

MAULDIN ELEMENTARY

1194 Holland Road
Simpsonville, South

Grades	PK-5 Elementary School	
Enrollment	999 Students	
Principal	Michael J. Parker	864-355-3700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Good	Average
2008	Average	Average
2007	Average	Average
2006	Average	Good

* The School's 2010 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 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 2009-10 whose 2008-09 test scores were located

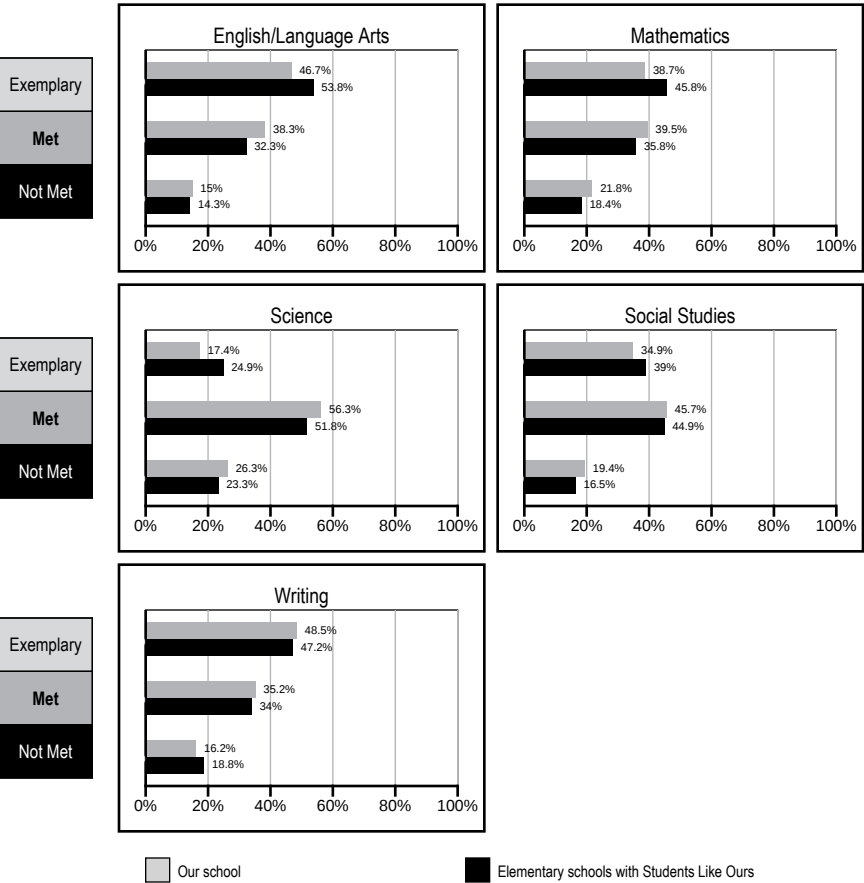
95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	15	5	1	0

* Ratings are calculated with data available by 03/09/2011.

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=999)				
First graders who attended full-day kindergarten	88.5%	Up from 87.6%	100.0%	100.0%
Retention rate	0.9%	Down from 1.2%	0.9%	1.2%
Attendance rate	96.3%	Down from 96.6%	96.4%	96.1%
Eligible for gifted and talented	18.1%	Up from 14.5%	18.6%	11.7%
With disabilities other than speech	7.7%	Up from 7.2%	8.2%	8.0%
Older than usual for grade	0.1%	Down from 0.2%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	50.8%	Down from 55.6%	59.6%	60.5%
Continuing contract teachers	89.8%	Up from 88.9%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.1%	Up from 88.0%	88.5%	87.0%
Teacher attendance rate	96.2%	Up from 95.9%	96.0%	95.4%
Average teacher salary*	\$46,960	Down 0.0%	\$48,396	\$47,288
Professional development days/teacher	7.1 days	Up from 5.8 days	10.0 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.4 to 1	21.1 to 1	19.2 to 1
Prime instructional time	92.3%	Up from 92.0%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,049	Up 4.9%	\$6,689	\$7,548
Percent of expenditures for instruction**	70.3%	Down from 70.7%	70.6%	68.7%
Percent of expenditures for teacher salaries**	65.9%	Down from 67.1%	67.8%	65.1%

* Includes current year teachers contracted for 185 or more days.

** 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

The 2009/2010 school year was one of continued improvement for Mauldin Elementary School. We were disappointed that we did not make Adequate Yearly Progress (AYP) again, in light of the fact that we made overall gains in student performance. We were very pleased with our state report card ratings that once again qualified the great work we are doing, and confirmed that we are continuing to improve student academic performance each year.

During the school year our teachers continued implementation of Learning Focused best practices in classroom instruction. We again expanded and refined our reading intervention program for kindergarten, first and second grade students, and also further refined a research based model for students with special needs that more effectively meets their learning needs in the classroom. We also expanded our morning tutoring programs to include more students and started the programs earlier in the school year.

We spent a great deal of time this year in training our teacher leaders to enhance their skills and maximize their positive influence on our school. We also made great steps forward in implementing concepts related to Professional Learning Communities, with an emphasis on a common curriculum, instructional best practice, team building, and increased collaboration at every level.

Our end of year student performance data from MAP (Measures of Academic Progress) was very strong in both reading and math, and we greatly exceeded national norms in both areas. This is very promising as it demonstrates the continued success of our efforts to ensure the academic progress of each and every student in our school.

The end of the school year brought to light the significant challenges our school will face due to funding limitations as a result of the current economic downturn. For the coming year we will open school with fewer personnel and a much smaller budget. In the later part of this school year we began discussions on how we will continue to provide the same level of service to our students with such a reduction in resources. We remain dedicated and determined to maintain the trend of continuous improvement our school has realized over the past six years.

All measures indicate that we are doing the right things for our students. The academic achievement of our students is on the rise, and survey data collected at the state, district, and school level show improvement and overall positive perceptions about our school. Everyone associated with Mauldin Elementary School should take pride in our accomplishments. We look forward to working with the entire school community as we continue to move forward in making MES the finest school it can be.

Michael J. Parker, Principal Julie Hathaway, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	182	163
Percent satisfied with learning environment	96.7%	92.8%	90.1%
Percent satisfied with social and physical environment	100.0%	92.9%	91.9%
Percent satisfied with school-home relations	95.0%	89.6%	89.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 20 out of 21 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. 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	96.3%	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	502	100	15	38.3	46.7	92.8	84.7	83.5	Yes	Yes
Gender										
Male	241	100	14.2	38.2	47.6	92.4	81.3	80.1	N/A	N/A
Female	261	100	15.7	38.3	46	93.1	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	285	100	11.2	35.8	53	94.4	90	89.6	Yes	Yes
African American	144	100	25.2	49.6	25.2	87.4	73.4	74.6	Yes	Yes
Asian/Pacific Islander	37	100	11.1	25	63.9	97.2	94.3	92.7	I/S	I/S
Hispanic	29	100	7.4	29.6	63	96.3	78.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	51	100	42	42	16	70	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	36	100	15.8	18.4	65.8	94.7	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	199	100	19.5	44.3	36.2	89.2	76.1	76.9	Yes	Yes

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

All Students	502	100	21.8	39.5	38.7	86.9	82	80.4	Yes	Yes
Gender										
Male	241	100	19.6	35.1	45.3	88.9	80.5	78.4	N/A	N/A
Female	261	100	23.8	43.5	32.7	85.1	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	285	100	15.3	41.4	43.3	91	87.7	87.8	Yes	Yes
African American	144	100	39.3	42.2	18.5	74.8	68.4	69.3	Yes	Yes
Asian/Pacific Islander	37	100	11.1	19.4	69.4	94.4	94.9	93.5	I/S	I/S
Hispanic	29	100	14.8	37	48.1	96.3	78.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	51	100	54	34	12	54	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	36	100	15.8	23.7	60.5	92.1	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	199	100	30.3	43.8	25.9	81.1	72.9	72.8	Yes	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	335	100	26.3	56.3	17.4	73.7	70.6	67.3
Gender								
Male	167	100	22.3	56.7	21	77.7	70.1	66.9
Female	168	100	30.2	56	13.8	69.8	71.1	67.7
Racial/Ethnic Group								
White	194	100	17.6	62.6	19.8	82.4	80.2	79.6
African American	89	100	54.2	39.8	6	45.8	50.4	49.7
Asian/Pacific Islander	27	100	7.4	66.7	25.9	92.6	86.4	84.4
Hispanic	20	100	15.8	52.6	31.6	84.2	60.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	33	100	60.6	33.3	6.1	39.4	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	25	100	7.1	60.7	32.1	92.9	60.6	58.6
Socio-Economic Status								
Subsidized meals	124	100	39.1	49.6	11.3	60.9	57.1	55.4

Social Studies								
All Students	334	100	19.3	45.9	34.8	80.7	73.2	70.9
Gender								
Male	157	100	18.9	40.5	40.5	81.1	72.8	70.1
Female	177	100	19.6	50.6	29.8	80.4	73.7	71.7
Racial/Ethnic Group								
White	184	100	16.7	46.6	36.8	83.3	79.8	79.2
African American	102	100	29.5	46.3	24.2	70.5	57.9	58.4
Asian/Pacific Islander	27	100	3.7	37	59.3	96.3	86.9	86.8
Hispanic	18	100	11.8	58.8	29.4	88.2	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	38	100	51.4	35.1	13.5	48.6	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	25	100	7.4	51.9	40.7	92.6	69	68
Socio-Economic Status								
Subsidized meals	141	100	24.1	46.6	29.3	75.9	61.6	60.8

Abbreviations for Missing Data

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	499	99.6	15.9	35.3	48.8	84.1	74	72.1	96.3	96.2
Gender										
Male	238	100	19.5	36.3	44.2	80.5	67.2	65.2	96.2	96.2
Female	261	99.2	12.6	34.4	53	87.4	81.1	79.2	96.4	96.3
Racial/Ethnic Group										
White	282	100	11.6	34.7	53.7	88.4	81.6	80.8	96.4	96.1
African American	144	98.6	28.4	38.1	33.6	71.6	58.6	59.7	95.9	96.2
Asian/Pacific Islander	37	100	5.4	27	67.6	94.6	88.8	87	97.4	97.5
Hispanic	29	100	14.8	40.7	44.4	85.2	63.1	64.6	95.7	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	98.1	94.8
Disability Status										
Disabled	52	100	58.8	29.4	11.8	41.2	29.5	27.7	94.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	36	100	10.3	33.3	56.4	89.7	62.9	63.7	97	97
Socio-Economic Status										
Subsidized meals	198	99.5	23.2	40.5	36.2	76.8	61.1	61.9	95.4	95.6

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	164	100	14.7	26	59.3	85.3
	4	194	100	20.8	39.9	39.3	79.2
	5	168	100	12.7	50.6	36.7	87.3
	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
2010	3	143	100	11.3	24.1	64.7	88.7
	4	167	100	19.7	41.4	38.9	80.3
	5	192	100	13.7	45.9	40.4	86.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	164	100	21.3	38.7	40	78.7
	4	194	100	19.7	48.1	32.2	80.3
	5	168	100	24.1	49.4	26.6	75.9
	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
2010	3	143	100	16.5	30.8	52.6	83.5
	4	167	100	19.7	42	38.2	80.3
	5	192	100	27.3	43.7	29	72.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	81	100	32	50.7	17.3	68
	4	194	100	29.9	56	14.1	70.1
	5	86	100	17.1	67.1	15.9	82.9
	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
2010	3	72	100	30.9	39.7	29.4	69.1
	4	167	100	24.7	61.4	13.9	75.3
	5	96	100	25.6	60	14.4	74.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	83	100	15.8	48.7	35.5	84.2
	4	194	100	20.1	48.4	31.5	79.9
	5	82	100	21.8	51.3	26.9	78.2
	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
2010	3	71	100	24.6	38.5	36.9	75.4
	4	167	100	18.4	52.5	29.1	81.6
	5	96	100	17.2	39.8	43	82.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	163	100	24.5	31.1	44.4	75.5
	4	194	99.5	31.1	39.9	29	68.9
	5	165	99.4	18.4	43.7	38	81.6
	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
2010	3	140	99.3	14.4	27.3	58.3	85.6
	4	167	100	20.9	32.9	46.2	79.1
	5	192	99.5	12.6	43.2	44.3	87.4
	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

Abbreviations for Missing Data