



CROWDERS CREEK ELEMENTARY

5515 Charlotte Highway
Clover, SC 29710

Grades	PK-5 Elementary School	
Enrollment	966 Students	
Principal	Millicent Whitener Dickey	803-831-2434
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Good

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

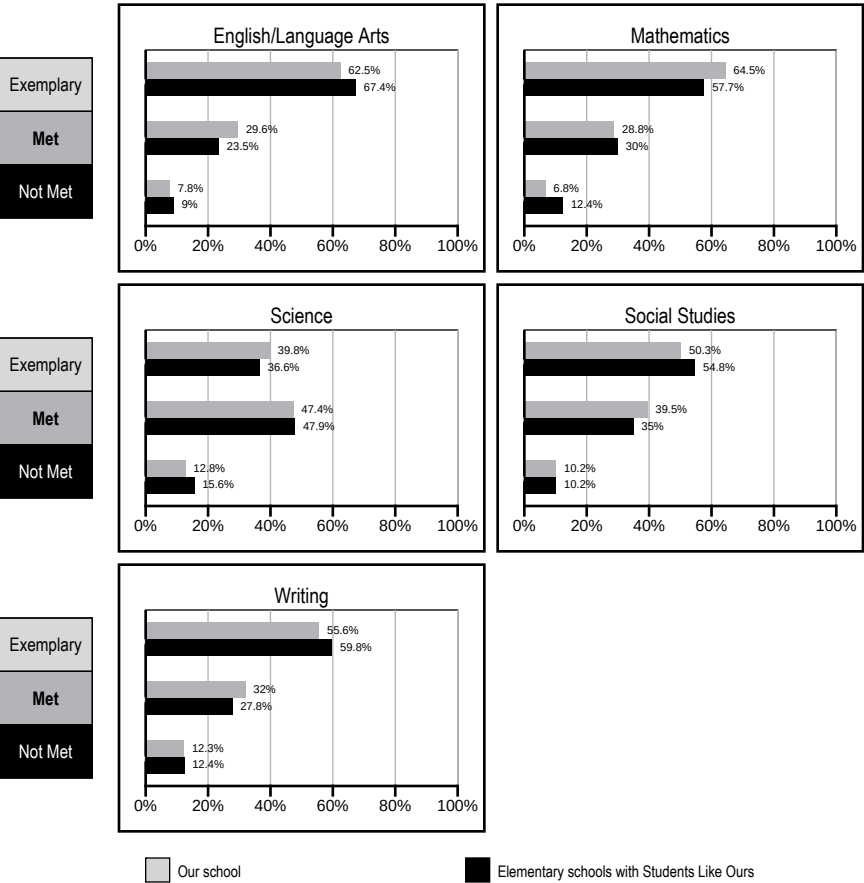
94.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	1	0	0	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=966)				
First graders who attended full-day kindergarten	99.3%	Up from 95.1%	99.3%	100.0%
Retention rate	0.5%	Down from 1.3%	0.4%	1.2%
Attendance rate	96.5%	Up from 95.7%	96.9%	96.1%
Eligible for gifted and talented	28.4%	Up from 19.5%	30.2%	11.7%
With disabilities other than speech	3.7%	Up from 1.6%	5.6%	8.0%
Older than usual for grade	0.1%	Down from 0.2%	0.1%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	65.6%	Up from 59.1%	67.7%	60.5%
Continuing contract teachers	78.7%	Up from 77.3%	87.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.6%	Up from 77.3%	87.5%	87.0%
Teacher attendance rate	96.0%	Down from 96.2%	95.5%	95.4%
Average teacher salary*	\$53,818	Up 4.0%	\$50,456	\$47,288
Professional development days/teacher	8.7 days	Down from 15.1 days	8.9 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 19.3 to 1	20.7 to 1	19.2 to 1
Prime instructional time	91.4%	Up from 90.0%	93.4%	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 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,806	Up 2.9%	\$6,891	\$7,548
Percent of expenditures for instruction**	68.7%	Up from 68.4%	69.1%	68.7%
Percent of expenditures for teacher salaries**	64.5%	Down from 64.9%	66.3%	65.1%

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

** 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

Crowders Creek Elementary School strives to be a child-centered school focused on excellence. We believe the purpose of school is to lead students to reason well, desire knowledge, apply learning to new situations, and accept responsibility for the challenges of today and tomorrow. One of the initial challenges of our school was to combine Crowders Creek Elementary (grades PK-3) and Crowders Creek Middle School (grades 4-5) into one PK-5 school with over 970 students and 100 faculty and staff members. Students are encouraged daily to seek opportunities for learning.

Integration across the curriculum areas allows students to experience real-world relevance in the classroom. School activities such as chorus, TV news crew, Lego club, media center helpers, office helpers, and safety patrol provide students with opportunities to use knowledge meaningfully.

We believe all children have the ability to learn more when immersed in a highly engaged environment that values individual growth, daily success, and positive relations. Our school has been the recipient of nine consecutive Palmetto Gold Awards. Instruction is differentiated to meet varying student needs and abilities. Academic portfolios are used to demonstrate student growth throughout their school elementary career. Students are recognized for their hard work and good character during television news casts. The value of service to others is demonstrated to students through initiatives such as Jump Rope for Heart, care packages for US military personnel, a Thanksgiving food drive, a holiday mitten tree, donations for victims of the Haitian earthquake, and donations to a local assistance center.

We believe the focus of school is to design purposeful, engaging work and to provide relevant experiences that promote success for each student. Common planning time is provided to teachers in order for them to collaborate in providing engaging lessons and work on common assessments based on the standards. As well, the school PTA supports various field trips to enhance the learning experience. Students demonstrated their learning to parents and the community through a family math night and an academic showcase. The arts teachers have collaborated to produce schoolwide dramatic productions and a student-produced mural.

We believe that school personnel must form collaborative partnerships with parents and the community to provide students a safe, supportive environment where they can focus on quality work. Local churches and other civic groups provide support to our school through donations and time mentoring students. Our school averages 30 volunteer hours per day. Parents and the community are involved in programs such as Veterans Day, field day, and the storytelling festival. The PTA provides additional financial support to provide teacher grants and extended opportunities in the arts.

We believe in providing employees with encouragement, time, resources, and professional development to meet high expectations for continuous improvement. Our faculty members are encouraged to attend professional development workshops and conferences. Teachers are represented on subject-area vertical articulation committees in the school district. Encouragement and recognition for good attendance and innovative teaching practices are given to faculty and staff members. During monthly faculty council meetings, school issues are discussed in order to maintain a healthy school environment.

At Crowders Creek Elementary School, we strive to be a learning community that promotes successful achievement for children as well as adults.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	154	91
Percent satisfied with learning environment	98.2%	81.2%	93.3%
Percent satisfied with social and physical environment	98.2%	82.0%	91.1%
Percent satisfied with school-home relations	98.2%	84.0%	86.4%

* 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	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	1.2%	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	3.4%	0.0%	No
Student attendance rate	96.5%	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	475	100	8.2	29.5	62.3	97	89.8	83.5	Yes	Yes
Gender										
Male	253	100	9.3	27.9	62.8	95.5	86.8	80.1	N/A	N/A
Female	222	100	7	31.3	61.7	98.6	93	87	N/A	N/A
Racial/Ethnic Group										
White	409	100	6.2	29.4	64.3	98	91.3	89.6	Yes	Yes
African American	40	100	24.3	32.4	43.2	89.2	80.4	74.6	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.4	92.7	I/S	I/S
Hispanic	13	100	25	8.3	66.7	83.3	79.2	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	37	100	38.9	41.7	19.4	75	52.8	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	79.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	78	100	21.1	36.8	42.1	90.8	80	76.9	Yes	Yes

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

All Students	475	100	7.2	28.6	64.2	95.9	91.2	80.4	Yes	Yes
Gender										
Male	253	100	5.3	29.6	65.2	96.8	89.5	78.4	N/A	N/A
Female	222	100	9.3	27.6	63.1	94.9	93.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	409	100	5.2	27.2	67.6	97.5	92.5	87.8	Yes	Yes
African American	40	100	21.6	43.2	35.1	83.8	82	69.3	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.3	93.5	I/S	I/S
Hispanic	13	100	16.7	33.3	50	91.7	87	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	92.3	83.2	I/S	I/S
Disability Status										
Disabled	37	100	25	47.2	27.8	83.3	56.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	87.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	78	100	13.2	44.7	42.1	90.8	83.8	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	313	99.7	12.8	47.4	39.8	87.2	82.9	67.3
Gender								
Male	173	99.4	11.9	45.2	42.9	88.1	82	66.9
Female	140	100	14	50	36	86	84	67.7
Racial/Ethnic Group								
White	272	100	10.9	47	42.1	89.1	85.8	79.6
African American	23	100	30.4	47.8	21.7	69.6	63.3	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.8	84.4
Hispanic	11	90.9	I/S	I/S	I/S	I/S	73.6	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	24	95.8	40.9	45.5	13.6	59.1	47.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	69.8	58.6
Socio-Economic Status								
Subsidized meals	51	100	28	44	28	72	70.1	55.4

Social Studies

All Students	315	99.7	10.2	39.5	50.3	89.8	81.5	70.9
Gender								
Male	159	100	9.7	31	59.4	90.3	80.6	70.1
Female	156	99.4	10.7	48.3	40.9	89.3	82.5	71.7
Racial/Ethnic Group								
White	271	99.6	8.3	39.2	52.5	91.7	82.8	79.2
African American	26	100	39.1	34.8	26.1	60.9	69.3	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.2	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	23	95.7	33.3	38.1	28.6	66.7	47	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	80.8	68
Socio-Economic Status								
Subsidized meals	54	98.2	23.1	51.9	25	76.9	68.1	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	477	99.2	12	32.2	55.9	88	83.7	72.1	96.5	96.3
Gender										
Male	255	98.8	13.8	32.1	54.1	86.2	78.2	65.2	96.6	96.3
Female	222	99.6	9.8	32.2	57.9	90.2	89.5	79.2	96.5	96.4
Racial/Ethnic Group										
White	412	99.3	10.7	30.7	58.6	89.3	85.6	80.8	96.5	96.2
African American	40	100	29.7	40.5	29.7	70.3	68.9	59.7	97.2	97
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.4	87	95.2	97.9
Hispanic	12	91.7	N/AV	N/AV	N/AV	100	84.4	64.6	95.8	97
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	73.4	96.6	94.4
Disability Status										
Disabled	37	94.6	50	29.4	20.6	50	35.4	27.7	96.5	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	78.4	63.7	96.9	97.5
Socio-Economic Status										
Subsidized meals	74	98.7	31	32.4	36.6	69	69.2	61.9	96	95.5

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	162	100	11.7	27.9	60.4	88.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	160	100	8.4	20	71.6	91.6
	4	153	100	8.7	34.2	57	91.3
	5	162	100	7.6	34.4	58	92.4
	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
Mathematics							
2009	3	162	100	13	29.2	57.8	87
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	160	100	7.1	20.6	72.3	92.9
	4	153	100	6	33.6	60.4	94
	5	162	100	8.3	31.8	59.9	91.7
	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
Science							
2009	3	82	100	13	41.6	45.5	87
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	98.8	14.5	30.3	55.3	85.5
	4	153	100	10.7	51.7	37.6	89.3
	5	80	100	15.2	55.7	29.1	84.8
	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

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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	80	100	7.8	28.6	63.6	92.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	98.8	5.2	32.5	62.3	94.8
	4	153	100	10.1	42.3	47.7	89.9
	5	82	100	15.4	41	43.6	84.6
	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	162	99.4	16.9	28.6	54.5	83.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	160	98.8	15	26.1	58.8	85
	4	154	98.7	10.1	30.9	59.1	89.9
	5	163	100	10.8	39.2	50	89.2
	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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