



Crowders Creek Elementary

5515 Charlotte Highway
Clover, SC 29710

Grades	PK-3 Elementary School	
Enrollment	681 Students	
Principal	Millicent Whitener Dickey	803-831-2434
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	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
2009	Excellent	Good
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent

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

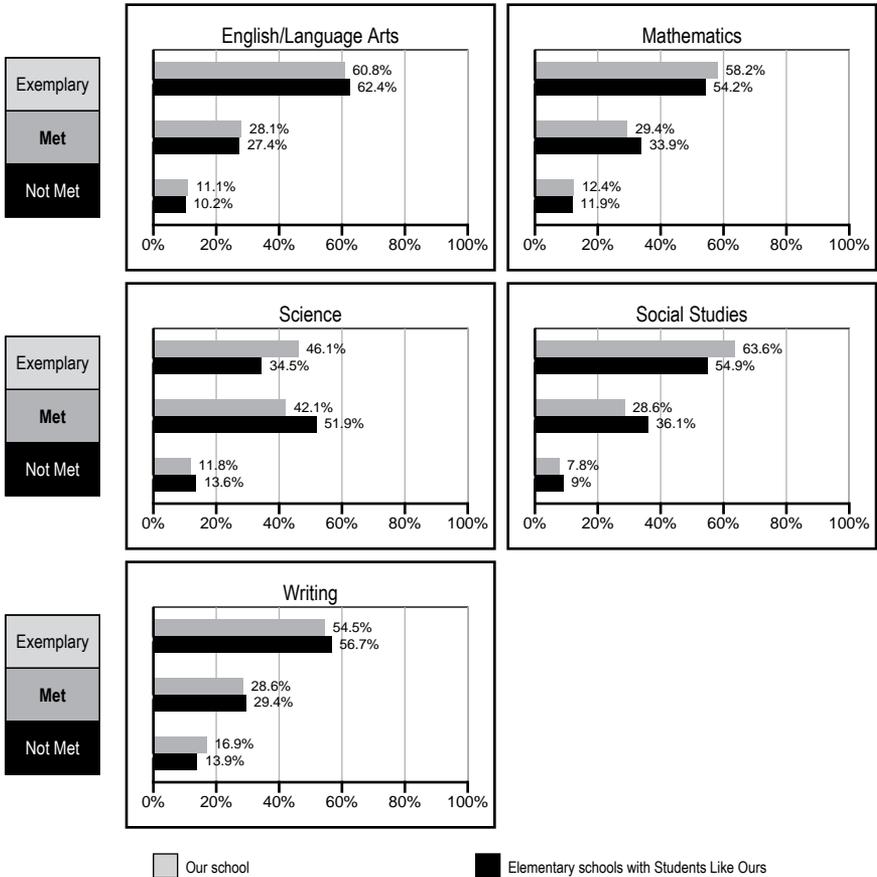
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	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
Students (n=681)				
First graders who attended full-day kindergarten	95.1%	Down from 97.2%	98.4%	100.0%
Retention rate	1.3%	Up from 1.0%	0.8%	1.9%
Attendance rate	95.7%	Down from 96.3%	96.8%	96.3%
Eligible for gifted and talented	19.5%	Down from 24.3%	27.3%	10.0%
With disabilities other than speech	1.6%	Down from 1.8%	5.6%	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%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	59.1%	Down from 65.8%	66.7%	59.4%
Continuing contract teachers	77.3%	Down from 86.8%	84.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.3%	Up from 72.1%	85.4%	85.9%
Teacher attendance rate	96.2%	Up from 92.9%	95.2%	95.1%
Average teacher salary*	\$51,739	Down 0.9%	\$50,464	\$47,149
Professional development days/teacher	15.1 days	Down from 16.1 days	10.4 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 22.4 to 1	21.1 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 87.6%	91.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,585	Up 4.1%	\$6,485	\$7,458
Percent of expenditures for instruction**	68.4%	Up from 67.7%	68.6%	68.8%
Percent of expenditures for teacher salaries**	64.9%	Up from 64.0%	64.3%	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

Crowders Creek Elementary School strives to be a child-centered school focused on excellence. We believe the purpose of school is to lead students to reason well, desire knowledge, apply learning to new situations, and accept responsibility for the challenges of today and tomorrow. Teachers integrate across the curriculum so that school has real-world relevance. School clubs such as Chorus and TV News Crew, along with school jobs such as office helpers and safety patrol, allow students to use knowledge in meaningful ways.

We believe all children have the ability to learn more when immersed in a highly engaged environment that values individual growth, daily success, and positive relations. Our school has been the recipient of eight consecutive Palmetto Gold Awards. Instruction is differentiated for student needs and abilities. With a school-wide focus on the "Bucket Fillers Theme," faculty, staff, and students work to promote a feeling of positive self-worth in everyone. Students are shown the value of service to others through projects such as care packages for US military persons, a Thanksgiving Food Drive, and a holiday mitten tree.

We believe the focus of school is to design purposeful, engaging work and to provide relevant experiences that promote success for each student. Feedback is provided on the use of effective brain strategies in daily lessons. Student assessment of performance often allows students to choose the method of demonstrating knowledge gained.

We believe that school personnel must form collaborative partnerships with parents and the community to provide students a safe, supportive environment where they can focus on quality work. Our school averages 30 volunteer hours per day. The School Improvement Council works to ensure that our school is safe and family-friendly. Parents and the community are invited to programs such as Veterans Day celebrations, field day, the storytelling festival, and family movie nights. Our PTA sponsors a summer book mobile for our students.

We believe in providing employees with encouragement, time, resources, and professional development to meet high expectations for continuous improvement. Our faculty members are encouraged to attend professional development opportunities. Grade level teachers have common planning time and collaboration on a daily basis. Encouragement and recognition for good attendance and for innovative teaching practices are given to faculty and staff members. During monthly faculty council meetings, school issues are discussed in order to maintain a healthy school environment.

At Crowders Creek Elementary School, we strive to be a learning community that promotes successful achievement for children and adults.

Millicent Whitener Dickey, Principal
Aimee Onoszko, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	142	106
Percent satisfied with learning environment	97.8%	86.4%	92.4%
Percent satisfied with social and physical environment	97.8%	93.0%	92.4%
Percent satisfied with school-home relations	100.0%	88.4%	87.6%

* 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

YES

This school met 9 out of 9 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

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	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	95.7%	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	162	100	11.7	27.9	60.4	93.5	89.1	82.8	Yes	Yes
Gender										
Male	85	100	11	29.3	59.8	92.7	85.3	79.3	N/A	N/A
Female	77	100	12.5	26.4	61.1	94.4	93.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	141	100	10.2	29.2	60.6	94.9	90.7	89.5	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	74.7	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.5	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	91.7	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	19	100	26.3	42.1	31.6	78.9	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	88.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	37	100	26.5	23.5	50	85.3	78	75.5	I/S	I/S
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	162	100	13	29.2	57.8	92.9	88.8	78.9	Yes	Yes
Gender										
Male	85	100	11	34.1	54.9	93.9	86.9	77	N/A	N/A
Female	77	100	15.3	23.6	61.1	91.7	90.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	141	100	11.7	30.7	57.7	93.4	90.2	87.2	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	77.1	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.3	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	88.9	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	19	100	31.6	31.6	36.8	73.7	56.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	88.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	37	100	20.6	35.3	44.1	91.2	77.9	70.2	I/S	I/S

* 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	82	100	13	41.6	45.5	87	79.9	67.5
Gender								
Male	42	100	10	45	45	90	79.1	67
Female	40	100	16.2	37.8	45.9	83.8	80.7	68
Racial/Ethnic Group								
White	72	100	13	37.7	49.3	87	82.8	79.5
African American	5	I/S	I/S	I/S	I/S	I/S	57.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	11	100	18.2	36.4	45.5	81.8	50.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.3	59.6
Socio-Economic Status								
Subsided meals	18	100	13.3	66.7	20	86.7	61.9	55.1
Social Studies								
All Students	80	100	7.8	28.6	63.6	92.2	83	72.3
Gender								
Male	43	100	9.5	23.8	66.7	90.5	81.6	71.5
Female	37	100	5.7	34.3	60	94.3	84.4	73.2
Racial/Ethnic Group								
White	69	100	5.9	29.4	64.7	94.1	84.2	80.7
African American	5	I/S	I/S	I/S	I/S	I/S	69.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	3	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
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	46.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	86.5	67.9
Socio-Economic Status								
Subsided meals	19	100	21.1	36.8	42.1	78.9	68.9	62.1

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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	162	99.4	16.9	28.6	54.5	83.1	81.5	70.2	95.7	96.2
Gender										
Male	85	100	21.7	37.3	41	78.3	75.2	63.2	95.6	96.2
Female	77	98.7	11.3	18.3	70.4	88.7	88.2	77.5	95.9	96.2
Racial/Ethnic Group										
White	142	99.3	15.3	29.9	54.7	84.7	83.3	79.1	95.7	96.1
African American	9	I/S	I/S	I/S	I/S	I/S	65.7	57.6	95.4	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.3	86.2	96.7	97.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.1	62.6	95.2	97
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96	94.4
Disability Status										
Disabled	20	95	36.8	26.3	36.8	63.2	36.9	26.1	94.3	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	79.7	61.2	96.4	97.5
Socio-Economic Status										
Subsided meals	37	97.3	27.3	33.3	39.4	72.7	67	58.9	94.8	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
English/Language Arts							
2009	3	162	100	11.7	27.9	60.4	88.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2009	3	162	100	13	29.2	57.8	87
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2009	3	82	100	13	41.6	45.5	87
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
Social Studies							
2009	3	80	100	7.8	28.6	63.6	92.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2009	3	162	99.4	16.9	28.6	54.5	83.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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