

MAULDIN ELEMENTARY

1194 Holland Road
Simpsonville, South

Grades	PK-5 Elementary School	
Enrollment	996 Students	
Principal	Michael J. Parker	864-355-3700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Good**	**Average**
2010	Good	Excellent
2009	Good	Average
2008	Average	Average
2007	Average	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 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://.eoc.sc.gov

MAULDIN ELEMENTARY	11/09/11-2301067

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

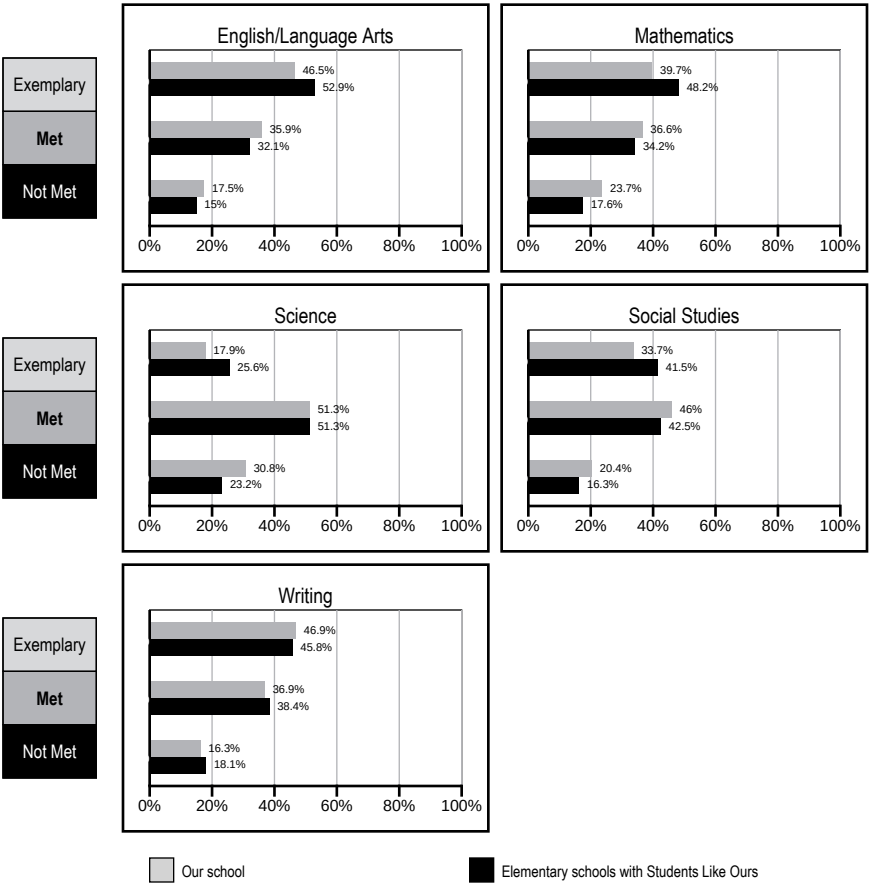
Percent of students tested in 2010-11 whose 2009-10 test scores were located	95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	16	3	2	0

* Ratings are calculated with data available by 11/09/2011.

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=996)				
First graders who attended full-day kindergarten	100.0%	Up from 88.5%	100.0%	100.0%
Retention rate	0.6%	Down from 0.9%	0.8%	1.1%
Attendance rate	96.2%	Down from 96.3%	96.5%	96.2%
Served by gifted and talented program	19.1%	Up from 18.1%	22.0%	13.4%
With disabilities other than speech	5.3%	Down from 7.7%	3.7%	4.1%
Older than usual for grade	0.2%	Up from 0.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	52.9%	Up from 50.8%	64.5%	62.5%
Continuing contract teachers	98.0%	Up from 89.8%	89.4%	88.2%
Teachers returning from previous year	88.5%	Down from 92.1%	87.9%	87.8%
Teacher attendance rate	93.7%	Down from 96.2%	95.2%	95.2%
Average teacher salary*	$47,960	Up 2.1%	$48,398	$46,773
Professional development days/teacher	9.6 days	Up from 7.1 days	9.5 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	24.5 to 1	Up from 21.6 to 1	20.9 to 1	19.9 to 1
Prime instructional time	88.3%	Down from 92.3%	91.3%	90.4%
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**	$5,973	Down 1.3%	$7,091	$7,447
Percent of expenditures for instruction**	68.9%	Down from 70.3%	69.3%	68.4%
Percent of expenditures for teacher salaries**	67.9%	Up from 65.9%	68.1%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2010/2011 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 of Good for an absolute rating and Excellent for improvement. These ratings once again confirm the great work we are doing in 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 continued our reading intervention program for kindergarten, first and second grade students, and further refined a research based model for students with special needs that more effectively meets their learning needs in the classroom. We also continued our morning tutoring programs, and implemented school wide math focus groups to address specific skills for each student.

Our end of year student performance data from MAP (Measures of Academic Progress) was strong in both reading and math, and we 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.

We opened the school year with fewer resources due to the economic downturn. We spent a great deal of time last summer, and at the beginning of the school year, reorganizing and adjusting to ensure the same level of service to our students. Our faculty and staff stepped up to the occasion to assist with this process. We opened the school year smoothly, and continued with the same programs and supports in place. We remain dedicated and determined to maintain the trend of continuous improvement our school has realized over the past seven 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	57	159	146
Percent satisfied with learning environment	98.2%	93.7%	90.9%
Percent satisfied with social and physical environment	98.2%	91.1%	90.3%
Percent satisfied with school-home relations	98.2%	89.9%	86.8%

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

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School Adequate Yearly Progress	NO

This school met 21 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	504	99.8	17.4	36	46.6	90	84.1	82.4	Yes	Yes
Gender										
Male	245	100	22.2	31.3	46.5	87.4	80.8	78.7	N/A	N/A
Female	259	99.6	12.8	40.5	46.7	92.6	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	270	100	10.3	35.1	54.6	95	89.7	88.9	Yes	Yes
African American	152	100	34.3	41.4	24.3	78.6	72.2	72.9	Yes	Yes
Asian/Pacific Islander	46	97.8	7.9	26.3	65.8	94.7	93.3	93	I/S	Yes
Hispanic	34	100	13.3	33.3	53.3	93.3	79.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	52	100	64	28	8	56	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	44	100	12.8	23.1	64.1	92.3	79.3	78.3	I/S	Yes
Socio-Economic Status										
Subsidized meals	214	99.5	28	36.8	35.2	83.4	75.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	504	99.8	23.5	36.7	39.8	85	84.4	81.9	Yes	Yes
Gender										
Male	245	100	24.8	33.9	41.3	81.7	82.9	79.9	N/A	N/A
Female	259	99.6	22.3	39.3	38.4	88	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	270	100	13.7	39.7	46.6	92.4	89.4	88.9	Yes	Yes
African American	152	100	47.1	33.6	19.3	67.1	72	71.4	No	Yes
Asian/Pacific Islander	46	97.8	10.5	18.4	71.1	94.7	95.6	94.6	I/S	Yes
Hispanic	34	100	16.7	50	33.3	90	82.7	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	52	100	68	26	6	40	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	44	100	15.4	23.1	61.5	89.7	83.6	81.4	I/S	Yes
Socio-Economic Status										
Subsidized meals	214	99.5	37.8	38.3	23.8	75.6	76.5	74.9	No	Yes

***** Adjusted to account for natural variation in performance.

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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	327	100	31.1	51.1	17.8	68.9	71.6	68.6
Gender								
Male	158	100	33.8	46.6	19.6	66.2	71.4	68.3
Female	169	100	28.6	55.3	16.1	71.4	71.9	68.9
Racial/Ethnic Group								
White	182	100	24.6	51.4	24	75.4	81	80.7
African American	97	100	45.1	52.7	2.2	54.9	52.3	51.4
Asian/Pacific Islander	23	100	33.3	38.1	28.6	66.7	85.1	85.3
Hispanic	23	100	25	55	20	75	61.4	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	32	100	74.2	22.6	3.2	25.8	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	29	100	28.6	50	21.4	71.4	61.8	60.7
Socio-Economic Status								
Subsidized meals	139	100	40.3	48.8	10.9	59.7	58.4	57.3
Social Studies								
All Students	329	99.7	20.3	46.1	33.5	79.7	76.1	72.5
Gender								
Male	158	100	21.5	38.9	39.6	78.5	75.9	72
Female	171	99.4	19.3	52.8	28	80.7	76.2	73.1
Racial/Ethnic Group								
White	180	100	10.9	47.4	41.7	89.1	82.8	81
African American	98	100	38.9	47.8	13.3	61.1	61.5	60
Asian/Pacific Islander	31	96.8	22.2	14.8	63	77.8	88.5	89
Hispanic	19	100	17.6	76.5	5.9	82.4	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	35	100	55.9	35.3	8.8	44.1	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	28	100	19.2	34.6	46.2	80.8	70.5	69.7
Socio-Economic Status								
Subsidized meals	134	99.3	29.8	52.1	18.2	70.2	65.2	62.9

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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	167	99.4	15.7	37.1	47.2	84.3	76	73.2	96.2	96.4
Gender										
Male	84	98.8	20	45	35	80	70.2	67.2	96	96.3
Female	83	100	11.4	29.1	59.5	88.6	82.1	79.4	96.5	96.4
Racial/Ethnic Group										
White	92	100	9.9	41.8	48.4	90.1	83.1	81.5	96.4	96.2
African American	45	97.8	34.1	39	26.8	65.9	62.2	61.3	95.8	96.4
Asian/Pacific Islander	18	100	6.3	18.8	75	93.8	90.3	87	97.1	97.6
Hispanic	11	100	I/S	I/S	I/S	I/S	64.3	66.7	95.7	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.1	72.2	97.8	95.8
Disability Status										
Disabled	19	100	57.9	36.8	5.3	42.1	26.5	26	94.9	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	15	100	13.3	20	66.7	86.7	65.3	65.7	96.9	97.2
Socio-Economic Status										
Subsidized meals	70	100	25	40.6	34.4	75	63.7	63.2	95.4	95.9

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MAULDIN ELEMENTARY 11/09/11-2301067

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	183	100	16.6	24.3	59.2	83.4
	4	152	100	18.1	37.5	44.4	81.9
	5	169	99.4	17.6	47.2	35.2	82.4
	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
Mathematics							
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
2011	3	183	100	30.2	29	40.8	69.8
	4	152	100	18.8	40.3	41	81.3
	5	169	99.4	20.8	41.5	37.7	79.2
	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
Science							
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
2011	3	92	100	47.1	34.1	18.8	52.9
	4	152	100	21.5	59.7	18.8	78.5
	5	83	100	31.3	53.8	15	68.8
	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

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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							
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
2011	3	91	100	23.3	46.5	30.2	76.7
	4	152	100	16	47.2	36.8	84
	5	86	98.8	25	43.8	31.3	75
	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
Writing							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	167	99.4	15.7	37.1	47.2	84.3
	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

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