

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. Ronald Speight	803-536-8501

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	Good
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Below Average	At-Risk

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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

Percent of students tested in 2009−10 whose 2008−09 test scores were located	93.33%

Palmetto Assessment of State Standards (PASS)

Our School

English/Language Arts		Mathematics		Science		Social Studies	
Exemplary	29.5%	Exemplary	15.8%	Exemplary	7.0%	Exemplary	9.8%
Met	41%	Met	61.8%	Met	65.1%	Met	46.3%
Not Met	29.5%	Not Met	22.4%	Not Met	27.9%	Not Met	43.9%

Writing	
Exemplary	20.6%
Met	42.9%
Not Met	36.5%

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	81.3%
Physical Science	N/A
US History and The Constitution	N/A
All Subjects	90%

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	1%	N/A
On academic plans	N/A	N/A
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	9%	Down from 14.04%
Teachers with emergency or provisional certificates	0	Down from 1
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	1	Up from 0
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

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

Report From Director

Felton Laboratory School serves students in grades kindergarten through eighth grade. We take pride in promoting excellence in learning and instruction. In partnership with South Carolina State University, we provide opportunities for future educators to become highly qualified.

During the 2009-2010 school year, we instituted an array of initiatives and programs including, but not limited to the following:

- SACS approved Afterschool Program;
- Accelerated Learning Program (K-8);
- Writing Across the Curriculum;
- Grade Level Authors' Tea;
- Quarterly Honors and Awards Programs;
- Science and Social Studies Fairs; and
- Character Education

We also implemented the Paideia Professional Model; that is a model that purports to create confidence in our school; increased parental participation, support, responsibility and accountability in all aspects of our students' education; create alternative learning environments for students who are not successful in regular settings and prepare all students to become life-long learners and contributing members of society.

Academic effectiveness for students was evaluated through standardized assessments, namely MAP (Measure of Academic Progress), STAR, and PASS (Palmetto Assessment of State Standards) and through non-standardized assessments such as chapter/unit assessments, teacher observations, and project-based assessments Instruction. Instructional effectiveness was assessed through scheduled and non-scheduled observations and evaluations (ADEPT) to ensure teachers planned and executed developmentally standards-based lessons.

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.

We are very proud of our school-wide initiatives and service learning programs. The students at Felton participated in 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 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. Ronald Speight, Superintendent/Dean

EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS			
	Students	Teachers	Parents
Number of surveys returned*	N/R	1	N/R
Satisfied with learning environment	N/R	I/S	N/R
Satisfied with social and physical environment	N/R	I/S	N/R
Satisfied with school-home relations	N/R	I/S	N/R

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

Felton Lab 5204003

NO CHILD LEFT BEHIND

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.

TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	N/AV
Classes in high poverty schools not taught by highly qualified teachers	N/A	N/AV

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/AV	N/AV	N/A
Student attendance rate	98.3%	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	138	98.6	28.1	43.7	28.1	86.7	Yes	Yes
Gender								
Male	75	97.3	38.4	35.6	26	80.0	N/A	N/A
Female	63	100	16.1	53.2	30.6	93.5	N/A	N/A
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	135	98.5	28.6	43.6	27.8	86.5	Yes	Yes
Asian/Pacific Islander	1	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status								
Disabled	9	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status								
Subsidized Meals	56	96.4	38.2	34.5	27.3	83.6	Yes	Yes
Mathematics – State Performance Objective = 57.8%								
All Students	138	99.3	40.7	51.1	8.1	73.3	Yes	Yes
Gender								
Male	75	98.7	43.8	47.9	8.2	71.2	N/A	N/A
Female	63	100	37.1	54.8	8.1	75.8	N/A	N/A
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	135	99.3	40.6	51.1	8.3	72.9	Yes	Yes
Asian/Pacific Islander	1	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status								
Disabled	9	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status								
Subsidized Meals	56	98.2	47.3	49.1	3.6	67.3	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	% Met or Exemplary
Science						
All Students	90	100	44.9	51.7	3.4	55.1
Gender						
Male	50	100	46.9	49.0	4.1	53.1
Female	40	100	42.5	55.0	2.5	57.1
Racial/Ethnic Group						
White	0	N/A	N/A	N/A	N/A	N/A
African American	88	100	44.8	51.7	3.4	55.2
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	4	I\S	I\S	I\S	I\S	I\S
Migrant Status						
Migrant	0	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized Meals	35	100	42.9	54.3	2.9	57.1
Social Studies						
All Students	87	100	38.4	50.0	11.6	61.6
Gender						
Male	48	100	47.9	35.4	16.7	52.1
Female	39	100	26.3	68.4	53.3	73.7
Racial/Ethnic Group						
White	0	N/A	N/A	N/A	N/A	N/A
African American	84	100	38.1	50.0	11.9	61.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	8	I/S	I/S	I/S	I/S	I/S
Migrant Status						
Migrant	0	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized Meals	35	100	45.7	45.7	8.6	54.3

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
Writing						
All Students	139	83.5	27.8	42.6	29.6	72.2
Gender						
Male	77	83.1	40.6	40.6	18.8	59.4
Female	62	83.9	11.8	45.1	43.1	88.2
Racial/Ethnic Group						
White	0	N/A	N/A	N/A	N/A	N/A
African American	132	82.6	28.4	40.4	31.2	71.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	10	I/S	I/S	I/S	I/S	I/S
Migrant Status						
Migrant	0	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized Meals	56	83.9	38.3	38.3	23.4	61.7

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	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
English/Language Arts							
2010	3	30	100	23.0	46.7	30.0	76.7
	4	18	94.44	38.9	33.3	27.8	61.1
	5	27	100	34.6	53.8	11.5	65.4
	6	22	95.45	28.6	38.1	33.3	71.4
	7	22	100	13.6	45.5	40.9	86.4
	8	19	100	33.3	38.9	27.8	66.7
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
Mathematics							
2010	3	30	100	56.7	36.7	6.7	43.3
	4	18	100	33.3	38.9	27.8	66.7
	5	27	100	N/A	N/A	N/A	30.8
	6	22	95.45	33.3	61.9	4.8	66.7
	7	22	100	22.7	68.2	9.1	77.3
	8	19	100	11.1	83.3	5.6	88.9
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
Science							
2010	3	15	100	N/A	N/A	N/A	26.7
	4	18	100	N/A	N/A	N/A	44.4
	5	14	100	N/A	N/A	N/A	42.9
	6	11	100	N/A	N/A	N/A	72.7
	7	22	100	31.8	59.1	9.1	68.2
	8	10	I/S	I/S	I/S	I/S	I/S
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

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							
2010	3	15	100	13.3	73.3	13.3	86.7
	4	18	100	44.4	38.9	16.7	55.6
	5	13	100	41.7	50.0	8.3	58.3
	6	10	I/S	I/S	I/S	I/S	I/S
	7	22	100	45.5	45.5	9.1	54.5
	8	9	I/S	I/S	I/S	I/S	I/S
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
Writing							
2010	3	30	76.7	34.8	26.1	39.1	65.2
	4	18	83.3	40.0	6.7	53.3	60.0
	5	27	96.3	24.0	60.0	16.0	76.0
	6	22	72.7	18.8	43.8	37.5	81.3
	7	23	82.6	36.8	52.6	10.5	63.2
	8	19	89.5	11.8	58.8	29.4	88.2

Abbreviations for Missing Data

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