



## Sheridan Elementary

1139 Hillsboro Road  
Orangeburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	583 Students	
<b>Principal</b>	Xennie Weeks	803-534-7504
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Mr. Julius Page	803-534-5454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Excellent
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	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**

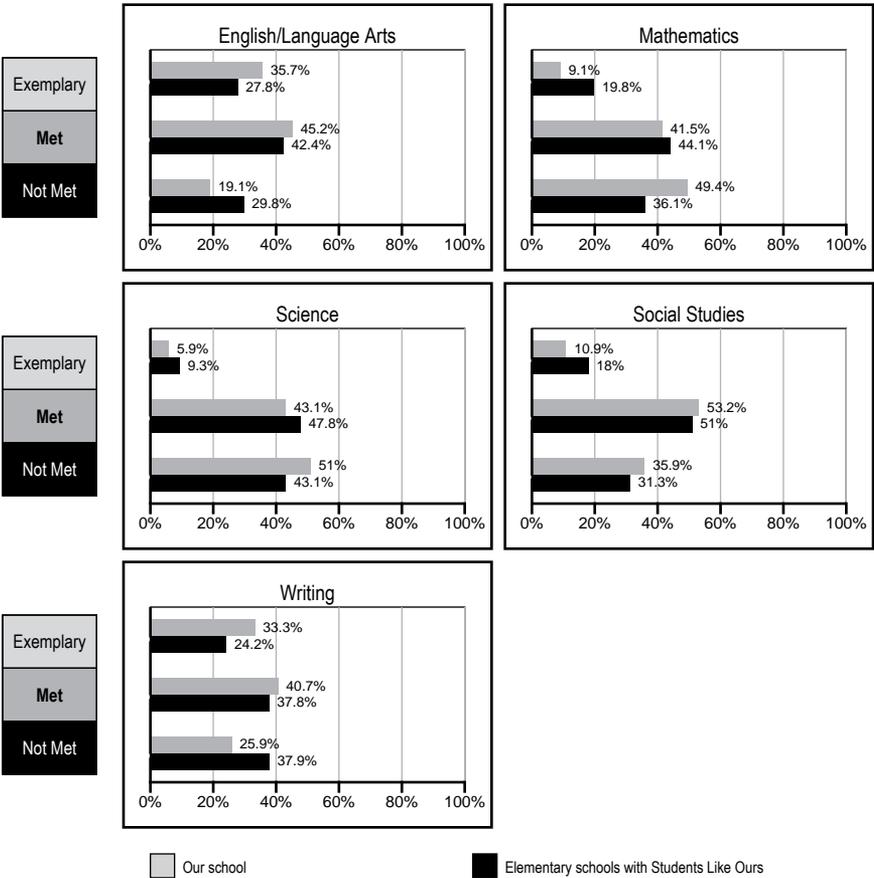
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	5	85	29	2

\* Ratings are calculated with data available by 06/01/2010.

**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
<b>Students (n=583)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 4.9%	100.0%	100.0%
Retention rate	6.7%	Down from 8.2%	2.5%	1.9%
Attendance rate	96.7%	Down from 96.8%	96.0%	96.3%
Eligible for gifted and talented	3.9%	Up from 2.2%	6.3%	10.0%
With disabilities other than speech	10.6%	Up from 7.0%	9.0%	7.7%
Older than usual for grade	2.8%	Down from 2.9%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	79.5%	Down from 81.4%	57.0%	59.4%
Continuing contract teachers	89.7%	Up from 76.7%	76.5%	80.0%
Teachers with emergency or provisional certificates	2.6%	Down from 5.3%	0.0%	0.0%
Teachers returning from previous year	89.0%	Down from 90.9%	84.5%	85.9%
Teacher attendance rate	94.3%	Down from 94.5%	95.0%	95.1%
Average teacher salary*	\$50,408	Down 0%	\$46,012	\$47,149
Professional development days/teacher	13.9 days	Up from 10.8 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	8.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 18.3 to 1	18.2 to 1	18.8 to 1
Prime instructional time	89.6%	Up from 89.3%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,732	Up 16.5%	\$7,711	\$7,458
Percent of expenditures for instruction**	70.8%	Down from 70.9%	68.0%	68.8%
Percent of expenditures for teacher salaries**	64.2%	Up from 51.8%	62.3%	63.2%

\* 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 2008-2009 academic school year was very fruitful for the Sheridan “Superstar” family. Faculty, students, parents, and community members worked as a team to achieve academic success and the fulfillment of our school’s mission. The mission of Sheridan Elementary School is to provide a safe, nurturing, and stimulating environment, enabling our students to become productive citizens while ensuring that all children feel special and that no child is left behind.

Using the South Carolina academic standards as the driving force for instruction, teachers worked with students to reach significant gains in all subject areas of the 2008 PACT. Sheridan’s ELA scores in grades 3, 4, and 5 exceeded the district average. Grade 5 math scores, grades 4 and 5 science scores, and grades 3 and 4 social studies scores also exceeded the district averages. Sheridan Elementary was the only elementary school in our district and county to be awarded the Palmetto Gold Award, and we were also chosen as a South Carolina Department of Education Palmetto Showcase School. There are six National Board Certified teachers on our staff, and the district teacher of the year is also a member of Sheridan’s faculty.

At Sheridan Elementary, we believe in the well-rounded development of all our students. To achieve this, a variety of programs, clubs, and activities are offered to enhance the academic, social, emotional, and physical growth of our students. These activities include 21st Century after school program, Junior Beta Club, Science Fair, Garden Club, Girls’ Circle, award -winning chorus, strings, yearbook, Mr. and Miss Sheridan pageant, Field Day, Superstar Steppers, quarterly academic awards, essay contests, Grandparents’ luncheon, Good News Club, career week, character education program, and grade level field trips. Each grade level also carries out a care and concern project to reach out to those in need in the Orangeburg community.

The Sheridan PTSA and school improvement council play an active and vital role in the life of our school. This year, the PTSA sponsored a monthly Kid’s Night Out, Sheridan Idol Contest, and Superstar Saturday activities, purchased playground equipment, ran the school store, and provided monetary support for a variety of other school activities. The School Improvement Council sponsored an African American inventor’s exhibit and an Easter Egg Hunt and has helped to formulate our school’s policies and procedures.

At Sheridan Elementary, we continue to strive for excellence as we prepare our students to be future leaders and productive citizens.

Xennie Weeks, Principal  
 B.J. Sumpter, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	35	72	42
Percent satisfied with learning environment	82.9%	84.5%	92.9%
Percent satisfied with social and physical environment	85.3%	64.8%	95.2%
Percent satisfied with school-home relations	60.6%	74.3%	95.0%

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

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**School Adequate Yearly Progress**

NO

This school met 16 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.9%	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	272	99.6	18.5	45.6	35.9	88.3	75.6	82.8	Yes	Yes
<b>Gender</b>										
Male	144	99.3	21.1	43	35.9	85.9	70.3	79.3	N/A	N/A
Female	128	100	15.8	48.3	35.8	90.8	81.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	26	100	4.3	34.8	60.9	95.7	82.8	89.5	I/S	I/S
African American	237	99.6	20	47.3	32.7	87.3	74.9	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	54.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	48	100	40	40	20	64.4	52.3	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	214	100	22.1	45.1	32.8	87.2	73	75.5	Yes	Yes

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

All Students	272	99.6	48.4	41.9	9.7	64.9	66.3	78.9	Yes	Yes
<b>Gender</b>										
Male	144	99.3	49.2	39.8	10.9	65.6	62.5	77	N/A	N/A
Female	128	100	47.5	44.2	8.3	64.2	70.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	26	100	21.7	56.5	21.7	87	77.3	87.2	I/S	I/S
African American	237	99.6	51.4	41.4	7.3	62.7	65.1	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.7	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	48	100	60	35.6	4.4	44.4	37.9	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	214	100	55.9	37.4	6.7	59	62.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
<b>Science</b>								
All Students	178	100	48.8	43.1	8.1	51.3	52.6	67.5
<b>Gender</b>								
Male	93	100	47.6	42.7	9.8	52.4	51.1	67
Female	85	100	50	43.6	6.4	50	54	68
<b>Racial/Ethnic Group</b>								
White	18	100	31.3	50	18.8	68.8	64.7	79.5
African American	152	100	51.4	42.1	6.4	48.6	51.3	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.3	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	21.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	34	100	62.5	25	12.5	37.5	27.2	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	41.7	59.6
<b>Socio-Economic Status</b>								
Subsized meals	139	100	57.6	37.6	4.8	42.4	47.5	55.1
<b>Social Studies</b>								
All Students	178	100	34.6	54.3	11.1	65.4	61.2	72.3
<b>Gender</b>								
Male	103	100	34.1	53.8	12.1	65.9	59	71.5
Female	75	100	35.2	54.9	9.9	64.8	63.6	73.2
<b>Racial/Ethnic Group</b>								
White	17	100	13.3	66.7	20	86.7	74.7	80.7
African American	157	100	36.6	53.8	9.7	63.4	60	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	30	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	34	100	46.9	46.9	6.3	53.1	39.3	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	67.9
<b>Socio-Economic Status</b>								
Subsized meals	138	100	43.5	49.2	7.3	56.5	56.8	62.1

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	270	97	25.9	40.7	33.3	74.1	61	70.2	96.7	95.8
<b>Gender</b>										
Male	141	96.5	34.7	37.9	27.4	65.3	54	63.2	96.5	95.5
Female	129	97.7	16.8	43.7	39.5	83.2	68.4	77.5	96.8	96.1
<b>Racial/Ethnic Group</b>										
White	25	92	14.3	28.6	57.1	85.7	64.8	79.1	94.7	94.4
African American	236	97.5	27.2	42.4	30.4	72.8	60.6	57.6	97	96
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	86.2	98.6	95.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	40	62.6	93.3	94
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.8
<b>Disability Status</b>										
Disabled	49	83.7	69.2	23.1	7.7	30.8	23.4	26.1	96.9	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.7
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	56.3	61.2	95.2	94.8
<b>Socio-Economic Status</b>										
Subsidized meals	211	97.6	29.3	41.9	28.8	70.7	57.5	58.9	96.4	95.5

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	101	99	16	34	50	84
	4	83	100	25	48.6	26.4	75
	5	88	100	15.9	56.1	28	84.1
	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
<b>Mathematics</b>							
<b>2009</b>	3	101	99	66	26.6	7.4	34
	4	83	100	36.1	58.3	5.6	63.9
	5	88	100	39	45.1	15.9	61
	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
<b>Science</b>							
<b>2009</b>	3	51	100	55.3	36.2	8.5	44.7
	4	83	100	50	41.7	8.3	50
	5	44	100	39	53.7	7.3	61
	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
<b>Social Studies</b>							
<b>2009</b>	3	51	100	26.5	57.1	16.3	73.5
	4	82	100	28.2	64.8	7	71.8
	5	45	100	54.8	33.3	11.9	45.2
	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
<b>Writing</b>							
<b>2009</b>	3	100	97	25	31.5	43.5	75
	4	83	95.2	30	51.4	18.6	70
	5	87	98.9	23.5	42	34.6	76.5
	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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