

A vertical black and white photograph on the left side of the page. It shows a crescent moon in the upper left and the silhouette of a palm tree against a light sky in the lower right.

Campobello-Gramling School

250 Fagan Avenue
Campobello, SC 29349

Grades	PK-8 Elementary School	
Enrollment	694 Students	
Principal	John Hodge	864-472-9481
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Good	At-Risk
2006	Good	Good
2005	Good	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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

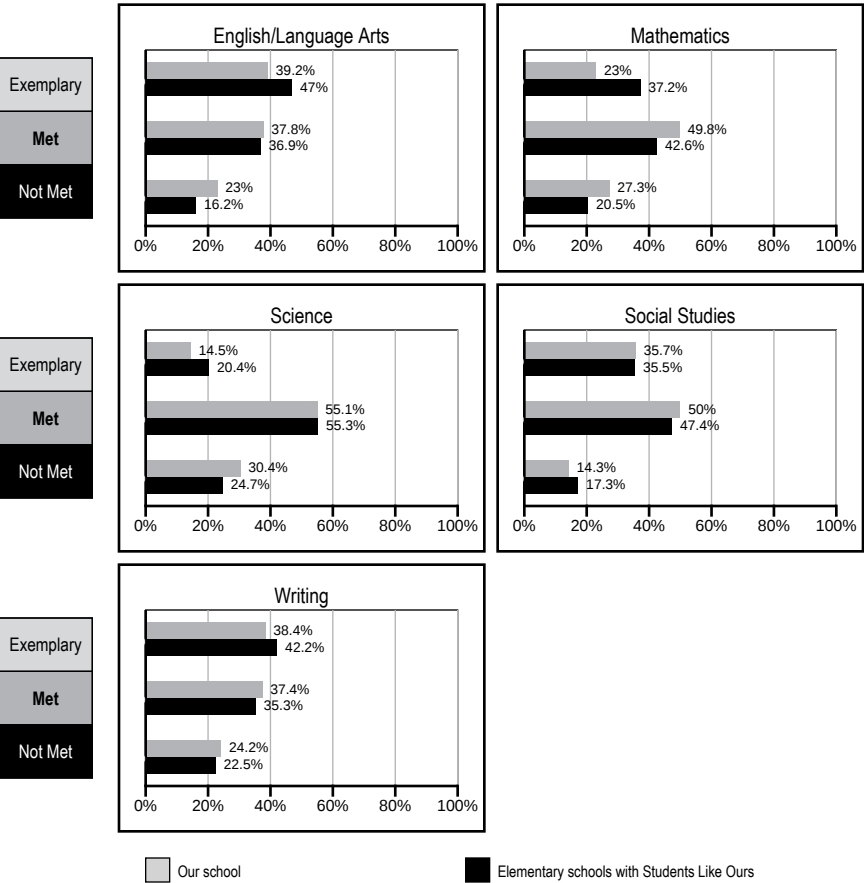
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	38	20	0	0

* Ratings are calculated with data available by 06/01/2010.

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
Students (n=694)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.6%	1.5%	1.9%
Attendance rate	96.4%	No Change	96.6%	96.3%
Eligible for gifted and talented	22.8%	Up from 22.5%	15.8%	10.0%
With disabilities other than speech	7.1%	Down from 7.5%	6.8%	7.7%
Older than usual for grade	0.7%	Up from 0.2%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	71.4%	Up from 68.1%	61.4%	59.4%
Continuing contract teachers	89.8%	Up from 87.2%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.7%	Up from 90.4%	86.6%	85.9%
Teacher attendance rate	95.7%	Up from 94.7%	95.1%	95.1%
Average teacher salary*	\$50,278	Up 2.7%	\$48,308	\$47,149
Professional development days/teacher	13.4 days	Down from 13.6 days	11.3 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.3 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.4%	Up from 90.3%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.8%	Down from 95.6%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,861	Up 1.7%	\$6,905	\$7,458
Percent of expenditures for instruction**	68.9%	Up from 68.1%	69.6%	68.8%
Percent of expenditures for teacher salaries**	67.3%	Up from 66.6%	61.1%	63.2%

* 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

Campobello Gramling School completed the 2008-2009 school year with many accomplishments. Academically, nine students were recognized as South Carolina Junior Scholars, and three students were selected to attend the Scholars Academy program at the University of South Carolina Upstate for the 2009-2010 school year. In addition, a CGS student won the District One State Superintendent Essay Award, and one hundred percent of the 8th grade Algebra 1 class passed the End of Course testing. The CGS Band participated in the Solo & Ensemble Festival in May and eleven students received superior ratings and four students received excellent ratings. CGS is proud of all of our students.

The Guidance Department continued the Terrific Kids program. It is now in its third year. It is sponsored by the Spartanburg Kiwanis Club and has recognized over three hundred students to date. The guidance department also encouraged students to participate in several career contests. One student placed third in the 2009 Discover Manufacturing Design Challenge, and another student placed 1st in the state and 2nd nationally in the National Career Development Poster and Poetry contest. Our guidance department also presented at the South Carolina School Counselor's Conference in November.

Campobello Gramling School was fortunate to have the Spartanburg School District One Distinguished Reading Teacher of the Year and Spartanburg School District One Teacher of the Year for the 2008-2009 school year. This is a compliment to our excellent staff and the work they do everyday.

An area of special emphasis this year was to continue efforts to implement our school (SACS) goals. Campobello Gramling School's SACS goals have been identified as follows: Improving School Communication, Improving Student Achievement for all Students, and Enhancing Staff Development to Improve Instructional Effectiveness. We meet quarterly to discuss, revise, design, and implement strategies to address these goals. It is our continued commitment to do so for the success of our students and Campobello Gramling School.

Sincerely,
John M. Hodge, Principal
Richard M. Johnson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	70	97
Percent satisfied with learning environment	100.0%	94.3%	89.7%
Percent satisfied with social and physical environment	100.0%	94.3%	87.4%
Percent satisfied with school-home relations	100.0%	91.4%	79.4%

* 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
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This school met 15 out of 17 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	
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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	1.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	437	100	21.7	35.7	42.6	85.8	86.6	82.8	Yes	Yes
Gender										
Male	210	100	24.9	32.7	42.4	83.9	84.6	79.3	N/A	N/A
Female	227	100	18.8	38.5	42.7	87.6	88.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	401	100	19.5	35.4	45.1	86.9	88	89.5	Yes	Yes
African American	17	100	57.1	35.7	7.1	71.4	77.3	73.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.7	92.3	I/S	I/S
Hispanic	11	100	36.4	54.5	9.1	81.8	84.1	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	51	100	62	26	12	52	50.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	50	31.8	18.2	72.7	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	195	100	33.3	39.8	26.9	78.5	81.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	437	100	21.5	42.8	35.7	84.2	86.7	78.9	Yes	Yes
Gender										
Male	210	100	23.4	36.1	40.5	83.4	86.2	77	N/A	N/A
Female	227	100	19.7	49.1	31.2	84.9	87.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	401	100	19.7	42.6	37.7	86.2	88	87.2	Yes	Yes
African American	17	100	N/AV	N/AV	N/AV	50	75.7	66.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	11	100	36.4	45.5	18.2	72.7	86.4	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	51	100	58	32	10	50	53	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	50	27.3	22.7	63.6	85.9	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	195	100	28.5	40.9	30.6	79	82.1	70.2	Yes	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
Science								
All Students	286	100	26.4	50.2	23.5	73.6	80.1	67.5
Gender								
Male	136	100	24.8	45.1	30.1	75.2	80	67
Female	150	100	27.8	54.9	17.4	72.2	80.2	68
Racial/Ethnic Group								
White	258	100	24.2	51.2	24.6	75.8	82.3	79.5
African American	15	100	N/AV	N/AV	N/AV	50	67.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.4	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	30	100	69	20.7	10.3	31	46.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	14	100	50	21.4	28.6	50	74.3	59.6
Socio-Economic Status								
Subsided meals	130	100	40.7	44.7	14.6	59.3	72.4	55.1

Social Studies								
All Students	285	100	21.3	45.8	32.9	78.7	80.9	72.3
Gender								
Male	140	100	22.5	42.8	34.8	77.5	81.5	71.5
Female	145	100	20.1	48.9	30.9	79.9	80.4	73.2
Racial/Ethnic Group								
White	265	100	19	46.9	34.1	81	81.8	80.7
African American	8	I/S	I/S	I/S	I/S	I/S	73.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	38	100	54.1	32.4	13.5	45.9	50	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	16	100	18.8	68.8	12.5	81.3	85.9	67.9
Socio-Economic Status								
Subsided meals	134	100	29.5	48.8	21.7	70.5	75.8	62.1

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	439	100	22.1	37.8	40.1	77.9	76.5	70.2	96.4	96.5
Gender										
Male	211	100	26.7	39.3	34	73.3	70.5	63.2	96.5	96.5
Female	228	100	17.7	36.4	45.9	82.3	82.8	77.5	96.3	96.4
Racial/Ethnic Group										
White	401	100	21.4	36.1	42.5	78.6	78	79.1	96.5	96.3
African American	19	100	N/AV	N/AV	N/AV	78.6	67.6	57.6	95.9	97.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.7	86.2	97.8	97.2
Hispanic	11	100	45.5	45.5	9.1	54.5	65.2	62.6	96.4	97.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	87	92
Disability Status										
Disabled	53	100	73.1	19.2	7.7	26.9	26.8	26.1	96.3	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	45.5	36.4	18.2	54.5	69	61.2	95.9	96.9
Socio-Economic Status										
Subsidized meals	198	100	35.6	34	30.3	64.4	68.3	58.9	95.5	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	73	100	19.7	28.2	52.1	80.3
	4	70	100	33.3	43.5	23.2	66.7
	5	74	100	15.9	42	42	84.1
	6	88	100	14.3	32.1	53.6	85.7
	7	64	100	21	43.5	35.5	79
	8	68	100	27.9	26.5	45.6	72.1
Mathematics							
2009	3	73	100	28.2	43.7	28.2	71.8
	4	70	100	30.4	52.2	17.4	69.6
	5	74	100	23.2	53.6	23.2	76.8
	6	88	100	10.7	32.1	57.1	89.3
	7	64	100	22.6	37.1	40.3	77.4
	8	68	100	16.2	39.7	44.1	83.8
Science							
2009	3	36	100	44.1	29.4	26.5	55.9
	4	70	100	30.4	62.3	7.2	69.6
	5	37	100	17.1	65.7	17.1	82.9
	6	45	100	14	60.5	25.6	86
	7	64	100	24.2	41.9	33.9	75.8
	8	34	100	29.4	32.4	38.2	70.6
Social Studies							
2009	3	37	100	16.2	29.7	54.1	83.8
	4	70	100	14.5	65.2	20.3	85.5
	5	37	100	11.8	41.2	47.1	88.2
	6	43	100	7.3	51.2	41.5	92.7
	7	64	100	38.7	40.3	21	61.3
	8	34	100	35.3	32.4	32.4	64.7
Writing							
2009	3	74	100	25	26.4	48.6	75
	4	71	100	36.2	46.4	17.4	63.8
	5	73	100	11.4	40	48.6	88.6
	6	89	100	14.3	33.3	52.4	85.7
	7	64	100	20.6	49.2	30.2	79.4
	8	68	100	26.5	33.8	39.7	73.5

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N/R–Not Reported

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