

SC Annual School Report Card Summary

Gadsden Elementary School
 Richland School District One
 Grades: PK-5 Enrollment: 164
 Principal: Karis M. Mazyck
 Superintendent: Dr. Percy A. Mack
 Board Chair: Dwayne Smiling

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Good	Excellent	TBD	TBD	A	N/A
2011	Average	Good	Silver	Silver	Met	N/A
2010	Good	Excellent	Gold	Gold	Met	N/A

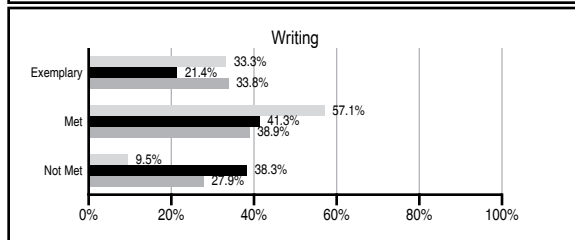
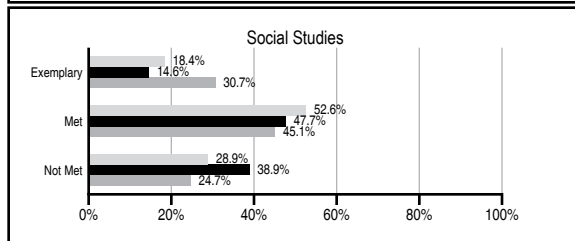
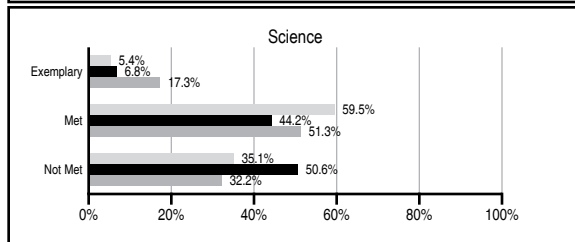
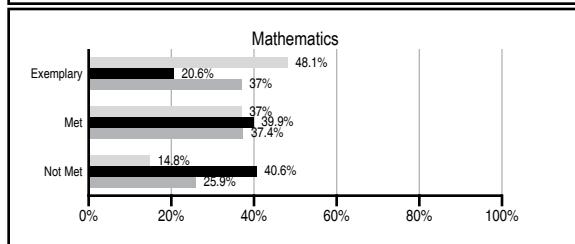
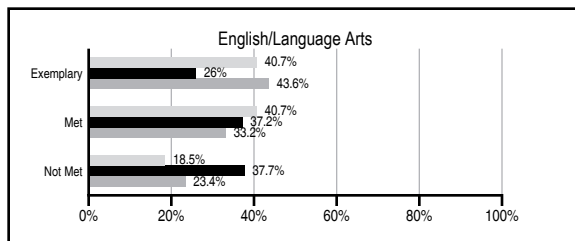
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	5	64	42	16

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

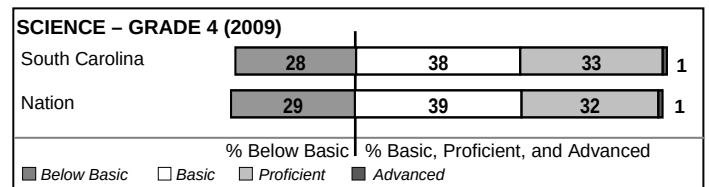
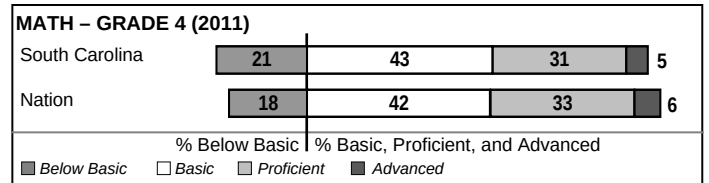
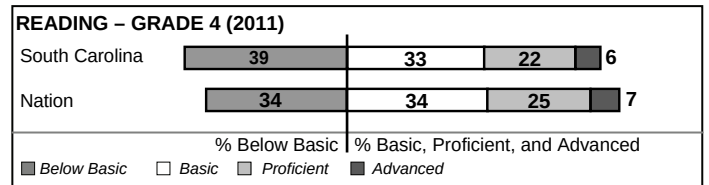
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Gadsden Elementary School [Richland School District

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=164)				
Retention rate	3.0%	Up from 0.9%	1.2%	1.0%
Attendance rate	96.8%	Up from 95.6%	96.4%	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 0.6%	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	70.6%	Up from 61.1%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	90.3%	Up from 86.4%	84.6%	88.7%
Teacher attendance rate	96.8%	Up from 92.9%	95.3%	95.1%
Average teacher salary*	\$47,598	Up 4.3%	\$44,712	\$47,210
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	9.4 days	Up from 7.7 days	9.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	13.1 to 1	Down from 13.2 to 1	17.9 to 1	20.0 to 1
Prime instructional time	91.5%	Up from 87.9%	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 84.1%	100.0%	100.0%
Character development program	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil**	\$12,258	Up 2.0%	\$8,390	\$7,247
Percent of expenditures for instruction**	70.0%	Down from 70.6%	66.0%	68.2%
Percent of expenditures for teacher salaries**	67.0%	Down from 68.7%	62.7%	65.7%
ESEA composite index score	95.4	N/A	79.5	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	20	24	16
Percent satisfied with learning environment	85.0%	91.7%	81.3%
Percent satisfied with social and physical environment	85.0%	100.0%	75.0%
Percent satisfied with school-home relations	60.0%	91.7%	81.3%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2011-12 school year, Gadsden Elementary School focused on building strong community relationships, both inside and outside the walls of the school. Our theme for the 2011-12 school year was – “Gadsden Elementary: Building ComeUnity (Community), One Relationship at a Time!” To that end, the faculty and staff went to work fostering partnerships that aided the school in funding school-wide initiatives that ensured our students’ academic success even through the loss of our Title I funding. Through the support of strong business partnerships, our students were afforded rich field experiences, and funding and incentives to assist with tutorials and PASS workshops aimed at improving student academic success.

Our most notable accomplishment during the 2011-12 school year was being name a National Blue Ribbon School of Distinction. This honor distinguishes Gadsden Elementary School among the elite schools in the nation and shows that Gadsden Elementary has a commitment to teaching and learning for every student.

Gadsden continued to teach to the learning needs of every child by ensuring that our “Response to Intervention/Balanced Literacy (RTI/BL)” block was maintained in our master schedule. This block allows teachers to assess students’ individual learning needs in the core content areas and individualize instruction based on each students’ needs. This year, Gadsden went a step further during this block of instruction through the use of RIT focus groups based on MAP (Measure of Academic Progress) scores for students in grades 2-5; and Dominie scores for our students in grades K-2. Teachers met with students during the RTI/BL block on alternating weeks: one week was devoted to reading, the next week was devoted to math. Teachers worked with students in their RTI/BL block and grouped them based on their RIT scores as denoted by each MAP administration: Fall, Winter, Spring.

New to Gadsden Elementary this year was our Bluejay Buddies. This group of students was identified by using MAP testing data and previous PASS score data. Bluejay Buddies were identified as students who had previously scored “exemplary” the previous school year on PASS in math and/or reading and were projected to score “exemplary” in math and/or reading based on their current MAP scores. These students were selected to be Bluejay Buddies and chosen to tutor our K-2 struggling readers with word study, leveled text reading, and math during the RTI/BL block.

Again, during the 2011-12 school year, Gadsden Elementary placed a strong emphasis on data. Not only did teachers look at the data but students also began to get their hands wet with looking at, and learning to analyze their own data. On our early release days, teacher began to use the “Early Release Schedule” and extended homeroom time as an advisor/advisee time period to teacher students to read, analyze and interpret their own data from in-class test scores, to MAP, Dominie and other data, students at Gadsden Elementary are becoming data geniuses.

Karis M. Mazyck, Principal
Cynthia Garrick, SIC Chair

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Abbreviations Key

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status