



Spaulding Elementary School

204 East Pearl Street
Lamar, SC 29069

Grades	3-5 Elementary School	
Enrollment	265 Students	
Principal	Lilkenya R. Jenkins	843-326-7666
Superintendent	Dr. Rainey Knight	843-398-5100
Board Chair	Charles Govan	843-332-2288

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	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 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 Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

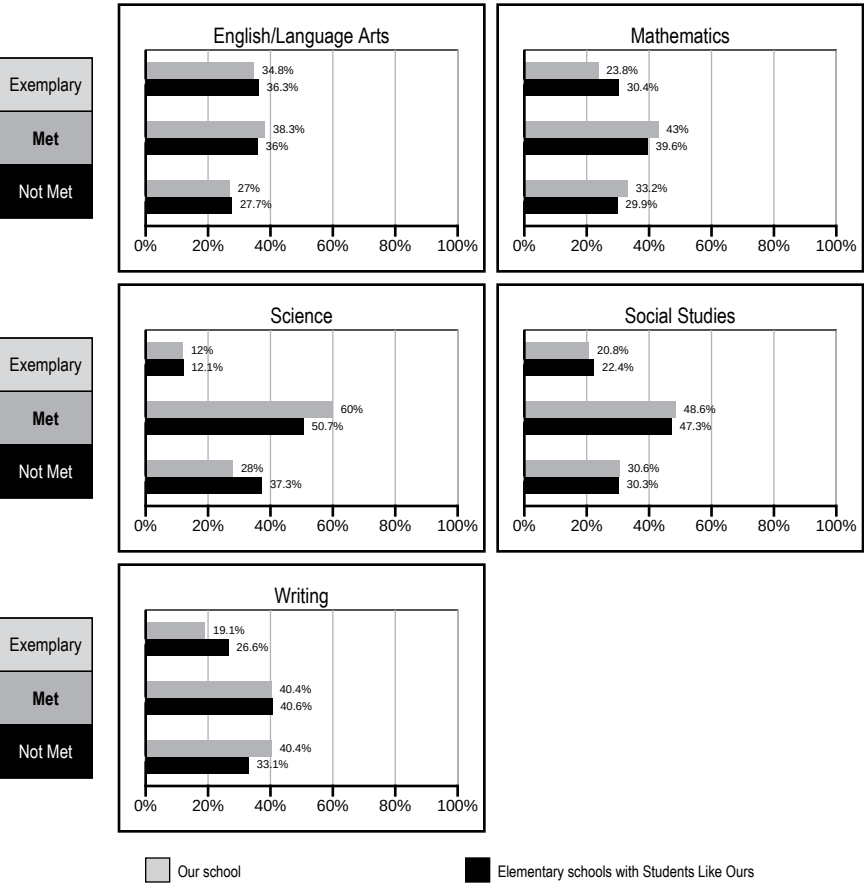
96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	21	89	11	1

* Ratings are calculated with data available by 11/07/2012.

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=265)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.2%	Up from 0.0%	1.5%	1.0%
Attendance rate	96.6%	Up from 95.8%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	50.0%	Up from 38.5%	61.0%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	81.9%	Up from 76.4%	88.3%	88.7%
Teacher attendance rate	92.5%	Down from 98.0%	94.8%	95.1%
Average teacher salary*	\$41,500	Up 0.9%	\$46,719	\$47,210
Professional development days/teacher	16.5 days	Up from 8.7 days	11.0 days	10.5 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	24.1 to 1	Down from 24.3 to 1	19.5 to 1	20.0 to 1
Prime instructional time	86.1%	Down from 93.5%	89.7%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,057	Down 7.2%	\$7,417	\$7,247
Percent of expenditures for instruction**	63.3%	Down from 64.4%	68.1%	68.2%
Percent of expenditures for teacher salaries**	61.5%	Down from 61.7%	65.0%	65.7%

* 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

Spaulding Elementary (SPE) School, a Title One and SC TAP (The System for Teacher and Student Advancement) school, is committed to the success of every student. Serving approximately 261 students in grades 3-5, the school along with SPE stakeholders work diligently in support of the mission of "Excellence in teaching and learning for all." As a result of the hard work and efforts of students, parents, the community, and the faculty and staff of Spaulding Elementary, the school received the Palmetto Silver Award for general performance for the 2011/2012 school year.

During the 2011-2012 school year, teachers participated in ongoing-applied professional development in research-based best practices in teaching and learning. Teachers implemented explicit direct instruction and differentiated instruction to meet the diverse needs of learners and to further enhance teaching and student learning. Using data gathered from assessments such as benchmark tests, MAP (Measures of Academic Progress), and field-tests, teachers and administrators were able to make data-driven decisions regarding instruction and identify and address student-specific needs. A school-wide writing initiative was implemented to support student development and improvement in writing skills. Teachers also participated in writing workshops throughout the school year to effectively implement the writing workshop approach and best practices in writing instruction.

A range of resources and approaches were employed to support optimum learning experiences for students. Students were able to participate in tiered instruction which allowed students to have multiple paths to mastery of academic standards. Students also participated in extended computer-based instruction in ELA and math through the use of Compass Learning and Success Maker. Through related arts and interdisciplinary programs and activities, students were able to engage in meaningful instruction that not only supported character building but further enhanced student creative and critical thinking skills. Students also participated in community service food drive projects through the Good Samaritan Organization. Students were also able to broaden their communication and technology skills through the student-led broadcast show where students facilitated, promoted, and participated in activities related to character education, physical fitness, literacy, and the arts.

Spaulding Elementary recognizes the important role that all stakeholders play in student achievement. Parents and community members actively participated in SIC (School Improvement Council) and school volunteer groups. Community members participated in events such as the Community Partners and Ministerial Breakfast and Career Day. Parents and community members were also involved in school events such as Father and Daughter banquet, Mother and Son banquet, Family Reading Campout, Parent and Grandparent's Day, and Talent Show Celebration.

Through various activities and initiatives and support and involvement from all stakeholders, Spaulding Elementary will continue its efforts to provide excellence in teaching and learning for all.

Lilkenya R. Jenkins, Principal

Warren Simon, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	86	17
Percent satisfied with learning environment	71.4%	74.4%	87.5%
Percent satisfied with social and physical environment	92.9%	69.8%	82.4%
Percent satisfied with school-home relations	80.0%	83.3%	82.4%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	89.4
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Spaulding Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	652.7	639.8	622.2	625.4	100.0	100.0
Male	653.1	643.0	631.7	629.1	100.0	100.0
Female	652.4	636.6	613.5	621.2	100.0	100.0
White	676.7	659.4	636.9	650.2	100.0	100.0
African American	636.7	625.4	611.4	609.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	645.0	634.4	619.2	616.7	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	91	100	31	33.3	35.7	69
	4	101	100	25.5	43.6	30.9	74.5
	5	97	100	26.1	45.7	28.3	73.9
	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
2012	3	71	100	22.9	22.9	54.3	77.1
	4	92	100	28.3	47.8	23.9	71.7
	5	98	100	28.7	40.4	30.9	71.3
	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
Mathematics							
2011	3	91	100	39.3	39.3	21.4	60.7
	4	101	100	21.3	54.3	24.5	78.7
	5	97	100	31.5	46.7	21.7	68.5
	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
2012	3	71	100	34.3	34.3	31.4	65.7
	4	92	100	27.2	52.2	20.7	72.8
	5	98	100	38.3	40.4	21.3	61.7
	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							
2011	3	45	100	46.3	36.6	17.1	53.7
	4	101	100	35.1	51.1	13.8	64.9
	5	49	98	42.2	48.9	8.9	57.8
	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
2012	3	37	100	36.1	41.7	22.2	63.9
	4	92	100	25	69.6	5.4	75
	5	49	100	27.7	55.3	17	72.3
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2011	3	46	100	23.3	55.8	20.9	76.7
	4	101	100	18.1	58.5	23.4	81.9
	5	48	100	34.8	45.7	19.6	65.2
	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
2012	3	34	100	38.2	38.2	23.5	61.8
	4	92	100	22.8	60.9	16.3	77.2
	5	49	100	40.4	31.9	27.7	59.6
	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

Writing

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	96	100	29.3	50	20.7	70.7
	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
2012	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	96	97.9	39.1	41.3	19.6	60.9
	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

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