

SUE CLEVELAND ELEMENTARY

375 Woodmont School
Piedmont, SC 29673

Grades	K-5 Elementary School	
Enrollment	582 Students	
Principal	Virginia K. Chambers	864-355-4210
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Average**	**Average**
2010	Average	Average
2009	Good	Average
2008	Average	At-Risk
2007	Average	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 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.

http://ed.sc.gov
http://.eoc.sc.gov

SUE CLEVELAND ELEMENTARY	11/09/11-2301043

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

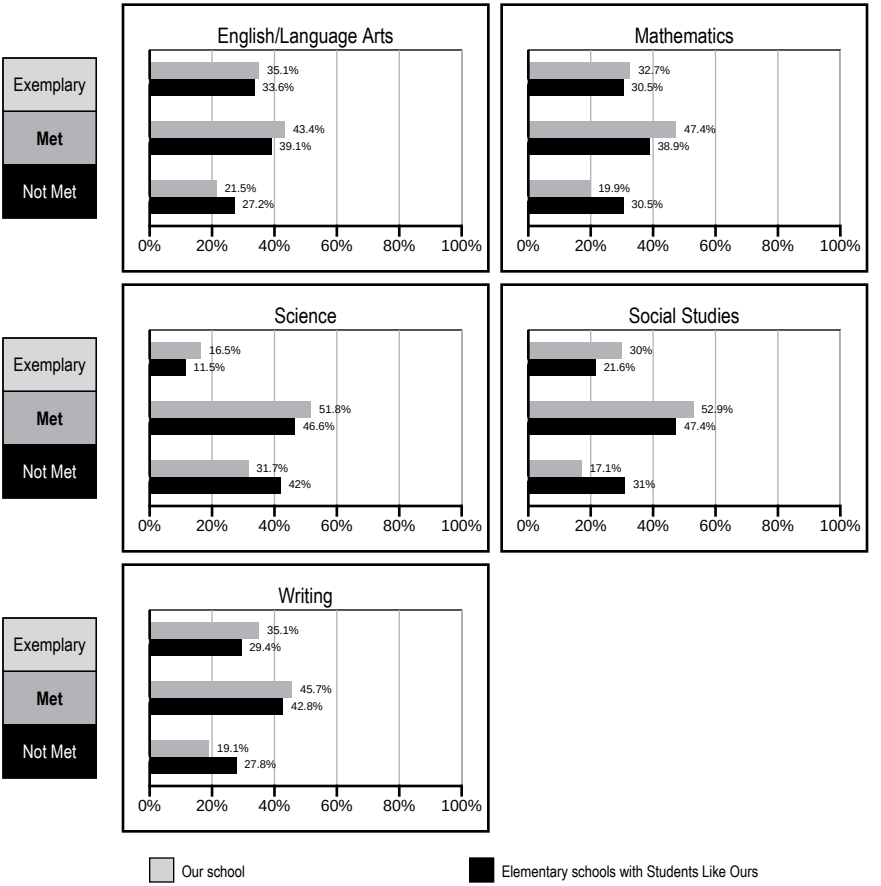
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	98	14	0

* Ratings are calculated with data available by 11/09/2011.

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=582)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 2.2%	1.5%	1.1%
Attendance rate	95.6%	Down from 95.7%	95.9%	96.2%
Served by gifted and talented program	8.6%	Down from 10.7%	9.2%	13.4%
With disabilities other than speech	6.2%	Down from 9.1%	4.6%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	34.2%	Up from 26.8%	60.3%	62.5%
Continuing contract teachers	89.5%	Down from 90.2%	88.1%	88.2%
Teachers returning from previous year	89.7%	Up from 86.3%	87.0%	87.8%
Teacher attendance rate	96.0%	Down from 97.2%	95.1%	95.2%
Average teacher salary*	$42,185	Up 2.4%	$46,115	$46,773
Professional development days/teacher	15.4 days	Down from 17.2 days	11.0 days	10.5 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 16.4 to 1	19.5 to 1	19.9 to 1
Prime instructional time	91.5%	Down from 92.8%	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,661	Down 4.2%	$7,491	$7,447
Percent of expenditures for instruction**	66.6%	No Change	67.3%	68.4%
Percent of expenditures for teacher salaries**	64.7%	Up from 63.0%	64.6%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2010-11 school year has been exciting and successful. The focus continues to be implementing the "Malcolm Baldrige Model" for continuous improvement, becoming a data driven school, improving student achievement, and creating professional learning communities. Under the Baldrige Model, students develop academic and personal goals for each nine weeks using fall assessments. After goals are set, action plans are written under the guidance of an adult mentor: principal, counselor, teacher, or parent. The students track their progress in a data notebook. The initiative for our school was continued implementation of the Response to Intervention Model School wide. Teachers were trained to implement researched based reading intervention programs, (Soar, Early Success, Early Reading Intervention) to improve student achievement in reading at all grade levels. Teachers also implemented additional math intervention using Math Out of the Box and SRA Number Worlds. Programs operated five days a week. Students were monitored using 11 and 15 day probes. Teachers met with the leadership team to discuss student progress and made decisions regarding next steps for students. Quarterly evaluations were completed by the collaborative teams to assure that all students were being challenged. Students attended the computer lab weekly to participate in a program entitled Compass Learning that addressed their needs from MAP results. Teachers continue to teach Essential Questions in science and social studies for the purpose of creating activities that are more aligned with state standards. For the third summer, SCE will provide rising 5K students a learning experience through First Steps. Summer programs for other students were cut due to budget decreases. This year the school featured a related arts showcase in the area of art, music, and physical education which involved many of our students. The school also presented to parents a Film Festival of the school year by class. It was a huge success! The major barrier continues to be our transient student population. Our faculty and staff continue to create a positive and stable learning environment. The school's previous awards are the "Red Carpet Award" for a welcoming atmosphere and the "Exemplary Writing Award". For the second year, SCE won the Safe Kids Award for providing a safe environment for all students and their parents and training in school safety. SCE successfully completed its first year of PBIS. The State Department of Education also recognized our school as a TOP Six Title One School in the State for Achievement. We received $5,000 for our efforts. We continue as a Title One School which provides additional instructional assistance to children in reading and math, reduced class size in grades two, three, and five, two reading teachers and two part time math/reading teachers. We continue to experience a sense of accomplishment because our students make continuous gains each year.

Virginia K. Chambers, Principal and Jacqueline Holland, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	99	65
Percent satisfied with learning environment	100.0%	87.8%	85.9%
Percent satisfied with social and physical environment	100.0%	89.9%	90.8%
Percent satisfied with school-home relations	82.9%	89.8%	75.4%

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

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School Adequate Yearly Progress

YES

This school met 17 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

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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

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SUE CLEVELAND ELEMENTARY										11/09/11-2301043
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	282	100	21.5	43.4	35.1	88.4	84.1	82.4	Yes	Yes
Gender										
Male	150	100	21.2	47	31.8	87.9	80.8	78.7	N/A	N/A
Female	132	100	21.8	39.5	38.7	89.1	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	143	100	16.7	43.2	40.2	91.7	89.7	88.9	Yes	Yes
African American	130	100	27.9	42.3	29.7	83.8	72.2	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	39	100	N/AV	N/AV	N/AV	56.7	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	224	100	22.4	45.4	32.1	87.8	75.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	282	100	19.9	47.4	32.7	86.5	84.4	81.9	Yes	Yes
Gender										
Male	150	100	14.4	47	38.6	90.2	82.9	79.9	N/A	N/A
Female	132	100	26.1	47.9	26.1	82.4	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	143	100	16.7	40.9	42.4	88.6	89.4	88.9	Yes	Yes
African American	130	100	23.4	55.9	20.7	84.7	72	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	39	100	60	26.7	13.3	53.3	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	224	100	21.4	48.5	30.1	85.2	76.5	74.9	Yes	Yes

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

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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	188	99.5	31.7	51.8	16.5	68.3	71.6	68.6
Gender								
Male	96	99	22.2	61.7	16	77.8	71.4	68.3
Female	92	100	41	42.2	16.9	59	71.9	68.9
Racial/Ethnic Group								
White	90	98.9	29.6	46.9	23.5	70.4	81	80.7
African American	93	100	34.2	57	8.9	65.8	52.3	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	27.3	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.8	60.7
Socio-Economic Status								
Subsidized meals	145	100	32	53.6	14.4	68	58.4	57.3
Social Studies								
All Students	188	100	17.2	53.3	29.6	82.8	76.1	72.5
Gender								
Male	106	100	14	49.5	36.6	86	75.9	72
Female	82	100	21.1	57.9	21.1	78.9	76.2	73.1
Racial/Ethnic Group								
White	103	100	15.6	47.9	36.5	84.4	82.8	81
African American	77	100	19.7	59.1	21.2	80.3	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	30	100	34.8	60.9	4.3	65.2	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	151	100	18.7	56.7	24.6	81.3	65.2	62.9

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SUE CLEVELAND ELEMENTARY										11/09/11-2301043
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	102	100	19.1	45.7	35.1	80.9	76	73.2	95.6	96.4
Gender										
Male	53	100	18	48	34	82	70.2	67.2	95.6	96.3
Female	49	100	20.5	43.2	36.4	79.5	82.1	79.4	95.6	96.4
Racial/Ethnic Group										
White	49	100	17.8	42.2	40	82.2	83.1	81.5	95.2	96.2
African American	50	100	19.6	50	30.4	80.4	62.2	61.3	96	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	99.3	97.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.3	66.7	96.4	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	18.2	26.5	26	94.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.3	65.7	96.2	97.2
Socio-Economic Status										
Subsidized meals	80	100	19.2	52.1	28.8	80.8	63.7	63.2	95.4	95.9

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SUE CLEVELAND ELEMENTARY 11/09/11-2301043

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	87	100	12.2	30.5	57.3	87.8
	4	95	100	16.1	41.4	42.5	83.9
	5	82	100	25.3	48	26.7	74.7
	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
2011	3	87	100	13.3	28	58.7	86.7
	4	94	100	22.9	48.2	28.9	77.1
	5	101	100	26.9	51.6	21.5	73.1
	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
Mathematics							
2010	3	87	100	18.3	30.5	51.2	81.7
	4	95	100	20.7	48.3	31	79.3
	5	82	100	30.7	50.7	18.7	69.3
	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
2011	3	87	100	9.3	32	58.7	90.7
	4	94	100	20.5	57.8	21.7	79.5
	5	101	100	28	50.5	21.5	72
	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
Science							
2010	3	43	100	17.9	30.8	51.3	82.1
	4	95	100	23	65.5	11.5	77
	5	42	100	30.8	61.5	7.7	69.2
	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
2011	3	44	100	27	40.5	32.4	73
	4	94	100	27.7	62.7	9.6	72.3
	5	50	98	43.2	40.9	15.9	56.8
	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

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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							
2010	3	44	97.7	19	50	31	81
	4	95	100	19.5	63.2	17.2	80.5
	5	40	100	36.1	47.2	16.7	63.9
	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
2011	3	43	100	7.9	39.5	52.6	92.1
	4	94	100	15.7	60.2	24.1	84.3
	5	51	100	27.1	52.1	20.8	72.9
	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
Writing							
2010	3	92	100	27.6	40.2	32.2	72.4
	4	97	100	30.8	49.5	19.8	69.2
	5	83	100	35.1	41.6	23.4	64.9
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	102	100	19.1	45.7	35.1	80.9
	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

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