



E P TODD ELEMENTARY

150 Old Canaan Rd.
Spartanburg, South

Grades	PK-6 Elementary School	
Enrollment	686 Students	
Principal	Marc Zachary	864-594-4475
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Sharon D. Porter	864-594-4400

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

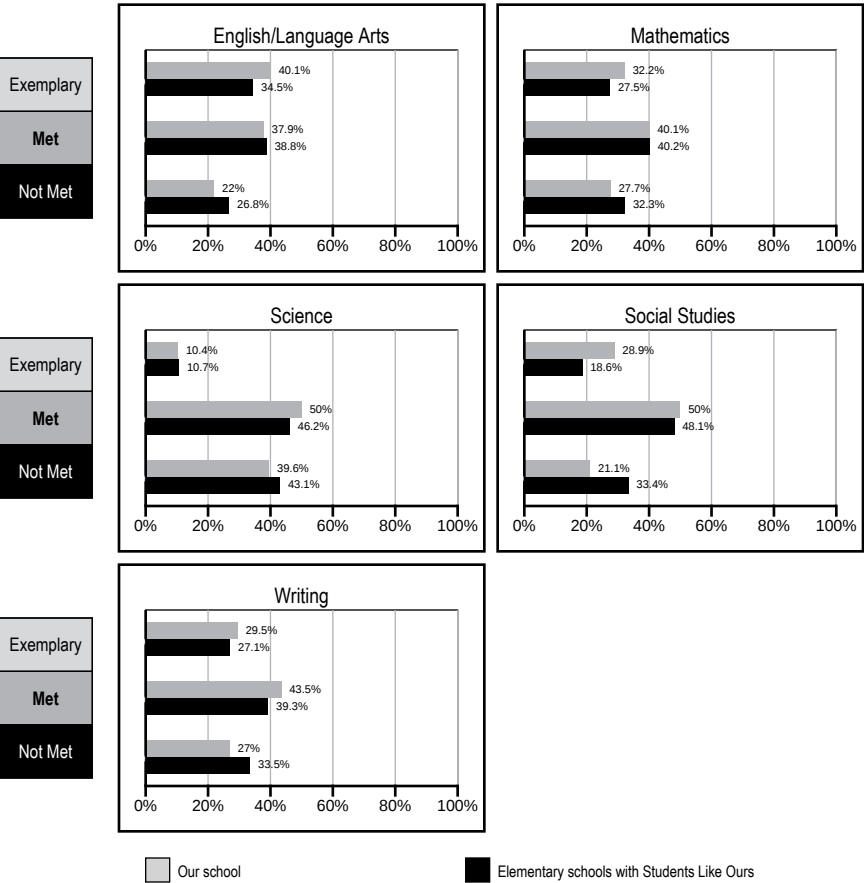
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	94	14	1

* 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=686)				
First graders who attended full-day kindergarten	100.0%	Up from 98.1%	100.0%	100.0%
Retention rate	0.5%	Down from 1.1%	1.6%	1.2%
Attendance rate	96.0%	Down from 96.2%	95.7%	96.1%
Eligible for gifted and talented	13.3%	Up from 13.1%	9.6%	11.7%
With disabilities other than speech	8.5%	Down from 8.7%	9.1%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	76.9%	Up from 75.0%	59.0%	60.5%
Continuing contract teachers	82.7%	Down from 83.3%	84.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.0%	Up from 87.6%	86.5%	87.0%
Teacher attendance rate	94.6%	Up from 94.3%	95.0%	95.4%
Average teacher salary*	\$52,597	Up 0.7%	\$46,597	\$47,288
Professional development days/teacher	16.4 days	Down from 17.7 days	11.1 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 15.5 to 1	19.2 to 1	19.2 to 1
Prime instructional time	89.9%	Up from 89.4%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,341	Down 1.9%	\$7,518	\$7,548
Percent of expenditures for instruction**	72.2%	Up from 71.9%	67.7%	68.7%
Percent of expenditures for teacher salaries**	69.3%	Down from 69.7%	64.6%	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

E.P. Todd Elementary School continues to guide all students to reach their highest achievement with personal integrity. Todd has been the proud recipient of the Palmetto Silver Award for student achievement from 2006-2008 and once again in 2009-2010 for excellent results in closing achievement gaps. Our school was also recognized in 2009-2010 for earning the Palmetto Gold Award for our "Excellent" growth rating on the state report card. We are a recent winner of the Spartanburg Writing Project's Writing Program Excellence Award, and we were recognized as a "Red Carpet School" in 2010 because of our friendliness and devotion to customer service. Todd will continue to expand Montessori in 2010-2011, which will be just our third year of having the program. In that brief time, we have expanded the program from two classes to five, and we will now offer the program up through third grade. The program has expanded from 50 students in 2008-2009 to almost 125 students in 2010-2011. We are also excited that we have been approved to be a K-8 school in the future, with 7th grade being phased in during the 2010-2011 school year. We expect 60-70 of our 6th graders from 2009-2010 to stay with us as we transition to the K-8 model.

We are fortunate to have a strong PTO and several community partnerships at Todd. Our PTO helps fund musicals, helps to fund special activities during the school year for each grade level, sponsors two book fairs and two carnivals each year, and funds the Tiger Pride and Reading celebrations we have each 9 weeks for students who are behaving well and meeting their reading goals. We began a new partnership with First Baptist Church in 2009-2010, Southside Baptist Church and Shepherd's Door Ministries continue to sponsor a tutoring program on Tuesdays, and Wofford College continues to teach Spanish classes to some of our kindergarten and first grade students.

Through the collaborative efforts of teachers, students, and community partners, we will continue to improve and show our "Tiger Pride" in all that we do.

Marc G. Zachary, Principal
Kalisha Bruster, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	85	79
Percent satisfied with learning environment	96.2%	77.1%	89.7%
Percent satisfied with social and physical environment	98.2%	86.7%	93.3%
Percent satisfied with school-home relations	90.9%	89.2%	90.8%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 25 out of 25 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No
Student attendance rate	96.0%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	339	100	22.2	37.8	40	87.6	79.3	83.5	Yes	Yes
Gender										
Male	180	100	29.6	37.3	33.1	85.2	75.6	80.1	N/A	N/A
Female	159	100	13.7	38.4	47.9	90.4	83.4	87	N/A	N/A
Racial/Ethnic Group										
White	68	100	15.8	28.1	56.1	93	89.5	89.6	Yes	Yes
African American	218	100	26.2	42.7	31.1	85.4	72.3	74.6	Yes	Yes
Asian/Pacific Islander	37	100	16.7	30.6	52.8	88.9	89.1	92.7	I/S	I/S
Hispanic	12	100	8.3	25	66.7	91.7	73	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	52	100	62.8	23.3	14	53.5	41.9	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	42	100	14.6	34.1	51.2	87.8	79.6	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	273	100	23.7	40.3	36	85.8	72.5	76.9	Yes	Yes

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

All Students	339	100	27.9	40	32.1	83.5	76.1	80.4	Yes	Yes
Gender										
Male	180	100	33.1	42	24.9	79.9	73.2	78.4	N/A	N/A
Female	159	100	21.9	37.7	40.4	87.7	79.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	68	100	19.3	24.6	56.1	89.5	88.7	87.8	Yes	Yes
African American	218	100	34	41.7	24.3	80.6	67	69.3	Yes	Yes
Asian/Pacific Islander	37	100	16.7	47.2	36.1	83.3	86.4	93.5	I/S	I/S
Hispanic	12	100	N/A	N/A	N/A	100	75.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	83.2	I/S	I/S
Disability Status										
Disabled	52	100	72.1	23.3	4.7	46.5	36	46.1	Yes	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	42	100	14.6	56.1	29.3	87.8	84.1	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	273	100	31.2	41.1	27.7	81.4	68.7	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

	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	207	100	39.6	50	10.4	60.4	64.3	67.3
Gender								
Male	111	100	42.9	49.5	7.6	57.1	62.8	66.9
Female	96	100	35.6	50.6	13.8	64.4	65.9	67.7
Racial/Ethnic Group								
White	45	100	22.9	40	37.1	77.1	84.4	79.6
African American	133	100	47.3	48.1	4.7	52.7	50.9	49.7
Asian/Pacific Islander	20	100	N/A	N/A	N/A	73.7	75	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	30	100	N/A	N/A	N/A	33.3	26.5	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	26	100	28	68	4	72	71.5	58.6
Socio-Economic Status								
Subsidized meals	167	100	42.2	49.4	8.4	57.8	52.7	55.4

Social Studies

All Students	212	100	21.5	49.7	28.7	78.5	68.1	70.9
Gender								
Male	113	100	24.5	45.3	30.2	75.5	66.7	70.1
Female	99	100	18	55.1	27	82	69.7	71.7
Racial/Ethnic Group								
White	40	100	18.2	39.4	42.4	81.8	84.3	79.2
African American	135	100	27	51.6	21.4	73	56.1	58.4
Asian/Pacific Islander	26	100	8	52	40	92	81.3	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	65.9	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	38	100	56.3	34.4	9.4	43.8	31.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	28	100	3.7	55.6	40.7	96.3	74.8	68
Socio-Economic Status								
Subsidized meals	176	100	24.2	49.1	26.7	75.8	57.7	60.8

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	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	337	99.1	26.5	43.8	29.7	73.5	66.5	72.1	96	95.5
Gender										
Male	179	98.9	35.3	43.1	21.6	64.7	60.5	65.2	96	95.3
Female	158	99.4	16.4	44.5	39	83.6	73	79.2	95.9	95.7
Racial/Ethnic Group										
White	67	98.5	29.8	33.3	36.8	70.2	80.8	80.8	95.3	95.6
African American	217	99.5	28.3	45.9	25.9	71.7	56.6	59.7	96	95.4
Asian/Pacific Islander	37	97.3	17.1	48.6	34.3	82.9	78.5	87	96.5	96.7
Hispanic	12	100	16.7	41.7	41.7	83.3	62.2	64.6	97.4	95.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	95	92.2
Disability Status										
Disabled	51	98	65.9	25	9.1	34.1	19.5	27.7	96	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	42	100	19.5	53.7	26.8	80.5	72.1	63.7	96.6	96.5
Socio-Economic Status										
Subsidized meals	273	99.3	29	45.6	25.4	71	56.1	61.9	95.8	95

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	75	100	33.3	29.2	37.5	66.7
	4	101	100	18.7	42.9	38.5	81.3
	5	92	100	24.4	45.3	30.2	75.6
	6	83	100	18.4	48.7	32.9	81.6
	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	81	100	10.7	34.7	54.7	89.3
	4	80	100	26.4	41.7	31.9	73.6
	5	91	100	19	44	36.9	81
	6	86	100	32.1	31	36.9	67.9
	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	75	100	44.4	27.8	27.8	55.6
	4	101	100	22	41.8	36.3	78
	5	92	100	24.4	55.8	19.8	75.6
	6	83	100	22.4	38.2	39.5	77.6
	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	81	100	22.7	45.3	32	77.3
	4	80	100	30.6	38.9	30.6	69.4
	5	91	100	34.5	40.5	25	65.5
	6	86	100	23.8	35.7	40.5	76.2
	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	37	100	47.2	30.6	22.2	52.8
	4	101	100	31.9	57.1	11	68.1
	5	46	100	39.5	55.8	4.7	60.5
	6	41	100	41	46.2	12.8	59
	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	38	100	51.4	34.3	14.3	48.6
	4	80	100	36.1	55.6	8.3	63.9
	5	45	100	35.7	54.8	9.5	64.3
	6	43	100	39.5	48.8	11.6	60.5
	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

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	38	100	44.4	38.9	16.7	55.6
	4	101	100	13.2	60.4	26.4	86.8
	5	46	100	18.6	46.5	34.9	81.4
	6	42	97.6	8.1	48.6	43.2	91.9
	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	43	100	27.5	50	22.5	72.5
	4	80	100	25	47.2	27.8	75
	5	46	100	23.8	33.3	42.9	76.2
	6	43	100	7.3	70.7	22	92.7
	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	76	100	41.1	28.8	30.1	58.9
	4	100	100	17.2	47.3	35.5	82.8
	5	92	100	25.3	50.6	24.1	74.7
	6	84	100	21.1	47.4	31.6	78.9
	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	81	98.8	20.3	47.3	32.4	79.7
	4	80	100	29.2	44.4	26.4	70.8
	5	90	98.9	29.8	39.3	31	70.2
	6	86	98.8	26.5	44.6	28.9	73.5
	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

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