

MAULDIN ELEMENTARY



Scope of Plan 2013-2018
Annual Update for 2014-2015

Kindergarten – Fifth Grades
Michael Parker, Principal
1194 Holland Road
Simpsonville, SC 29681

Greenville County Schools
W. Burke Royster
Superintendent

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

| <u>POSITION</u> | <u>NAME</u> |
|---|-------------------|
| 1. PRINCIPAL: | Michael J. Parker |
| 2. TEACHER: | Suzy Harrison |
| 3. PARENT/GUARDIAN: | Wendi Sherrill |
| 4. COMMUNITY MEMBER: | Melissa Young |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Craig Clayton |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

| <u>POSITION</u> | <u>NAME</u> |
|---------------------|-------------------|
| PTA Co-President | Natacha Geoghegan |
| Assistant Principal | Julie Hathaway |
| Instructional Coach | Abbie Marsh |

Article I. ***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.



ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

X Academic Assistance, PreK–3

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X Academic Assistance, Grades 4–12

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X Parent Involvement

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X Staff Development

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

X Technology

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty,



limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

X Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.



X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.



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I. INTRODUCTION



Introduction

Mauldin Elementary School's Strategic Plan/Portfolio provides an overview of the school perspective on a quality education. This document provides staff an opportunity to assess and communicate continuous improvement as we help our students to meet the challenges in the world. It also provides information on student data, stakeholders' involvement and the characteristics of the school. This report is a living document that describes Mauldin Elementary. It describes who we are, our vision, mission for the school, goals and plan of action for student achievement. It shows how all of the parts fit together to make our school a positive environment for our students. This process started with a team of staff members and parents gathering data and information about our staff, students and community involvement. We used surveys to gather information to complete this process. The teams met to discuss their findings and develop plans for improvement and to ensure alignment with the vision and mission. Students, teachers and parents provided their perceptions of Mauldin Elementary. Listed below are the School Portfolio Teams and Members:

| Executive Summary/Introduction | School Profile | Data Analysis and Needs Assessment | Action Plan | Action Plan |
|---|---|--|--|---|
| 1. Tiffany Gemmell 2. JoAnn Jones 3. Brenda Smith 4. Pam Baxley 5. Karin Teriaco 6. Sheila Rainey 7. Sandy Puckett 8. Page Gambel 9. Nesha Kilgore 10. Kim Wix 11. Kelli Stenger | 1.Chasney Clayton 2.Kim Lane 3. Debbi Osbourne 4.Jennifer Enten 5.Anna Carr 6.Patti Colwell 7. Debbie Grant 8. Terry Farmer 9.Susan Lett 10.Amanda Ashby 11. Melissa Stallcup 12. Kelly Sloan | 1. Kenny George 2. Jean Boyer 3. Buist Lide 4. Donna Ricard 5. Julie McCain 6. Elizabeth McLeer 7. Adrienne Grubb 8. Holly Ireland 9. Virginia Campbell 10. Cynthia Hill 11. Stephanie Payne 12. Robin LaRue | 1.Christine Johnson 2.Kim Genoble 3.Sheryl Bandy 4.Suzy Harrison 5.Jennifer Hull 6. Kim Epps 7.Cindy Lichoulas 8. Tish McDaniel 9. Jenny Haught 10. Beth Wald 11. Jennifer Wethington | 1.Michelle Vaughn 2. Connie Chocklett 3. Tina Dillard 4. Kristy Savage 5.Catherine Nunnely 6.Amy Godfrey 7. Madeline Ellison 8. Anne Albers 9.Chrissey Hutto 10. Katelyn Owen 11. Stacey Long 12. Deedee Eggert |

The groups provided input, suggesting ways we can improve our practices and the instructional programs. We will continue to update this document yearly to assess our progress and make plans for improvement. We feel that this document tells the whole story of Mauldin Elementary and how we are working together to improve the education of our students. The results are used as we implement plans to address the needs of all students.

The Staff of Mauldin Elementary School





II. EXECUTIVE SUMMARY

Executive Summary

Mauldin Elementary School is located in a business/residential area on Holland Road, Simpsonville, South Carolina. The school was once at 101 East Butler Road, Mauldin, South Carolina. The old school was originally built in 1937 and the new school was built in 2002. Mauldin is one of 53 elementary schools in the School District of Greenville County. The campus includes open and covered playground areas, a ball field and a track. These areas are used not only for physical education and recess but also for special events and programs throughout the year.

Mauldin Elementary School serves approximately 898 students in Pre4- K5- fifth grades. The majority of the students come from two parent homes with middle income level. The student population consists of 433 Caucasian, 309 African American, 49 Hispanic, 42 Asian and 63 others. Forty-one percent of the student body is transported in cars, 51% ride the bus and 7% ride day care vans. Forty-four percent of our students qualified for free or reduced meals plan and 12% qualify for the gifted / talented program and 12% qualify for special education services.

The administration at MES consists of one principal and one assistant principal. The faculty consists of 40 regular classroom teachers, one full time reading teacher, one developmental K5/1st class, one preschool special education (moderate) class along with one fulltime related arts team and one part-time related arts team. This school year there are three resource teachers. We have one instructional coach, one media specialist, one full time and one part-time guidance counselors, one full-time speech teacher, one part-time speech teacher, two part time occupational therapists, one part time ESL teacher, and one part-time challenge program teacher. Additional support staff includes one fulltime nurse, one attendance clerk, one part-time office clerk, one secretary, seven kindergarten aides, three full time self-contained aides, one part time self-contained aide, six full-time custodians, and one plant engineer. We also have one food service manager and five food service staff.

Community and parent involvement is viewed as an essential part of the school's success; thus Mauldin Elementary has an active Parent Teacher Association (PTA) and School Improvement Council (SIC). During the 2012-2013 school year, PTA logged 52,000 hours of service. Parents serve as room mothers, resource speakers and provide math and reading enrichment activities. They provide incentives for programs, purchase playground equipment, and funds for teachers to purchase materials for their classrooms. They also chaperone field trips and plan fund raising activities for the school. Parents assist with the book fair, provide clerical assistance for the front office and publish the PTA school newspaper. They support and assist with activities during Red Ribbon Week and Teacher Appreciation Week.



The School Improvement Council (SIC) is another important group at our school. They help to improve student learning and help to focus attention on overall school improvement. They help the school work through challenges that may hinder us from meeting our goals. Both groups meet monthly with the administration to discuss ways to assist the school.

Our Belief

We believe that student achievement is a shared responsibility which means that the staff must work together to ensure student achievement and to make sure the *mission, vision* and *beliefs* are aligned with the curriculum. The staff, parents and members of the community come together to develop a mission that reflects our school.

Our Mission Statement

The mission of Mauldin Elementary School, in cooperation with the home and community, is to provide a quality educational experience that inspires students to believe they can achieve their dreams.

Our mission also supports the vision of Mauldin Elementary which is to provide all students the opportunity for success in a safe environment that is conducive to learning. We believe that education provides for greater opportunities and a higher standard for our students. We want them to be successful when interacting with peers, community and the world in a positive manner. We have high expectations for all students. Mauldin Elementary implements diverse strategies to ensure high level of academic success.

The Vision

The vision of Mauldin Elementary School is to provide all students the opportunity for success in a safe environment that is conducive to learning where high expectations are the norm, and lifelong learning is a continuing endeavor. Our school strives to develop the academic, social, and physical abilities of our students. We realize our students are the future leaders of tomorrow. We have a tremendous responsibility to equip our students for the challenges and opportunities that lie ahead.

During the school year and after much collaborative effort among staff members, parents, students, members of the community, and the School Improvement Council we identified our beliefs as follows:

We believe:

- Children learn best in a safe, nurturing, student-centered environment.
- Education must be a cooperative effort of home, school, and community where everyone models responsibility and respect.
- We must recognize, respect, encourage, and share our cultural diversity.
- Students must become responsible learners who can function and compete in a global society.



-
- Curriculum and instruction must be developmentally appropriate in order to accommodate individual learning styles.

Student Assessment

The School District of Greenville County has developed five goals for achieving educational excellence for the students in our district. These goals are outlined in The Education Plan-Greenville County's Guide to Educational Excellence.

They are:

- Raise the academic challenges and performance of each student.
- Ensure quality personnel in all positions.
- Provide a school environment supportive of learning.
- Effectively manage and further develop necessary financial resources.
- Improve public understanding and support of public schools.

We hold all of our students to high standards.

Students will...

- Attend school daily unless ill or legally excused.
- Come to class with necessary materials.
- Be critical thinkers.
- Be responsible learners by putting forth their best effort in completing all in-class and homework assignments and in meeting deadlines.
- Obey school rules and cooperate with school personnel.
- Treat people and property with respect.
- Work well independently as well as interdependently.
- See that school correspondence reaches home.
- Dress and groom in a neat and clean manner.
- Have the skills, self-confidence, and values necessary to become contributing members of society.

The new literacy framework of Balanced Literacy has been adopted this school year to ensure all students are being instructed on their current levels of reading material. Teachers work as a team to ensure they are using the best strategies to meet the needs of every student. We use our bench mark assessments to adjust teaching strategies when needed. The Compass Learning computer program is used to provide additional assistance that students can use at home and school. Teachers differentiate instruction to meet the needs of all students. Differentiated instruction is provided during instructional times. RTI is provided for students in grades K5-3. We also have a Compass Morning tutoring program before school for students in grades 3-5. Grade levels have an assigned week to take their classes to the Science lab to do lab assignments. Science kits are sent from the district for further



investigation in the Science curriculum. Students in grades 4-5 complete individual science projects while the other grades do a class project.

Staff Quality

At Mauldin Elementary, the majority of the staff has been trained in district instructional models, including Balanced Literacy, Calendar Math, Intel technology, and Focus Learning. Since we are a first year Balanced Literacy school, we seek to continue our growth and development of that program with the support of our district office and trainers from Fountas and Pinnell. Staff members have participated in visiting other schools to see models of Balanced Literacy implemented and brought back ideas to share with our staff in our commitment to grow in this area. The Common Core State Standards are now being implemented fully in grades Kindergarten through fifth grade. As the level of rigor and higher level thinking increases with these new standards, our staff's level of understanding and using these standards to drive instruction continues to grow through professional development opportunities at the school and district level.

Learning Climate

At Mauldin Elementary, students' attendance is not a big problem over all. However, we find that some individual students have a problem attending school on a regular basis. Keeping our subgroups in school seems to get harder than it should be. Our ability to keep these students in school is an important daily task. We have in place procedures as well as strategies for students not meeting the district and state guidelines. Teachers work with the attendance clerk and assistant principal to make sure students are in school daily. Parents are contacted regularly to address attendance issues.

Challenges for the Past Years

Staff members met to generate a list of reasons "why" we believe students in the various subgroups are not achieving exemplary on PASS. We asked "why" repeatedly. The reasons are as follows:

- Difficulty with thinking and reasoning skills
- Lack of basic fundamentals from grade level to grade level
- Differences in ability levels
- Weaknesses in grammar, mechanics and clarity in writing
- Weaknesses in problem solving
- Poor listening skills
- Low motivation to achieve maximum ability
- Poor test taking skills



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- Resistance to following directions
 - Difficulty focusing on and completing tasks
 - Lack of appropriate materials
 - Students may be pulled out of classroom for other classes
 - Disciplinary problems
 - No help with homework or making sure homework is completed
 - No parental support (parents do not put an emphasis on the importance of education)
 - Poor attendance
 - Tardiness
 - Special circumstances at home such as divorce, single parent, parent away
 - Teacher student ratio is too high in all grades
 - Transportation for students to get to school when they are suspended off the bus

Accomplishments

The success of our school improvement efforts is reflected in much special recognition. These include the following:

- Palmetto Gold Award-Overall Academic Performance 2010/2011.
- Palmetto Silver Award-Outstanding student academic performance 2011/2012.
- Palmetto Silver Award-Closing the Achievement Gap 2010/2011
- Positive Behavior Intervention and Support (PBIS) Ribbon Award-2010/2011
- Recipient of First Tee Golf Grant
- Past District Support Person of the Year
- Two Past district elementary Science Teachers of the Year
- Past District Assistant Principal of the Year
- Red Carpet School 2007-10 from South Carolina Department of Education
- Parent Involvement School of Excellence 2004-07
- Silver Award Winner from the South Carolina Department of Education 2010-11

Our Report Rating over Five Year Period

| Years | Absolute Rating | Improvement Rating |
|--------------|------------------------|---------------------------|
| 2013 | Good | Below Average |
| 2012 | Good | Good |
| 2011 | Good | Average |
| 2010 | Good | Excellent |
| 2009 | Good | Average |
| 2008 | Average | Average |





III. SCHOOL PROFILE

*Today's problems come from
Yesterday's solutions*
Peter Senge



The Community of Mauldin Elementary **School**

Mauldin Elementary School first opened in the 1937 school year on Butler Rd.
In 2002 it moved to the current location on Holland Road.





Our current administrative staff includes Principal Michael J. Parker, and Assistant Principal Julie Hathaway. Under this leadership team, we plan to continue to grow our efforts to make Mauldin the best elementary school in Greenville County! Parental involvement is critical to our success and is strong at Mauldin Elementary School. In the 2013-14 school year, the Mauldin Elementary School PTA Volunteer Program logged in more than 52,000 volunteer hours. The PTA was recognized for its Membership Promotion award at the state convention. Parents and the community members are involved in many volunteers opportunities such as SEEDS, backpack program, room coordinators, “extra hands” for duplicating, posting bulletin boards, laminating, assisting with lunch, school projects, office help, etc. A team of very dedicated teachers and parents lead our PTA and make decisions involving programs, fundraising, grounds beautification, and other areas of enrichment or needs. Our working



parents help with quick jobs that can be done before or after work, such as cutting, stapling, or baking at home. Our School Improvement Council (SIC) has also become an important force for parents and community members. All stakeholders are actively involved in making important decisions to better our school. Mauldin Elementary also has partnerships with various local businesses such as; our local Kiwanis Club which supports our quarterly “Terrific Kid” program. Many companies in our community have donated money or discounted services for the improvements at our school including the paved path curbing in the butterfly garden and fund raising efforts for our playground

Mauldin Elementary School Staff

During the 2013-2014 school years, the staff of Mauldin Elementary included:

- 1 principal
- 1 assistant principal
- 1 instructional coach
- 40 regular classroom teachers
- 1 reading teacher (RTI)
- 7 teaching assistants (kindergarten)
- 5 special education teachers (2 self-contained, 3 resource)
- 4 special education aides (3 full- time, 1 part- time)
- 1 full-time speech therapist
- 1 part-time speech therapist
- 2 part-time occupational therapists
- 1 part-time gifted/talented education teacher
- 3 full-time related arts teachers (art, music, physical education)
- 3 part-time related arts teachers (art, music, physical education, computer lab)
- 1 full-time media specialist
- 1 full-time guidance counselor
- 1 part-time guidance counselor
- 1 attendance clerk
- 1 office worker
- 1 part-time office worker
- 1 media assistant
- 1 part time RTI teacher
- 1 nurse
- 1 plant engineer
- 6 custodial workers
- 1 food service manager 5 food service workers

We also have the following on our staff:

- 3 African Americans teachers
- 1 African American Aide
- 2 Males
- 2 Hispanics



Degrees Earned as of 2013-2014

| <u>Highest Degree Earned</u> | <u>Number of Staff</u> |
|-------------------------------------|-------------------------------|
| Bachelors | 33 |
| Masters | 36 |
| Educational Specialist | 1 |
| National Board Certified | 2 |
| Associates | 4 |

Certification Areas 2013-2014

| <u>Certification Area</u> | <u>Total</u> |
|----------------------------------|---------------------|
| Elementary Education | 43 |
| Early Childhood Education | 27 |
| Learning Disabilities | 4 |
| Counseling | 2 |
| Supervision/Administration | 5 |
| Physical Education | 2 |
| Reading | 3 |
| Music | 2 |
| Art | 2 |
| Gifted | 3 |
| Speech | 2 |
| Middle School Math | 2 |
| Middle School English | 2 |
| Middle School Science | 2 |
| Middle School Social Studies | 2 |
| Media Specialist | 1 |
| English as a Second Language | 1 |
| Special Education | 7 |
| Psychology | 1 |

Teaching Experience by Grade Level

| | 0-3 yrs. | 4-5 yrs. | 6-10 yrs. | 11-15 yrs. | 16-20 yrs. | 21-25 yrs. | 26-30 yrs. | 30+ yrs. |
|-----------------|----------|----------|-----------|------------|------------|------------|------------|----------|
| K4 | | | 1 | | | | | |
| K5 | 1 | | 2 | 1 | 1 | | 2 | |
| 1 st | | | 1 | 2 | | | 2 | 3 |
| 2 nd | 1 | | | 2 | | 1 | 2 | 1 |
| 3 rd | | | 2 | 1 | 1 | 1 | | 1 |
| 4 th | | | 1 | 2 | 2 | | | 1 |
| 5 th | 1 | | 1 | 1 | 1 | | 2 | |

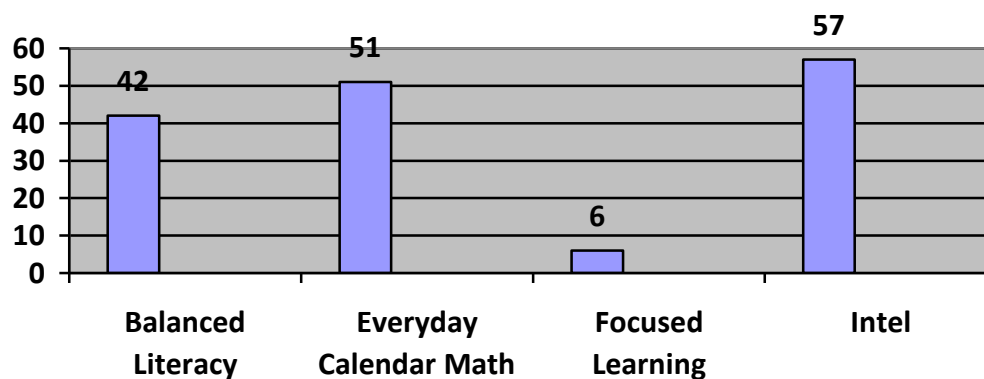


| | | | | | | | | |
|---------------------|---|---|---|---|---|---|---|---|
| Sp. Ed. | 1 | | 2 | 2 | | | 2 | |
| Rel. Arts | 1 | 1 | 2 | 2 | 1 | 1 | | 1 |
| Admin. | | | | | 1 | 1 | | |
| Counselors | | | 1 | | | | | 1 |
| Instructional Coach | | | | 1 | | | | |
| Challenge Teacher | | | | | 1 | | | |
| RTI Teachers | 1 | | | 1 | | | | |
| ESOL Teacher | | | | 1 | | | | |
| Media | | | 1 | | | | | |

| Attendance | | | | |
|------------|------|------|------|------|
| Teachers | | | | |
| | 2010 | 2011 | 2012 | 2013 |
| Teachers | 96.2 | 93.7 | 93.9 | 95.1 |

District Initiatives and Teacher Training

Teachers Trained in Our Core Instructional Programs



This graph shows the number of our teaching staff trained to teach our model programs. These are district initiatives that teachers are trained in to teach.



Our Leadership Team



Our principal is **Mr. Michael Parker**. This is his tenth year at Mauldin Elementary School. Mr. Parker attended the University of Tennessee and Nova Southeastern University. He has a business degree and a master's degree in Educational Leadership. He has 24 years of experience in the field of education, having served as a teacher in Miami, Florida and as an assistant principal in Spartanburg, South Carolina.

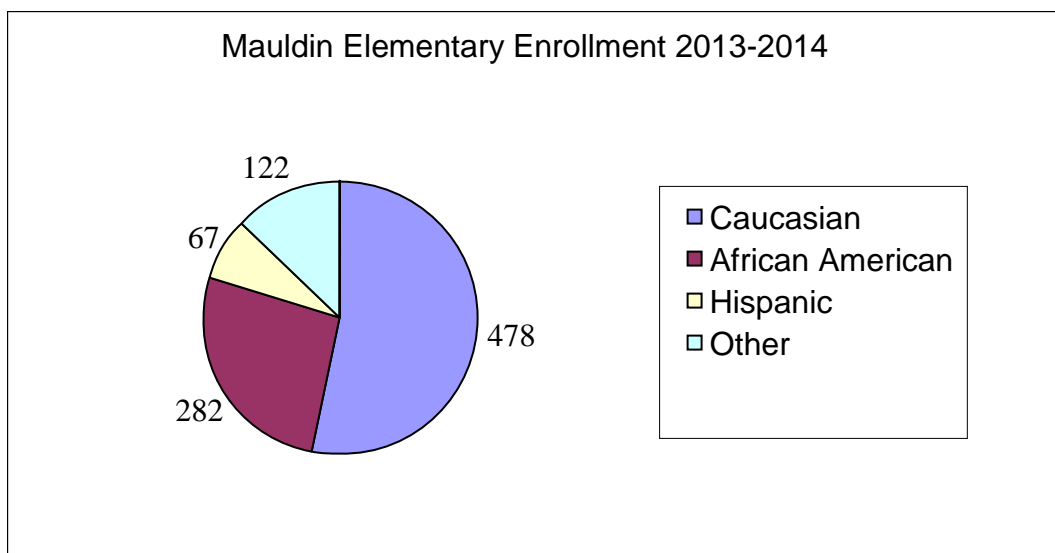


Our Assistant Principal is **Mrs. Julie Hathaway**. This is her eighth year at Mauldin Elementary School. She graduated with a Bachelor of Science Degree in elementary education in reading from East Carolina University, Greenville, North Carolina. She also received a Master's Degree in administration and Supervision from Furman University, and later added her certification in Early Childhood. Mrs. Hathaway has served as a principal, university supervisor, teacher leader, classroom teacher and assistant principal.



Mauldin Elementary Students

The total enrollment of Mauldin Elementary in 2013-2014 was 898. The enrollment has reached as high as 1120. Student attendance rate is 96.6%, and 44.7% participating in the free or reduced lunch program.



As shown in the pie chart above, the current student enrollment at the new Mauldin Elementary is made up of:

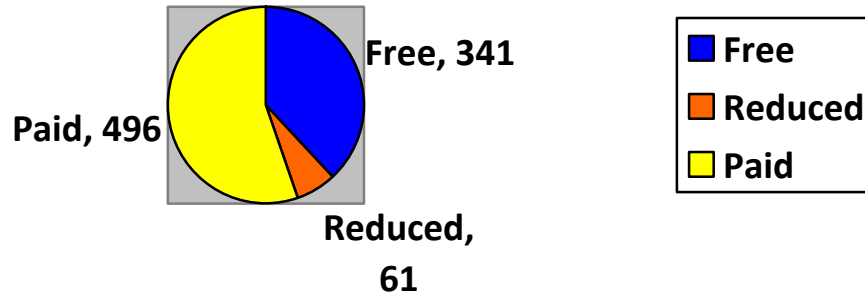
- 433 Caucasian
- 309 African American
- 49 Hispanic
- 104 Others

| Attendance | | | | |
|------------|------|------|------|------|
| Students | | | | |
| | 2010 | 2011 | 2012 | 2013 |
| Students | 96.3 | 96.2 | 96.8 | 96.5 |

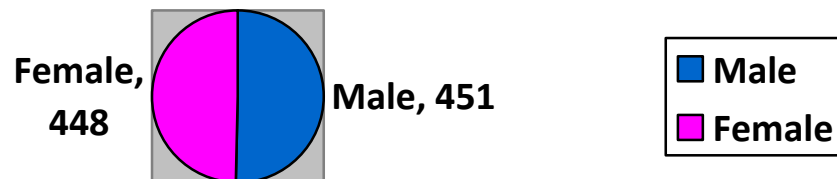
| Students Retention | | | | |
|--------------------|------|------|------|--------------------------|
| | 2010 | 2011 | 2012 | 2013 |
| Students | 0.9 | 0.6 | 1.5 | 0.2 (16 stud ents) |



Mauldin Elementary Lunch 2013-2014



Mauldin Elementary School Gender 2013-2014



The surveys of 172 fifth grade students revealed that of the students who responded felt that:

- 86 % of the students are satisfied with the learning environment
- 86% are satisfied with the social and physical environment
- 90.6 % are satisfied with school-home relations

The 50 teacher's surveys yielded the following information for the school year 2012-2013:

- 82% of the teachers are satisfied with the learning environment
- 96% are satisfied with the social and physical environment
- 96% are satisfied with school-home relations

The third group surveyed was 5th grade parents. The results revealed that out of 112 parents:

- 87% of the parents are satisfied with the learning environment
- 91.8% are satisfied with social and physical environment
- 82.9% of the parents are satisfied with home-school relationship

Outstanding Educational Programs

Although our core curriculum is guided by the state and district, we provide the following programs for our students.

Balanced Literacy

Balanced Literacy is a comprehensive language arts program designed to instruct students at their instructional reading levels. It provides a differentiated learning experience where teachers target skills and standards to be taught based on thorough assessment. The 2013-2014 school year is the first year for Mauldin to implement this program. Teachers are attending professional development throughout the summer and school year to learn best practices to help ensure student success using the Balanced Literacy framework for our reading instruction.

CATCH Program

As a CATCH (Coordinated Approach to Child Health) school, Mauldin Elementary is committed to helping our children eat more nutritious foods each day through our Culinary Creations menu offering a meat entrée, a vegetarian entrée, and homemade soup and salad each day along with fresh fruits, vegetables, and more whole grains.

Starting Early with Enrichment Design for Student (SEEDS)

This program provides quality literature and related activities for students in the primary grades. Through partnership with parents, our school is able to offer the SEEDS program. Each



week volunteers read books to students in grades K5-third grades. After reading the books, the volunteers ask higher level thinking questions and the students complete a literature based activity.

AIMS Web

AIMS Web is a progress monitoring system based on direct, frequent and continuous student assessment. We assess all students in grades K-2 and special education three times per year for universal screening, general education progress monitoring and AYP accountability.

Response to Intervention-RTI

The RTI program is designed to help the student's that fall in the at-risk category on the AIMS Web. These students receive an extra 30 minutes of individualized reading instruction five days a week in a small group setting.

Breakfast Club ---Morning Tutoring

Students in grades 3-5 are invited to participate in the Compass Morning Program. Teachers and the instructional team select students based on their PASS scores and classroom performance. During this morning time, students work on Compass Math or other math skills as needed.

Beta Tutoring Program

Fifth grade Beta Club students serve as morning tutors for students in first and second grade. They work with the students four days a week on skills that the classroom teachers recommend.

Beta Club

Mauldin Elementary School has an award winning Beta Club program. Over the past years they have placed in numerous categories that the Beta Club conventions including: handmade jewelry, sculpture, songfest, wreaths, sketching, essays, t shirts, woodworking, cross stitch, photography, speech, banner, and quiz bowl. Fourth grade students who have a 3.5 cumulative GPA are invited join Beta Club their 5th grade school year. These students must maintain a GPA of 3.0 and show outstanding leadership to remain active participants in the club.

Instructional Programs

Mauldin Elementary offers a variety of programs to assist in meeting the goals of all students. We use research-based materials and data to develop programs to enhance our curriculum. The school's core curriculum is guided by the Common Core State Standards and the district curriculum outlines on Rubicon Atlas. Teachers have access to computer programs that outline lesson strategies and techniques for quality deliverance. Parents are encouraged to communicate with the school any concerns regarding their child's participation in the academic program. The Instructional Coach and the administration ensure that teachers have a variety



of resources to instruct students. These resources are research-based principles from the following models:

Language Arts Program

Greenville County elementary schools use the Fountas and Pinnell Balanced Literacy framework. This includes components unique to primary grades such as shared reading and literacy centers, in addition to components used in primary and intermediate classrooms that include guided reading and interactive read alouds. Two times during the school year, teachers administer the Fountas and Pinnell Benchmark Assessment Kit. Teachers use the results of this test to determine students independent, instructional, and frustration levels. They then design reading groups and lessons based on students' levels and skills needed. Teachers in some grade levels use the Journeys Reading Series Theme Tests to assist in assessing the student's progress. The reading theme test is administered at various times of the year as one form of summative assessment. District assessments that correlate with Common Core State Standards and Balanced Literacy are also used by classroom teachers to monitor student learning. The students are tested on written comprehension, written expression and phonics on these forms of summative assessments.

Students participate using **Writing Prompts** in the fall, winter, and spring of each school year. The writing prompts are placed in the students' cumulative record. The teachers use the writing process when teaching writing. Teachers use the following writing process components with the students: prewriting, first draft, revising, editing, and publishing. The prompts are assessed in grades 3-5 using the Common Core State Standards Smarter Balanced writing rubrics. In grades Kindergarten-second grade, district rubrics adapted from the Smarter Balanced rubrics are used to assess these prompts.

The research is cited in the following source: Strickland, Dorothy. "In Search of Balance: Restructuring Our Literacy Program." *Reading Today*. Oct/Nov96, Vol. 14 Issue 2, p32.

Math

We use the Houghton Mifflin Harcourt "Go Math" Math Program to assist in teaching the Common Core State Standards. All teachers are trained to use *Every Day Calendar Math* as a daily review of skills. The digital version of EDC was purchased and is used school-wide. Teachers received training on this version in 2012-2013. Teachers use the district's Math pacing guide to help pace their time spent on a skill. Teachers use a variety of assessments to monitor how well the students are progressing. Teachers meet to interpret the results and determine if the strategies being used are effective.

We believe that in order for students to lead a successful life and positively contribute to society, they must acquire proficiency in mathematical concepts and skills. The math program is designed to support the Common Core State Standards for mathematics instruction. Our math program provides challenging activities for all ability levels and seeks to increase thinking skills not only for mathematical thoughts but also across the curriculum. The summer



math program provides opportunities to students to practice math skills learned the previous school year.

The elementary Houghton Mifflin Harcourt “Go Math” and Every Day Calendar are all based on research and recommendations summarized in the following references:

Kilpatrick, J., et, eds. Adding It Up: *Helping Children Learn Mathematics*. Washington, DC: National Academy Press, 2001.

National Council of Teachers of Mathematics (NCTM). *Principal and Standards for School Mathematics*. Reston, VA: NCTM, 2000

Bransford, J., eds., *How People Learn*. Washington, DC: National Academy Press, 2001

Social Studies

Our students experience informational reading and social studies content instruction through the social studies textbooks and many other resources, such as historical fiction novels, current events magazines for kids, nonfiction literature, commercially-available teacher resource books on specific topics, and the internet. Students gain practice in speaking, listening, and research skills through simulations, games, projects, videos, and attending presentations of guest speakers. Annual social studies special events are Student Council elections; the observance of Labor Day, Veterans’ Day, and Memorial Day; the celebration of African-American History Month in February, Women’s History Month in March; Hispanic Heritage Month in September-October; South Carolina Day; Constitution Day; and a variety of other traditional United States holidays. Teachers typically present holiday traditions, history, art, and music through literature, videos, online resources, and the support of the art and music teachers. In presidential election years, our school conducts a Mock Election in which all students in grades 2-5 cast their vote for U.S. President online through a national coordination group. Teachers are currently receiving training in the application of the Common Core State Standards to the social studies content area and are working with the revised 2011 South Carolina Social Studies Standards. Common unit assessments are utilized on all grade levels per the district’s scope and sequence on the Portal. Field trips to Walnut Grove, Columbia, Charleston, North Carolina, and a variety of local destinations, such as Roper Mountain Science Center and Furman University, reinforce students’ knowledge and encourage their application of grade-level standards.

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.



Health and Science

Our students experience inquiry-based science instruction with the support of state-adopted textbook materials. Students enjoy regular laboratory experiences with their classmates in our school's science lab, coordinated by classroom teachers and the Science Team. Resource kits from the school district, as well as the internet and teacher resource books, anchor many of the laboratory experiences. Teachers use the inquiry-based skills and procedures of the scientific method when planning these labs. All grade levels currently participate in the school and district-level Science Fairs. Annual events such as the celebration of Red Ribbon Week in October; Science Fun Day in October; Science Fair in February/March; and participation in the CATCH Program and the Culinary Creations healthy school nutrition program allow students to apply their health and science knowledge for real purposes. Students observe life science and weather phenomena in our Butterfly Garden throughout the year. Field trips to Roper Mountain Science Center, Camp Greenville, aquariums, the Children's Museum of the Upstate, and many other local sites support students' science learning. Teachers also supplement the science process skills with the teaching of informational reading and research skills through the use of trade books, novels, children's magazines, nonfiction texts, and the internet.

Martin, Jr., R.E., Sexton, C., Wagner, K., & Gerlovich, J. (1994). *Teaching Science for All Children*. Boston: Allyn and Bacon.

Instructional Support Programs

Support Services

Students at Mauldin Elementary receive a high level of support services from an outstanding staff of resource personnel.

Challenge Program

The Challenge Program is designed to meet the needs of academically gifted and talented students. This is a pull-out enrichment program that encourages inquiry, flexibility, creativity and critical thinking. Third graders participate in two hours and 5 minutes of Challenge classes weekly. Fourth and fifth graders attend Challenge classes for three hours and twenty minutes each week.

The curriculum is designed to challenge students with rigorous complex class work and research. The units of study are aligned with state standards and are designed to be covered in one semester. This program serves 23 third grade students, 37 fourth grade students, and 47 fifth grade students.



Computer Lab/Technology

Mauldin Elementary is dedicated to integrating technology into all areas of the curriculum. We have district recommended software, such as Compass Learning, on all PCs as an aide to improve student learning.

The computer lab, which is taught by two certified teachers, provides the opportunity for students to learn basic computer functions and basic functions of Microsoft applications which include Power Point and Word. Students are also introduced to exploring the Internet, researching topics, and publishing their work. Technology words are introduced in support of student achievement. These enhance students' communication skills in our world of technology. Two SMART Boards and 42 Promethean Boards are available for teacher use in the classroom. The district has provided three laptop carts for teachers to check out and use during instruction. We also have three LCD projectors and will update all of the technology when funds are available. The school was refreshed with new computers during 2011 school year.

Counseling Services

We have one full-time guidance counselor and one part-time who visit each classroom monthly. They present engaging lessons on a multitude of topics ranging from understanding emotions, to developing responsibility, to learning about careers. Also, they provide small group counseling for students, offer parenting workshops, and make referrals to outside agencies.

Media Center

The Mauldin Elementary Media Center is a very busy place. Located near the center of the school, the media center offers students, teachers and parents materials and services that support the curriculum. The media center staff assists members of the school community in learning how to find and use these resources and encourages all who enter to select materials that expand their knowledge base and/or foster the love of reading. A dedication to collection development by the media specialist ensures that the materials in the media center meet the needs of the school community it serves and also meet District and State standards for library collections. Currently, the media center houses almost 19,000 holdings in print, nonprints (videos and DVDs), and manipulative formats. It also possesses the balanced literacy library for teachers to use as a resource in conducting guided reading groups, which holds approximately 25,000 leveled readers. It circulates approximately 7,000 items per month. It is staffed by one fulltime library media specialist and one fulltime media clerk. It is open from 7:30 a.m. to 3:00 p.m.

The library media specialist sees every child in the school at least once every two weeks in classes that are on a fixed schedule. While there is flexibility in media instruction, the media specialist uses state standards in different subject areas for kindergarten to fifth grade. In addition, the media specialist incorporates information literacy skills as prescribed by the



American Association of School Librarians into every lesson. These skills include, but are not limited to, reference skills, literature appreciation, and computer instruction. The media center has nine computers available for community use, and it is located adjacent to the school computer lab. The media center is home to WMES, the closed circuit television “station” that broadcasts news to the school community every morning at 8:00. The media specialist is in charge of the student news crew, which includes two anchors, a history reporter, a birthday reporter, and behind-the-scenes personnel who operate the video and sound systems.

Each year, the media center sponsors spring and fall book fairs each year, the proceeds of which are used to purchase more books and supplies for the media center and its programs.

Other school activities that have originated in the media center are:

- The Teacher Scramble, in which teachers switch classrooms for a half-hour period to read stories to students,
- Read Across America activities in honor of Dr. Seuss’ birthday, including a special annual WMES news show written all in rhyme,
- Assemblies with guest authors,
- Assemblies with guest storytellers, and
- Battle of the Books, a reading incentive program in which 4th and 5th graders read several books from a prescribed list, form teams and participate in question-and-answer sessions about the books, and then compete in school and District playoffs to determine a district championship team.

Special Needs Program

Three full-time resource teachers serve students who are identified with learning disabilities, emotional handicaps, mental disabilities, developmental delays and other health impairments through a psychological evaluation. These students are served through either a pull-out class or through the inclusion program. Students have an Individualized Education Plan (IEP) to help improve skills.

Inclusion Program

The Special Education Department at Mauldin Elementary uses the inclusion model to serve students with disabilities in the areas of reading, writing, and math. The inclusion model consists of the special education teacher going into the general education classroom and teaching with the general education teacher. The two teachers collaborate on lessons plans and strategies to assist all of the children in the classroom. This is a team teaching approach to learning and allows the students more small group instruction as well as individual assistance as needed. The inclusion model at Mauldin Elementary School is used in second, third, fourth and fifth grade.



Speech Program

Mauldin Elementary has one full time and one part time speech therapist who follows a “pull-out” and/or inclusion model to provide academic assistance as listed on each eligible student’s Individual Education Plan. The therapists also provide classroom and individual interventions to help aid students with speech and/or language weaknesses in the classroom environment.

The goal of the speech services is to increase the student’s articulation and language skills to age appropriate levels and to enable the student to respond appropriately, effectively, and with clarity in the classroom. This is accomplished through a variety of techniques and impacts all areas of the curriculum. Listed below are some of the skills taught:

- Categorization and auditory memory skills
- Listening strategies
- Following directions
- Syntax strengthening
- Describing words
- Articulation skills
- Fluency and rhythm of speech

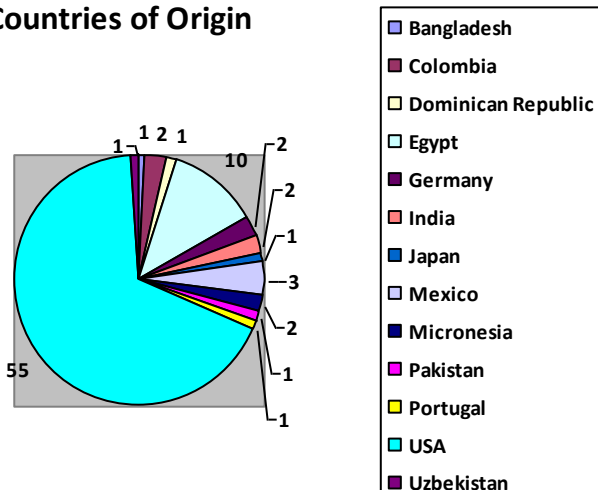
These services support the work of classroom teachers and the curriculum.

English for Speakers of Other Languages (ESOL) Program

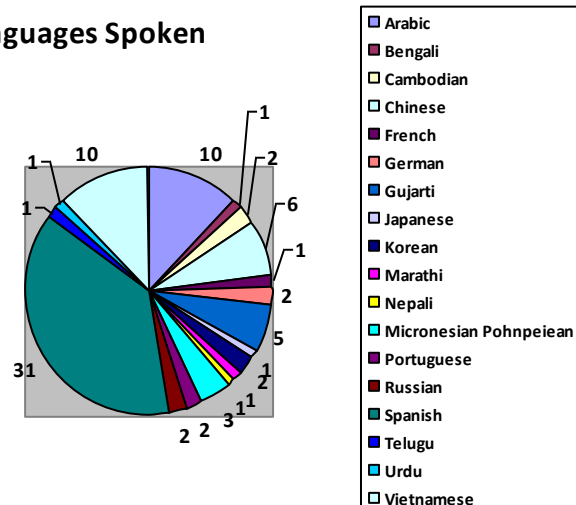
- 82 English language learners are receiving pull-out instruction or being monitored by a certified ESOL teacher.
- Students represent 13 countries and 18 languages



Countries of Origin



Languages Spoken



Program Goals

- To help students develop listening, speaking, reading, and writing skills in English
- To support students' content area learning
- To advocate for students through teacher collaboration and parent communication
- To facilitate the integration of students into the school community both academically and socially

Extended Day Program

Our extended day program is offered during the academic school year. The program is flexible and students are engaged in both learning and socialization skills at all times. Students are assisted with the completion of homework and other projects. The program provides a supportive environment for learning by focusing on math, reading, writing and vocabulary.

Physical Education Program

The Physical Education Program at MES focuses on health related fitness and motor skills needed for life long engagement in healthy and physical activity. The program uses the State Activities Standards for Physical Education. It is believed that physical activity improves muscular strength, endurance, flexibility, and cardiovascular endurance as well as academics. Overall, positive impact on children's self-esteem and their ability to strive for achievable personal goals are observed. The curriculum is designed to meet the needs and learning styles of all students. The goal is to help students in all areas through active learning. It helps us to meet our statewide goal of 150 minutes of physical education per week. Fitnessgram testing is a state program is used to evaluate fitness levels of students in grade three through five.

Running Club

The running club is a program that gives every student an opportunity to be physically active and learn about the sport of running. The program includes the basics of goal setting, pacing, eating healthy, and how to prepare and train for a 5K Run. The club meets twice a week after school for eight weeks to train for a 5K at the end of the year.

Art Program

The MES Art Department includes a rigorous and creative curriculum for students in kindergarten through fifth grade. All classes receive visual arts training once a week for 30-45 minutes. Along with meeting and surpassing the required South Carolina state standards, the art projects integrate with the classroom's core subject areas to reinforce content and provide deeper understanding of subject matter. Students use a wide variety of media and are introduced to art history and design elements that become building blocks for a life-long understanding and appreciation of visual art. This includes a systematic, skill-based process for students to grow as artists throughout their years at MES.



In addition to the weekly art classes, students at MES have opportunities to expand on their visual arts education. Extracurricular art clubs are available for fourth and fifth grade students. Our art clubs provide further training and a deeper understanding of the elements and principles of design. Selected students also have the opportunity to participate in several art shows throughout the community each year. MES also hosts a large-scale art show in our school annually, where each student displays his or her original art work and invites friends and family members to visit the school and view the art. This provides confidence and a sense of ownership for students.

Music Program

Music supports the goals of Mauldin Elementary School to improve student achievement in all core subject areas and to provide an environment supportive of learning. Whenever possible, the music teachers look for ways to integrate math, language arts, social studies, and science into the lesson. They use a word wall to increase students' vocabulary not only in music, but related subjects as well. They also practice reading skills by following lyrics and by reading passages in the book aloud. The music teachers provide an environment that is supportive of learning by making sure that students can all see and hear the teacher and by providing attractive and informative bulletin boards in the classroom and hallway. Using two grants, the music department purchased Orff instruments for the students. They use these instruments to create their own accompaniment to the songs they have learned during class time as well as during music programs.

The Mighty Eagle Chorus

The MES Mighty Eagle Chorus is made up of fourth and fifth grade students who are selected through an audition process. Rehearsals are held weekly for forty-five minutes. The chorus performs approximately three times a year at school and for other events outside of school. Fifth grade chorus students are eligible through audition to participate in Spring Sing held annually at the Peace Center for the Performing Arts.

Our Belief

We believe that student achievement is a shared responsibility which means that the staff must work together to ensure student achievement and to make sure the *mission*, *vision* and *beliefs* are aligned with the curriculum. The staff, parents and members of the community come together to develop a mission that reflects our school.

Our Mission Statement

The mission of Mauldin Elementary School, in cooperation with the home and community, is to provide a quality educational experience that inspires students to believe they can achieve their dreams.

Our mission also supports the vision of Mauldin Elementary which is to provide all students the opportunity for success in a safe environment that is conducive to learning. We believe



that education provides for greater opportunities and a higher standard for our students. We want them to be successful when interacting with peers, community and the world in a positive manner. We have high expectations for all students. Mauldin Elementary implements diverse strategies to ensure high level of academic success.

The Vision

The vision of Mauldin Elementary School is to provide all students the opportunities for success in a safe environment that is conducive to learning where high expectations are the norm, and lifelong learning is a continuing endeavor. Our school strives to develop the academic, social, and physical abilities of our students. We realize our students are the future leaders of tomorrow. We have a tremendous responsibility to equip our students for the challenges and opportunities that lie ahead.

During the school year and after much collaborative effort among staff members, parents, students, members of the community, and the School Improvement Council we identified our beliefs as follows:

We believe:

- Children learn best in a safe, nurturing, student-centered environment.
- Education must be a cooperative effort of home, school, and community where everyone models responsibility and respect.
- We must recognize, respect, encourage, and share our cultural diversity.
- Students must become responsible learners who can function and compete in a global society.
- Curriculum and instruction must be developmentally appropriate in order to accommodate individual learning styles.





IV. Data Analysis and Needs

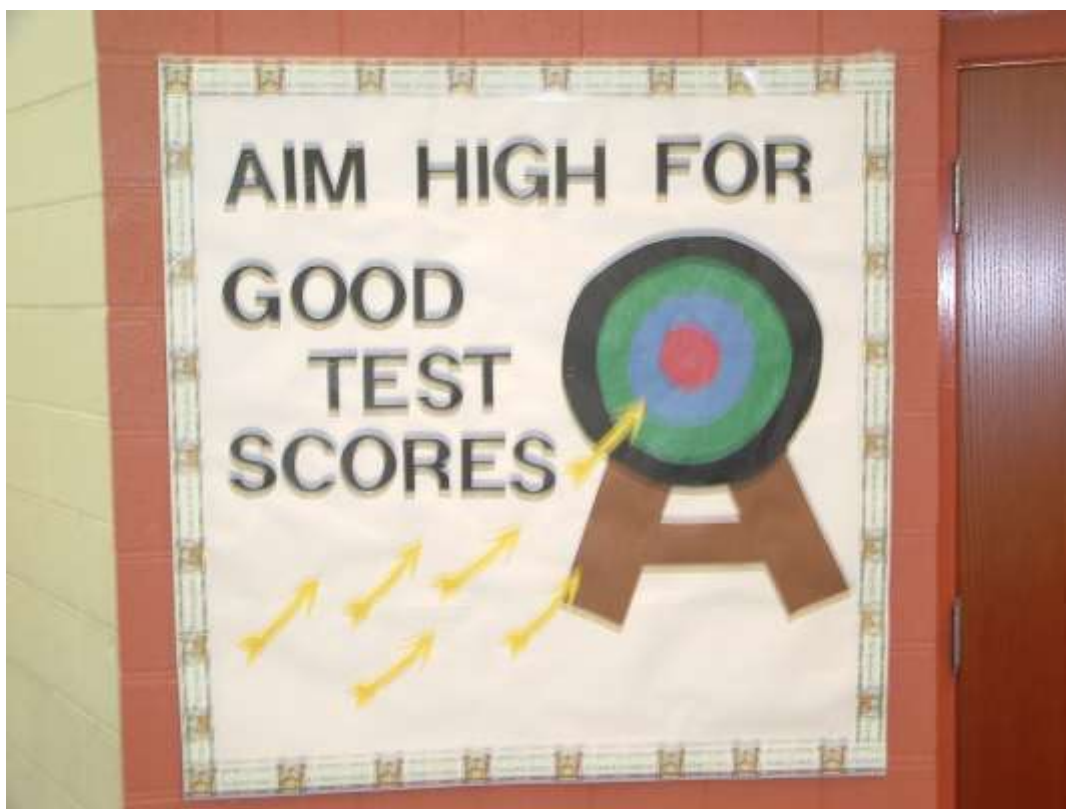
To fully educate a student, teachers need to do their best during their temporary time together and to care just as much about the educational experiences that the student had before coming and experiences that the student will have after leaving. To believe that the job of a classroom teacher is to operate solely in the present with his or her immediate charge is to deny a school the opportunity to provide a cumulative, purposeful effect.

Carl Glickman



Student Test Results

Disaggregated Achievement Results



The PASS assessment is given to all students in grades three through five. The students are tested with both multiple choice and open-ended response writing prompts. The following graphs show PASS scores disaggregated by subject. A brief comparison will be given after each section. The data was gathered from the State Department report card.



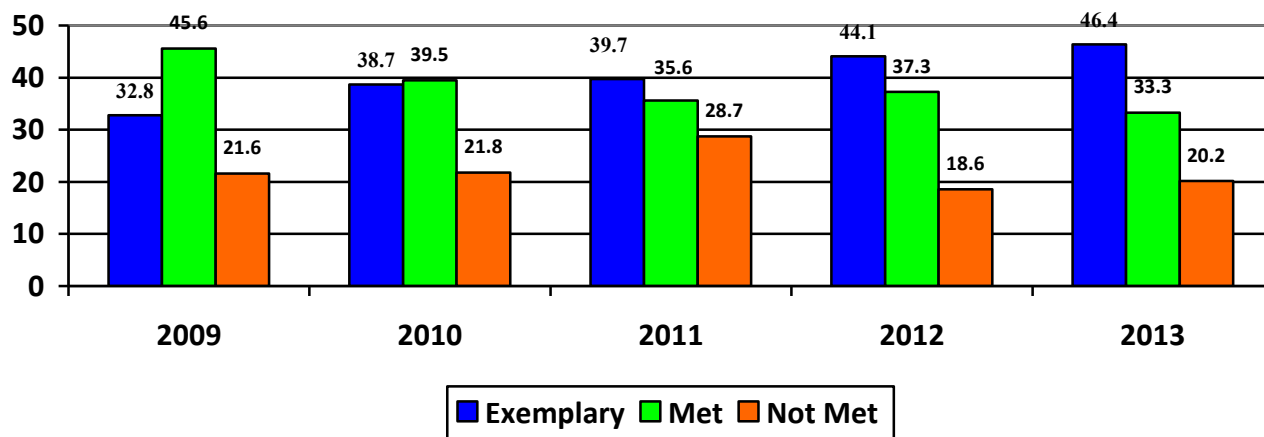
Student Achievement Outcome

Our mission is aligned with The School District of Greenville County's Education Plan. The Education Plan includes the following objectives:

- Raise the academic challenges and performance of each student
- Ensure quality personnel in all positions
- Provide a school environment supportive of learning

We embrace these objectives as the cornerstone of the family-friendly program at Mauldin Elementary School. We have high expectations for all our students; however some of our students have not shown a high level of academic success. Standardized test scores of our low performing students show low achievement in math and writing. Students also have difficulty in thinking and reasoning skills in all academic areas. Many of the low achievers come to us several years academically behind, and sufficient yearly growth cannot be made to make up for deficiencies at the student's current grade level.

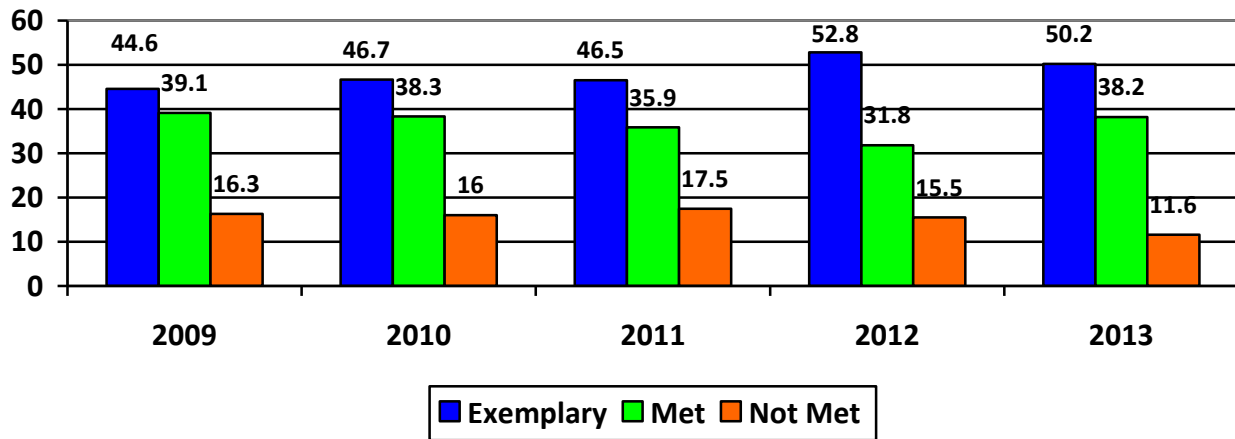
Math PASS Grades 3-5



This graph represents the results our Math PASS test in grades 3-5. In 2013 approximately 80% of our students scored met and exemplary on the Math Pass test. We are working diligently to move all of the students into the met and exemplary categories

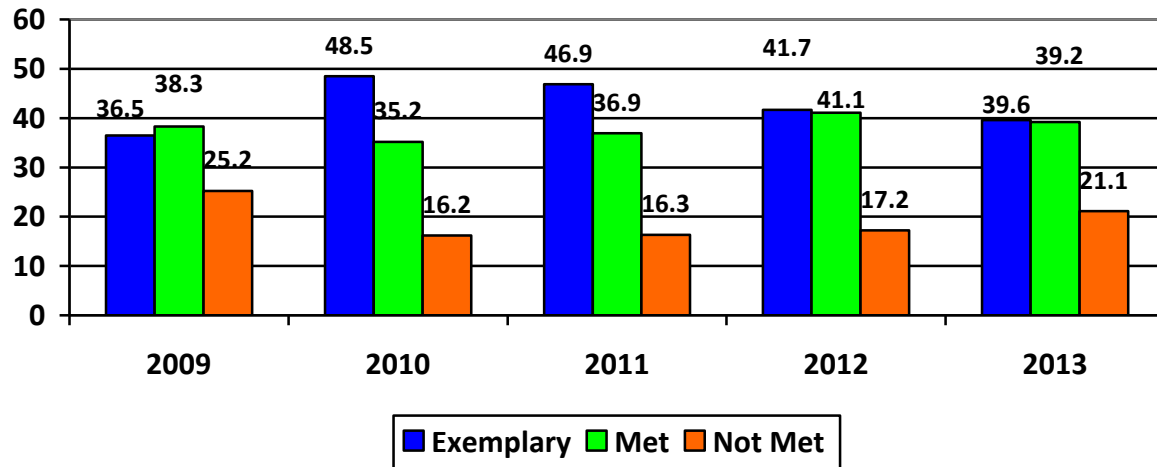


ELA PASS Grades 3-5



Our ELA scores continue to show over 80% of our students scoring exemplary and met in PASS over the past few years. We are working hard with our new Balanced Literacy Framework to move more students from not met and met into the exemplary category.

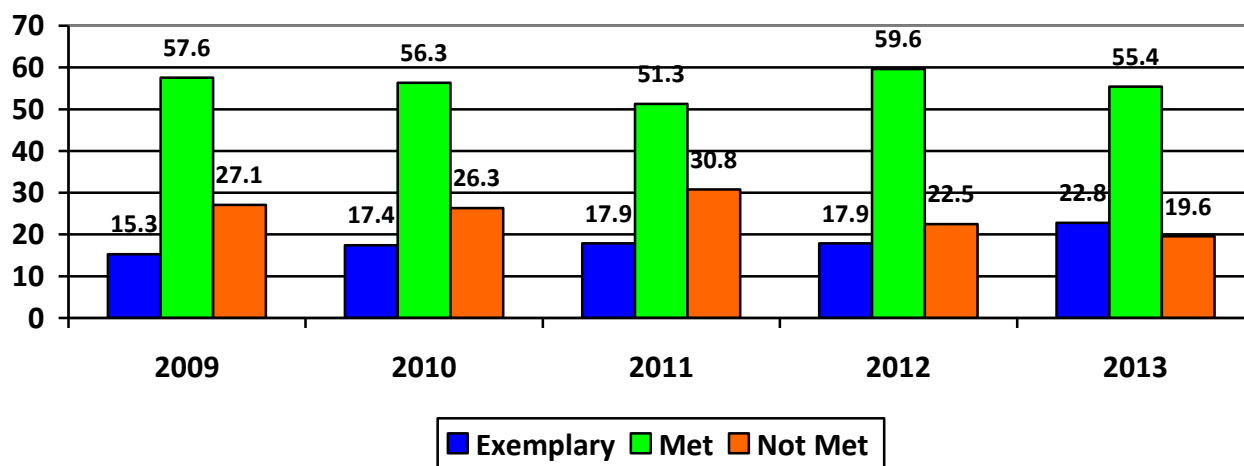
Writing PASS Grades 3-5



Our Writing scores continue to show over 80% of our students scoring exemplary and met in PASS over the past few years. We are working hard to address the new Common Core State Standards in writing across the curriculum to continue raising our students scoring exemplary on the PASS Writing test.

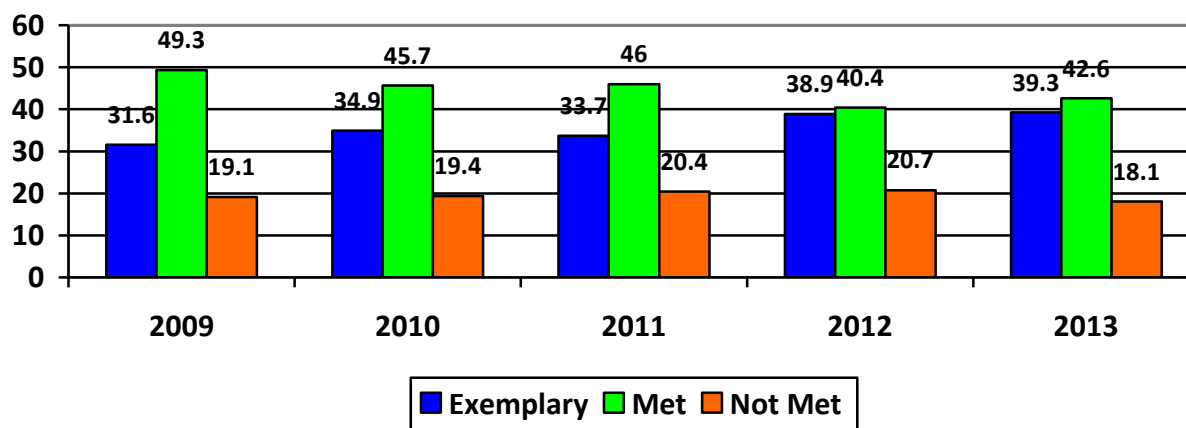


Science PASS Grades 3-5



In 2013 students in grades 3 and 5 were randomly selected for the Science test by the State Department. All of the fourth graders were tested in Science. Over 75% of the students tested scored met or exemplary. We are working hard to look at ways to increase the number of students scoring exemplary, including having our SIC work on exploring options to increase partnerships with businesses that can help provide science support.

Social Studies PASS Grades 3-5



In 2013 students in grades 3-5 were randomly selected for the PASS Social Studies test by the State Department. Over 80% of the students tested scored in the met and exemplary categories.



MAULDIN ELEMENTARY
2012-ESEA Federal Accountability System

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 91.7 |
| Overall Grade Conversion | A |
| Points Total - Elementary Grades | 91.7 |

| ITBS Percentile Rank of Average SS: National Student Norms | | | |
|---|-------------|-------------|-------------|
| | 2010 | 2011 | 2012 |
| Reading Comprehension | 69 | 75 | 66 |
| Math Concepts | 55 | 55 | 46 |
| Math Problems | 63 | 66 | 46 |

Teacher and Administrator Quality

The administration at Mauldin Elementary supports and encourages professional development for the faculty and staff. A flexible meeting schedule allows for staff development to be ongoing throughout the school year, providing an on-site opportunity to improve instructional strategies and enhance curriculum aimed at each grade level or specialty areas' needs. On-going development activities provide the staff with opportunities to improve personal and professional skills. Additionally, teachers from professional learning teams attend district professional developments that are offered throughout the year.

Implementing the vision of Mauldin Elementary requires each staff member to focus on the strategies defined in the quality planning section and to correlate our professional development to successfully achieve the goals of the plan. We continue to look for ways to maximize the benefits of professional development for our faculty. Workshops or conferences to be attended must support our vision and provide innovative strategies for achieving the goals of Mauldin Elementary.

As we focus on our vision and quality planning, we also seek advice from our faculty to help us plan the areas of professional development to include in our calendar.



Professional Development Calendar for 2013-14

| Titles | Dates |
|---|--------------------------------|
| Foundation of Balanced Literacy | June 17, 2013 June 18, 2013 |
| Interactive Read Alouds | August 12, 2013 |
| Setting Up a Balanced Literacy Classroom | August 12, 2013 |
| Fountas and Pinnell Benchmarking | August 16, 19, and 20, 2013 |
| Rubicon Atlas Training | November 12, 2013 |
| Enrich Assess Training | November 19, 2013 |
| Implementing Balanced Literacy | September 18, 2013 |
| Implementing Balanced Literacy | October 8, 2013 |
| CCSS Math Grades 3-5 | October 18, 2013 |
| Best Practices in Primary Writing | October 18, 2013 |
| Balanced Literacy Centers | October 18, 2013 |
| Implementing Balanced Literacy | November 6, 2013 |
| Implementing Balanced Literacy | January 15, 2014 |
| School Visit to Wren Elementary School to observe Balanced Literacy | February 19, 2014 |
| School Visit to Greenwood County Schools to observe Balanced Literacy | January 27, 2014 |
| Implementing Balanced Literacy | February 12, 2014 |
| Inclusion Training | March 13, 2014 |
| Common Core Writing for Primary Grades | October 18, 2013 |
| Common Core Math | October 18, 2013 |
| Behavioral Training/Support | November 5, 2013 |
| Data Analysis Training | Beginning December 11, 2013 |
| Enrich Assess Refresher | November 12, 2013 |
| Rubicon Atlas | November 19, 2013 |
| Promethean Board Refresher | December 12, 2013 |
| Dr. Karen Sparkman working with Kindergarten | Ongoing |
| Amanda Turner working with PBIS team beginning January 2014 | Ongoing |



School Climate Needs Assessment

The administration and faculty make every effort to create a safe learning environment that nurtures positive and informed relationships between parents, teachers and students. It is imperative that teachers, parents, and students are satisfied with the learning environment, with the social and physical environment, and with the school to home relationship.

| | Teachers | | | | | 5 th Grade Students | | | | | 5 th Grade Parents | | | | |
|---|----------|-------|------|------|------|--------------------------------|------|------|------|------|-------------------------------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Percent satisfied with learning environment | 98.4 | 96.7 | 98.2 | 92.2 | 82.0 | 86.4 | 92.9 | 93.7 | 89.8 | 86.0 | 90.6 | 90.1 | 90.9 | 91.2 | 87.5 |
| Percent satisfied with social and physical environment | 95.2 | 100.0 | 98.2 | 98.0 | 96.0 | 84.0 | 92.9 | 91.1 | 91.1 | 86.0 | 88.2 | 91.9 | 90.3 | 84.3 | 91.8 |
| Percent satisfied with school-home relations | 96.8 | 95.0 | 98.2 | 96.7 | 96.0 | 88.3 | 89.6 | 89.9 | 85.9 | 86.0 | 83.5 | 89.0 | 86.8 | 85.8 | 82.9 |





V. Action Plan

- A. Five Year Performance Goals**
- B. Annual Interim Performance Goals/Objectives**
- C. Strategies/Actions**

*Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action can change the world.*

Joel A. Baker



Our Vision and Academic Goals

The Mauldin Elementary staff developed a three-point vision shared by all stakeholders:

- We will work in partnership with parents and the community; we will respect and address each student's needs, gifts and learning styles.
- We will allow our students to experience the curriculum through educational strategies that increase literacy and problem-solving skills.
- We will integrate technology throughout the curriculum to help prepare students for the world of work.

With this vision and our goals in mind, we believe we must plan effectively to provide a quality education for our students.

We have developed an Action Plan that includes our goals, objectives and strategies to support efforts to achieve the goals. The strategies in the action plan are based on research and best practices that are proven to improve student learning.

To help us to meet our **goal for ELA and writing**, teachers are using Fountas and Pinnell's Balanced Literacy framework. The school district used the Anderson Research Group to audit this model to determine its effectiveness. We also use Interdisciplinary Curriculum: Design and Implementation. Virginia: ASCD, 1989 In addition to the aforementioned sources, further sources for the district wide literacy program can be found in the office of Paula Burgess, Balanced Literacy Consultant for our schools.

To help us reach our **math goal** teachers use the Houghton Mifflin Harcourt "Go Math", and Everyday Counts programs which are all based on research and recommendations summarized in the following references: Kilpatrick, J., et, eds, Adding It Up: Helping Children Learn Mathematics. Washington, DC. National Academy Press, 2002. The National Council of Teachers of Mathematics (NCTM), Principal and Standards for School Mathematics Peston, VA: NCTM, 2000 In addition to the aforementioned sources, further sources for the district wide mathematics program can be found in the office of Cathy Hale, Mathematics Consultant for our schools.



SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in **writing** and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: One percentage of students meeting standard (Met and Exemplary) in **writing** as measured by the Palmetto Assessment of State Standards (PASS) from 82.8% in 2012 to 87.8 % in 2018.

ANNUAL OBJECTIVE: Annually **increase** by one percentage point(s) of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015- 16 | 2016- 17 | 2017- 18 |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|---------------------|---------------------|---------------------|
| School Projected | X | X | 83.8 | 84.8 | 85.8 | 86.8 | 87.8 |
| School Actual | 82.8 | 78.8 | | | | | |
| District Projected | X | X | 78.8 | 79.8 | 80.8 | 81.8 | 82.8 |
| District Actual | 77.8 | 78.7 | | | | | |

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.





Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in **English Language Arts** (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from **84.6** % in 2012 to **89.6** % in 2018.

ANNUAL OBJECTIVE: Increase by **1** percentage point(s) annually students meeting standard in **English Language Arts** (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

| | Baseline 2011- 12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015- 16 | 2016- 17 | 2017- 18 |
|-----------------------|----------------------------------|--------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| School Projected | X | X | 85.6 | 86.6 | 87.6 | 88.6 | 89.6 |
| School Actual | 84.6 | 88.4 | | | | | |
| District Projected | X | X | 79.0 | 80.0 | 81.0 | 82.0 | 83.0 |
| District Actual | 78.0 | 80.5 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.



PASS AVG. ELA

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (**PASS**).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (**PASS**).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

| ELA - School | Baseline 2011- 12 | Planni ng Year 2012- 13 | 2013- 14 | 2014- 15 | 2015- 16 | 2016- 17 | 2017- 18 |
|----------------------------|----------------------------------|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| Projected performance | 630 | 635 | 640 | 645 | 650 | 655 | 660 |
| Actual Performance | | | | | | | |
| All Students | 676.7 | 673.4 | | | | | |
| Male | 669.4 | 668.0 | | | | | |
| Female | 683.3 | 678.1 | | | | | |
| White | 690.5 | 685.6 | | | | | |
| African-American | 650.4 | 652.3 | | | | | |
| Asian/Pacific Islander | 691.8 | 678.2 | | | | | |
| Hispanic | 665.2 | 661.3 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 612.0 | 615.9 | | | | | |
| Limited English Proficient | 617.3 | 663.7 | | | | | |
| Subsidized Meals | 658.3 | 652.9 | | | | | |



| ELA - District - Grades 3-5 | Baseline 2011 -12 | Planning Year 2012- 13 | 2013- 14 | 2014- 15 | 2015- 16 | 2016- 17 | 2017- 18 |
|--|----------------------------------|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| Projected Performance | 630 | 635 | 640 | 645 | 650 | 655 | 660 |
| Actual Performance | | | | | | | |
| All Students | 671.1 | 672 | | | | | |
| Male | 665.7 | 666.7 | | | | | |
| Female | 676.8 | 677.6 | | | | | |
| White | 685.1 | 684.6 | | | | | |
| African-American | 644.4 | 648.3 | | | | | |
| Asian/Pacific Islander | 696.1 | 697.5 | | | | | |
| Hispanic | 650.8 | 653.4 | | | | | |
| American Indian/Alaskan | 688.2 | 677.3 | | | | | |
| Disabled | 614.9 | 618.2 | | | | | |
| Limited English Proficient | 654.9 | 657.2 | | | | | |
| Subsidized Meals | 649.2 | 652.5 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.



MATH

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in **mathematics** each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in **mathematics** as measured by the Palmetto Assessment of State Standards (PASS) from 81.4 % in 2012 to 87.4 % in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in **mathematics** as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015- 16 | 2016- 17 | 2017- 18 |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|---------------------|---------------------|---------------------|
| School Projected | X | X | 82.4 | 83.4 | 85.4 | 86.4 | 87.4 |
| School Actual | 81.4 | 79.7 | | | | | |
| District Projected | X | X | 78.4 | 79.4 | 80.4 | 81.4 | 82.4 |
| District Actual | 77.4 | 77.3 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.



PASS AVG. MATH

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in **mathematics** as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in **mathematics** as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

| Math - School | Baseline 2011- 12 | Planning Year 2012- 13 | 2013- 14 | 2014- 15 | 2015- 16 | 2016- 17 | 2017- 18 |
|----------------------------|----------------------------------|---------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Projected Performance | 630 | 635 | 640 | 645 | 650 | 655 | 660 |
| Actual Performance | | | | | | | |
| All Students | 662.5 | 661.4 | | | | | |
| Male | 661.7 | 663.1 | | | | | |
| Female | 666.3 | 659.9 | | | | | |
| White | 674.8 | 675.9 | | | | | |
| African-American | 636.4 | 634.9 | | | | | |
| Asian/Pacific Islander | 692.8 | 676.4 | | | | | |
| Hispanic | 648.2 | 640.0 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 602.3 | 607.1 | | | | | |
| Limited English Proficient | 660.3 | 660.6 | | | | | |
| Subsidized Meals | 641.7 | 638.2 | | | | | |



| Math - District – Grades 3-5 | Baseli ne 2011- 12 | Plannin g Year 2012- 13 | 2013- 14 | 2014- 15 | 2015- 16 | 2016- 17 | 2017- 18 |
|---|---------------------------------------|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| Projected Performance | 630 | 635 | 640 | 645 | 650 | 655 | 660 |
| Actual Performance | | | | | | | |
| All Students | 664.8 | 664.0 | | | | | |
| Male | 665.3 | 663.6 | | | | | |
| Female | 664.3 | 664.4 | | | | | |
| White | 677.8 | 677.3 | | | | | |
| African-American | 636.8 | 634.5 | | | | | |
| Asian/Pacific Islander | 703.1 | 701.1 | | | | | |
| Hispanic | 649.0 | 650.6 | | | | | |
| American Indian/Alaskan | 668.4 | 674.4 | | | | | |
| Disabled | 607.9 | 606.9 | | | | | |
| Limited English Proficient | 656.1 | 657.6 | | | | | |
| Subsidized Meals | 643.6 | 643.0 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.



PASS % TESTED

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all **ELA and math** tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all **ELA and math** tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

| % Tested ELA – School | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------------------|-----------------------------|----------------------------------|----------------|----------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | | | | |
| All Students | 96.6 | 99.8 | | | | | |
| Male | 96.4 | 100.0 | | | | | |
| Female | 96.7 | 99.6 | | | | | |
| White | 97.5 | 100.0 | | | | | |
| African-American | 95.7 | 99.3 | | | | | |
| Asian/Pacific Islander | 95.1 | 100.0 | | | | | |
| Hispanic | 94.5 | 100.0 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 67.4 | 100.0 | | | | | |
| Limited English Proficient | 93.8 | 100.0 | | | | | |
| Subsidized Meals | 94.5 | 100.0 | | | | | |



| % Tested ELA – District Grades 3-5 | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|-------------------------|------------------------------|----------------|----------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | | | | |
| All Students | 99.9 | 99.9 | | | | | |
| Male | 99.9 | 99.9 | | | | | |
| Female | 99.9 | 100.0 | | | | | |
| White | 99.9 | 100.0 | | | | | |
| African-American | 99.8 | 99.9 | | | | | |
| Asian/Pacific Islander | 99.8 | 100.0 | | | | | |
| Hispanic | 99.9 | 99.8 | | | | | |
| American Indian/Alaskan | 100.0 | 100.0 | | | | | |
| Disabled | 99.2 | 99.6 | | | | | |
| Limited English Proficient | 99.8 | 99.8 | | | | | |
| Subsidized Meals | 99.8 | 99.9 | | | | | |

| % Tested Math – School | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-------------------------|------------------------------|----------------|----------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | | | | |
| All Students | 100.0 | 99.8 | | | | | |
| Male | 100.0 | 100.0 | | | | | |
| Female | 100.0 | 99.6 | | | | | |
| White | 100.0 | 100.0 | | | | | |
| African-American | 100.0 | 99.3 | | | | | |
| Asian/Pacific Islander | 100.0 | 100.0 | | | | | |
| Hispanic | 100.0 | 100.0 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 100.0 | 100.0 | | | | | |
| Limited English Proficient | 100.0 | 100.0 | | | | | |
| Subsidized Meals | 100.0 | 100.0 | | | | | |



| % Tested Math – District – Grades 3-5 | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2014-16 | 2016-17 | 2017-18 |
|--|-----------------------------|----------------------------------|----------------|----------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | | | | |
| All Students | 100.0 | 100.0 | | | | | |
| Male | 99.9 | 99.9 | | | | | |
| Female | 100.0 | 100.0 | | | | | |
| White | 100.0 | 99.9 | | | | | |
| African-American | 99.9 | 99.9 | | | | | |
| Asian/Pacific Islander | 100.0 | 100.0 | | | | | |
| Hispanic | 99.9 | 100.0 | | | | | |
| American Indian/Alaskan | 100.0 | 100.0 | | | | | |
| Disabled | 99.8 | 99.7 | | | | | |
| Limited English Proficient | 99.9 | 100.0 | | | | | |
| Subsidized Meals | 99.9 | 100.0 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.



PASS % SCIENCE

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in **science** as measured by the Palmetto Assessment of State Standards (PASS) from **77** % in 2012 to **80.8** % in 2018.

ANNUAL OBJECTIVE: Increase by **1** percentage point(s) annually students meeting standard in **science** as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015- 16 | 2016- 17 | 2017- 18 |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|---------------------|---------------------|---------------------|
| School Projected | X | X | 78.5 | 79.5 | 80.5 | 81.5 | 82.5 |
| School Actual | 77.5 | 78.2 | | | | | |
| District Projected | X | X | 76.9 | 77.9 | 78.9 | 79.9 | 80.9 |
| District Actual | 75.9 | 77 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.



PASS AVG. SCIENCE

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

| Science - School | Baseline 2011- 12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|-------------------------|-----------------------------|---------|---------|---------|---------|---------|
| Projected Performance | 630 | 635 | 640 | 645 | 650 | 655 | 660 |
| Actual Performance | | | | | | | |
| All Students | 633.0 | 633.2 | | | | | |
| Male | 634.9 | 663.1 | | | | | |
| Female | 631.1 | 659.9 | | | | | |
| White | 644.4 | 675.9 | | | | | |
| African-American | 612.9 | 634.9 | | | | | |
| Asian/Pacific Islander | 641.7 | 676.4 | | | | | |
| Hispanic | 620.9 | 640.0 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 575.7 | 588.6 | | | | | |
| Limited English Proficient | 612.7 | 622.6 | | | | | |
| Subsidized Meals | 614.5 | 610.5 | | | | | |



| Science - District – Grades 3-5 | Baseli ne 2011- 12 | Plannin g Year 2012- 13 | 2013- 14 | 2014- 15 | 2015- 16 | 2016- 17 | 2017- 18 |
|--|---------------------------------------|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| Projected Performance | 630 | 635 | 640 | 645 | 650 | 655 | 660 |
| Actual Performance | | | | | | | |
| All Students | 632.8 | 633.0 | | | | | |
| Male | 633.7 | 633.6 | | | | | |
| Female | 631.8 | 632.4 | | | | | |
| White | 645.2 | 646.2 | | | | | |
| African-American | 607.3 | 606.2 | | | | | |
| Asian/Pacific Islander | 655.9 | 660.5 | | | | | |
| Hispanic | 617.0 | 616.2 | | | | | |
| American Indian/Alaskan | 640.3 | 644.0 | | | | | |
| Disabled | 585.9 | 587.2 | | | | | |
| Limited English Proficient | 620.7 | 620.9 | | | | | |
| Subsidized Meals | 614.1 | 613.8 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.



PASS % SOCIAL STUDIES

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in **social studies** as measured by the Palmetto Assessment of State Standards (PASS) from **79.3** % in 2012 to **83.3** % in 2018.

ANNUAL OBJECTIVE: Increase by **1** percentage point(s) annually students meeting standard in **social studies** as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015- 16 | 2016- 17 | 2017- 18 |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|---------------------|---------------------|---------------------|
| School Projected | X | X | 79.3 | 80.3 | 81.3 | 82.3 | 83.3 |
| School Actual | 79.3 | 81.9 | | | | | |
| District Projected | X | X | 79.9 | 80.9 | 81.9 | 82.9 | 83.9 |
| District Actual | 78.9 | 79.5 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.



PASS AVG. SOCIAL STUDIES

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in **social studies** as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in **social studies** as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

| Social Studies - School | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------------------|-------------------------|------------------------------|----------------|----------------|----------------|----------------|----------------|
| Projected Performance | 630 | 635 | 640 | 645 | 650 | 655 | 660 |
| Actual Performance | | | | | | | |
| All Students | 646.3 | 651.9 | | | | | |
| Male | 647.4 | 659.4 | | | | | |
| Female | 645.2 | 645.3 | | | | | |
| White | 656.0 | 662.9 | | | | | |
| African-American | 628.3 | 632.7 | | | | | |
| Asian/Pacific Islander | 656.3 | 652.0 | | | | | |
| Hispanic | 646.5 | 643.3 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 589.7 | 605.9 | | | | | |
| Limited English Proficient | 634.8 | 648.1 | | | | | |
| Subsidized Meals | 628.7 | 633.0 | | | | | |



| Social Studies - District Grades 3-5 | Baseli ne 2011- 12 | Plannin g Year 2012- 13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|---|---------------------------------------|--|---------------------|---------------------|----------------|----------------|----------------|
| Projected Performance | 630 | 635 | 640 | 645 | 650 | 655 | 660 |
| Actual Performance | | | | | | | |
| All Students | 649.2 | 655.6 | | | | | |
| Male | 651.8 | 658.3 | | | | | |
| Female | 646.6 | 652.6 | | | | | |
| White | 661.3 | 667.6 | | | | | |
| African-American | 626.1 | 631.1 | | | | | |
| Asian/Pacific Islander | 676.9 | 683.5 | | | | | |
| Hispanic | 632.8 | 640.0 | | | | | |
| American Indian/Alaskan | 655.8 | 660.8 | | | | | |
| Disabled | 605.3 | 611.2 | | | | | |
| Limited English Proficient | 637.7 | 644.9 | | | | | |
| Subsidized Meals | 629.0 | 635.6 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.



☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (**ITBS**).

FIVE YEAR PERFORMANCE GOAL: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (**ITBS**) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (**ITBS**) in grade 2.

DATA SOURCE(S): Fall 2011 and Fall 2012 **ITBS/CogAT** report produced by Riverside Publishing

| School | Baseline 2011-12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015- 16 | 2016- 17 | 2017- 18 |
|---------------------------------------|---------------------|-----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Reading Comprehension Projected | | | 50 th %tile | 50 th %tile | 50 th %tile | 50 th %tile | 50 th %tile |
| Reading Comprehension Actual | 75 %tile | 66 th %tile | 65 th %tile | | | | |
| Mathematics Concepts Projected | | | 50 th %tile | 50 th %tile | 50 th %tile | 50 th %tile | 50 th %tile |
| Mathematics Concepts Actual | 55%tile | 46 th %tile | 45 th %tile | | | | |
| Mathematics Problems Projected | | | 50 th %tile | 50 th %tile | 50 th %tile | 50 th %tile | 50 th %tile |
| Mathematics Problems Actual | 66%tile | 46 th %tile | 52 nd %tile | | | | |

| District | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015 -16 | 2016 -17 | 2017 -18 |
|---------------------------------------|------------------------|-----------------------------|------------------------|------------------------|-------------|-------------|-------------|
| Reading Comprehension Projected | | | 50 th %tile | 50 th %tile | 50th %tile | 50th %tile | 50th %tile |
| Reading Comprehension Actual | 67 th %tile | 66 th %tile | 67 th %tile | | | | |
| Mathematics Concepts Projected | | | 50 th %tile | 50 th %tile | 50th %tile | 50th %tile | 50th %tile |
| Mathematics Concepts Actual | 52 nd %tile | 50 th %tile | 49 th %tile | | | | |
| Mathematics Problems Projected | | | 50 th %tile | 50 th %tile | 50th %tile | 50th %tile | 50th %tile |
| Mathematics Problems Actual | 58 th %tile | 55 th %tile | 57 th %tile | | | | |



| <u>STRATEGY Activity</u> | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|--|------------------------|----------------------------------|------------------------------|-------------------------------|--|
| Review MAP and PASS data to identify students' strength and weaknesses | August 2012-2017 | Teachers and IC | -0- | -0- | Data Meetings |
| Implement the Fountas and Pinnell Balanced Literacy Program | August 2013-2017 | Teachers | -0- | -0- | Classroom visits |
| Ensure that the Math and Reading programs are guides by the Common Core | August 2012-2017 | Teachers and IC | -0- | -0- | Lesson Plans |
| Provide additional support for students by using the Compass programs for Math and Reading | August 2012-2017 | Teachers | -0- | -0- | Compass Report |
| Provide a RTI teacher to work with students in grades K5-3 | August 2012-2017 | Principal | \$30,000.00 | Local Funds | Benchmarks Results |
| Differentiated instruction | August 2012-2017 | Teachers | -0- | -0- | Classroom Observation Lesson Plans |
| Maintain and implement focused learning strategies | August 2013-2017 | Teachers and IC | -0- | -0- | Classroom Observations Lesson Plans |
| Implement the Common Core | August 2012-2017 | Teachers | -0- | -0- | Classroom Observation and lesson plans |
| Use the writing process with students during a writing block | August 2012-2017 | Teachers | -0- | -0- | Classroom Observation and lesson plans |
| Continue to display students writing on the writing wall board | August 2012-2017 | Teachers | -0- | -0- | Bulletin Board display |
| Implement the SEEDS program in grades K-3 | August 2012-2017 | Parents | -0- | -0- | Classroom Observation |



PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ **Teacher/Administrator Quality** ☐ School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 1. Train all teachers in the **Fountas and Pinnell Balanced Literacy Program**

2. All teachers will receive quality Professional Development on the **Common Core Standards**

ANNUAL OBJECTIVE: 1. 100% of the teachers will attend the required Fountas and Pinnell Balanced Literacy training

2. Teachers will attend Professional Development relevant to the subject areas.

DATA SOURCE(S): GCS Portal print out

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015- 16 | 2016- 17 | 2017- 18 |
|-----------|-----------------------------|--------------------------------------|----------------|----------------|---------------------|---------------------|---------------------|
| Projected | x | x | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Actual | 100.0 | | | | | | |

| <u>STRATEGY Activity</u> | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|------------------------|--------------------------------------|----------------------------------|-----------------------------------|--|
| Attend Balanced Literacy Training | June 2013 | Teachers | District | District | Portal printout |
| Implementing Balanced Literacy | Fall 2013 | IC and Trainer | District | District | Classroom Observation |
| Balanced Literacy Professional Development Book | August 2013 | IC and Teachers | -0- | -0- | Media Printout |
| Attend the ELA Common Core Sessions | August 2013 | Teachers and IC | -0- | -0- | Portal Printout |
| Attend the Math Common Core Sessions | August 2013 | Teachers and IC | -0- | -0- | Portal printout |
| Leveled Reader Library | August 2013 | IC, Media Specialist, Volunteers | approximately \$3,000 | PTA District | Media Center circulation printouts Classroom observations |
| Library Book Allocations to support CCSS | Ongoing June 2014 | Media Specialist | District | District | Media Center circulation printouts |



STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual **student attendance** rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual **student attendance** rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015- 16 | 2016- 17 | 2017- 18 |
|-----------------------|---------------------|-----------------------------|---------|---------|-------------|-------------|-------------|
| School Projected | X | X | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| School Actual | 96.8 | 96.5 | | | | | |
| District Projected | X | X | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| District Actual | 95.9 | 95.6 | | | | | |

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of **parents** who are satisfied with the learning environment from 91.2 % in 2012 to **96.2 %** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **1** percentage point(s) annually **parents** who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015- 16 | 2016- 17 | 2017- 18 |
|-----------------------|---------------------|-----------------------------|---------|---------|-------------|-------------|-------------|
| School Projected | X | X | 92.2 | 93.2 | 94.2 | 95.2 | 96.2 |
| School Actual | 91.2 | 87.5 | | | | | |
| District Projected | X | X | 89.0 | 89.5 | 90.0 | 90.5 | 91.0 |
| District Actual | 88.0* | 88.1 | | | | | |

SDE has not yet provided GCS with the District's Parent Survey results for 2012-2013. Info is from 2010-11.



STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of **students** who are satisfied with the learning environment from 89.8 % in 2012 to 94.8 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **1** percentage point(s) annually **students** who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

| | Baseline 2011- 12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015- 16 | 2016- 17 | a. 2017-18 |
|-------------------------------------|----------------------------------|--------------------------------------|---------------------|---------------------|---------------------|---------------------|-------------------|
| School Projected | X | X | 90.8 | 91.8 | 92.8 | 93.8 | 94.8 |
| School Actual | 89.8 | 86.0 | | | | | |
| District Projected (ES, MS, and HS) | X | X | 83.5 | 84.0 | 84.5 | 85.0 | 85.5 |
| District Actual (ES and MS) | 83.8 | 82.7 | | | | | |

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of **teachers** who are satisfied with the learning environment from 92.2 % in 2012 to **97.2** % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **1** percentage point(s) annually **teachers** who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015- 16 | 2016- 17 | 2017- 18 |
|--------------------|-----------------------------|--------------------------------------|----------------|----------------|---------------------|---------------------|---------------------|
| School Projected | X | X | 93.2 | 94.2 | 95.2 | 96.2 | 97.2 |
| School Actual | 92.2 | 82 | | | | | |
| District Projected | X | X | 92.5 | 93.0 | 93.5 | 94.0 | 94.5 |
| District Actual | 98.0 | 92.6 | | | | | |



PARENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of **parents** who indicate that their child feels safe at school from 91.4 % in 2012 to **97.4 %** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **1** percentage point(s) annually **parents** who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015- 16 | 2016- 17 | 2017- 18 |
|-----------------------|---------------------|-----------------------------|---------|---------|-------------|-------------|-------------|
| School Projected | X | X | 92.4 | 93.4 | 95.4 | 96.4 | 97.4 |
| School Actual | 91.4 | 91.8 | | | | | |
| District Projected | X | X | 93.9 | 94.3 | 94.7 | 95.1 | 95.5 |
| District Actual | 93.5* | 92.8 | | | | | |

SDE has not yet provided GCS with the District's Parent Survey results for 2012-13. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of **students** who feel safe at school during the school day from **94.3 %** in 2012 to **94.8 %** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0.1** percentages point(s) annually **students** who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015- 16 | 2016- 17 | 2017- 18 |
|-----------------------|---------------------|-----------------------------|---------|---------|-------------|-------------|-------------|
| School Projected | X | X | 94.4 | 94.5 | 94.6 | 94.7 | 94.8 |
| School Actual | 94.3 | 86 | | | | | |
| District Projected | X | X | 91.9 | 92.3 | 92.7 | 93.1 | 93.5 |
| District Actual | 90.9 | 90.2 | | | | | |



TEACHER SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of **teachers** who feel safe at school during the school day 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintains the percentage of **teachers** who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015- 16 | 2016- 17 | 2017- 18 |
|--------------------|-----------------------------|--------------------------------------|----------------|----------------|---------------------|---------------------|---------------------|
| School Projected | X | X | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| School Actual | 100.0 | 96 | | | | | |
| District Projected | X | X | 98.5 | 98.5 | 98.5 | 98.5 | 98.5 |
| District Actual | 98.9 | 98.3 | | | | | |

| a. <u>STRATEGY</u> b. <u>Activity</u> | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | c. <u>Indicators of Implementati on</u> |
|--|------------------------|--------------------------------------|----------------------------------|-----------------------------------|--|
| Provide Students with coupons from local businesses | Every Quarter | Attendance Clerk | -0- | -0- | Attendance Printout |
| Encourage students to stay healthy | Daily | Nurse and Principal | -0- | -0- | Attendance Printout |
| Fire Drills | Monthly | Principal | -0- | -0- | Log |
| Display of student work | Monthly | Teachers | -0- | -0- | Hall and Wall Displays |
| Maintain and clean building | Weekly | Principal Plant Engineer | -0- | -0- | Building inspection Report |
| Make sure all doors are locked | Daily | All staff | -0- | -0- | Check door daily |
| Police officer on campus | Daily | Police officer | -0- | -0- | Check in system |
| Emergency Awareness Drills | Once a year | All Staff | -0- | -0- | Master Calendar |
| Bus Evacuation | Twice a year | Teachers and Administration | -0- | -0- | Master Calendar |
| Safe Kid/Patrol program | Daily | Patrol and Advisor | -0- | -0- | Roster |
| Lock down Drill | Twice a year | Administrators | -0- | -0- | Master Calendar |
| PBIS Program | Daily | Teachers | \$2500 | Local funds | Protocols Weekly Drawings |
| Bullying Program | Monthly | Guidance | -0- | District | Pledge Promise Poster |
| AED/1 st Responder | Twice a year | Nurse | -0- | District | Nurse/District notes |



ESEAF/ Federal Accountability Rating System

| | |
|-------------------------------|------|
| Overall Weighted points Total | 91.7 |
| Overall Grade Conversion | A |

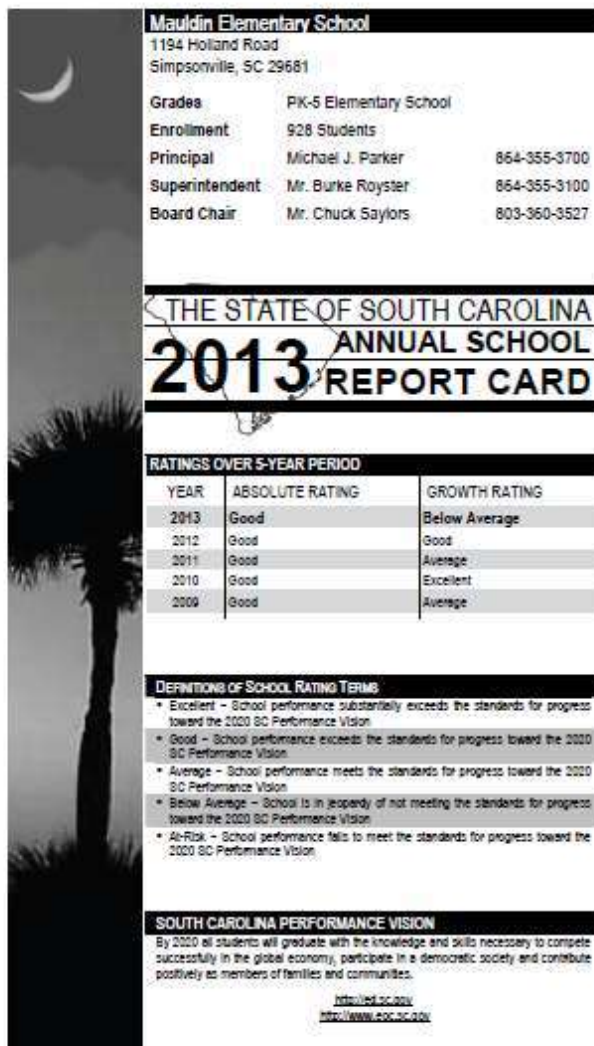
2012-2013 School Report Cards

<https://ed.sc.gov/data/report-cards>

<http://ed.sc.gov/data/report-cards/2013/elem/c/e2301067.pdf>

ESEA (Federal Accountability Rating System)

<http://ed.sc.gov/data/esea/2013/district.cfm?SID=2301>



Mauldin Elementary School
1194 Holland Road
Simpsonville, SC 29681

Grades PK-5 Elementary School
Enrollment 928 Students
Principal Michael J. Parker 864-355-3700
Superintendent Mr. Burke Royster 864-355-3100
Board Chair Mr. Chuck Saylor 803-360-3527

THE STATE OF SOUTH CAROLINA
2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|------|-----------------|---------------|
| 2013 | Good | Below Average |
| 2012 | Good | Good |
| 2011 | Good | Average |
| 2010 | Good | Excellent |
| 2009 | Good | 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://www.sccsc.edu>



Mauldin Elementary School 12/14/13-2301067

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

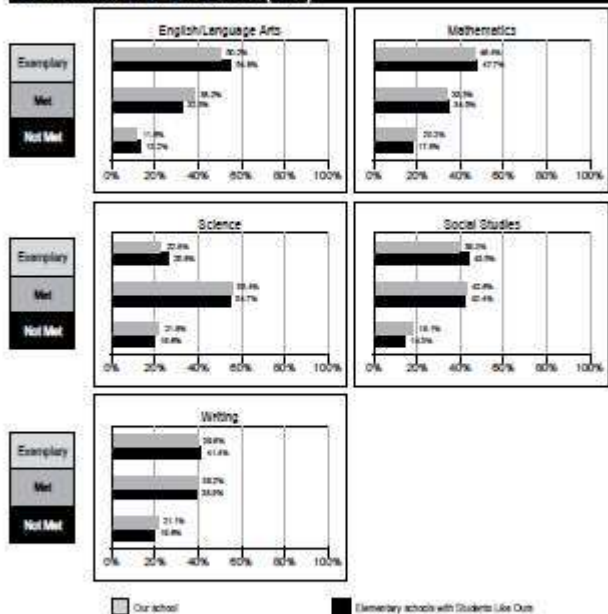
Percent of students tested in 2012-13 whose 2011-12 test scores were located 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 40 | 18 | 2 | 1 | 0 |

* Ratings are calculated with data available by 12/14/2013

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty index 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



Mauldin Elementary School **12/14/13-2301067**

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=628) | | | | |
| First graders who attended full-day kindergarten | 99.4% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 1.8% | Up from 1.5% | 0.8% | 0.9% |
| Attendance rate | 96.5% | Down from 96.8% | 96.7% | 96.3% |
| Served by gifted and talented program | 13.9% | N/A | 10.6% | 7.2% |
| With disabilities | 11.4% | N/A | 11.3% | 12.4% |
| Older than usual for grade | 1.5% | N/A | 1.3% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=52) | | | | |
| Teachers with advanced degrees | 53.8% | Up from 51.9% | 64.4% | 62.5% |
| Continuing contract teachers | 100.0% | Up from 98.1% | 83.3% | 83.3% |
| Teachers returning from previous year | 90.4% | Up from 90.1% | 89.7% | 88.3% |
| Teacher attendance rate | 95.1% | Up from 93.9% | 95.3% | 95.0% |
| Average teacher salary* | \$50,384 | Up 4.3% | \$49,245 | \$48,193 |
| Professional development days/teacher | 6.7 days | Up from 7.6 days | 10.5 days | 11.0 days |
| School | | | | |
| Principal's years at school | 9.0 | Up from 8.0 | 4.0 | 4.0 |
| Student/teacher ratio in core subjects | 22.8 to 1 | Down from 23.0 to 1 | 20.9 to 1 | 20.1 to 1 |
| Prime instructional time | 89.8% | Up from 89.5% | 90.8% | 90.0% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.5% | 100.0% | 100.0% |
| Character development program | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil** | \$5,535 | Up 3.8% | \$7,001 | \$7,364 |
| Percent of expenditures for instruction** | 68.0% | Down from 68.8% | 69.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 67.0% | Down from 68.3% | 67.0% | 66.0% |

* Include current year teachers contracted for 105 or more days

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2012/2013 school year was one of continued improvement for Mauldin Elementary School. We were pleased to open the year with an 'A' report card rating under the new federal accountability system for Adequate Yearly Progress (AYP). We were also very pleased with our state report card ratings of 'Good' for an absolute rating and 'Good' for improvement. These ratings are based on our students' academic performance and earned MES a Palmetto Silver Award for overall achievement. These ratings once again confirm the great work we are doing to improve student academic performance each year.

During the school year our teachers continued implementation of Learning Focused best practices in classroom instruction. We also maintained our reading intervention program for kindergarten, first and second grade students, and once again included some third graders. We expanded our inclusion model for students with special needs and now serve qualifying students in grades two through five, ensuring their participation in the regular education curriculum. With the help of volunteers across our faculty and staff we further expanded our tutoring programs, providing some direct instruction along with the use of computer based programs.

We continued to work with our parent leadership and community to implement programs to address the total health and welfare needs of our students. As a part of the Coordinated Approach to Child Health (CATCH), we fully implemented the Culinary Creations healthy menu in our cafeteria, and completed a walking track on our lower field. We also continued with the Closet for Hope that provides donated clothing for families in need and the Back Pack program which provides students with meals on weekends and holidays.

Our school does face challenges that are brought on by necessary adjustments as the state transitions to the common core instructional standards. In addition, we are making the transition to a new balanced literacy curriculum that has been adopted by the district. However, both have long term benefits and have been embraced by our faculty. Even though we continue to face challenges with the resources available to us, we have been able to maintain our curriculum initiatives, as well as non-instructional initiatives that support the total school program.

During the school year we sent teams from our faculty to a number of different high performing schools in order to obtain fresh ideas on how to improve upon our own practice. In April our Faculty Council met as a final part of this process to synthesize what we learned and reach consensus on the most important changes to consider for the 2013/2014 year. We also updated our school improvement plan and made preparations for accreditation, as did all schools in the district. This combination of activities helped establish fresh goals for continued improvement and afforded us the opportunity to adjust strategies to reach those goals. We look to the coming years with a renewed focus on continuing improvements in student learning.

Michael J. Parker, Principal Craig Clayton, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 50 | 172 | 112 |
| Percent satisfied with learning environment | 82% | 86% | 87.5% |
| Percent satisfied with social and physical environment | 96% | 88% | 91.8% |
| Percent satisfied with school-home relations | 96% | 84.4% | 82.9% |

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

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Mauldin Elementary School **12/14/13-2301067**
ESEA/Federal Accountability Rating System

In July 2013, 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/esear> or request this information from your child's district or school.

| | |
|-------------------------------|------|
| Overall Weighted Points Total | 91.7 |
| Overall Grade Conversion | A |

| 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

Mauldin 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 |
|---|--------------|-------|
| Classroom in low poverty schools not taught by highly qualified teachers | 1.8% | 2.3% |
| Classroom in high poverty schools not taught by highly qualified teachers | 2.7% | 4.3% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classroom not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.5% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

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



Performance By Group

| Subgroup | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELP % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 673.4 | 661.4 | 633.2 | 651.9 | 99.8 | 99.8 |
| Male | 668.0 | 663.1 | 638.1 | 659.4 | 100.0 | 100.0 |
| Female | 678.1 | 659.3 | 629.1 | 645.3 | 99.6 | 99.6 |
| White | 685.6 | 675.9 | 647.1 | 662.9 | 100.0 | 100.0 |
| African American | 652.9 | 634.9 | 606.6 | 632.7 | 99.3 | 99.3 |
| Asian/Pacific Islander | 678.2 | 676.4 | 650.5 | 652.0 | 100.0 | 100.0 |
| Hispanic | 661.3 | 640.0 | 598.7 | 643.3 | 100.0 | 100.0 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 615.9 | 607.1 | 588.6 | 605.9 | 100.0 | 100.0 |
| Limited English Proficient | 663.7 | 660.6 | 622.6 | 648.1 | 100.0 | 100.0 |
| Substituted mean | 652.9 | 638.2 | 610.5 | 633.0 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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 | End of Year Top of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2012 | 3 | 172 | 83 | 8 | 21.3 | 70.7 | 92 |
| | 4 | 188 | 96.8 | 14.4 | 35.3 | 50.3 | 85.6 |
| | 5 | 164 | 100 | 14.6 | 41.7 | 43.7 | 85.4 |
| | 6 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| 2013 | 3 | 145 | 100 | 14.6 | 22.6 | 62.8 | 85.4 |
| | 4 | 158 | 100 | 9 | 40 | 51 | 91 |
| | 5 | 179 | 99.4 | 10.8 | 48.7 | 39.5 | 89.2 |
| | 6 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2012 | 3 | 172 | 100 | 22.4 | 24.8 | 52.8 | 77.6 |
| | 4 | 186 | 100 | 14.5 | 36.3 | 46.2 | 85.5 |
| | 5 | 164 | 100 | 19.2 | 48.3 | 32.5 | 80.8 |
| | 6 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| 2013 | 3 | 145 | 100 | 26.3 | 24.1 | 49.6 | 73.7 |
| | 4 | 158 | 100 | 10.3 | 36.3 | 50.3 | 86.7 |
| | 5 | 179 | 99.4 | 23.4 | 35.9 | 40.7 | 76.6 |
| | 6 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2012 | 3 | 87 | 97.7 | 33.3 | 40 | 24.7 | 68.7 |
| | 4 | 186 | 100 | 20.2 | 63.6 | 16.2 | 79.8 |
| | 5 | 83 | 98.6 | 16 | 60.3 | 14.7 | 84 |
| | 6 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| 2013 | 3 | 73 | 100 | 30 | 42.9 | 27.1 | 70 |
| | 4 | 158 | 100 | 17.9 | 58.6 | 23.4 | 82.1 |
| | 5 | 86 | 100 | 20.7 | 61 | 18.3 | 79.3 |
| | 6 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A/V | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A-Not Applicable N/A/V-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample



PASS Performance By Grade Level

| | Grade | End of Year End of Testing | % Tested | % Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2012 | 3 | 85 | 100 | 21 | 37 | 42 | 79 |
| | 4 | 186 | 100 | 17.3 | 42.2 | 40.5 | 82.7 |
| | 5 | 81 | 100 | 28 | 40 | 32 | 72 |
| | 6 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| 2013 | 3 | 72 | 98.6 | 20.6 | 51.5 | 27.9 | 79.4 |
| | 4 | 156 | 99.4 | 8.7 | 42.4 | 47.9 | 90.3 |
| | 5 | 81 | 97.8 | 28.7 | 36.8 | 34.5 | 71.3 |
| | 6 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2012 | 3 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 5 | 163 | 99.4 | 10.7 | 41.3 | 42 | 83.3 |
| | 6 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| 2013 | 3 | 146 | 100 | 23.9 | 27.5 | 48.6 | 76.1 |
| | 4 | 156 | 99.4 | 18.9 | 40.7 | 40.7 | 81.4 |
| | 5 | 181 | 98.3 | 19.6 | 48.2 | 32.1 | 80.4 |
| | 6 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A/V | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A/V | 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

