CHESNEE ELEMENTARY

985 Fairfield Rd.
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	529 Students	
Principal	Robert P. Ledford	864-461-7322
Superintendent	Dr. Scott J. Mercer	(864-578-0128)
Board Chair	Connie Smith	(864-574-4275)

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

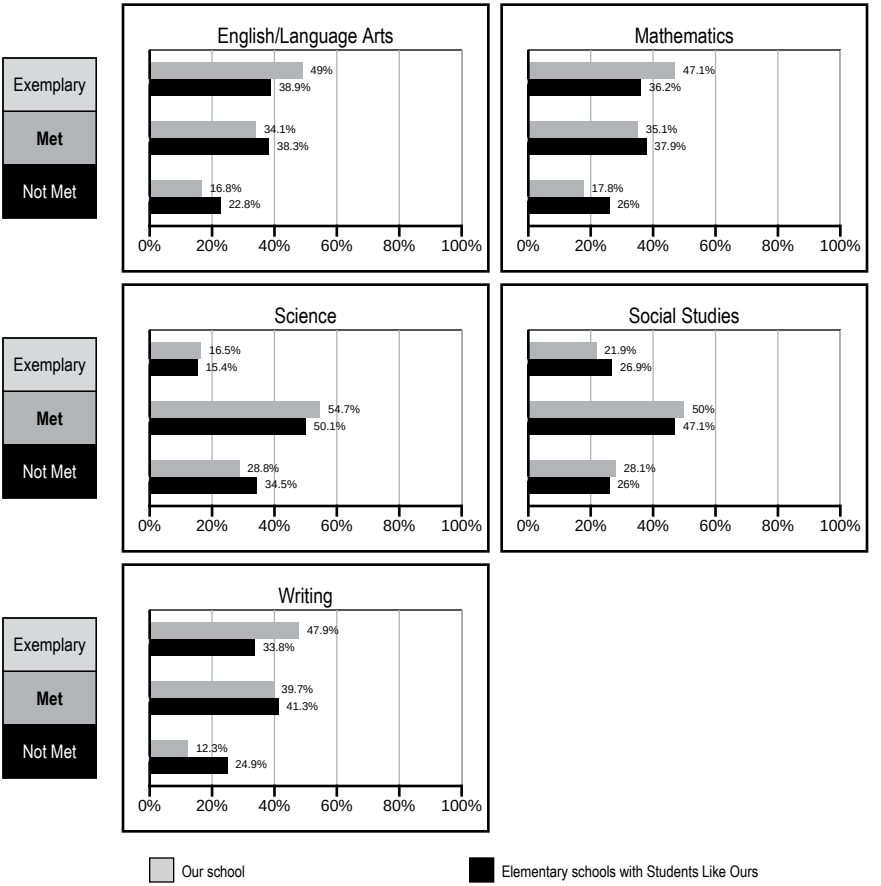
Percent of students tested in 2010-11 whose 2009-10 test scores were located	96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	31	74	5	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=529)				
First graders who attended full-day kindergarten	93.5%	Down from 96.2%	100.0%	100.0%
Retention rate	1.2%	Up from 1.1%	1.2%	1.1%
Attendance rate	95.6%	Down from 95.9%	96.0%	96.2%
Served by gifted and talented program	17.9%	Up from 17.2%	12.8%	13.4%
With disabilities other than speech	7.2%	Down from 11.2%	4.8%	4.1%
Older than usual for grade	0.0%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	69.7%	Down from 73.5%	61.1%	62.5%
Continuing contract teachers	81.8%	Down from 82.4%	90.1%	88.2%
Teachers returning from previous year	90.4%	Up from 89.6%	88.2%	87.8%
Teacher attendance rate	95.2%	Up from 93.9%	95.0%	95.2%
Average teacher salary*	$45,782	Down 5.2%	$46,831	$46,773
Professional development days/teacher	7.5 days	Down from 7.7 days	11.2 days	10.5 days
School				
Principal's years at school	7.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 18.0 to 1	19.6 to 1	19.9 to 1
Prime instructional time	89.4%	Up from 88.5%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	$7,811	Up 3.8%	$7,423	$7,447
Percent of expenditures for instruction**	62.6%	Down from 64.2%	67.7%	68.4%
Percent of expenditures for teacher salaries**	59.2%	Up from 57.2%	64.7%	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

As we complete our third 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 eighth 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 an afterschool 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 six 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 formative assessment professional development. 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	34	67	59
Percent satisfied with learning environment	100.0%	89.6%	96.5%
Percent satisfied with social and physical environment	100.0%	82.1%	94.7%
Percent satisfied with school-home relations	100.0%	85.1%	94.7%

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

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No Child Left Behind

School Adequate Yearly Progress	NO

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	

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	1.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

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CHESNEE ELEMENTARY										11/09/11-4202018
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	230	100	16.8	34.1	49	88	86.4	82.4	Yes	Yes
Gender										
Male	126	100	16.9	32.2	50.8	88.1	84.3	78.7	N/A	N/A
Female	104	100	16.7	36.7	46.7	87.8	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	183	100	17.4	32.3	50.3	86.8	88.2	88.9	Yes	Yes
African American	24	100	17.4	47.8	34.8	91.3	80.7	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.8	93	I/S	I/S
Hispanic	21	100	12.5	37.5	50	93.8	76	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	44	100	61	26.8	12.2	51.2	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	56.5	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	15.8	31.6	52.6	94.7	78.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	171	100	20.5	38.4	41.1	85.4	80.8	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	230	100	17.8	35.1	47.1	87	88.2	81.9	Yes	Yes
Gender										
Male	126	100	15.3	37.3	47.5	88.1	86.7	79.9	N/A	N/A
Female	104	100	21.1	32.2	46.7	85.6	90	84.1	N/A	N/A
Racial/Ethnic Group										
White	183	100	17.4	33.5	49.1	85.6	89.7	88.9	Yes	Yes
African American	24	100	17.4	56.5	26.1	100	80.9	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.3	94.6	I/S	I/S
Hispanic	21	100	25	25	50	81.3	82.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	44	100	56.1	29.3	14.6	53.7	56	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	21.1	26.3	52.6	84.2	85.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	171	100	20.5	39.1	40.4	84.8	83	74.9	Yes	Yes

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

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CHESNEE ELEMENTARY 11/09/11-4202018

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	157	99.4	28.3	55.1	16.7	71.7	76	68.6
Gender								
Male	87	100	21	60.5	18.5	79	77.1	68.3
Female	70	98.6	38.6	47.4	14	61.4	74.8	68.9
Racial/Ethnic Group								
White	122	99.2	25	55.6	19.4	75	79.5	80.7
African American	17	100	N/AV	N/AV	N/AV	47.1	62.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.4	85.3
Hispanic	17	100	25	58.3	16.7	75	57.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	27	100	48	40	12	52	35.1	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	37.5	42.9
English Proficiency								
Limited English Proficient	14	100	25	50	25	75	65.2	60.7
Socio-Economic Status								
Subsidized meals	119	100	32	57.3	10.7	68	66.8	57.3
Social Studies								
All Students	163	99.4	27.6	50.3	22.1	72.4	78.5	72.5
Gender								
Male	90	98.9	22	51.2	26.8	78	79	72
Female	73	100	34.9	49.2	15.9	65.1	77.9	73.1
Racial/Ethnic Group								
White	130	99.2	30.2	46.6	23.3	69.8	80.2	81
African American	17	100	12.5	68.8	18.8	87.5	72.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.1	89
Hispanic	15	100	25	58.3	16.7	75	68.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	32	100	64.5	32.3	3.2	35.5	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	46.7	53.8
English Proficiency								
Limited English Proficient	15	100	35.7	50	14.3	64.3	73.3	69.7
Socio-Economic Status								
Subsidized meals	125	100	30.9	52.7	16.4	69.1	70.3	62.9

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	76	100	12.3	39.7	47.9	87.7	82	73.2	95.6	96.3
Gender										
Male	40	100	12.8	38.5	48.7	87.2	77.9	67.2	95.7	96.3
Female	36	100	11.8	41.2	47.1	88.2	86.7	79.4	95.5	96.4
Racial/Ethnic Group										
White	67	100	14.1	35.9	50	85.9	85	81.5	95.3	96.1
African American	6	I/S	I/S	I/S	I/S	I/S	73.2	61.3	97	97.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.4	87	99.6	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	59.1	66.7	96.1	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.6
Disability Status										
Disabled	18	100	50	33.3	16.7	50	32.4	26	94.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.7
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69.1	65.7	96.8	97.2
Socio-Economic Status										
Subsidized meals	58	100	16.4	45.5	38.2	83.6	73.8	63.2	95.2	95.8

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CHESNEE ELEMENTARY 11/09/11-4202018

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	64	100	17.2	22.4	60.3	82.8
	4	90	100	18.2	33.8	48.1	81.8
	5	76	100	15.1	43.8	41.1	84.9
	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
Mathematics							
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
2011	3	64	100	20.7	24.1	55.2	79.3
	4	90	100	15.6	36.4	48.1	84.4
	5	76	100	17.8	42.5	39.7	82.2
	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	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
2011	3	30	96.7	44	16	40	56
	4	90	100	16.9	70.1	13	83.1
	5	37	100	41.7	50	8.3	58.3
	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	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
	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	34	97.1	38.7	29	32.3	61.3
	4	90	100	18.2	59.7	22.1	81.8
	5	39	100	37.8	48.6	13.5	62.2
	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	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
	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	76	100	12.3	39.7	47.9	87.7
	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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