



## Central Elementary

608 Johnson Rd.  
Central, SC 29630

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 390 Students           |              |
| <b>Principal</b>      | Jamie Spinks, Ph. D.   | 864-397-1400 |
| <b>Superintendent</b> | Dr. Kelly U. Pew       | 864-397-1000 |
| <b>Board Chair</b>    | Mr. Alex Saitta        | 864-397-1029 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2012</b> | <b>Good</b>     | <b>Average</b> |
| 2011        | Good            | Excellent      |
| 2010        | Good            | Average        |
| 2009        | Average         | Average        |
| 2008        | 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 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

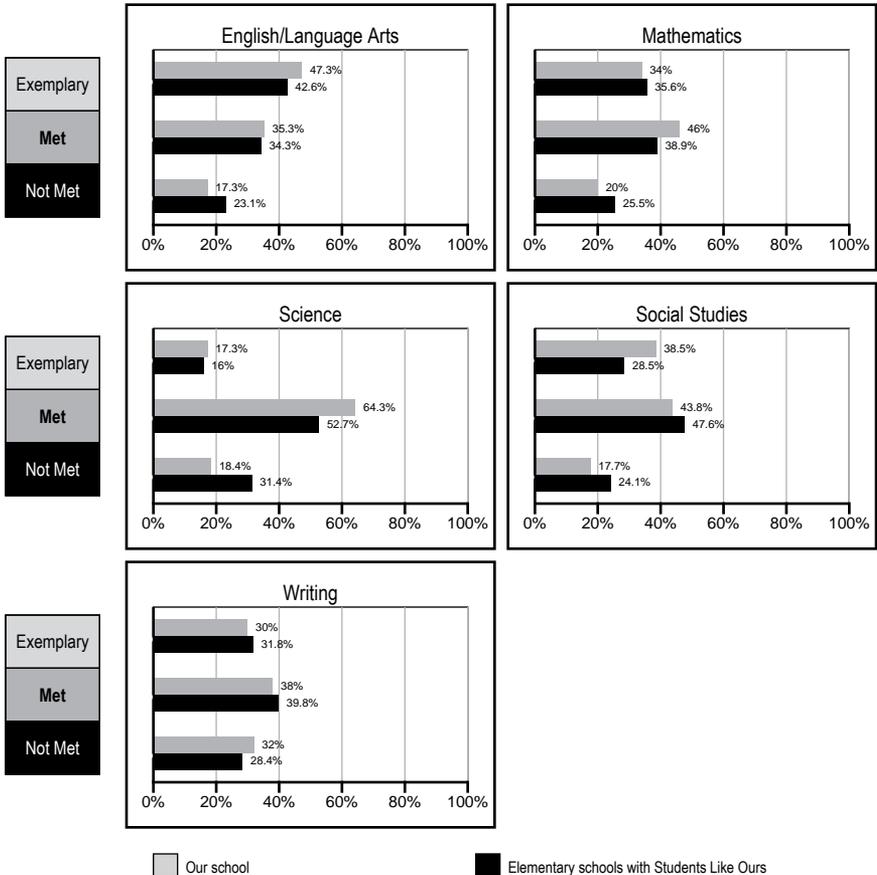
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 21        | 45   | 59      | 5             | 0       |

\* Ratings are calculated with data available by 11/07/2012.

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=390)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.1%       | Up from 0.6%          | 1.3%                                       | 1.0%                     |
| Attendance rate  | 96.5%      | Up from 96.3%         | 96.3%                                      | 96.6%                    |
| Served by gifted and talented program  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=29)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 51.7%      | Up from 46.4%         | 61.8%                                      | 63.0%                    |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year  | 88.7%      | Up from 85.5%         | 89.6%                                      | 88.7%                    |
| Teacher attendance rate  | 94.0%      | Down from 96.5%       | 95.1%                                      | 95.1%                    |
| Average teacher salary*  | \$47,923   | Up 2.2%               | \$47,351                                   | \$47,210                 |
| Professional development days/teacher  | 16.1 days  | Down from 17.4 days   | 10.8 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 1.0        | Down from 4.0         | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 15.4 to 1  | Down from 17.3 to 1   | 19.9 to 1                                  | 20.0 to 1                |
| Prime instructional time   | 88.0%      | Down from 91.6%       | 90.2%                                      | 90.5%                    |
| 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  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$9,413    | Down 1.9%             | \$7,242                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 59.3%      | Down from 60.8%       | 67.7%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 56.3%      | Down from 57.7%       | 65.5%                                      | 65.7%                    |

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

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

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

The 2011-2012 school year at Central Elementary was EXCELLENT! We saw much success as the faculty and staff worked to create engaging educational experiences for all students. Central Elementary received many great awards this year including being named South Carolina's 2011-2012 National Distinguished Title I School for closing the achievement gap. We were also awarded the Palmetto Gold School for General Performance and a Palmetto Silver School for Closing the Achievement Gap. We also were the recipients of the ING Running Grant and NEA Student Achievement Grant. Student achievement remained the top priority as teachers utilized a variety of strategies to meet the students at their appropriate level of instruction. Using MAP data, PASS scores, and classroom assessments, our teachers incorporated Zoo-phonics, the district's literacy model, Reading Recovery, Guided Reading, Fountas and Pinnell Leveled Literacy Intervention (LLI), Money Cents, IXL Math, LEGOS robotics, Math Out of the Box, Everyday Counts - Calendar Math, Science Kits, RIT groups, and numerous other instructional techniques to offer students as much individualized instruction as possible. School-wide expectations were again established using Positive Behavior Interventions and Supports (PBIS). Tickets were given out for displaying appropriate expectations and students were able to trade them in each week for items in the Cougar Store. This year we also implemented our school wide expectation daily report to parents through the color system in the agenda. Activities beyond the classroom continued to be part of the instructional program at CES including: Honors Chorus, Cougar News Network, Good News Club, Safety Patrol, Jump Rope team, Track team, Shooting Stars Tutoring, Student Council, Club Edge, Clemson's TIGER Reads program, and Keep it Movin' running group. Other special events were held throughout the year including: Geography Bee, Artists-In-Residence Week, School Science Fair, Book Fairs, Hero's Day, Field Days, and Awards Night. Character education continued to be a priority at CES with all students participating in grade-level service learning projects. In addition, our school utilized the Chick-fil-A Core Essential program to assist with character development. Finally, parent and community involvement remained at an all-time high with an active PTO, SIC, and volunteer program. Parents were also involved throughout the year with various Parent Nights held at the school. We had the highest attendance to our themed nights and parenting classes throughout the year. In addition, business partnerships with local establishments such as Wal-Mart, First Wesleyan "ALIVE" Church, Wendy's, and Lowe's are continued.

Jamie Spinks, Ph. D., Principal and Rick Freeze, Teacher of the Year, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 30       | 45        | 34       |
| Percent satisfied with learning environment            | 100.0%   | 93.2%     | 97.0%    |
| Percent satisfied with social and physical environment | 96.7%    | 91.1%     | 97.1%    |
| Percent satisfied with school-home relations           | 90.0%    | 88.6%     | 100.0%   |

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>91.5</b> |
| <b>Overall Grade Conversion</b>      | <b>A</b>    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Central Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.3%         | 2.6%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 5.1%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.5%      | 94.0%*          | Yes                 |

\* Or greater than last year

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Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 668.7    | 655.3     | 632.2        | 648.4               | 100.0        | 100.0         |
| Male                              | 663.0    | 653.6     | 637.6        | 650.7               | 100.0        | 100.0         |
| Female                            | 675.7    | 657.3     | 625.1        | 645.3               | 100.0        | 100.0         |
| White                             | 684.1    | 670.1     | 644.1        | 661.5               | 100.0        | 100.0         |
| African American                  | 638.4    | 626.5     | 610.8        | 626.5               | 100.0        | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 658.5    | 642.4     | 620.8        | 639.2               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 630.0    | 630.0     | 630.0        | 630.0               | 95.0         | 95.0          |

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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>2011</b>                  | 3     | 55                            | 100      | 6.7       | 42.2  | 51.1        | 93.3               |
|                              | 4     | 52                            | 100      | 16.3      | 46.9  | 36.7        | 83.7               |
|                              | 5     | 70                            | 100      | 15.9      | 38.1  | 46          | 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>2012</b>                  | 3     | 59                            | 100      | 13.8      | 31    | 55.2        | 86.2               |
|                              | 4     | 47                            | 100      | 9.1       | 43.2  | 47.7        | 90.9               |
|                              | 5     | 50                            | 100      | 29.2      | 33.3  | 37.5        | 70.8               |
|                              | 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>2011</b>                  | 3     | 55                            | 100      | 11.1      | 44.4  | 44.4        | 88.9               |
|                              | 4     | 52                            | 100      | 8.2       | 42.9  | 49          | 91.8               |
|                              | 5     | 70                            | 100      | 27        | 41.3  | 31.7        | 73                 |
|                              | 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>2012</b>                  | 3     | 59                            | 100      | 19        | 51.7  | 29.3        | 81                 |
|                              | 4     | 47                            | 100      | 11.4      | 40.9  | 47.7        | 88.6               |
|                              | 5     | 50                            | 100      | 29.2      | 43.8  | 27.1        | 70.8               |
|                              | 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>2011</b>                  | 3     | 29                            | 100      | 27.3      | 54.5  | 18.2        | 72.7               |
|                              | 4     | 52                            | 100      | 26.5      | 51    | 22.4        | 73.5               |
|                              | 5     | 34                            | 100      | 29        | 54.8  | 16.1        | 71                 |
|                              | 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>2012</b>                  | 3     | 30                            | 100      | 23.3      | 56.7  | 20          | 76.7               |
|                              | 4     | 47                            | 100      | 9.1       | 75    | 15.9        | 90.9               |
|                              | 5     | 26                            | 100      | 29.2      | 54.2  | 16.7        | 70.8               |
|                              | 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                |

Abbreviations for Missing Data

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PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 3     | 26                            | 100      | 17.4      | 43.5  | 39.1        | 82.6               |
|                       | 4     | 52                            | 100      | 12.2      | 42.9  | 44.9        | 87.8               |
|                       | 5     | 36                            | 100      | 25        | 31.3  | 43.8        | 75                 |
|                       | 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>2012</b>           | 3     | 29                            | 100      | 7.1       | 39.3  | 53.6        | 92.9               |
|                       | 4     | 47                            | 100      | 4.5       | 61.4  | 34.1        | 95.5               |
|                       | 5     | 24                            | 100      | 54.2      | 16.7  | 29.2        | 45.8               |
|                       | 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>2011</b>           | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | 68                            | 100      | 20.6      | 27    | 52.4        | 79.4               |
|                       | 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>2012</b>           | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | 52                            | 100      | 32        | 38    | 30          | 68                 |
|                       | 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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