

Central Elementary

608 Johnson Rd
Central, SC 29630

Grades	PK-5 Elementary School	
Enrollment	417 Students	
Principal	Elliott Southard	864-639-2311
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Average**	**Good***
2007	Average	Good
2006	Average	Average
2005	Good	Average
2004	Good	Good

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

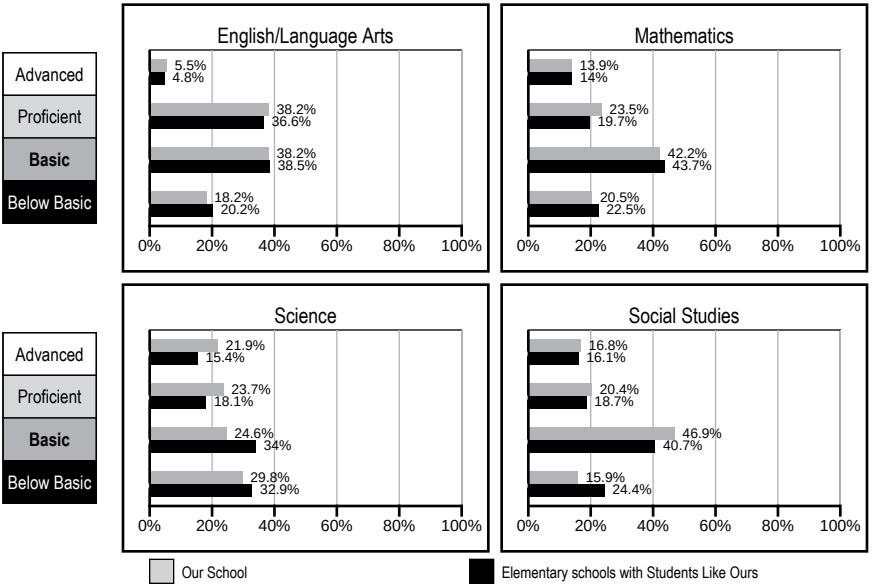
Percent of students tested in 2007-08 whose 2006-07 test scores were located	98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	53	30	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=417)				
First graders who attended full-day kindergarten	100.0%	Up from 73.0%	100.0%	100.0%
Retention rate	5.4%	Up from 4.8%	2.3%	2.3%
Attendance rate	96.9%	Down from 97.0%	96.3%	96.3%
Eligible for gifted and talented	11.5%	Up from 11.2%	11.0%	10.4%
With disabilities other than speech	8.7%	Up from 8.5%	8.4%	7.5%
Older than usual for grade	1.9%	Up from 0.6%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	58.1%	Down from 70.0%	56.5%	56.7%
Continuing contract teachers	93.5%	Up from 93.3%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.8%	Down from 93.7%	87.8%	86.4%
Teacher attendance rate	91.0%	Down from 95.3%	95.0%	94.9%
Average teacher salary	$46,789	Down 3.5%	$45,039	$45,345
Professional development days/teacher	14.1 days	Up from 5.9 days	12.5 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 20.9 to 1	18.6 to 1	18.5 to 1
Prime instructional time	86.9%	Down from 90.5%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	$8,124	Up 14.6%	$6,718	$7,052
Percent of expenditures for instruction*	65.4%	Up from 64.2%	68.9%	69.1%
Percent of expenditures for teacher salaries*	56.7%	Down from 61.9%	65.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Central Elementary began the 2007-2008 school year with much that was new. With new technology initiatives across the district, our school was on the receiving end of a variety of new and wonderful technology including: interactive white boards called Promethean Boards for all classrooms; new laptops for all certified teachers; a new web presence with updated teacher web pages; new software such as ClassWorks, Riverdeep, and BrainPop; and a new e-mail system. In addition, Central was also excited to welcome our own Technology Resource Teacher to assist teachers in planning technology into their lessons as well as assist with other technology-related projects.

Even with all of the exciting changes, our students and their academic success remained the top priority. Teachers continued to utilize innovative classroom techniques such as Zoo-phonics, Touch Math, Science Kits, Guided Reading, Leveled Libraries, and data-driven instructional groups. In addition, assessments including Measures of Academic Progress (MAP), the Ohio Assessment, ITBS, and PACT were used to analyze student growth and develop instruction that was geared toward individual student needs. Extra-curricular activities were also an integral part of our school this year as we featured the following clubs and opportunities: Good News Club, Library Club, Reflections Team, Chorus, Honors Choir, Safety Patrol, Student Council, Cougar News Network (CNN), and Sprouting Wings. In addition we also were proud to hold the following special events at our school this year: Grandparents Day, Geography Bee, Spelling Bee, Book Fair, Red Ribbon Week, American Education Week, Artists-In-Residence Week, Veterans Day Program, Book Character Dress-Up Day, Science Fair, Field Day, PACT Pep Rally, Awards Day, and various Grade Level Musicals and Plays.

Central Elementary students were also able to experience learning outside of the classroom because of many field trips throughout the area. Field trips for this year featured the following locations: Barrier Island, Camp Greenville, the Greenville Zoo, the Georgia Aquarium, Clemson University, the Botanical Gardens, Special Olympics, the District Choral Festival, Cyclorama, Country Santa, Callaham Orchards, the Clemson-Central Recreation Center, and Southern Wesleyan University. Character education and service learning were also emphasized using the Chick-Fil-A Core Essentials program and various clothing, toy, and school supply drives sponsored and organized by our Student Council. Connections with parents were also maintained through a variety of parent nights held at the school. These nights included Open House, PACT Night, MAP Night, Reading Night, Technology Night, Math Night, and weekly adult English classes for our ESOL parents.

Finally, community relationships were maintained through business partnerships with local businesses such as Chick-fil-A, Wendy's, Pancho's, Wal Mart, Pizza Pro, Duke Energy, and Clemson Church of Christ. In addition, this year saw the beginning of Hands of Hope, a free, after-school tutoring program sponsored by Central First Baptist Church. Partnerships such as these were integral to student success this year.

Elliott Southard, Principal; Jill Keeran, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	49	44
Percent satisfied with learning environment	100.0%	89.8%	95.5%
Percent satisfied with social and physical environment	100.0%	77.1%	93.0%
Percent satisfied with school-home relations	90.9%	93.9%	93.2%

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress	YES

This school met 15 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	**The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."**
HOLD	**The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."**

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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

Central Elementary											02/16/09-3901014
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	186	100	18.2	38.2	38.2	5.5	55.8	55.9	48.2	Yes	Yes
Gender											
Male	91	100	19.3	45.8	32.5	2.4	50.6	49.1	41.7	N/A	N/A
Female	95	100	17.1	30.5	43.9	8.5	61	63	55	N/A	N/A
Racial/Ethnic Group											
White	113	100	15.2	34.3	44.8	5.7	61.9	58.4	60	Yes	Yes
African American	44	100	25	44.4	27.8	2.8	38.9	36.2	31.7	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	24	100	23.8	42.9	28.6	4.8	52.4	41.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
Disability Status											
Disabled	33	100	67.9	17.9	14.3	0	21.4	17.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	25	100	26.1	39.1	30.4	4.3	43.5	46	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	105	100	24.4	41.1	32.2	2.2	44.4	41	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	186	100	20.6	41.8	23.6	13.9	49.7	52.3	45.8	Yes	Yes
Gender											
Male	91	100	20.5	38.6	24.1	16.9	50.6	52.2	45.6	N/A	N/A
Female	95	100	20.7	45.1	23.2	11	48.8	52.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	113	100	19	38.1	26.7	16.2	54.3	55	59	Yes	Yes
African American	44	100	25	52.8	13.9	8.3	33.3	28.8	26.9	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	24	100	19	47.6	23.8	9.5	52.4	42.8	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
Disability Status											
Disabled	33	100	57.1	32.1	7.1	3.6	17.9	18.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	25	100	21.7	47.8	21.7	8.7	52.2	51.2	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	105	100	25.6	46.7	21.1	6.7	41.1	37.2	31.4	Yes	Yes

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

Abbreviations for Missing Data

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

Central Elementary											02/16/09-3901014
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	128	100	30.1	24.8	23.9	21.2	45.1	43.9	35.7	96.9	96.2
Gender											
Male	61	100	23.2	28.6	23.2	25	48.2	46.3	37.4	97	96.2
Female	67	100	36.8	21.1	24.6	17.5	42.1	41.4	33.8	96.8	96.3
Racial/Ethnic Group											
White	82	100	20	25.3	28	26.7	54.7	46.9	49.2	96.5	96.2
African American	27	100	54.5	18.2	22.7	4.5	27.3	19.4	17	97.2	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	98.1	98
Hispanic	17	100	46.7	33.3	6.7	13.3	20	27.9	24.9	98.1	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.8	94.9
Disability Status											
Disabled	21	100	77.8	11.1	0	11.1	11.1	15.7	14	96.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	16	100	46.7	33.3	6.7	13.3	20	39	24.4	97.8	97.3
Socio-Economic Status											
Subsized meals	70	100	41	23	21.3	14.8	36.1	30.4	21.1	96.8	95.3
Social Studies											
All Students	128	100	15.9	46.9	20.4	16.8	37.2	43.8	34	96.9	96.2
Gender											
Male	68	100	16.4	50.8	16.4	16.4	32.8	46.1	36.6	97	96.2
Female	60	100	15.4	42.3	25	17.3	42.3	41.3	31.3	96.8	96.3
Racial/Ethnic Group											
White	76	100	12.9	37.1	25.7	24.3	50	45.8	44.5	96.5	96.2
African American	33	100	25	60.7	10.7	3.6	14.3	24.6	19.1	97.2	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	98.1	98
Hispanic	14	100	16.7	66.7	8.3	8.3	16.7	38.5	27.5	98.1	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.8	94.9
Disability Status											
Disabled	26	100	28.6	47.6	14.3	9.5	23.8	16.3	14.4	96.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	17	100	26.7	60	6.7	6.7	13.3	43.8	27.3	97.8	97.3
Socio-Economic Status											
Subsized meals	73	100	19.4	59.7	12.9	8.1	21	29.6	21	96.8	95.3

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

Abbreviations for Missing Data

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

Central Elementary 02/16/09-3901014

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	72	100	11.1	34.9	42.9	11.1	54
	4	63	98.4	19.2	32.7	44.2	3.8	48.1
	5	72	98.6	25.8	40.9	30.3	3	33.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	61	100	23.2	30.4	39.3	7.1	46.4
	4	70	100	21.3	34.4	39.3	4.9	44.3
	5	55	100	8.3	52.1	35.4	4.2	39.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	72	100	31.7	46	14.3	7.9	22.2
	4	63	100	22.6	37.7	24.5	15.1	39.6
	5	72	98.6	22.7	45.5	19.7	12.1	31.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	61	100	25	44.6	21.4	8.9	30.4
	4	70	100	18	34.4	27.9	19.7	47.5
	5	55	100	18.8	47.9	20.8	12.5	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	37	100	37.5	40.6	18.8	3.1	21.9
	4	63	100	35.8	30.2	20.8	13.2	34
	5	36	100	39.4	30.3	9.1	21.2	30.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	34.5	24.1	31	10.3	41.4
	4	70	100	24.6	29.5	21.3	24.6	45.9
	5	27	100	39.1	13	21.7	26.1	47.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	35	100	25.8	45.2	22.6	6.5	29
	4	63	100	22.6	45.3	15.1	17	32.1
	5	35	100	30.3	45.5	21.2	3	24.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	22.2	48.1	11.1	18.5	29.6
	4	70	100	13.1	54.1	19.7	13.1	32.8
	5	28	100	16	28	32	24	56
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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