community members worked diligently to provide and foster support and initiatives for student success. Teachers worked collaboratively and collegially in weekly, on-going professional developments that focused on the specific needs of our students as identified by our school data. Teachers and administrators participated in an ongoing process for analyzing data and implementing best practices and strategies for improving student achievement.

Based on the data, the school implemented the school-wide INFER strategy in which students were able to apply this strategy in all content areas as they analyzed various modes of text for mastery of state standards. Additionally, the school continued with its school-wide writing initiative. Each week, students participated in an engaging writing task that also provided an opportunity for an increase in parental involvement as students received parental support and inspiration in addressing the topics and refining their writing. Students' writings were displayed throughout the school, and students at each grade level were recognized and rewarded monthly for their exemplary writing. Students also participated in our school-wide math initiative, the exciting Math Rumble. In efforts to improve students' knowledge in basic math skills, a friendly competition among classes was created as students competed in timed math assessments bi-weekly for prizes and claim of the title of Math Rumble Champion. This created a fun, yet meaningful way to address mastery of skills needed for greater success in math. Students also participated in the computer-assisted, afterschool program that focused on addressing students' needs in math and reading. In addition, Spaulding Elementary continued best practices in Explicit Direct Instruction (EDI), differentiation, and the use of computer-assisted programs such as Compass Learning and ALEKS. Additionally, teachers used technology to include mobile netbook and Ipad labs to further enhance student learning and exposure to real-world application. Students also participated in school service projects such as canned-food drives and a math-a-thon to raise money for young children at the St. Jude Children Research hospital.

The Spaulding Elementary PTO, SIC, and school faculty and staff worked collaboratively in supporting and addressing school goals and needs. Various school/community activities were hosted throughout the year to promote awareness and support of school goals and collaboration for attaining the established goals. Parents and community members were able to collaborate and participate in events such as Family Reading Night, Community Partner's Breakfast, Father/Daughter and Mother/Son Banquet, Bullying Prevention workshop, Grandparent's Day, etc. Spaulding Elementary is very appreciative of the collaborative efforts from all stakeholders made this school year to ensure the success of students served.

Lilkenya R. Jenkins, Principal Warren Simon, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	61	56
Percent satisfied with learning environment	100%	93.5%	85.7%
Percent satisfied with social and physical environment	92.9%	88.7%	90.5%
Percent satisfied with school-home relations	92.8%	91.8%	87.5%

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

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## ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>83.5</b>
<b>Overall Grade Conversion</b>	<b>B</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Spaulding Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	3.5%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	648.5	637.0	618.9	628.0	100.0	100.0
Male	648.3	642.5	625.4	637.1	100.0	100.0
Female	648.7	630.5	610.9	618.6	100.0	100.0
White	665.5	649.2	640.9	641.9	100.0	100.0
African American	635.7	626.9	601.0	616.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	644.5	634.7	610.5	622.9	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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>2012</b>	3	71	100	22.9	22.9	54.3	77.1
	4	92	100	28.3	47.8	23.9	71.7
	5	98	100	28.7	40.4	30.9	71.3
	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>2013</b>	3	75	100	29.6	35.2	35.2	70.4
	4	69	100	21	37.1	41.9	79
	5	96	100	30.3	48.3	21.3	69.7
	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
<b>Mathematics</b>							
<b>2012</b>	3	71	100	34.3	34.3	31.4	65.7
	4	92	100	27.2	52.2	20.7	72.8
	5	98	100	38.3	40.4	21.3	61.7
	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
<b>2013</b>	3	75	100	52.1	23.9	23.9	47.9
	4	69	100	21	43.5	35.5	79
	5	96	100	29.2	49.4	21.3	70.8
	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
<b>Science</b>							
<b>2012</b>	3	37	100	36.1	41.7	22.2	63.9
	4	92	100	25	69.6	5.4	75
	5	49	100	27.7	55.3	17	72.3
	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>2013</b>	3	37	100	38.2	50	11.8	61.8
	4	69	100	27.4	58.1	14.5	72.6
	5	48	100	44.2	37.2	18.6	55.8
	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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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	34	100	38.2	38.2	23.5	61.8
	4	92	100	22.8	60.9	16.3	77.2
	5	49	100	40.4	31.9	27.7	59.6
	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
<b>2013</b>	3	38	100	37.8	51.4	10.8	62.2
	4	69	100	14.5	58.1	27.4	85.5
	5	48	100	45.7	32.6	21.7	54.3
	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>Writing</b>							
<b>2012</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	97.9	39.1	41.3	19.6	60.9
	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>2013</b>	3	74	97.3	44.9	31.9	23.2	55.1
	4	68	100	29	46.8	24.2	71
	5	96	100	39.3	44.9	15.7	60.7
	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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