



Cleveland Academy of Leadership

151 Franklin Street
Spartanburg, SC 29304

Grades	K-5 Elementary School	
Enrollment	447 Students	
Principal	Fred Logan	864-594-4444
Superintendent	Dr. Russell W. Booker	864-594-4400
Board Chair	Lawrence E. Flynn, Jr.	864-594-4405

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Good
2012	At-Risk	Below Average
2011	At-Risk	Below Average
2010	Below Average	Average
2009	At-Risk	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://www.eoc.sc.gov>

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

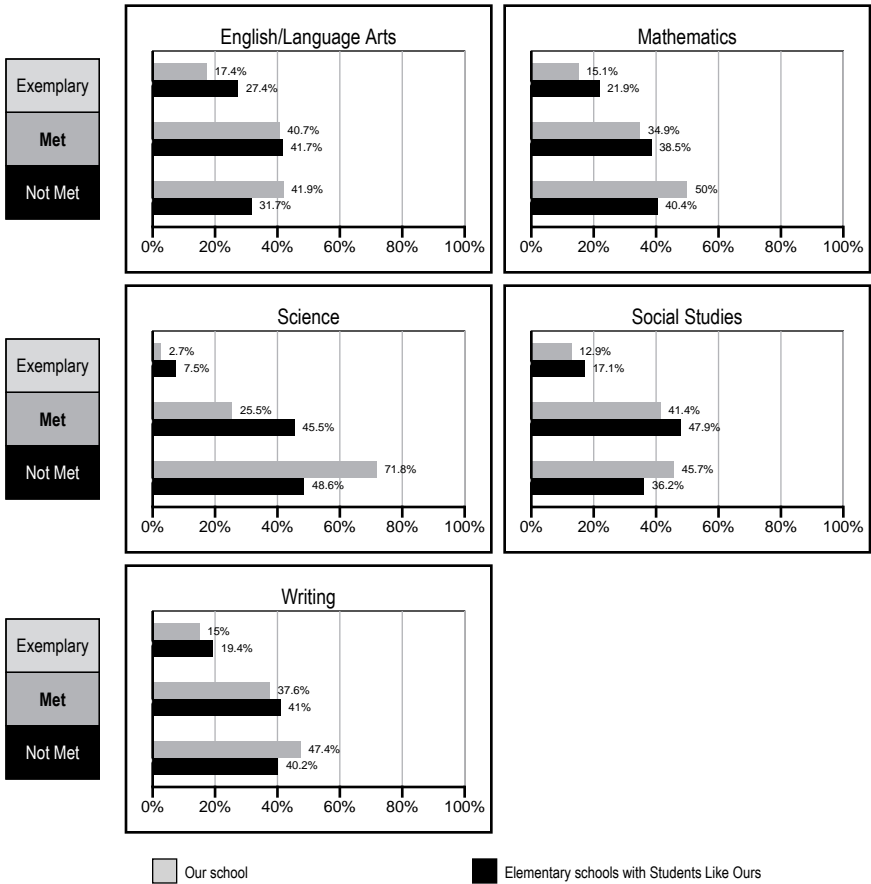
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	10	87	43	15

* Ratings are calculated with data available by 12/14/2013.

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=447)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	No Change	1.1%	0.9%
Attendance rate	95.1%	Down from 95.7%	95.9%	96.3%
Served by gifted and talented program	0.4%	N/A	2.6%	7.2%
With disabilities	16.2%	N/A	13.3%	12.4%
Older than usual for grade	1.9%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	78.4%	Down from 84.8%	59.8%	62.5%
Continuing contract teachers	86.5%	Up from 84.8%	74.7%	83.3%
Teachers returning from previous year	76.1%	Down from 80.8%	84.7%	88.3%
Teacher attendance rate	92.8%	Down from 94.5%	94.9%	95.0%
Average teacher salary*	\$58,767	Up 16.7%	\$46,003	\$48,193
Professional development days/teacher	11.1 days	Down from 14.5 days	10.4 days	11.0 days
School				
Principal's years at school	3.0	No Change	3.5	4.0
Student-teacher ratio in core subjects	N/R	N/R	17.8 to 1	20.1 to 1
Prime instructional time	87.1%	Down from 87.6%	89.6%	90.0%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$10,036	Up 4.6%	\$8,426	\$7,364
Percent of expenditures for instruction**	65.0%	Up from 55.1%	66.0%	68.0%
Percent of expenditures for teacher salaries**	63.0%	Up from 54.1%	63.5%	66.0%

* 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

Last year, the Cleveland Academy of Leadership embarked on a new journey which we felt would enhance the strong academic focus on literacy, math, and science. We adopted the Leader in Me model. We were very optimistic because the Leader in Me is a "whole school transformational model." It has proven to help produce higher levels of academic achievement, fewer discipline problems, and increased engagement in students, teachers, and parents. This model provides students the tools needed to not only survive, but thrive in the 21st century. They are developing skills which include responsibility, leadership, adaptability, communication, creativity, problem solving, and teamwork to name just a few. The development of these skills will result in improved student achievement because students are becoming more and more prepared to fully take advantage of the curriculum provided. We are pleased that we are already beginning to see the benefits of implementing the Leader in Me model.

We are also very pleased that we have an "extended school" calendar at Cleveland. Our students will attend school a total of 205 days. This is 25 additional days of instruction. This additional instructional time will help us focus our efforts to close the achievement gap.

We are also very fortunate to have been adopted as one of only a few Purpose Built Communities in the United States. The goal of Purpose Built Communities is to "transform struggling neighborhoods into vibrant and sustainable communities where everyone has the opportunity to thrive. Purpose Built Communities break the cycle of intergenerational poverty creating a world where geography no longer limits human potential." We also continue to be supported by Wofford College, USC Upstate, Spartanburg Regional Medical Center, and several churches. We are confident that with the help of Purpose Built Communities, the Leader in Me model, the School Improvement Council, and our other long term supporters, we are on the way to meeting our goals. At Cleveland, we believe that if we find and nurture the leadership abilities in all students, they can and will achieve. We will continue to work very closely with our stake holders to ensure that we continue to meet expected gains and therefore meet the needs of our students.

Fred Logan, Principal; Alan Goggins, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	57	37
Percent satisfied with learning environment	67.5%	87.7%	72.9%
Percent satisfied with social and physical environment	67.5%	79%	72.2%
Percent satisfied with school-home relations	43.2%	86.2%	80.5%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	68.2
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Cleveland Academy of Leadership school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.3%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	624.7	618.9	572.5	611.5	100.0	100.0
Male	620.4	618.7	580.5	616.9	100.0	100.0
Female	630.1	619.2	561.0	604.3	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	623.1	617.2	567.7	610.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	622.9	615.7	568.0	606.5	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	57	100	56.3	25	18.8	43.8
	4	65	100	48.1	40.7	11.1	51.9
	5	74	100	43.1	48.3	8.6	56.9
	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
2013	3	72	100	32.7	34.5	32.7	67.3
	4	68	100	53.7	37	9.3	46.3
	5	69	100	39.1	48.4	12.5	60.9
	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							
2012	3	57	100	58.3	37.5	4.2	41.7
	4	65	100	44.4	37	18.5	55.6
	5	74	100	51.7	37.9	10.3	48.3
	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
2013	3	72	100	56.4	20	23.6	43.6
	4	68	100	55.6	38.9	5.6	44.4
	5	69	100	39.1	45.3	15.6	60.9
	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
Science							
2012	3	28	100	N/AV	N/AV	N/AV	12.5
	4	65	100	57.4	38.9	3.7	42.6
	5	38	81.6	48	48	4	52
	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
2013	3	36	100	81.5	14.8	3.7	18.5
	4	68	100	66.7	31.5	1.9	33.3
	5	33	100	70	23.3	6.7	30
	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							
2012	3	29	100	54.2	41.7	4.2	45.8
	4	65	100	40.7	40.7	18.5	59.3
	5	36	80.6	73.9	17.4	8.7	26.1
	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
2013	3	36	100	32.1	50	17.9	67.9
	4	68	100	50	33.3	16.7	50
	5	36	100	50	47.1	2.9	50
	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							
2012	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	74	97.3	47.4	35.1	17.5	52.6
	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
2013	3	71	98.6	42.9	33.9	23.2	57.1
	4	63	100	64.8	31.5	3.7	35.2
	5	68	98.5	36.5	46	17.5	63.5
	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

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