



## Sue Cleveland Elementary

375 Woodmont School  
Piedmont, SC 29673

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	585 Students	
<b>Principal</b>	Virginia K. Chambers	864-355-4210
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

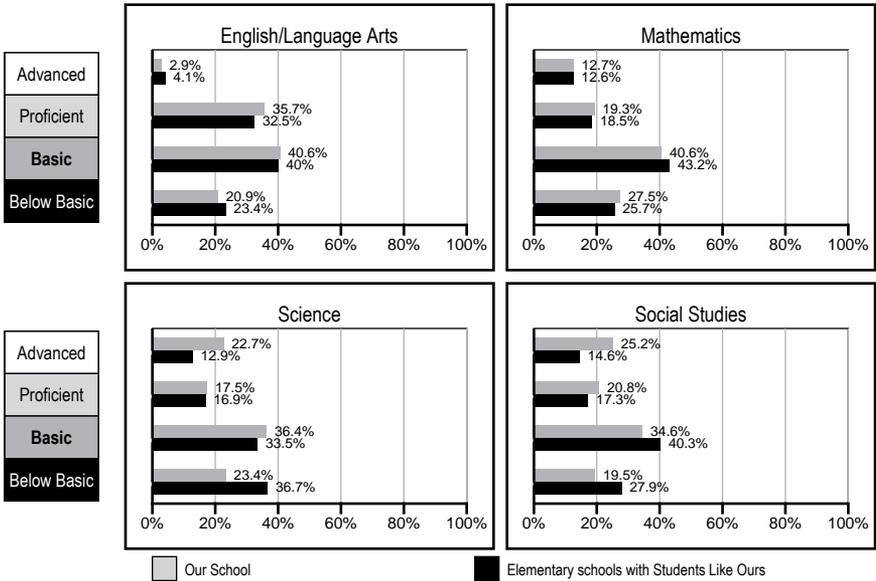
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

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

Excellent	Good	Average	Below Average	At-Risk
0	2	36	42	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=585)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.5%	Up from 4.0%	2.8%	2.3%
Attendance rate	96.3%	Up from 96.1%	96.0%	96.3%
Eligible for gifted and talented	11.1%	No Change	6.6%	10.4%
With disabilities other than speech	8.4%	Down from 9.9%	8.7%	7.5%
Older than usual for grade	1.2%	Up from 0.4%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	26.2%	Up from 23.1%	53.8%	56.7%
Continuing contract teachers	64.3%	Down from 76.9%	76.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 82.2%	86.1%	86.4%
Teacher attendance rate	94.2%	Down from 96.2%	94.6%	94.9%
Average teacher salary	\$38,630	Up 2.6%	\$44,504	\$45,345
Professional development days/teacher	10.4 days	Down from 13.9 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 19.2 to 1	18.2 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 91.2%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Up from 81.5%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,443	Up 12.4%	\$7,358	\$7,052
Percent of expenditures for instruction*	67.0%	Up from 64.6%	69.1%	69.1%
Percent of expenditures for teacher salaries*	59.0%	Down from 60.6%	63.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2007-2008 school year has been challenging but successful. The focus continues to be implementing the "Malcolm Baldrige Model" for continuous improvement, becoming a data driven school, improving student achievement, and creating professional learning communities. The Baldrige Model places accountability for learning into the children's hands. All students develop academic and personal goals for each nine weeks. After goals are set, action plans are written under the guidance of one of the following adult mentors: principal, counselor, parent, or teacher. The students track their achievement, behavior, and attendance in a data notebook. Teachers provide immediate feedback through conferencing and class meetings.

The teachers continue to implement the following programs: "Focus to Develop Reading Time" (FDR-Time) and "Morning Math" (M & M). The programs operate four days a week for a period of three weeks. Students meet in small groups across grade levels to focus on reading, language, and math skills. Students progress or transition from one group to another. Quarterly evaluations are completed by the teachers to assure that all students are being challenged. Students meet in the computer lab to work on math and language skills through Compass Learning, a software program. Teachers continue to teach Essential Questions in science and social studies for the purpose of creating activities that are more aligned to state standards. An additional program "Fast ForWord" was implemented to assist students in language. The biggest barrier is a transient student population. In spite of this fact, the faculty and staff work hard to create stability for our students for as long as they are with us.

Other opportunities provided are after school tutorial programs for grades three through five, reading interventions for grades one and two, a summer program for kindergarten through second grade, and a summer program for grades three through five. The school also provides the students with the opportunity to be a part of a club, such as Tennis, Science, Garden, Art, Music, Sport's Club, Beta Club, and Student Government. This year, the school performed a play, "The Emperor's New Clothes," which involved several students and adults from the school and community. It was a great success!

The school's previous awards are the Red Carpet Award for a welcoming atmosphere and the "Exemplary Writing Award". The school also won the "Strong Communities and School Award" for continued service learning projects and community programs. In August 2003, we became a Title One school for Targeted Assistance." Title One funds provide assistance to children in Reading, reduced class sizes in grades two, three, and four, and increased technology opportunities. During the 2004-2005 year, we achieved AYP status. We feel a sense of accomplishment because our students make progress. The positive attitudes of the students, the implementation of best practices from teachers, and the support from the community enable our school to be a great place to learn.

Virginia K. Chambers, Principal  
Dorothy Tesnear, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	90	76
Percent satisfied with learning environment	94.4%	95.6%	91.8%
Percent satisfied with social and physical environment	97.3%	91.1%	86.7%
Percent satisfied with school-home relations	78.4%	92.1%	84.0%

\* 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 19 out of 21 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

Continuing School Improvement

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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	274	100	20.9	40.6	35.7	2.9	50.8	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	160	100	25.5	42.6	31.2	0.7	43.3	46.1	41.7	N/A	N/A
Female	114	100	14.6	37.9	41.7	5.8	61.2	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	170	100	17.2	38.2	40.8	3.8	55.4	62.3	60	Yes	Yes
African American	96	100	27.8	44.3	26.6	1.3	41.8	31.7	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	36.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	54	100	43.8	39.6	12.5	4.2	22.9	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	200	100	21.8	45.4	29.9	2.9	46.6	34.3	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	274	100	27.5	40.6	19.3	12.7	48.4	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	160	100	27	42.6	21.3	9.2	51.1	49.9	45.6	N/A	N/A
Female	114	100	28.2	37.9	16.5	17.5	44.7	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	170	100	21	43.3	19.7	15.9	53.5	59.4	59	Yes	Yes
African American	96	100	39.2	38	16.5	6.3	36.7	27.2	26.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	54	100	54.2	31.3	12.5	2.1	25	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	200	100	31	41.4	19	8.6	44.3	32.2	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	172	100	23.4	36.4	17.5	22.7	40.3	39.3	35.7	96.3	96.5
<b>Gender</b>											
Male	104	100	23.3	32.2	20	24.4	44.4	41.6	37.4	96.7	96.4
Female	68	100	23.4	42.2	14.1	20.3	34.4	36.9	33.8	95.8	96.6
<b>Racial/Ethnic Group</b>											
White	105	100	15.3	35.7	24.5	24.5	49	49.7	49.2	96.1	96.4
African American	61	100	38	36	6	20	26	18.2	17	96.8	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	96.2	97.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	23.7	24.9	94.1	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	95.8	95.3
<b>Disability Status</b>											
Disabled	34	100	45.2	19.4	19.4	16.1	35.5	16.3	14	95.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	91.8	96.4
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	96.1	97.2
<b>Socio-Economic Status</b>											
Subsided meals	124	100	25.7	40.4	17.4	16.5	33.9	21.3	21.1	96.1	95.8
<b>Social Studies</b>											
All Students	180	100	19.5	34.6	20.8	25.2	45.9	38.1	34	96.3	96.5
<b>Gender</b>											
Male	104	100	18.5	29.3	26.1	26.1	52.2	41	36.6	96.7	96.4
Female	76	100	20.9	41.8	13.4	23.9	37.3	35	31.3	95.8	96.6
<b>Racial/Ethnic Group</b>											
White	115	100	17.3	31.7	21.2	29.8	51	46.1	44.5	96.1	96.4
African American	59	100	22.4	40.8	20.4	16.3	36.7	20.5	19.1	96.8	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	96.2	97.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	27.7	27.5	94.1	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	95.8	95.3
<b>Disability Status</b>											
Disabled	35	100	38.7	32.3	16.1	12.9	29	17.1	14.4	95.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	91.8	96.4
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	96.1	97.2
<b>Socio-Economic Status</b>											
Subsided meals	134	100	24.3	38.3	16.5	20.9	37.4	22.8	21	96.1	95.8

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	77	100	14.3	24.3	61.4	0	61.4
	4	96	99	26.3	41.3	26.3	6.3	32.5
	5	95	99	31	51.2	17.9	0	17.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	95	100	17.2	36.8	41.4	4.6	46
	4	79	100	11.4	42.9	41.4	4.3	45.7
	5	100	100	32.2	42.5	25.3	0	25.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	77	100	17.1	41.4	31.4	10	41.4
	4	96	100	28.4	38.3	17.3	16	33.3
	5	95	99	28.6	54.8	11.9	4.8	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	95	100	29.9	47.1	11.5	11.5	23
	4	79	100	14.3	35.7	30	20	50
	5	100	100	35.6	37.9	18.4	8	26.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	37	100	9.1	39.4	36.4	15.2	51.5
	4	96	100	39.5	25.9	21	13.6	34.6
	5	46	100	48.8	22	19.5	9.8	29.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	44	100	19	38.1	23.8	19	42.9
	4	79	100	15.7	40	17.1	27.1	44.3
	5	49	100	40.5	28.6	11.9	19	31
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	40	100	5.4	37.8	37.8	18.9	56.8
	4	96	100	16	45.7	21	17.3	38.3
	5	49	98	55.8	39.5	2.3	2.3	4.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	50	100	9.1	40.9	11.4	38.6	50
	4	79	100	14.3	30	31.4	24.3	55.7
	5	51	100	37.8	35.6	13.3	13.3	26.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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