



LIMESTONE/CENTRAL ELEMENTARY

727 Pacolet Highway
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	408 Students	
Principal	Chad Hudson	864-487-1249
Superintendent	Kim Bagwell	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	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 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

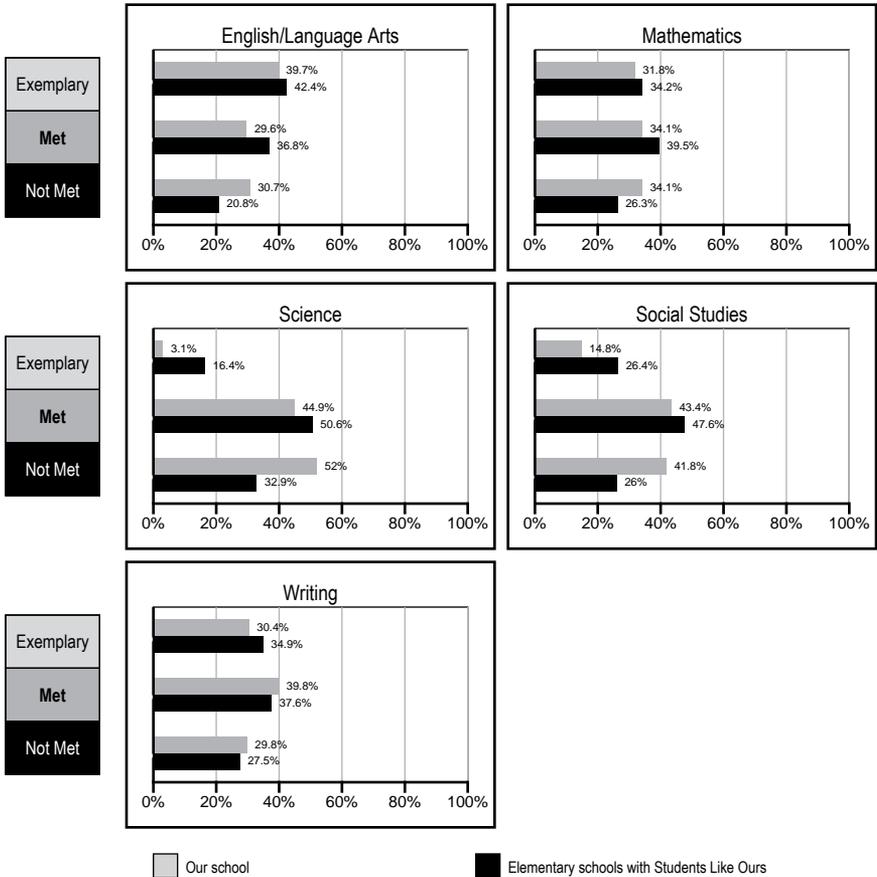
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	28	65	1	0

* Ratings are calculated with data available by 03/09/2011.

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=408)				
First graders who attended full-day kindergarten	98.2%	Down from 100.0%	100.0%	100.0%
Retention rate	0.5%	Down from 0.8%	1.1%	1.2%
Attendance rate	96.0%	Down from 96.3%	96.0%	96.1%
Eligible for gifted and talented	16.2%	Up from 12.0%	12.8%	11.7%
With disabilities other than speech	7.2%	Up from 4.9%	8.5%	8.0%
Older than usual for grade	0.0%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	69.2%	Up from 62.1%	58.7%	60.5%
Continuing contract teachers	96.2%	Up from 86.2%	84.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.6%	Up from 81.9%	87.3%	87.0%
Teacher attendance rate	94.1%	Down from 95.7%	95.6%	95.4%
Average teacher salary*	\$48,172	Up 4.0%	\$47,279	\$47,288
Professional development days/teacher	5.1 days	Down from 18.6 days	9.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 19.3 to 1	19.4 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 91.6%	91.1%	90.8%
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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,416	Up 19.8%	\$7,272	\$7,548
Percent of expenditures for instruction**	72.5%	Up from 72.0%	67.9%	68.7%
Percent of expenditures for teacher salaries**	69.7%	Up from 67.2%	64.5%	65.1%

* 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

At Limestone-Central Elementary School, children are our first priority. Preparing our students to be responsible, productive, life-long learners is the foundation for our educational program. Therefore, during the 2009-2010 school year, the faculty and staff worked diligently to meet the needs of individual learners and enable each student to be successful at the next academic level.

A variety of instructional strategies were utilized to provide inquiry-based learning across the curriculum according to the South Carolina academic standards. Focus initiatives were reading intervention for small groups of students in kindergarten through second grade, differentiated instruction in reading and mathematics across grade levels, and implementation of a new mathematics curriculum and on-line resources.

Diagnostic information from multiple forms of assessment was used to assist teachers in developing small, instructional groups and as the basis for continued reading intervention. End-of-year assessment data will be analyzed for forming instructional groups for the upcoming school year.

Students at Limestone-Central had the opportunity to be recognized monthly for excellence in the classroom by receiving the "Great Grizzly" award. Participation in service learning projects such as Jump Rope for Heart, the Salvation Army canned food drive, and Relay for Life allowed students to further develop positive character traits. These opportunities will be continued and expanded for the 2010-2011 school year.

Business and community partnerships continued with The Timken Company, supporting the Lunch Buddy program for our students. The 2010-2011 school year will bring a renewed effort to augment these relationships.

Thank you for your continued support.

Chad Hudson, Principal
Lakesha Logan, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	45	32
Percent satisfied with learning environment	100.0%	93.0%	90.3%
Percent satisfied with social and physical environment	100.0%	90.9%	93.5%
Percent satisfied with school-home relations	95.7%	95.5%	90.6%

* 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 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

CA

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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	190	100	30.6	29	40.4	82.5	77.6	83.5	Yes	Yes
Gender										
Male	99	100	31.9	25.5	42.6	78.7	73.8	80.1	N/A	N/A
Female	91	100	29.2	32.6	38.2	86.5	81.4	87	N/A	N/A
Racial/Ethnic Group										
White	109	100	20.6	31.8	47.7	92.5	82.1	89.6	Yes	Yes
African American	77	100	45.2	26	28.8	67.1	68.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.5	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	21	100	66.7	9.5	23.8	42.9	40.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	100	40.5	27.8	31.7	76.2	71.9	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	190	100	33.9	33.9	32.2	71.6	77.6	80.4	Yes	Yes
Gender										
Male	99	100	33	28.7	38.3	70.2	76.1	78.4	N/A	N/A
Female	91	100	34.8	39.3	25.8	73	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	109	100	23.4	36.4	40.2	82.2	82.3	87.8	Yes	Yes
African American	77	100	49.3	30.1	20.5	56.2	67.2	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.3	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	21	100	76.2	4.8	19	23.8	41.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	100	43.7	33.3	23	61.9	71.6	72.8	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	133	99.3	51.2	44.2	4.7	48.8	56.1	67.3
Gender								
Male	68	98.5	44.6	47.7	7.7	55.4	57.5	66.9
Female	65	100	57.8	40.6	1.6	42.2	54.7	67.7
Racial/Ethnic Group								
White	77	98.7	42.7	52	5.3	57.3	65.6	79.6
African American	53	100	62.7	33.3	3.9	37.3	34.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	77.8	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	38.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	11	90.9	I/S	I/S	I/S	I/S	28	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	39.4	58.6
Socio-Economic Status								
Subsidized meals	98	99	58.9	34.7	6.3	41.1	46.7	55.4
Social Studies								
All Students	132	100	41.6	42.4	16	58.4	57.8	70.9
Gender								
Male	73	100	39.7	39.7	20.6	60.3	56.6	70.1
Female	59	100	43.9	45.6	10.5	56.1	59.1	71.7
Racial/Ethnic Group								
White	75	100	30.1	49.3	20.5	69.9	64.9	79.2
African American	54	100	58	32	10	42	42.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.3	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	38.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	18	100	72.2	11.1	16.7	27.8	29.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	40.7	68
Socio-Economic Status								
Subsidized meals	88	100	56.6	36.1	7.2	43.4	49.3	60.8

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
Writing										
All Students	191	97.4	29.4	40	30.6	70.6	66.6	72.1	96	96.1
Gender										
Male	98	96.9	34.1	39.6	26.4	65.9	59.3	65.2	96.1	96.1
Female	93	97.9	24.7	40.4	34.8	75.3	74	79.2	95.8	96.1
Racial/Ethnic Group										
White	110	97.3	21.7	41.5	36.8	78.3	72.2	80.8	96	95.9
African American	77	97.4	40.8	39.4	19.7	59.2	56	59.7	95.9	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75.9	87	95.6	97.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	43.3	64.6	93.8	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98
Disability Status										
Disabled	21	81	88.2	5.9	5.9	11.8	21.3	27.7	94	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	45.6	63.7	97.8	97.3
Socio-Economic Status										
Subsidized meals	132	96.2	39	37.4	23.6	61	59.4	61.9	95.5	95.8

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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							
2009	3	77	100	20	40	40	80
	4	48	100	40.4	34	25.5	59.6
	5	62	100	23.3	35	41.7	76.7
	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
2010	3	68	100	25.4	23.9	50.7	74.6
	4	75	100	37.5	31.9	30.6	62.5
	5	47	100	27.3	31.8	40.9	72.7
	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
Mathematics							
2009	3	77	100	29.3	44	26.7	70.7
	4	48	100	40.4	36.2	23.4	59.6
	5	62	100	16.7	43.3	40	83.3
	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
2010	3	68	100	37.3	29.9	32.8	62.7
	4	75	100	36.1	41.7	22.2	63.9
	5	47	100	25	27.3	47.7	75
	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
Science							
2009	3	40	100	52.6	31.6	15.8	47.4
	4	48	100	53.2	42.6	4.3	46.8
	5	30	100	43.3	43.3	13.3	56.7
	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
2010	3	34	100	38.2	58.8	2.9	61.8
	4	75	100	61.1	36.1	2.8	38.9
	5	24	95.8	39.1	47.8	13	60.9
	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

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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							
2009	3	37	100	13.5	62.2	24.3	86.5
	4	48	100	40.4	55.3	4.3	59.6
	5	32	100	36.7	36.7	26.7	63.3
	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
2010	3	34	100	36.4	45.5	18.2	63.6
	4	75	100	45.8	41.7	12.5	54.2
	5	23	100	35	40	25	65
	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
Writing							
2009	3	78	96.2	31.1	35.1	33.8	68.9
	4	47	100	31.9	48.9	19.1	68.1
	5	60	96.7	20.7	34.5	44.8	79.3
	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
2010	3	69	98.6	32.8	35.8	31.3	67.2
	4	74	96	34.8	39.1	26.1	65.2
	5	48	97.9	15.9	47.7	36.4	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

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