



CHESNEE ELEMENTARY

985 Fairfield Rd.
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	503 Students	
Principal	Robert P. Ledford	864-461-7322
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Connie Smith	864-578-0128

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE 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.

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.

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

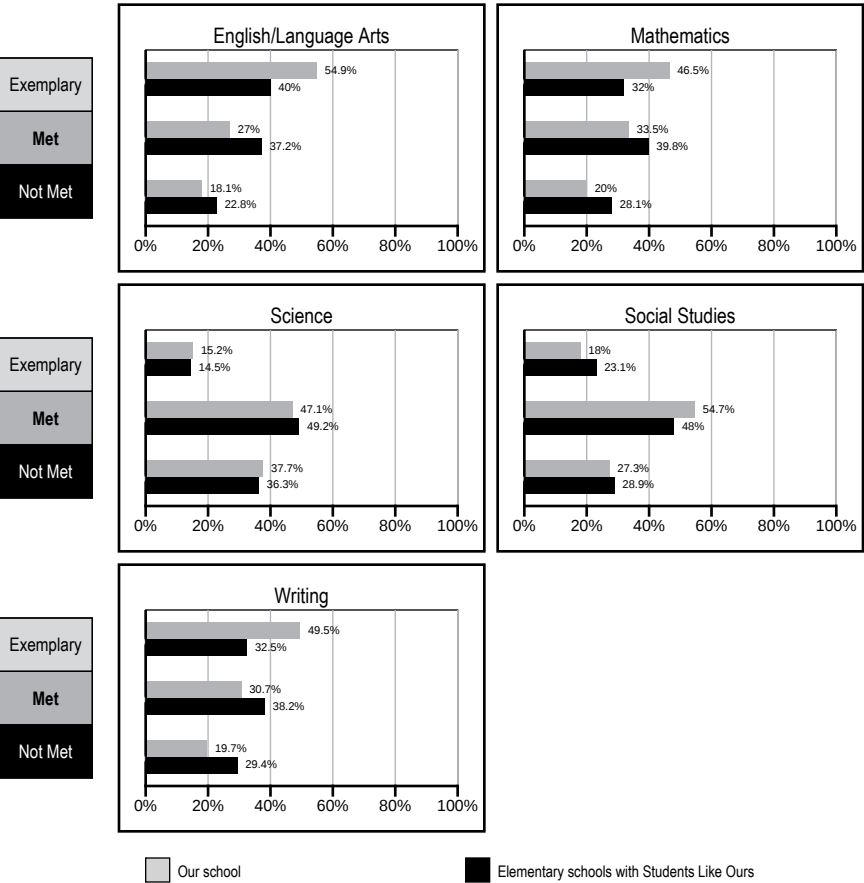
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	24	88	3	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=503)				
First graders who attended full-day kindergarten	96.2%	Up from 94.8%	100.0%	100.0%
Retention rate	1.1%	Down from 1.2%	1.2%	1.2%
Attendance rate	95.9%	Down from 96.5%	95.9%	96.1%
Eligible for gifted and talented	17.2%	Up from 12.3%	11.8%	11.7%
With disabilities other than speech	11.2%	Up from 9.4%	8.7%	8.0%
Older than usual for grade	0.0%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	73.5%	Up from 72.7%	60.0%	60.5%
Continuing contract teachers	82.4%	Down from 84.8%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.6%	Down from 90.6%	88.8%	87.0%
Teacher attendance rate	93.9%	Down from 94.7%	95.5%	95.4%
Average teacher salary*	\$48,291	Down 1.3%	\$47,211	\$47,288
Professional development days/teacher	7.7 days	Up from 7.3 days	10.3 days	10.5 days
School				
Principal's years at school	5.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.6 to 1	19.1 to 1	19.2 to 1
Prime instructional time	88.5%	Down from 90.2%	90.6%	90.8%
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	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,524	Down 10.0%	\$7,488	\$7,548
Percent of expenditures for instruction**	64.2%	Up from 59.5%	67.3%	68.7%
Percent of expenditures for teacher salaries**	57.2%	Up from 53.8%	63.8%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

With the completion of our second year in our state-of-the-art facility, our faculty members, parents and students leave with the feeling of success. Being a Title I School, our faculty, staff, and administrators' focus is to provide a positive and nurturing environment to assist in building a strong foundation for future citizens.

In order to help the students with both academic and social needs, the faculty uses a variety of strategies to promote growth and development. To enhance the fine arts program, students participated in the seventh annual drama production as well as an art show. We also have a partnership with the Spartanburg County Arts Foundation to help provide numerous cultural activities for the students through the MUSE Machine Grant. The school has a partnership with the Boys and Girls Club of Spartanburg to operate a year-round program for students. Children are involved in the research-based 100 Book Challenge Program. The Dolly Parton imagination Library is a program that targets preschool children. Our reading accomplishments with these programs have helped better prepare our students. Reading is Fundamental continues to provide the students with quality children's books. Over the past five years, the students and teachers have worked with instructional coaches to broaden our use of effective techniques in the classrooms and increase student achievement.

The school staff, PTO, and volunteers worked together to promote parental involvement. Six PTO programs, enhanced by student performances, were conducted throughout the year. Participation in the three family nights, designed to help parents understand how to academically assist their children, exceeded school attendance projections. The increase in parent participation is one contributing factor that has enhanced student performance.

The teachers and staff continue to participate in training to improve their teaching skills and strategies. Our teachers eagerly participate in book chats regarding current trends in education. The teachers recognize the importance of professional growth in helping them improve student performance.

As determined by our Title I surveys, parents are excited about the various aspects of the school's educational programs. Chesnee Elementary continues to serve the community as a Palmetto Silver Award recipient, a Red Carpet School and as being recognized by the EOC once again for Closing the Gap with our Title I students and meeting Annual Yearly Progress (AYP).

Amy Thompson, SIC Chairperson

Robert P. Ledford, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	73	59
Percent satisfied with learning environment	97.1%	80.8%	94.8%
Percent satisfied with social and physical environment	97.1%	82.2%	89.8%
Percent satisfied with school-home relations	100.0%	79.5%	94.8%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	2.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	227	100	18.1	27	54.9	88.8	87.5	83.5	Yes	Yes
Gender										
Male	129	100	21.3	29.5	49.2	86.9	85.1	80.1	N/A	N/A
Female	98	100	14	23.7	62.4	91.4	90.2	87	N/A	N/A
Racial/Ethnic Group										
White	178	100	18.2	26.5	55.3	88.2	89.1	89.6	Yes	Yes
African American	31	100	20	30	50	86.7	83	74.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.6	92.7	I/S	I/S
Hispanic	15	100	15.4	23.1	61.5	100	76.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	42	100	65.8	26.3	7.9	50	52.6	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	62.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	23.5	23.5	52.9	94.1	81.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	160	100	21.1	29.6	49.3	88.2	81.7	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	227	100	20	33.5	46.5	87	87.7	80.4	Yes	Yes
Gender										
Male	129	100	25.4	31.1	43.4	82	86	78.4	N/A	N/A
Female	98	100	12.9	36.6	50.5	93.5	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	178	100	20	30	50	85.3	88.8	87.8	Yes	Yes
African American	31	100	30	40	30	90	81.5	69.3	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	15	100	N/A	N/A	N/A	100	82.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	42	100	63.2	26.3	10.5	50	53.6	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	68.8	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	11.8	41.2	47.1	88.2	86.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	160	100	22.4	36.2	41.4	85.5	82.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	148	100	37.7	47.1	15.2	62.3	75.2	67.3
Gender								
Male	84	100	38	45.6	16.5	62	74.3	66.9
Female	64	100	37.3	49.2	13.6	62.7	76.2	67.7
Racial/Ethnic Group								
White	116	100	31.2	50.5	18.3	68.8	78.1	79.6
African American	22	100	66.7	28.6	4.8	33.3	63.2	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	74.6	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	62.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	32	100	78.6	17.9	3.6	21.4	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	65.1	58.6
Socio-Economic Status								
Subsidized meals	102	100	44.8	45.8	9.4	55.2	66.9	55.4

Social Studies								
All Students	146	100	27.3	54.7	18	72.7	77.8	70.9
Gender								
Male	81	100	28.9	50	21.1	71.1	78.1	70.1
Female	65	100	25.4	60.3	14.3	74.6	77.5	71.7
Racial/Ethnic Group								
White	117	100	27.7	53.6	18.8	72.3	80.2	79.2
African American	18	100	N/A	N/A	N/A	66.7	70	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.2	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	29	100	N/A	N/A	N/A	23.1	46.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	41.7	55
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	70.5	68
Socio-Economic Status								
Subsidized meals	104	100	26.3	62.6	11.1	73.7	69.1	60.8

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 Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	228	100	19.7	30.7	49.5	80.3	80.9	72.1	95.9	96.2
Gender										
Male	129	100	26	35	39	74	75	65.2	96.1	96.2
Female	99	100	11.6	25.3	63.2	88.4	87.6	79.2	95.7	96.2
Racial/Ethnic Group										
White	178	100	20.9	29.7	49.4	79.1	82.9	80.8	95.7	96
African American	31	100	13.3	40	46.7	86.7	75.3	59.7	96.9	96.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.7	87	96	97.2
Hispanic	16	100	21.4	14.3	64.3	78.6	68.4	64.6	96.1	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	95.4
Disability Status										
Disabled	43	100	67.5	27.5	5	32.5	33.2	27.7	94.9	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.7
English Proficiency										
Limited English Proficient	21	100	27.8	22.2	50	72.2	72.5	63.7	96.3	96.9
Socio-Economic Status										
Subsidized meals	160	100	22.9	31.4	45.8	77.1	72.5	61.9	95.7	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	70	100	19.4	23.9	56.7	80.6
	4	82	98.8	18.4	38.2	43.4	81.6
	5	84	100	23.2	42.7	34.1	76.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	79	100	14.5	17.1	68.4	85.5
	4	67	100	21	32.3	46.8	79
	5	81	100	19.5	32.5	48.1	80.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	70	100	22.4	41.8	35.8	77.6
	4	82	98.8	10.5	26.3	63.2	89.5
	5	84	100	17.1	52.4	30.5	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	79	100	23.7	32.9	43.4	76.3
	4	67	100	16.1	29	54.8	83.9
	5	81	100	19.5	37.7	42.9	80.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	35	97.1	50	43.8	6.3	50
	4	82	98.8	27.6	59.2	13.2	72.4
	5	43	100	31	57.1	11.9	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	100	47.4	34.2	18.4	52.6
	4	67	100	35.5	54.8	9.7	64.5
	5	41	100	31.6	47.4	21.1	68.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	35	100	44.1	50	5.9	55.9
	4	82	98.8	28.9	61.8	9.2	71.1
	5	41	100	42.5	50	7.5	57.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	39	100	21.1	55.3	23.7	78.9
	4	67	100	29	54.8	16.1	71
	5	40	100	30.8	53.8	15.4	69.2
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	72	100	21.7	24.6	53.6	78.3
	4	85	100	23.8	25	51.3	76.3
	5	85	100	24.1	37.3	38.6	75.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	80	100	20.8	24.7	54.5	79.2
	4	68	100	18.8	35.9	45.3	81.3
	5	80	100	19.5	32.5	48.1	80.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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