



CLEVELAND ELEMENTARY

151 Franklin Street
Spartanburg, SC 29303

Grades	PK-6 Elementary School	
Enrollment	468 Students	
Principal	Fredric Logan	864-594-4444
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Sharon D. Porter	864-594-4400

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

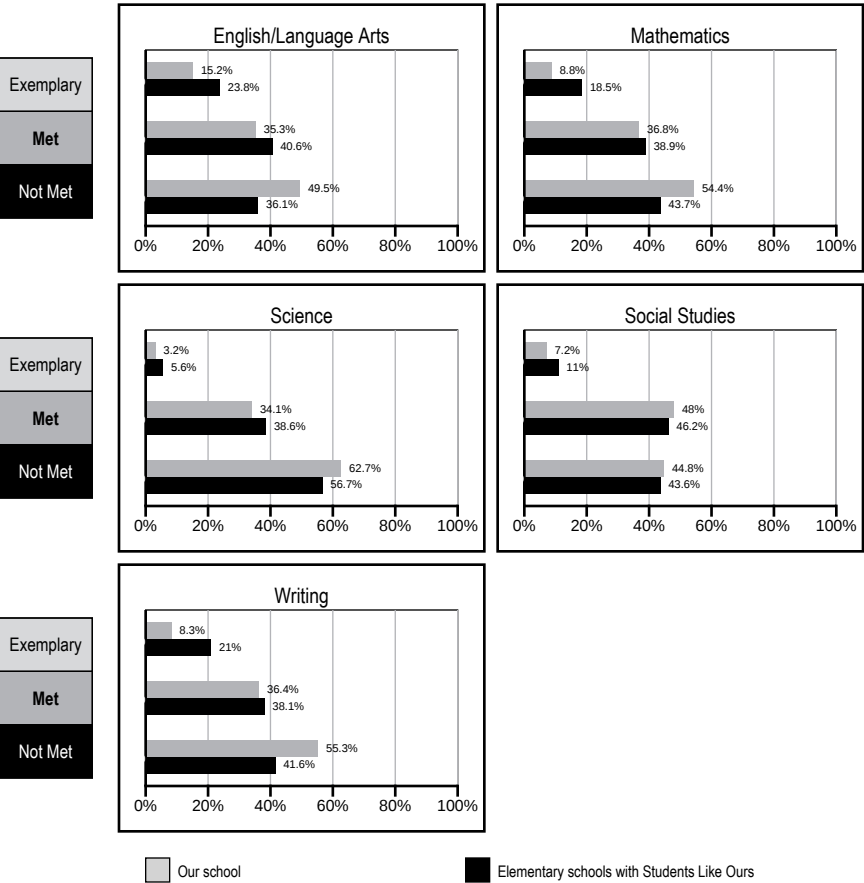
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	58	47	21

* 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=468)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.3%	1.5%	1.2%
Attendance rate	94.8%	Down from 95.0%	95.9%	96.1%
Eligible for gifted and talented	4.6%	Up from 3.5%	4.1%	11.7%
With disabilities other than speech	9.9%	Up from 7.4%	8.5%	8.0%
Older than usual for grade	0.0%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	65.8%	Up from 65.7%	59.3%	60.5%
Continuing contract teachers	78.9%	Up from 68.6%	78.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.7%	Up from 72.7%	82.2%	87.0%
Teacher attendance rate	95.0%	Up from 94.4%	95.2%	95.4%
Average teacher salary*	\$48,124	Up 3.1%	\$45,085	\$47,288
Professional development days/teacher	6.4 days	Down from 12.9 days	10.5 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 21.4 to 1	17.0 to 1	19.2 to 1
Prime instructional time	88.9%	Up from 87.7%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 91.7%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$10,839	Up 5.1%	\$8,940	\$7,548
Percent of expenditures for instruction**	59.4%	Down from 62.5%	67.8%	68.7%
Percent of expenditures for teacher salaries**	57.7%	Down from 59.9%	62.1%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Although we still have a long way to go, we are extremely pleased with the progress our students and teachers are making. We have made many gains. You will see these gains reflected in our improvement rating, as it has increased from "At Risk" to "Average." As you carefully read the items below and learn about our many successes, please know that we would not have any successes without the combined effort of parents, teachers, students, and community members.

Our "growth" rating improved from At Risk to Average. We met 11 out of 13 AYP objectives (84.6%), which is a 30.8% increase from last year. We have implemented SRA Corrective Reading, which is an intervention designed to improve reading in grades 3-6. We have implemented Language Enrichment Acceleration Program (LEAP), a reading intervention program for grades K-2 designed to develop and enhance reading and reading comprehension strategies in the early grades. Our Homework Center is now serving approximately 120 students. Certified Teachers provide direct instruction that focuses on improving reading and math. We also serve 120 students in our Boys and Girls Club. Our School continues to be supported by the following partners: Spartanburg Regional Healthcare System, Wofford College, and USC Upstate.

At Cleveland Elementary, we believe that our students can and will achieve. We will continue to serve the individual needs of our children and we will continue to seek the support of our parents, teachers, students, and community members. It takes a combined effort to successfully get the job done.

Fredric Logan, Principal
Robert Porter, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	52	54	19
Percent satisfied with learning environment	82.4%	85.2%	100.0%
Percent satisfied with social and physical environment	80.8%	86.8%	100.0%
Percent satisfied with school-home relations	28.8%	84.9%	94.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 17 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	RP
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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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	94.8%	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	226	99.6	48.8	35.6	15.6	66.8	79.3	83.5	Yes	Yes
Gender										
Male	115	99.1	48.5	34.7	16.8	71.3	75.6	80.1	N/A	N/A
Female	111	100	49	36.5	14.4	62.5	83.4	87	N/A	N/A
Racial/Ethnic Group										
White	12	91.7	I/S	I/S	I/S	I/S	89.5	89.6	I/S	I/S
African American	201	100	49.2	37.2	13.7	68.3	72.3	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.1	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	73	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	51	98	78	14.6	7.3	36.6	41.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	79.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	99.5	49.3	35.3	15.4	66.7	72.5	76.9	Yes	Yes

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

All Students	226	100	54.4	36.9	8.7	61.7	76.1	80.4	Yes	Yes
Gender										
Male	115	100	53.9	33.3	12.7	60.8	73.2	78.4	N/A	N/A
Female	111	100	54.8	40.4	4.8	62.5	79.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	12	100	I/S	I/S	I/S	I/S	88.7	87.8	I/S	I/S
African American	201	100	55.2	36.6	8.2	62.3	67	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	75.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	83.2	I/S	I/S
Disability Status										
Disabled	51	100	76.2	19	4.8	23.8	36	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	84.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	100	55	36.1	8.9	61.9	68.7	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	137	100	62.2	34.6	3.1	37.8	64.3	67.3
Gender								
Male	66	100	69	29.3	1.7	31	62.8	66.9
Female	71	100	56.5	39.1	4.3	43.5	65.9	67.7
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	84.4	79.6
African American	121	100	63.1	33.3	3.6	36.9	50.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	33	100	N/A	N/A	N/A	11.1	26.5	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	6	I/S	I/S	I/S	I/S	I/S	71.5	58.6
Socio-Economic Status								
Subsidized meals	134	100	62.7	34.1	3.2	37.3	52.7	55.4

Social Studies

All Students	140	98.6	44.4	48.4	7.1	55.6	68.1	70.9
Gender								
Male	70	97.1	42.9	46	11.1	57.1	66.7	70.1
Female	70	100	46	50.8	3.2	54	69.7	71.7
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	84.3	79.2
African American	126	99.2	43.5	48.7	7.8	56.5	56.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.3	86.8
Hispanic	3	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	28	96.4	69.6	26.1	4.3	30.4	31.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.8	68
Socio-Economic Status								
Subsidized meals	134	100	44.7	48	7.3	55.3	57.7	60.8

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

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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	225	99.1	55.3	36.4	8.3	44.7	66.5	72.1	94.8	95.5
Gender										
Male	114	99.1	60.8	29.4	9.8	39.2	60.5	65.2	94.7	95.3
Female	111	99.1	50	43.3	6.7	50	73	79.2	94.9	95.7
Racial/Ethnic Group										
White	12	91.7	I/S	I/S	I/S	I/S	80.8	80.8	92.4	95.6
African American	200	99.5	54.3	38	7.6	45.7	56.6	59.7	95	95.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.5	87	94.2	96.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	62.2	64.6	94.9	95.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	96.1	92.2
Disability Status										
Disabled	52	96.2	N/AV	N/AV	N/AV	11.6	19.5	27.7	95	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	72.1	63.7	97.1	96.5
Socio-Economic Status										
Subsidized meals	217	99.5	55.2	36.9	7.9	44.8	56.1	61.9	94.8	95

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	54	100	58	30	12	42
	4	57	98.3	45.7	41.3	13	54.3
	5	55	100	44.9	53.1	2	55.1
	6	56	100	49	47.1	3.9	51
	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	76	98.7	45.5	34.8	19.7	54.5
	4	51	100	47.9	39.6	12.5	52.1
	5	42	100	45	35	20	55
	6	57	100	56.9	33.3	9.8	43.1
	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	54	100	62	32	6	38
	4	57	98.3	37	54.3	8.7	63
	5	55	100	N/AV	N/AV	N/AV	36.7
	6	56	100	52.9	43.1	3.9	47.1
	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	76	100	67.2	20.9	11.9	32.8
	4	51	100	47.9	43.8	8.3	52.1
	5	42	100	47.5	42.5	10	52.5
	6	57	100	49	47.1	3.9	51
	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	28	100	N/AV	N/AV	N/AV	29.6
	4	57	98.3	37	58.7	4.3	63
	5	29	100	77.8	18.5	3.7	22.2
	6	28	100	50	45.8	4.2	50
	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	38	100	N/A	N/A	N/A	11.8
	4	51	100	41.7	52.1	6.3	58.3
	5	20	100	60	35	5	40
	6	28	100	N/A	N/A	N/A	32
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	26	100	65.2	30.4	4.3	34.8
	4	57	98.3	60.9	34.8	4.3	39.1
	5	26	100	N/AV	N/AV	N/AV	36.4
	6	28	100	N/AV	N/AV	N/AV	55.6
	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	38	94.7	50	37.5	12.5	50
	4	51	100	41.7	54.2	4.2	58.3
	5	22	100	55	40	5	45
	6	29	100	34.6	57.7	7.7	65.4
	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	55	98.2	62	24	14	38
	4	57	96.5	63	34.8	2.2	37
	5	53	100	53.1	30.6	16.3	46.9
	6	56	98.2	54	40	6	46
	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	75	98.7	61.2	28.4	10.4	38.8
	4	51	98	48.9	44.7	6.4	51.1
	5	42	100	56.1	34.1	9.8	43.9
	6	57	100	52.9	41.2	5.9	47.1
	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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