



# SC Annual School Report Card Summary

Mauldin Elementary School  
 Greenville County  
 Grades: PK-5 Enrollment: 928  
 Principal: Michael J. Parker  
 Superintendent: Mr. Burke Royster  
 Board Chair: Mr. Chuck Saylor

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Good	Below Average	TBD	TBD	A	N/A
2012	Good	Good	Silver	N/A	A	N/A
2011	Good	Average	Silver	N/A	Not Met	N/A

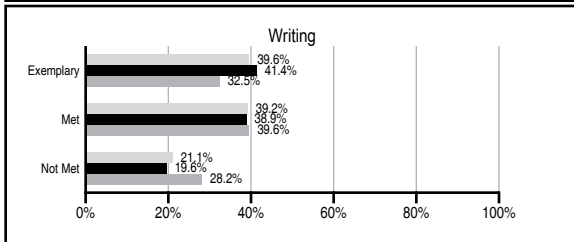
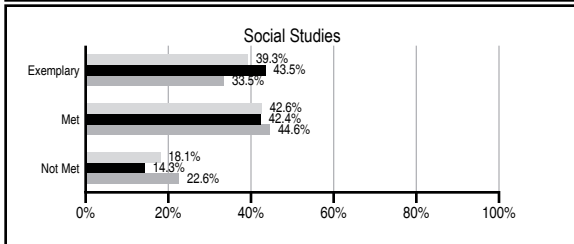
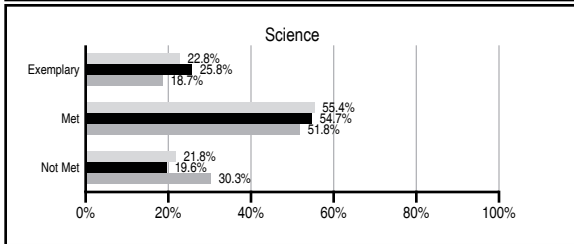
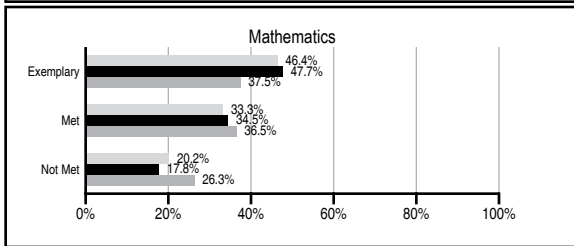
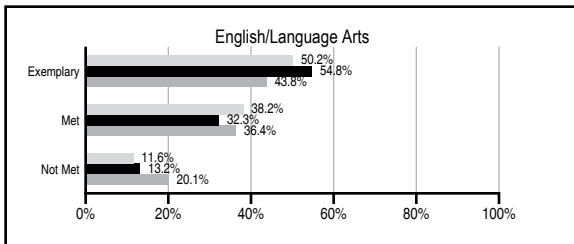
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
40	18	2	1	0

\* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE

Our School
  Elementary Schools with Students Like Ours
  Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC 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.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

# Mauldin Elementary School [Greenville County]

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=923)</b>				
Retention rate	1.6%	Up from 1.5%	0.8%	0.9%
Attendance rate	96.5%	Down from 96.8%	96.7%	96.3%
Served by gifted and talented program	13.9%	N/A	10.6%	7.2%
With disabilities	11.4%	N/A	11.3%	12.4%
Older than usual for grade	1.5%	N/A	1.3%	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=52)</b>				
Teachers with advanced degrees	53.8%	Up from 51.9%	64.4%	62.5%
Continuing contract teachers	100.0%	Up from 98.1%	83.3%	83.3%
Teachers returning from previous year	90.4%	Up from 90.1%	89.7%	88.3%
Teacher attendance rate	95.1%	Up from 93.9%	95.3%	95.0%
Average teacher salary*	\$50,384	Up 4.3%	\$49,245	\$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	9.7 days	Up from 7.6 days	10.5 days	11.0 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 23.0 to 1	20.9 to 1	20.1 to 1
Prime instructional time	89.8%	Up from 89.5%	90.8%	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 99.5%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,535	Up 3.8%	\$7,001	\$7,364
Percent of expenditures for instruction**	68.0%	Down from 68.8%	69.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Down from 68.3%	67.0%	66.0%
ESEA composite index score	91.7	Down from 92.1	92.5	88.0

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	50	172	112
Percent satisfied with learning environment	82%	86%	87.5%
Percent satisfied with social and physical environment	96%	86%	91.8%
Percent satisfied with school-home relations	96%	90.6%	82.9%

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

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2012/2013 school year was one of continued improvement for Mauldin Elementary School. We were pleased to open the year with an "A" report card rating under the new federal accountability system for Adequate Yearly Progress (AYP). We were also very pleased with our state report card ratings of "Good" for an absolute rating and "Good" for improvement. These ratings are based on our students' academic performance and earned MES a Palmetto Silver Award for overall achievement. These ratings once again confirm the great work we are doing to improve student academic performance each year.

During the school year our teachers continued implementation of Learning Focused best practices in classroom instruction. We also maintained our reading intervention program for kindergarten, first and second grade students, and once again included some third graders. We expanded our inclusion model for students with special needs and now serve qualifying students in grades two through five, ensuring their participation in the regular education curriculum. With the help of volunteers across our faculty and staff we further expanded our tutoring programs, providing some direct instruction along with the use of computer based programs.

We continued to work with our parent leadership and community to implement programs to address the total health and welfare needs of our students. As a part of the Coordinated Approach to Child Health (CATCH), we fully implemented the Culinary Creations healthy menu in our cafeteria, and completed a walking track on our lower field. We also continued with the Closet for Hope that provides donated clothing for families in need and the Back Pack program which provides students with meals on weekends and holidays.

Our school does face challenges that are brought on by necessary adjustments as the state transitions to the common core instructional standards. In addition, we are making the transition to a new balanced literacy curriculum that has been adopted by the district. However, both have long term benefits and have been embraced by our faculty. Even though we continue to face challenges with the resources available to us, we have been able to maintain our curriculum initiatives, as well as non-instructional initiatives that support the total school program.

During the school year we sent teams from our faculty to a number of different high performing schools in order to obtain fresh ideas on how to improve upon our own practice. In April our Faculty Council met as a final part of this process to synthesize what we learned and reach consensus on the most important changes to consider for the 2013/2014 year. We also updated our school improvement plan and made preparations for accreditation, as did all schools in the district. This combination of activities helped establish fresh goals for continued improvement and afforded us the opportunity to adjust strategies to reach those goals. We look to the coming years with a renewed focus on continuing improvements in student learning.

Michael J. Parker, Principal □ Craig Clayton, SIC Chair

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY Delay Improvement Status HOLD School Improvement Status