



Gadsden Elementary

1660 South Goodwin Circle

Gadsden, South Carolina

Grades	PK-5 Elementary School	
Enrollment	169 Students	
Principal	Dr. Charles A. DeLaughter	803-353-2231
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Below Average	Good
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	Good

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

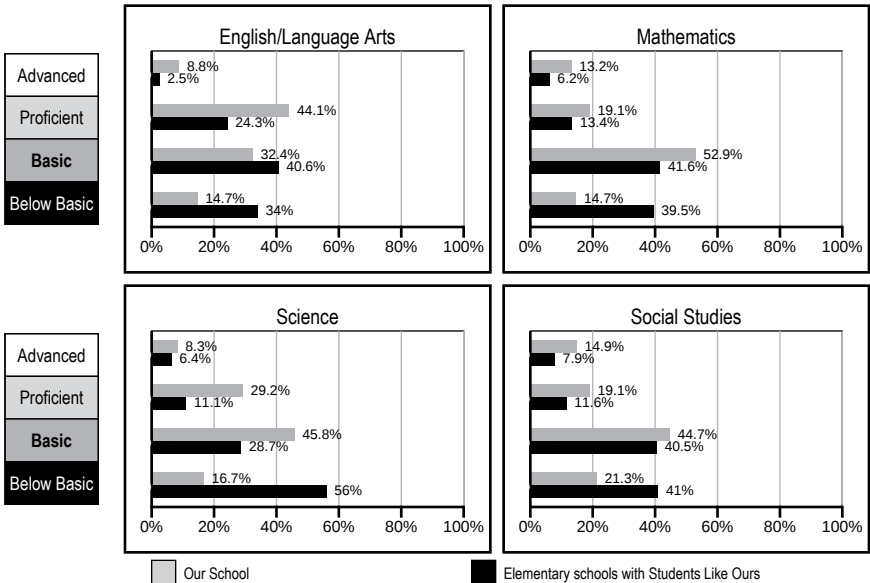
96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	46	61

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=169)				
First graders who attended full-day kindergarten	92.3%	Down from 93.3%	100.0%	100.0%
Retention rate	4.3%	Down from 5.3%	3.1%	2.3%
Attendance rate	96.2%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	13.3%	Up from 7.3%	3.4%	10.4%
With disabilities other than speech	5.2%	Down from 7.1%	7.8%	7.5%
Older than usual for grade	0.8%	No Change	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	52.9%	Up from 52.6%	54.3%	56.7%
Continuing contract teachers	52.9%	Up from 42.1%	69.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.0%	Down from 84.9%	83.0%	86.4%
Teacher attendance rate	95.4%	Down from 95.5%	95.0%	94.9%
Average teacher salary	\$46,849	Up 6.5%	\$43,916	\$45,345
Professional development days/teacher	14.2 days	Down from 14.4 days	13.4 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	12.7 to 1	Up from 12.6 to 1	16.6 to 1	18.5 to 1
Prime instructional time	88.4%	Down from 88.5%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 88.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$13,033	Down 2.1%	\$8,142	\$7,052
Percent of expenditures for instruction*	75.2%	Up from 69.5%	68.6%	69.1%
Percent of expenditures for teacher salaries*	66.7%	Up from 64.2%	61.5%	64.2%

* 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

Gadsden Elementary supports a school culture that challenges faculty, staff and students to work at high levels of proficiency. Each teacher is highly qualified, the school nurse is the State School Nurse of the Year and several support staff are recognized by central office officials for exemplary work performance. The school supports a limited number of well-chosen initiatives to facilitate student learning. Examples of these initiatives include: writing within the four primary academic content areas, children's ability to reason mathematically is facilitated through implementation of Calendar Math on a school-wide basis, and technology is firmly infused into the curriculum. The SuccessMaker Lab, Accelerated Reader and Accelerated Math software provide children with ample opportunities to practice skills and processes that are learned in classrooms. This year, an Early Childhood Montessori Program was added to the curriculum at Gadsden Elementary. The Montessori Program broadens Gadsden's ability to provide literacy experiences to young children and therefore enhances achievement throughout students' academic careers.

The School Renewal Plan is a template for Gadsden Elementary to continually improve student achievement. A major component of this plan is teachers' and school leaders' sharp focus on an in-depth understanding of content standards. Frequent and substantive professional development is a major tool for analyzing standards to determine specifically what students are expected to know and be able to do. Moreover, results from frequent assessments and Classroom Walkthrough protocols inform teachers and the principal about student learning as well as guide next steps.

This year, the Green Thumb Club is implementing a grant to use a courtyard area as an outdoor laboratory for reinforcing student learning in math and science. In addition, a technology grant funds an initiative to make computers more accessible to parents. Parents are encouraged to check out laptop computers loaded with SuccessMaker software and supervise their children's skill practice at home.

An analysis of benchmark test results indicates an overall increase in the number of children scoring 70% or better on successive administrations of the tests. Also, review of SuccessMaker Lab reports reveals a significant increase in the number of children who have made at least a one year gain in reading and/or math.

Gadsden Elementary must resolve a limited number of challenges in order to realize continual improvement in student learning. The administration and faculty need to continue the process of enmeshing best professional practices into professional teaching on a more consistent basis. Families and the community need to be engaged in a stronger partnership with the school to promote student learning activities outside of the school day. School and business partnerships must continue to provide students with high-quality mentoring services and financial support to supplement resources from Richland School District One.

Cynthia Garrick, SIC President Dr. Charles A. DeLaughter, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	24	21
Percent satisfied with learning environment	95.0%	91.7%	85.0%
Percent satisfied with social and physical environment	95.0%	91.7%	95.2%
Percent satisfied with school-home relations	75.0%	95.8%	95.2%

* 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

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. Sanction: Implement the restructuring plan.
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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	73	100	14.7	32.4	44.1	8.8	63.2	41.2	48.2	Yes	Yes
Gender											
Male	35	100	19.4	38.7	35.5	6.5	54.8	35	41.7	N/A	N/A
Female	38	100	10.8	27	51.4	10.8	70.3	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	70	100	14.9	32.8	43.3	9	62.7	33.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	11	100	54.5	45.5	0	0	9.1	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	72	100	14.9	32.8	43.3	9	62.7	31.2	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	73	100	14.7	52.9	19.1	13.2	52.9	34.9	45.8	Yes	Yes
Gender											
Male	35	100	16.1	48.4	19.4	16.1	51.6	33.8	45.6	N/A	N/A
Female	38	100	13.5	56.8	18.9	10.8	54.1	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	70	100	14.9	53.7	19.4	11.9	52.2	25.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	11	100	45.5	54.5	0	0	9.1	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	72	100	14.9	53.7	17.9	13.4	52.2	24.6	31.4	Yes	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	------------------------	--------------------------

Science

All Students	51	100	16.7	45.8	29.2	8.3	37.5	25.3	35.7	96.2	96.1
Gender											
Male	23	100	20	40	25	15	40	26	37.4	95.5	95.8
Female	28	100	14.3	50	32.1	3.6	35.7	24.6	33.8	96.7	96.3
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	96.9	96.3
African American	49	100	17	46.8	29.8	6.4	36.2	16.4	17	96.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	99.9	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	8.9	14	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
Socio-Economic Status											
Subsided meals	50	100	17	44.7	29.8	8.5	38.3	15.1	21.1	96.1	95.8

Social Studies

All Students	51	100	21.3	44.7	19.1	14.9	34	27.2	34	96.2	96.1
Gender											
Male	23	100	25	40	20	15	35	28.1	36.6	95.5	95.8
Female	28	100	18.5	48.1	18.5	14.8	33.3	26.2	31.3	96.7	96.3
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	96.9	96.3
African American	48	100	21.7	45.7	17.4	15.2	32.6	18.2	19.1	96.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	99.9	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	9.7	14.4	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
Socio-Economic Status											
Subsided meals	51	100	21.3	44.7	19.1	14.9	34	16.8	21	96.1	95.8

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	32	100	3.4	37.9	55.2	3.4	58.6
	4	24	100	20	35	45	0	45
	5	24	100	45.8	33.3	20.8	0	20.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	20	100	11.1	16.7	50	22.2	72.2
	4	29	100	3.7	29.6	59.3	7.4	66.7
	5	24	100	30.4	47.8	21.7	0	21.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	32	100	27.6	55.2	10.3	6.9	17.2
	4	24	100	35	35	20	10	30
	5	24	100	20.8	58.3	16.7	4.2	20.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	20	100	16.7	61.1	11.1	11.1	22.2
	4	29	100	7.4	51.9	18.5	22.2	40.7
	5	24	100	21.7	47.8	26.1	4.3	30.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	16	100	46.7	40	13.3	0	13.3
	4	24	100	35	45	20	0	20
	5	12	100	75	25	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	10	I/S	I/S	I/S	I/S	I/S	I/S
	4	29	100	11.1	55.6	25.9	7.4	33.3
	5	12	100	27.3	45.5	9.1	18.2	27.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	16	100	21.4	71.4	7.1	0	7.1
	4	24	100	30	60	5	5	10
	5	12	100	75	16.7	8.3	0	8.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	10	I/S	I/S	I/S	I/S	I/S	I/S
	4	29	100	14.8	55.6	22.2	7.4	29.6
	5	12	100	33.3	16.7	25	25	50
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample