SC Annual School Report Card Summary

Sterling School
Greenville
Grades: 3-7 **Enrollment: 346**
Principal: David M. Johnstone
Superintendent: Dr. Phinnize J. Fisher
Board Chair: Dr. Keith Ray

PERFORMANCE

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

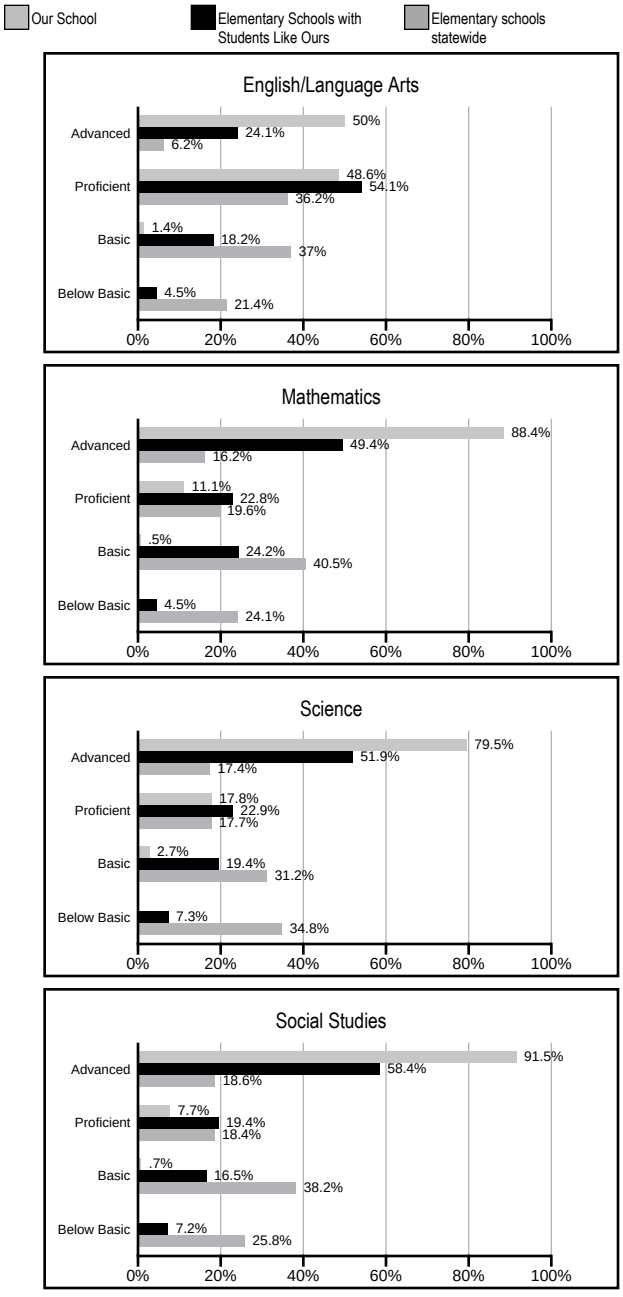
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Excellent	Good	TBD	Met	N/A
2007	Excellent	Below Average	N/A	Met	N/A
2006	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
4	1	0	0	0

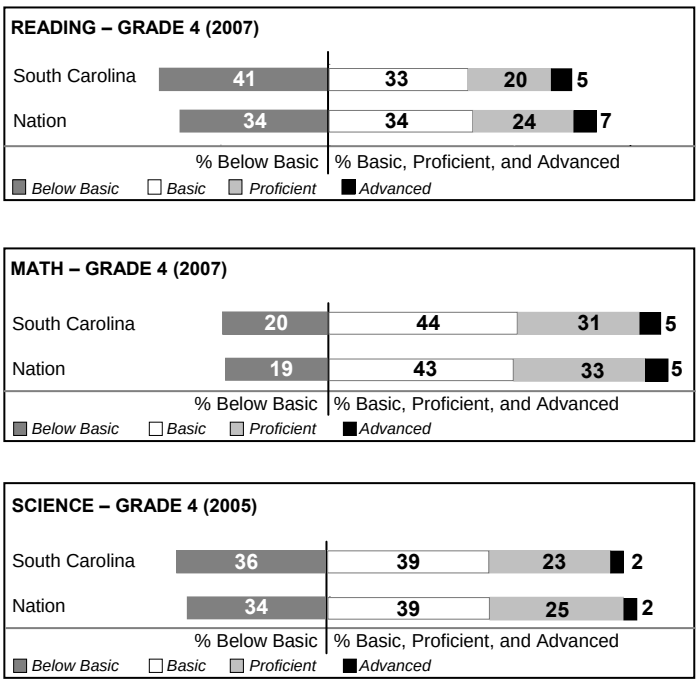
** Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.*

PACT PERFORMANCE



NAEP PERFORMANCE*

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



SC PERFORMANCE GOAL

2010 Goal:
By 2010, SC'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.

2020 Goal: TBD

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

Sterling School [Greenville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=346)				
Retention rate	0.0%	No Change	1.0%	2.3%
Attendance rate	97.9%	Up from 97.6%	97.1%	96.3%
Eligible for gifted and talented	100.0%	No Change	39.5%	10.4%
With disabilities other than speech	1.4%	Up from 1.1%	3.2%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	69.6%	Up from 68.8%	69.5%	56.7%
Continuing contract teachers	78.3%	Up from 75.0%	81.4%	77.3%
Teachers with emergency or provisional certificates	5.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.2%	86.4%
Teacher attendance rate	95.2%	No Change	93.3%	94.9%
Average teacher salary	$47,160	Up 1.8%	$47,160	$45,345
Classes not taught by highly qualified teachers	2.8%	Up from 0.0%	0.8%	0.0%
School				
Principal's years at school	3.0	Down from 10.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 16.2 to 1	19.0 to 1	18.5 to 1
Prime instructional time	92.0%	Up from 91.3%	87.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	$8,257	N/A	$8,080	$7,052
Percent of expenditures for instruction*	60.2%	N/A	72.5%	69.1%
Percent of expenditures for teacher salaries*	60.2%	N/A	60.2%	64.2%
% of AYP objectives met	100.0%		100.0%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	24	50	24
Percent satisfied with learning environment	100.0%	78.0%	91.7%
Percent satisfied with social and physical environment	100.0%	86.0%	91.7%
Percent satisfied with school-home relations	100.0%	88.0%	79.2%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sterling School currently serves students from 4-year-old kindergarten through eighth grade. The test scores reported are based on the Sterling School enrollment in the 2007-2008 school year, grades three through seven from the Charles Townes Center, a center for highly gifted students. The kindergarten through 2nd grade program was added in the fall of 2008, as was an eighth grade to the Charles Townes Center. The Sterling School operates with one mission: to provide a differentiated, challenging education to meet the distinctive intellectual, social, and emotional needs of our students.

Sterling School has the highest expectations for our students. Our School Improvement Council and Faculty Planning Teams have worked together to develop goals, strategies, and evaluation measures of our comprehensive school improvement plan. A major program initiated in the 2007-2008 school year is the development and integration of leadership theme to the school, focusing on developing leadership traits, skills, and attributes across the school and across the curriculum.

Our goals align with district objectives, including raising the academic challenge and performance of students. We measure progress toward these goals by methods including evaluating student work and test scores, as well as analyzing parent, student, and teacher surveys. The Sterling School goals are as follows: 1) Student performance will improve in all subcategories on the Palmetto Achievement Test (PACT) to 100% Proficient and Advanced by 2011-2012; 2) All personnel will be identified as highly qualified and specialized by 2005-2006 and maintain 100% of this status until 2011-2012; 3) Students, Parents, and Teachers will be rated at an 85% overall approval rating on the state report card annually until 2011-2012.

Currently in our fifth year, the Sterling School continues to build and refine instructional units that meet or exceed state standards. Various techniques are used to enhance the learning process. Through the integration of multiple subjects, points of view, and cultures, students are encouraged to develop a deep understanding of topics and perspectives. Students at all grade levels have completed multiple units of integrated study and critical thinking. Students are also involved in extensive research, using technology to explore and present information. Students continue to exceed district and state benchmarks, while teachers constantly review student progress to improve program implementation and student achievement.

David Johnstone, Principal
Jim O'Connor, SIC Chair

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