



## Crowders Creek Middle

5521 Charlotte Highway  
Clover, SC 29710

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	654 Students	
<b>Principal</b>	Will Largen	803-831-1339
<b>Superintendent</b>	Dr. Marc Sosne	803-810-8000
<b>Board Chair</b>	Franklin Pendleton	803-810-8000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Good	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

## 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**

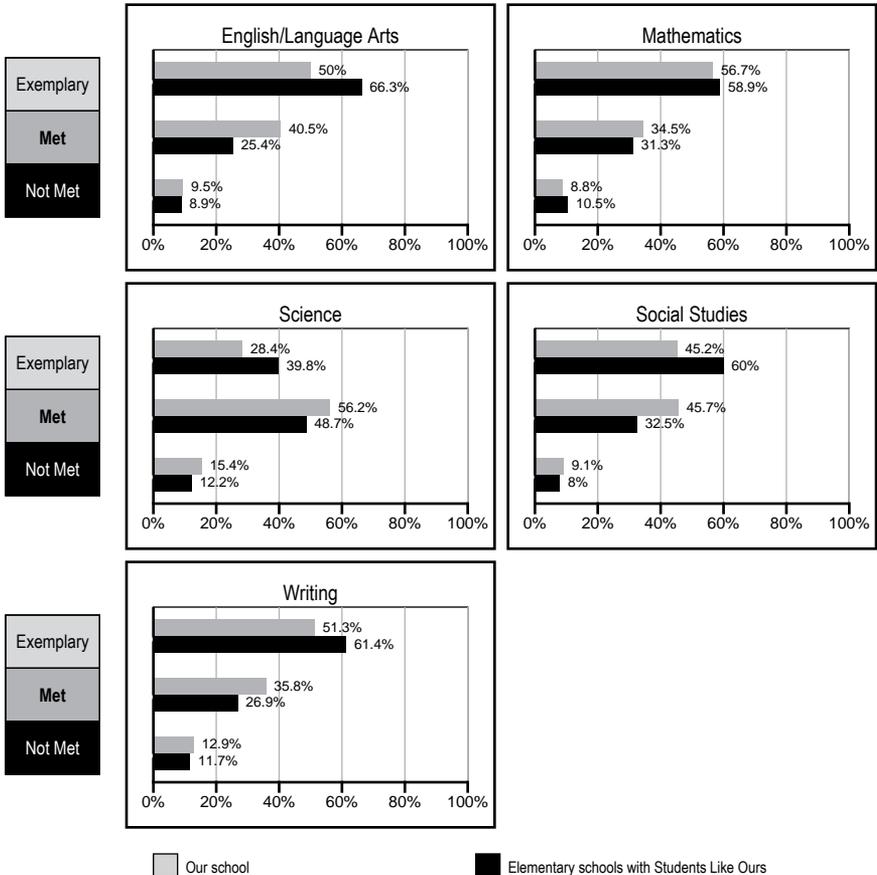
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 91.7%

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

Excellent	Good	Average	Below Average	At-Risk
16	0	0	0	0

\* 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=654)</b>				
First graders who attended full-day kindergarten	N/R	N/R	98.4%	100.0%
Retention rate	0.8%	Up from 0.2%	0.7%	1.9%
Attendance rate	96.8%	Down from 96.9%	96.8%	96.3%
Eligible for gifted and talented	30.2%	Up from 29.2%	29.4%	10.0%
With disabilities other than speech	5.0%	Down from 5.7%	4.9%	7.7%
Older than usual for grade	0.2%	No Change	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	63.9%	Up from 60.6%	69.4%	59.4%
Continuing contract teachers	80.6%	Down from 84.8%	87.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	84.5%	85.9%
Teacher attendance rate	94.1%	Down from 94.4%	95.4%	95.1%
Average teacher salary*	\$52,025	Up 4.3%	\$50,862	\$47,149
Professional development days/teacher	8.3 days	Down from 17.3 days	9.8 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.7 to 1	20.7 to 1	18.8 to 1
Prime instructional time	89.5%	Up from 89.1%	91.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,692	Down 4.3%	\$6,781	\$7,458
Percent of expenditures for instruction**	76.8%	Up from 74.9%	68.7%	68.8%
Percent of expenditures for teacher salaries**	72.7%	Up from 72.0%	64.8%	63.2%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Teachers collaborated weekly to design work for their students. Work products created by the students were presented to parents and visitors throughout the school year. During the year, students presented their work in a variety of formats. Students engaged in such activities as Lunch-Out, Walk With the Eagles, Field day, and Career Day. Several students won local and state awards throughout the school year.

The student council and recycling club conducted many service learning projects to benefit the school and community. Teachers used new technology in the classroom to excite their students. Students were involved in other activities such as Lego Club, Fight To Be Fit Club, Geocaching Club, and student council. Character education awards were given monthly. The active PTA purchased items for the classrooms. Parent volunteers helped in every classroom, made the award-winning Lego Club possible, and conducted the spring carnival. Together, parents, children, teachers, and administrators worked diligently to make Crowders Creek Middle School a community of learners and concerned contributing citizens. Although this was the last year for Crowders Creek Middle School, its legacy will carry on for years to come.

Principal: Will Largen

School Improvement Chairperson: Christine Zarraro

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	30	234	187
Percent satisfied with learning environment	100.0%	88.8%	95.6%
Percent satisfied with social and physical environment	100.0%	86.6%	94.6%
Percent satisfied with school-home relations	100.0%	89.2%	90.4%

\* 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

YES

This school met 19 out of 19 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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

## 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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	658	100	9.5	40.5	50	95.5	89.1	82.8	Yes	Yes
<b>Gender</b>										
Male	321	100	13.1	37.1	49.8	93.3	85.3	79.3	N/A	N/A
Female	337	100	6.1	43.7	50.2	97.6	93.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	572	100	8.1	38.8	53.1	96.8	90.7	89.5	Yes	Yes
African American	58	100	21.4	48.2	30.4	85.7	74.7	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.5	92.3	I/S	I/S
Hispanic	12	100	8.3	66.7	25	91.7	91.7	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	41	100	37.8	43.2	18.9	73	53.5	52	I/S	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	17	100	12.5	56.3	31.3	93.8	88.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	120	100	17	50.9	32.1	89.3	78	75.5	Yes	Yes

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

All Students	658	100	8.8	34.5	56.7	94.2	88.8	78.9	Yes	Yes
<b>Gender</b>										
Male	321	100	11.2	27.8	61	93	86.9	77	N/A	N/A
Female	337	100	6.4	41	52.6	95.4	90.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	572	100	6.7	32.7	60.6	95.5	90.2	87.2	Yes	Yes
African American	58	100	25	44.6	30.4	87.5	77.1	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.3	93	I/S	I/S
Hispanic	12	100	16.7	66.7	16.7	83.3	88.9	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	41	100	45.9	37.8	16.2	70.3	56.5	45.5	I/S	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	17	100	18.8	50	31.3	81.3	88.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	120	100	15.2	46.4	38.4	88.4	77.9	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	408	99.5	15.2	56.3	28.4	84.8	79.9	67.5
<b>Gender</b>								
Male	204	99	14.1	51	34.8	85.9	79.1	67
Female	204	100	16.3	61.7	21.9	83.7	80.7	68
<b>Racial/Ethnic Group</b>								
White	350	99.7	12.7	56.2	31.1	87.3	82.8	79.5
African American	39	100	34.2	52.6	13.2	65.8	57.5	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78	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	26	100	47.8	47.8	4.3	52.2	50.3	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	12	91.7	9.1	81.8	9.1	90.9	77.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	72	100	28.8	65.2	6.1	71.2	61.9	55.1
<b>Social Studies</b>								
All Students	409	99.8	8.9	45.8	45.3	91.1	83	72.3
<b>Gender</b>								
Male	195	100	9	39.7	51.3	91	81.6	71.5
Female	214	99.5	8.8	51.5	39.7	91.2	84.4	73.2
<b>Racial/Ethnic Group</b>								
White	361	99.7	8.1	43.8	48.1	91.9	84.2	80.7
African American	32	100	20	60	20	80	69.1	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84	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	25	96	38.1	47.6	14.3	61.9	46.5	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	10	I/S	I/S	I/S	I/S	I/S	86.5	67.9
<b>Socio-Economic Status</b>								
Subsided meals	71	100	11.1	58.7	30.2	88.9	68.9	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	657	100	12.9	35.8	51.3	87.1	81.5	70.2	96.8	96.2
<b>Gender</b>										
Male	320	100	17.2	37.3	45.5	82.8	75.2	63.2	96.8	96.2
Female	337	100	8.8	34.3	56.8	91.2	88.2	77.5	96.8	96.2
<b>Racial/Ethnic Group</b>										
White	569	100	10.6	34.9	54.5	89.4	83.3	79.1	96.7	96.1
African American	60	100	33.3	38.6	28.1	66.7	65.7	57.6	97.3	96.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.3	86.2	97.5	97.4
Hispanic	12	100	25	41.7	33.3	75	78.1	62.6	96.5	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.4
<b>Disability Status</b>										
Disabled	38	100	51.4	43.2	5.4	48.6	36.9	26.1	95.8	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	25	31.3	43.8	75	79.7	61.2	96.9	97.5
<b>Socio-Economic Status</b>										
Subsidized meals	124	100	25.2	41.7	33	74.8	67	58.9	95.7	95.4

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	159	100	10.7	37.6	51.7	89.3
	5	254	100	10.8	45.2	44	89.2
	6	245	100	7.5	37.3	55.2	92.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	159	100	6.7	31.5	61.7	93.3
	5	254	100	11.2	38	50.8	88.8
	6	245	100	7.5	32.8	59.8	92.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	159	100	13.4	49.7	36.9	86.6
	5	127	100	18.3	60.3	21.4	81.7
	6	122	98.4	14.3	60.5	25.2	85.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	159	100	10.1	43	47	89.9
	5	127	100	8.9	44.4	46.8	91.1
	6	123	99.2	7.5	50.8	41.7	92.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	157	100	8.7	36.9	54.4	91.3
	5	256	100	16.6	33.6	49.8	83.4
	6	244	100	11.6	37.3	51	88.4
	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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