

Felton Lab

300 College Street N E
Orangeburg SC 29117

Grades	K-8 Middle	
Enrollment	188	
Director	Dr. Loretta J. Leaphart	803-536-8565
Dean	Dr. Gail Joyner-Fleming	803-536-8501

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2009	AVERAGE	GOOD
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Below Average	At-Risk
2005	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 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.

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 PURPOSES OF COMPUTING GROWTH RATING

Percent of students tested in 2008–09 whose 2007–08 test scores were located. | 95.5%

PALMETTO ASSESSMENT OF STATE STANDARDS (PASS)

Our School

English/Language Arts		Mathematics		Science		Social Studies	
Exemplary	28.0%	Exemplary	23.2%	Exemplary	9.3%	Exemplary	20.9%
Met	53.7%	Met	42.7%	Met	69.8%	Met	53.5%
Not Met	18.3%	Not Met	34.1%	Not Met	20.9%	Not Met	25.6%

Writing	
Exemplary	39.4%
Met	48.5%
Not Met	12.1%

DEFINITIONS 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.

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School
Algebra 1/Math for the Technologies 2	100%
English 1	93.8%
Physical Science	N/A
US History and The Constitution	N/A
All Subjects	96.9%

Abbreviations for Missing Data

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

SCHOOL PROFILE

	Our School	Change from Last Year
STUDENTS (n=188)		
First graders who attended full-day kindergarten	100%	No Change
Retention rate	0%	No Change
Attendance rate	98.3%	Up from 96%
Students with disabilities other than speech taking PACT (ELA) off grade level	N/A	N/A
Students with disabilities other than speech taking PACT (Math) off grade level	N/A	N/A
Eligible for gifted and talented	N/A	N/A
On academic plans	21%	Down from 23%
On academic probation	N/AV	N/AV
With disabilities other than speech	1%	No Change
Older than usual for grade	0%	No Change
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0%	No Change
TEACHERS (n=18)		
Teachers with advanced degrees	76%	Down from 94%
Continuing contract teachers	94%	Up from 88%
Percent of classes not taught by highly qualified teachers	24%	Up from 14.04%
Teachers with emergency or provisional certificates	1	N/A
Teachers returning from previous year	99%	Up from 88%
Teacher attendance rate	97%	Up from 96%
Average teacher salary	\$50,683	Down from \$52,636
Professional development days/teacher	10	No Change
SCHOOL		
Principal's years at school	0	Down from 1
Student-teacher ratio in core subjects	14.8	Down from 15.1
Prime instructional time	93.3%	No Change
Dollars spent per pupil*	\$11,211	Down from \$12,026
Percent of expenditures for instruction*	93%	Down from 97%
Percent of expenditures for teacher salaries*	86%	Up from 84%
Opportunities in the arts	Yes	N/A
SACS accreditation	Yes	Yes
Parents attending conferences	100%	No Change
Character development program	Yes	N/A

*Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report From Director

Felton Laboratory School serves as a Professional Development School for the Teacher Education Program at South Carolina State University (SCSU). The organization of the school includes an elementary and middle school, serving students in kindergarten through eighth grade. The partnership between Felton and SCSU promotes teamwork, a positive and active learning environment, and a vision for success that encourages students to strive for excellence.

During the 2008–09 school year, the administration provided parents and students with feedback via parent conferences, general assemblies, newsletters, workshops for parents, EdLine (a web-based communication tool), Parent Teacher Association (PTA) meetings, and family-oriented events. For the continued professional development of the administration and faculty, several facilitators worked throughout the year with team building and curriculum planning in all core and fine arts subject areas. Many staff members attended in-services, workshops and graduate classes to strengthen their instructional skills and increase their understanding of the South Carolina State Standards.

Instruction and instructional effectiveness is assessed through regular classroom observations to ensure teachers have planned and carried out developmentally appropriate standards-based lessons. In addition, university students participated in the Felton Laboratory School program during the 2008–09 school year. Included were student teachers for professional clinical experience and Pre-step students.

We, at Felton Laboratory School, are proud of our school-wide initiatives and service learning programs. The students at Felton have participated in Lunch Buddies, Bridge Builders, The Orangeburg County Community of Characters, Read Across America, Walk to School Day and collecting and donating items to the local shelters and organizations.

The School Improvement Council, which consists of representatives from the faculty, parents, and community, assessed the state of the school in meeting previous goals and evaluated the progress made toward current goals. The Council continues to meet monthly to plan and ensure that the bylaws are being implemented according to state guidelines. The Felton PTA meets monthly for student-sponsored programs/events and to share pertinent business information.

We look forward to having another productive year!

Dr. Loretta J. Leaphart, Director

Mr. Roger Ideozu, Chairman, SIC

Dr. Gail Joyner-Fleming, Superintendent/Dean

EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS

	Students	Teachers	Parents
Number of surveys returned*	42	10	21
Satisfied with learning environment	71.4%	50.0%	85.0%
Satisfied with social and physical environment	69.0%	70.0%	80.9%
Satisfied with school-home relations	90.2%	100.0%	76.2%

- 5th grade students and 5th and 8th grade parents were surveyed.

NO CHILD LEFT BEHIND

SCHOOL ADEQUATE YEARLY PROGRESS

YES

This school met 7 out of 7 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.

TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	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	N/AV	0.0%	N/A
Student attendance rate	98.5%	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

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	% Met or Exemplary *	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 58.8%								
All Students	133	100	N/R	N/R	N/R	N/R	I/S	Yes
Gender								
Male	76	100	N/R	N/R	N/R	N/R	N/A	N/A
Female	57	100	N/R	N/R	N/R	N/R	N/A	N/A
Racial/Ethnic Group								
White	1	100	N/R	N/R	N/R	N/R	I/S	I/S
African American	129	100	N/R	N/R	N/R	N/R	I/S	Yes
Asian/Pacific Islander	0	N/A	N/R	N/R	N/R	N/R	N/A	N/A
Hispanic	0	N/A	N/R	N/R	N/R	N/R	N/A	N/A
American Indian/Alaskan	0	N/A	N/R	N/R	N/R	N/R	N/A	N/A
Disability Status								
Disabled	5	100	N/R	N/R	N/R	N/R	I/S	I/S
Migrant Status								
Migrant	0	N/A	N/R	N/R	N/R	N/R	N/A	N/A
English Proficiency								
Limited English Proficient	0	N/A	N/R	N/R	N/R	N/R	N/A	N/A
Socio-Economic Status								
Subsidized Meals	61	100	N/R	N/R	N/R	N/R	I/S	Yes

Mathematics – State Performance Objective = 57.8%								
All Students	133	100	N/R	N/R	N/R	N/R	I/S	Yes
Gender								
Male	76	100	N/R	N/R	N/R	N/R	N/A	N/A
Female	57	100	N/R	N/R	N/R	N/R	N/A	N/A
Racial/Ethnic Group								
White	1	100	N/R	N/R	N/R	N/R	I/S	I/S
African American	129	100	N/R	N/R	N/R	N/R	I/S	Yes
Asian/Pacific Islander	0	N/A	N/R	N/R	N/R	N/R	N/A	N/A
Hispanic	0	N/A	N/R	N/R	N/R	N/R	N/A	N/A
American Indian/Alaskan	0	N/A	N/R	N/R	N/R	N/R	N/A	N/A
Disability Status								
Disabled	5	100	N/R	N/R	N/R	N/R	I/S	I/S
Migrant Status								
Migrant	0	N/A	N/R	N/R	N/R	N/R	N/A	N/A
English Proficiency								
Limited English Proficient	0	N/A	N/R	N/R	N/R	N/R	N/A	N/A
Socio-Economic Status								
Subsidized Meals	61	100	N/R	N/R	N/R	N/R	I/S	Yes

* 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

PASS PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Science						
All Students	91	100	N/R	N/R	N/R	N/R
Gender						
Male	50	100	N/R	N/R	N/R	N/R
Female	41	100	N/R	N/R	N/R	N/R
Racial/Ethnic Group						
White	1	100	N/R	N/R	N/R	N/R
African American	87	100	N/R	N/R	N/R	N/R
Asian/Pacific Islander	0	N/A	N/R	N/R	N/R	N/R
Hispanic	0	N/A	N/R	N/R	N/R	N/R
American Indian/Alaskan	0	N/A	N/R	N/R	N/R	N/R
Disability Status						
Disabled	4	100	N/R	N/R	N/R	N/R
Migrant Status						
Migrant	0	N/A	N/R	N/R	N/R	N/R
English Proficiency						
Limited English Proficient	0	N/A	N/R	N/R	N/R	N/R
Socio-Economic Status						
Subsidized Meals	41	100	N/R	N/R	N/R	N/R

Social Studies						
All Students	87	100	N/R	N/R	N/R	N/R
Gender						
Male	48	100	N/R	N/R	N/R	N/R
Female	39	100	N/R	N/R	N/R	N/R
Racial/Ethnic Group						
White	0	N/A	N/R	N/R	N/R	N/R
African American	85	100	N/R	N/R	N/R	N/R
Asian/Pacific Islander	0	N/A	N/R	N/R	N/R	N/R
Hispanic	0	N/A	N/R	N/R	N/R	N/R
American Indian/Alaskan	0	N/A	N/R	N/R	N/R	N/R
Disability Status						
Disabled	1	100	N/R	N/R	N/R	N/R
Migrant Status						
Migrant	0	N/A	N/R	N/R	N/R	N/R
English Proficiency						
Limited English Proficient	0	N/A	N/R	N/R	N/R	N/R
Socio-Economic Status						
Subsidized Meals	44	100	N/R	N/R	N/R	N/R

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PASS PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Writing						
All Students	133	90.23	N/R	N/R	N/R	N/R
Gender						
Male	76	88.16	N/R	N/R	N/R	N/R
Female	57	92.98	N/R	N/R	N/R	N/R
Racial/Ethnic Group						
White	1	100	N/R	N/R	N/R	N/R
African American	129	89.92	N/R	N/R	N/R	N/R
Asian/Pacific Islander	0	N/A	N/R	N/R	N/R	N/R
Hispanic	0	N/A	N/R	N/R	N/R	N/R
American Indian/Alaskan	0	N/A	N/R	N/R	N/R	N/R
Disability Status						
Disabled	0	N/A	N/R	N/R	N/R	N/R
Migrant Status						
Migrant	0	N/A	N/R	N/R	N/R	N/R
English Proficiency						
Limited English Proficient	0	N/A	N/R	N/R	N/R	N/R
Socio-Economic Status						
Subsidized Meals	56	87.50	N/R	N/R	N/R	N/R

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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	23	100	N/R	N/R	N/R	N/R
	4	25	100	N/R	N/R	N/R	N/R
	5	19	100	N/R	N/R	N/R	N/R
	6	21	100	N/R	N/R	N/R	N/R
	7	20	100	N/R	N/R	N/R	N/R
	8	25	100	N/R	N/R	N/R	N/R
MATHEMATICS							
2009	3	23	100	N/R	N/R	N/R	N/R
	4	25	100	N/R	N/R	N/R	N/R
	5	19	100	N/R	N/R	N/R	N/R
	6	21	100	N/R	N/R	N/R	N/R
	7	20	100	N/R	N/R	N/R	N/R
	8	25	100	N/R	N/R	N/R	N/R
SCIENCE							
2009	3	13	100	N/R	N/R	N/R	N/R
	4	25	100	N/R	N/R	N/R	N/R
	5	10	100	N/R	N/R	N/R	N/R
	6	10	100	N/R	N/R	N/R	N/R
	7	20	100	N/R	N/R	N/R	N/R
	8	13	100	N/R	N/R	N/R	N/R
SOCIAL STUDIES							
2009	3	10	100	N/R	N/R	N/R	N/R
	4	25	100	N/R	N/R	N/R	N/R
	5	9	100	N/R	N/R	N/R	N/R
	6	11	100	N/R	N/R	N/R	N/R
	7	20	100	N/R	N/R	N/R	N/R
	8	12	100	N/R	N/R	N/R	N/R
WRITING							
2009	3	23	73.91	N/R	N/R	N/R	N/R
	4	24	83.33	N/R	N/R	N/R	N/R
	5	19	100	N/R	N/R	N/R	N/R
	6	22	90.91	N/R	N/R	N/R	N/R
	7	20	100	N/R	N/R	N/R	N/R
	8	25	96.00	N/R	N/R	N/R	N/R

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