



Cleveland Elementary

151 Franklin Street
Spartanburg, SC 29303

Grades	PK-5 Elementary School	
Enrollment	416 Students	
Principal	Fred Logan	864-594-4444
Superintendent	Dr. Russell W. Booker	864-594-4400
Board Chair	Lawrence E. Flynn, Jr.	864-594-4405

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	Below Average
2011	At-Risk	Below Average
2010	Below Average	Average
2009	At-Risk	Average
2008	At-Risk	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 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

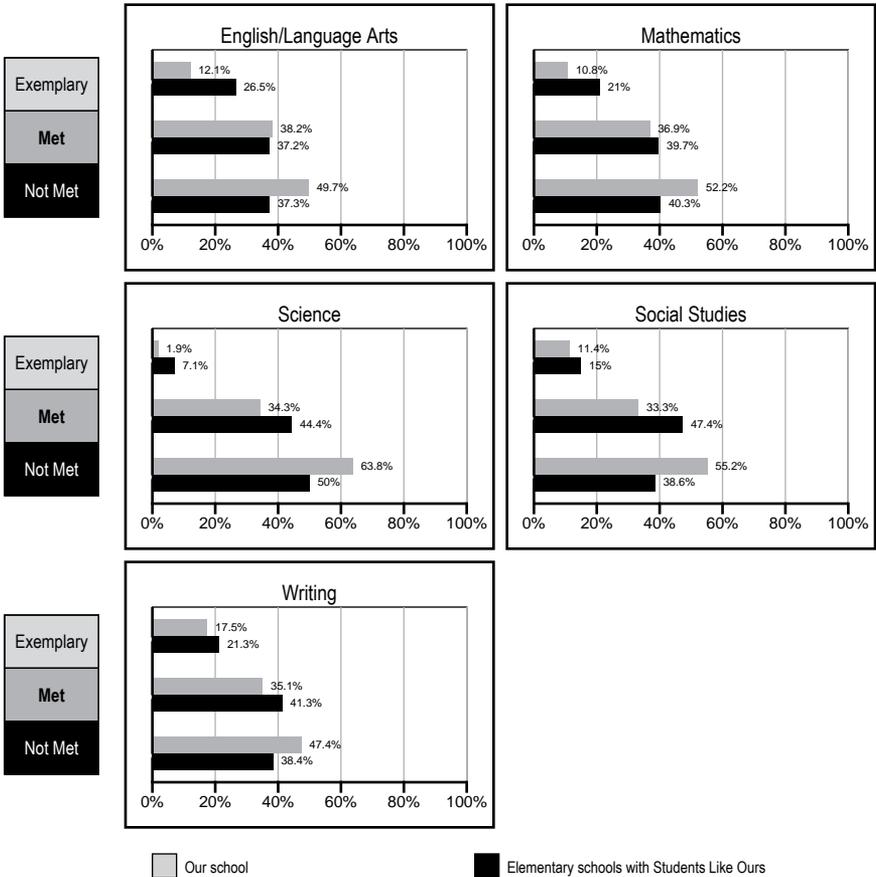
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	6	70	46	17

* 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
Students (n=416)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.5%	1.2%	1.0%
Attendance rate	95.7%	Up from 95.2%	96.4%	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%
Teachers (n=33)				
Teachers with advanced degrees	84.8%	Up from 75.0%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	80.8%	Down from 89.3%	84.9%	88.7%
Teacher attendance rate	94.5%	Up from 92.5%	95.4%	95.1%
Average teacher salary*	\$50,348	Up 6.6%	\$44,876	\$47,210
Professional development days/teacher	14.5 days	Up from 10.1 days	9.4 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	17.7 to 1	Down from 19.0 to 1	18.0 to 1	20.0 to 1
Prime instructional time	87.6%	Up from 86.2%	90.6%	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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,594	Down 8.5%	\$8,326	\$7,247
Percent of expenditures for instruction**	55.1%	Down from 63.9%	66.1%	68.2%
Percent of expenditures for teacher salaries**	54.1%	Down from 62.6%	62.8%	65.7%

* 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

Cleveland Elementary is embarking on a new journey which will enhance the strong academic focus on literacy, math, and science. This year we adopted the Leader in Me model. We are very optimistic because Leader in Me is a "whole school transformational model." It has proven to help produce higher academic achievement, fewer discipline problems, and increased engagement in students, parents, and teachers. This model helps to provide students the tools needed to not only survive, but thrive in the 21st century. They are developing skills which include responsibility, leadership, adaptability, communication, creativity, problem solving, and teamwork to name just a few. The development of these skills will result in improved student achievement because the students are becoming more and more prepared to fully take advantage of the curriculum provided.

We are also very fortunate to have been adopted as one of only a few Purpose Built Communities in the United States. The goal of Purpose Built Communities is to "transform struggling neighborhoods into vibrant and sustainable communities where everyone has the opportunity to thrive. Purpose Built Communities break the cycle of intergenerational poverty creating a world where geography no longer limits human potential. " We also continue to be supported by Wofford College, USC Upstate, and several churches. We are confident that with the help of Purpose Built Communities, the Leader in Me model, the School Improvement Council, and our other long term supporters, we are on our way to meeting our goals.

We have continued using SRA Corrective Reading; an intervention designed to improve reading in grades 3-5. We have also continued the Language Enrichment Program (LEAP), a reading intervention program for grades K-2 designed to develop and enhance reading fluency and comprehension strategies for early grades. We are also very pleased that 75% of our staff have advanced degrees. In addition, our Boys and Girls Club continues to serve 120 students after school.

At Cleveland, we believe that if we find and nurture the leadership abilities in all students, they can and will achieve. We will continue to work very closely with our stake holders to ensure that we continue to meet expected gains and therefore meet the needs of our students.

Fred Logan, Principal
Alan Goggins, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	65	34
Percent satisfied with learning environment	70.0%	87.5%	84.4%
Percent satisfied with social and physical environment	72.5%	82.5%	88.2%
Percent satisfied with school-home relations	42.5%	88.9%	84.8%

* 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.

Overall Weighted Points Total	39.6
Overall Grade Conversion	F

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

Cleveland 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	0.7%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	95.7%	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
Grades 3-5						
All Students	616.7	613.2	584.2	604.4	100.0	100.0
Male	612.8	614.2	582.6	604.7	100.0	100.0
Female	621.9	611.8	586.6	604.0	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	616.6	613.0	583.0	604.4	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	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	617.6	613.2	584.7	604.6	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
English/Language Arts							
2011	3	64	98.4	43.6	23.6	32.7	56.4
	4	67	100	43.9	45.6	10.5	56.1
	5	47	100	53.5	37.2	9.3	46.5
	6	39	100	46.9	43.8	9.4	53.1
	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
2012	3	57	100	56.3	25	18.8	43.8
	4	65	100	48.1	40.7	11.1	51.9
	5	74	100	43.1	48.3	8.6	56.9
	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							
2011	3	64	100	67.9	23.2	8.9	32.1
	4	67	100	59.6	33.3	7	40.4
	5	47	100	46.5	39.5	14	53.5
	6	39	100	46.9	43.8	9.4	53.1
	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
2012	3	57	100	58.3	37.5	4.2	41.7
	4	65	100	44.4	37	18.5	55.6
	5	74	100	51.7	37.9	10.3	48.3
	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
Science							
2011	3	32	100	66.7	25.9	7.4	33.3
	4	67	100	61.4	33.3	5.3	38.6
	5	21	100	N/AV	N/AV	N/AV	35
	6	19	94.7	N/AV	N/AV	N/AV	46.7
	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
2012	3	28	100	N/AV	N/AV	N/AV	12.5
	4	65	100	57.4	38.9	3.7	42.6
	5	38	81.6	48	48	4	52
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	32	100	31	55.2	13.8	69
	4	67	100	40.4	43.9	15.8	59.6
	5	26	100	N/AV	N/AV	N/AV	26.1
	6	20	95	33.3	46.7	20	66.7
	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
2012	3	29	100	54.2	41.7	4.2	45.8
	4	65	100	40.7	40.7	18.5	59.3
	5	36	80.6	73.9	17.4	8.7	26.1
	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
Writing							
2011	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	47	91.5	47.5	42.5	10	52.5
	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
2012	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	74	97.3	47.4	35.1	17.5	52.6
	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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